Institutional Overview

Madison College is a public, not-for-profit educational institution that serves more than 40,000 students across twelve counties in Wisconsin. The College’s mission is to provide accessible, high quality learning experiences that serve the community, while exhibiting the values of excellence, respect, and integrity. The strategic vision of the College is “Transforming lives, one at a time.” The table below shows the breakdown of student headcounts by credit load and degree status.

Table OV.1 - 2012 Student Headcount by Credit Load and Degree Status

<table>
<thead>
<tr>
<th></th>
<th>2012 Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time Students</td>
<td>7,299</td>
</tr>
<tr>
<td>Part-Time Students</td>
<td>34,825</td>
</tr>
<tr>
<td><strong>Total Students</strong></td>
<td><strong>40,034</strong></td>
</tr>
<tr>
<td>Degree Credit</td>
<td>24,542</td>
</tr>
<tr>
<td>Non-Degree Credit</td>
<td>18,716</td>
</tr>
<tr>
<td><strong>Total Students</strong></td>
<td><strong>40,034</strong></td>
</tr>
</tbody>
</table>

Madison College operates campuses in five cities across the District: Madison, Fort Atkinson, Portage, Reedsburg and Watertown. The main Truax campus is supplemented by four other locations in Madison. The Watertown and Fort Atkinson campuses serve the Eastern Region of the District, and the Portage and Reedsburg campuses serve the Northern Region. Across these campuses, the College provides services for 223 municipalities and 726,000 residents.

As part of the Wisconsin Technical College System (WTCS), which includes sixteen institutions serving the educational and workforce training needs of the State, Madison College serves a dual educational role: first, the College provides affordable and quality education for residents. Second, the College supports businesses and economic development across the District.

Madison College students choose from more than 140 careers through associate degree, certificate, and diploma programs. Madison College is also one of three WTCS schools charged with preparing students to transfer to four-year institutions, resulting in guaranteed acceptance to the University of Wisconsin-Madison if students successfully complete the designated requirements. As a result, Madison College is the largest source of transfer students for the University of Wisconsin System. The College has developed similar partnerships with nearly twenty other four-year institutions.

Madison College serves business and economic needs across the District in a variety of ways. First, degree/certificate programs produce well-trained graduates who can move directly into careers and address local employer needs. The Business and Industry Services area provides customized training, technical assistance, and consulting to businesses across the District on a contractual basis. The Business Procurement Assistance Center assists local businesses in marketing and selling their products and services to the government. The Eastern Region and Northern Region are each served by a Director of Economic and Workforce Development to attend to the local economic issues and needs.

The table below provides an overview of the faculty and staff at the College.

Table OV.2 - Madison College Employees by Category

<table>
<thead>
<tr>
<th>Employee Category</th>
<th>Full-time</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>474</td>
<td>1500</td>
</tr>
<tr>
<td>Support Staff (PSRP)</td>
<td>402</td>
<td>93</td>
</tr>
<tr>
<td>Administrators</td>
<td>112</td>
<td>N/A</td>
</tr>
<tr>
<td>Casual Employees</td>
<td>N/A</td>
<td>800</td>
</tr>
<tr>
<td>Student Help</td>
<td>N/A</td>
<td>1000</td>
</tr>
</tbody>
</table>

Madison College has made extensive investment in state-of-the-art flexible learning options in response to the changing needs of students, dramatically increasing online, hybrid, accelerated and distance education offerings in the past four years. The College was the first educational institution to use the cutting-edge Cisco Telepresence system to deliver distance education, and BlackBoard serves as the...
College’s online educational support system for online, hybrid, and face-to-face courses.

**IMPROVEMENT INITIATIVES AND ACTION PROJECTS**

Since the last Systems Portfolio, the College completed several Action Projects, including improving data systems and the ability to benchmark Key Performance Indicators against similar colleges, developing a robust training program for instructors teaching in alternative delivery formats, and streamlining several planning and assessment processes into one overall Unit Planning Process. Current Action Projects are working to improve retention and implement an admissions advising process.

**CHALLENGES**

Changes at the state level have impacted college funding and the ability to collectively bargain compensation and working conditions.

A cut in state funding and a freeze on the College’s ability to raise the local tax levy resulted in three consecutive years of financial pressure. However, the College has managed to maintain quality services with minimal impact on students.

The College is working on an Employee Handbook, which will be implemented after the current Collective Bargaining Agreement with full-time faculty and PSRP staff expires in March 2014, to redefine the work roles and relationships between administration, faculty and staff.

The current College President has announced her retirement in the summer of 2013. A presidential search is currently underway, and the new president will oversee the College during a time of transition and continue the College’s growth and progression despite financial challenges.

**ACCOMPLISHMENTS**

The completion of the Facilities Master Plan, created in response to student feedback and needs identified by the Academic Plan, led to passage of a $134 million referendum, the largest in state history. The Facilities Master Plan will help the College address both short- and long-term academic program expansion needs, create a technologically sophisticated infrastructure to support future shifts in training needs and cutting edge technology and equipment, and enhance services and facilities to all campuses in the District. Facilities Master Plan building initiatives have included a new Health Education Building, a Protective Services Education Center, and an Ingenuity Center for advanced manufacturing. A new Gateway Welcome Center creates a more centralized location for students to access various academic and student services, including enrollment, advising, library services, and the Student Achievement Center. Each of the regional campuses were also renovated and expanded. Madison College will leverage data to ensure that the new facilities will be used effectively to serve students and the community. As of 2012, Madison College has served the District for 100 years, and the referendum will help ensure state-of-the-art facilities as the College moves into its second century.

**NOTE ON CORE CRITERIA FOR ACCREDITATION**

To identify where Core Criteria is addressed within the Portfolio, parenthetical citations have been added (e.g., CC-1A). A parenthetical at the beginning of a response indicates the entire response is relevant to addressing the Core Criteria. If only a section of a response is relevant, the parenthetical citation is placed at the beginning of the relevant section.
**Category 1: Helping Students Learn**

**Category 1 Introduction**

Processes for Helping Students Learn at Madison College exhibit a range of maturity levels. Several processes are moving toward the Integrated maturity rating, including creating innovative and up-to-date programming (e.g., bridge programming and alternative delivery courses); more effective collection, distribution and analysis of benchmarked student learning data; a more formalized process for curriculum development; and a robust academic planning process.

The College has successfully implemented improvement projects to centralize advising services, create a Program Analysis Process for evaluating programs, develop a Retention Plan, and improve services to veterans.

Future initiatives will pursue integrating the Program Analysis Process with program and curricular innovations and using Technical Skills Attainment to further improve assessment of learning outcomes.

INTEGRATED processes that demonstrate a stable, well-developed structure and are continually monitored and improved through analysis, innovation, and sharing include 1P4, 1P12, 1P13. These processes address designing responsive academic programming, building effective and efficient course delivery systems, and ensuring up-to-date and effective programs and courses.

ALIGNED processes that are stable, consciously managed, regularly evaluated for improvement and address the College’s key goals and strategies include: 1P2, 1P3, 1P5, 1P6, 1P8, 1P10, 1P11, 1P14. These processes address determining program learning objectives, designing new programs and courses, determining student preparation levels, helping students select programs of study, dealing with underprepared students, addressing the needs of student subgroups, defining and communicating expectations for teaching and learning, and changing or discontinuing programs or courses.

SYSTEMATIC processes that have clear goals, are proactive rather than reactive and target ineffective elements for improvement include: 1P1, 1P7, 1P9, 1P15, 1P16, 1P17, 1P18. These processes address determining shared objectives for learning and development, communicating preparation and learning objectives for programs and courses, addressing learning styles, addressing learning support needs of students and faculty, aligning co-curricular goals with curricular learning objectives, determining whether students have met learning and development expectations, and designing processes for assessing student learning.

**1P1: Determining shared objectives for learning and development for all students pursuing degrees at a particular level (CC-3B)** In 1994, Madison College created eight Core Abilities as the common student learning objectives for the College:

- Communication
- Critical Thinking
- Ethics
- Global and Cultural Perspectives
- Mathematics
- Science and Technology
- Self-Management
- Social Interaction

In 2004, cross-functional teams used quality improvement practices to revise the Core Abilities and develop rubrics to facilitate assessment across programs. These Core Abilities are now aligned, developed and assessed in courses throughout program and department curriculum and in conjunction with the outcomes for each occupational program. Faculty work with curriculum experts in the Center for Excellence in Teaching and Learning (CETL) to collect and assess Core Abilities data as part of summative assessments for each program. As explained below, the Core Abilities are again being reviewed as part of the revision of the Academic Plan and will continue...
to serve a key role in developing curriculum and programs.

The creation of the Academic Plan in 2007 provided a college-wide framework for future programming and learning based on the College Board End Statements and Learner Success priorities. The Academic Plan is utilized in conjunction with the 3-Year Strategic Plan, Enrollment Management Plan, Technology Plan, Master Facilities Plan and other key plans to guide the creation and evolution of a sound and innovative academic portfolio that responds to local economic, workforce and demographic trends, as well as national trends in higher education over the next five to ten years.

The current revision of the Academic Plan includes a survey of all 1,200 advisory board members and multiple district-wide focus groups. Within this process, feedback was sought to ensure the current Core Abilities are affirmed and expanded to align with career competencies of the future. As the Academic Plan is launched in academic year 2013-14, a communications deployment plan will be in place so that all faculty continue to understand the integration of the new Core Abilities with technical and occupational programming.

(CC-3B) In addition to the Core Abilities, every occupational program student completes a minimum of 21 general education credits, and students in the Liberal Arts Transfer program complete 64 general education credits. Each program determines the specific general education courses appropriate to their needs; however, all students complete credits in communication, math, science, and social science. The general education courses required by programs give students adaptable analytical and communication skills and cultural competence necessary for inquiry, creative work and lifelong learning.

1P2: Determining specific program learning objectives

(CC-3B) The first college-wide goal in the Strategic Plan is to “meet access, learning and workforce needs of our students, employers, and community,” and all program learning objectives are developed with this overarching goal in mind. Program learning objectives are developed or obtained through one of the following processes: national program accreditation, statewide curriculum and program development, advisory committees, or other facilitated stakeholder processes. Schools serving transfer students are strongly influenced by partner four-year institutions in setting learning objectives. Regardless of the development process, learning objectives are documented through an outline of instruction and supported by a course portfolio.

Many programs at Madison College participate in either national accreditation or certification processes that determine program learning objectives. These ongoing processes occur in three-, five-, seven-, or ten-year cycles, depending on the program and the accrediting agency. Each new accreditation or certification cycle may produce updates to learning objectives and curriculum.

(CC-4B) In addition to national accreditation and certification processes, the College has implemented Technical Skills Attainment (TSA), a statewide curriculum process mandated by the Wisconsin Technical College System (WTCS) and the federal government under Carl Perkins IV legislation. Impacted programs will implement TSA to assess learning objectives and ensure graduates have the technical skills needed by employers. As part of this process, faculty in each program develop formative and summative assessments of student and program learning objectives. This tool provides data on whether students meet outcomes, which is used internally for program improvements.

Through the TSA process, several Madison College programs collaborated with other WTCS program faculty to identify outcomes that are linked to industry standards and meet statewide criteria for validity, reliability, and fairness. The WTCS Office approved the outcomes, and they have been implemented by the relevant programs across the WTCS.

In the final phase, each college develops and implements processes to support the collection of TSA assessment data. As a result, the Madison College Student Administration System is being aligned, reconfigured, and
extended to collect TSA program outcomes and detailed assessment results for each course competency. Class rosters will capture assessment information that will be included in the annual Unit Planning Process to support program improvement.

The WTCS also has a program development process to help faculty and staff determine learning objectives for new programs, as well as an annual process that allows updates to program curriculum. Any changes to learning objectives and curriculum are submitted for state approval.

Internally, all college associate degree and technical diploma programs (and some certificate programs) have advisory committees that help with ongoing development and revision of program learning outcomes, as mandated by the WTCS. Advisory committee participation includes key program stakeholders, such as employers, program graduates, current students, occupational experts, and Madison College faculty and administration. Meetings are held at least biannually to review and recommend changes to program curriculum, as well as advise program faculty on new trends in their respective fields.

Apprenticeship programs also have advisory committees. Apprenticeship program learning objectives are determined by external groups, including statewide trade groups and apprenticeship trade committees. Advisory committees meet monthly, and on an annual basis they review program outcomes and curriculum to make recommendations for changes. Faculty, employers and laborers from the field participate in these discussions.

The current revision of the Academic Plan responds to the College’s strategic goals and Learner Success priorities, including an annual assessment of program outcomes, while at the same time assisting faculty, staff and external stakeholders with the creation and assessment of program learning objectives. For a detailed diagram of the planning process see 8P1.

The revision of the Academic Plan also allowed for widespread participation in creating academic goals and learning objectives. As part of this revision, faculty, staff, and external stakeholders reviewed programs and program outcomes, identified gaps in programming, and created new program learning objectives.

Meetings with program directors, consultations with external technical experts, department feedback, focus groups with external stakeholders nominated by faculty, and surveys of advisory board members are a few examples of how the College ensured the revision process was thorough and rigorous by inviting a wide range of input.

Learning objectives in schools and departments that serve transfer students are influenced by articulation agreements regularly developed for Associate of Arts and Sciences degrees, as well as for applied associates’ degrees. University staff and faculty meet with Madison College staff and faculty to discuss the curriculum sequence, program learning objectives, course development, any necessary revisions, and other specific articulation arrangement information. As a result, faculty work to align learning objectives in their courses with corresponding curriculum at four-year universities. Most notably, the College partners with the University of Wisconsin-Madison to provide a “guaranteed on-ramp” to admission. Many courses articulate with UW-Madison curriculum and learning objectives to support this partnership.

1P3: Designing new programs and courses that facilitate student learning and compete with other organizations

Designing New Programs

The Academic Plan, in conjunction with Learner Success priorities and the 3-Year Strategic Plan, internally define programming needs at the College. Program needs are also influenced internally by student feedback, as well as by external factors such as employer needs, emerging occupations, market trends, and changes in government regulations. Once the need for a new program is identified, the College uses the well-designed WTCS Program Development Process to develop and implement the program. State approval is required at each step in the process:
Step 1: Initial inquiry identifies target jobs and develops proposed program description

Step 2: Needs assessment documents a plan to administer the needs assessment survey

Step 3: Program investigation conducts survey and analyzes relevant data to support new program development

Step 4: Program implementation develops curriculum and determines costs and timeline of implementation

Within these steps, the process considers “competitiveness,” and requires data related to demand and need for the program. When final approval is received, the District implements the program exactly as outlined in the plan.

New occupational programs may create a Developing-A-Curriculum (DACUM) report. The DACUM identifies specific program learning outcomes and competencies. Each DACUM team includes ten to twelve expert workers, program graduates, advisory committee members, and faculty in the occupation who identify tasks and duties performed on the job, which in turn are used to develop the program competencies. The DACUM process also includes an environmental scan of similar programs in the area. This process and data help determine how to best be accessible to student needs and the marketplace.

Finally, the Academic Plan provides an in-depth data analysis to determine what programs the College needs to develop or revise to stay competitive in the market and be more accessible to students.

Designing New Courses

New courses are developed as part of new or revised programs or in response to an identified gap in course offerings. Course design or redesign may occur as a result of:

- Identification of new or revised skills needed in the workplace by employers through advisory committees, Workforce Development Boards, and other means.
- Assessment results that indicate the need to more effectively deliver subject content to students.
- Response of WTCS Statewide Curriculum to needs for specific occupational programs.
- Shifts in technology or availability of technological resources.
- Analysis and comparison of existing course offerings to offerings at other institutions for the same or similar programs.

Once the need for a new course has been identified, a college-wide strategic curriculum funding process supports curriculum development across the College and sets the common expectations for developing a new course. This process ensures that all newly-developed courses include foundational documents such as the outline of instruction, course syllabus, and suggested requirements (e.g. assignments, textbooks, exams, etc.).

To best meet unique student needs, the College also designs new degree credit and non-degree credit programming in the following ways:

- Packaging existing courses into career pathway models. These pathways include the development of new certificates, bridge programming and increased credentialing for students. Needs are identified by employers and employment data, and then Madison College faculty and administration work together to lay out the curricular pathway and student services needed for the programming.
- Developing new training programs for community businesses, organizations, and nontraditional students. Business and Industry Services works with employers and organizations to identify and meet training needs by delivering appropriate, on-demand services. The Adult Continuing Education staff monitors marketplace needs of nontraditional students and delivers non-degree credit professional development training curriculum for adult markets. Several grant programs also deliver responsive programming for identified market needs at Madison College.
- Developing degrees and courses in online, short-term, hybrid and accelerated formats. The process involves analysis of data and national trend and discussions with program directors to identify demand and target
student populations, as well as development of curriculum and student services needed for the new offering.

Course development and revisions are supported by CETL. CETL staff support the development of course outlines of instruction; aid faculty in using Worldwide Instructional Design System (WIDS) software, which integrates current learning theory and practice into a performance-based instruction system; and facilitate the creation of Blackboard-based course portfolios, one of the minimum requirements for any new course development. See IP18 for additional explanation of CETL support for curriculum development.

1P4: Designing responsive academic programming that balances and integrates learning goals, students’ career needs, and the realities of the employment market (CC-3A) (CC-4A) Degree-credit curriculum is continually assessed by faculty, employers, students and other stakeholders to ensure responsiveness to learning goals, career needs, and job market realities. Examples of feedback processes at the College that help produce responsive academic programming include:

- Advisory boards that provide ongoing feedback to programs.
- The Program Analysis Process (see 1P14).
- Annual review of program outcomes, as required by WTCS, that emphasizes relevance with the changing needs of learners and the market.
- Data from surveys of employers and students, including the Noel Levitz and CCSSE surveys for student feedback, and the employer and graduate surveys for employer and alumni feedback.
- Mandates or recommendations from program-certifying and accrediting bodies or external partners, such as four-year universities or the Workforce Development Board of South Central Wisconsin.
- Access to new technologies or resources.

This feedback and data is used in the college-wide unit planning and academic planning processes, and often results in the creation of new educational opportunities.

The College’s increased investment in flexible delivery formats, bridge curriculum, a guaranteed transfer agreement with UW-Madison, updated GED content and delivery and increased offerings at the South Madison and West Campuses are current examples of efforts to balance student needs, learning goals, and the realities of the employment market.

Flexible Delivery Formats

Increasing student access to alternative delivery formats is a major priority of the College. Full-time students take twelve or more credits per semester, and many balance school with a 30+ hours work week and family obligations.

Alternative formats provide these students flexibility in scheduling. Not only is this stated as an explicit goal in the 3-Year Strategic Plan, but the College created the School of Online and Accelerated Learning to help expand these offerings. School of Online and Accelerated Learning staff work with faculty who are preparing to teach in flexible delivery environments for the first time, provide resources and assessments to help students better understand the unique expectations of accelerated and online learning, and also help transition curriculum and programs to flexible formats. The College has also created new versions of the WTCS certification course #52: Teaching Methods focusing on teaching in online, hybrid, and accelerated formats (see 1P11). Table 1.1 provides an overview of programs that are offered entirely in an alternative delivery format.

**Table 1.1 – Alternative Format Programs**

<table>
<thead>
<tr>
<th>Program</th>
<th>Alt. Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisory Management</td>
<td>X</td>
</tr>
<tr>
<td>Marketing</td>
<td>X</td>
</tr>
<tr>
<td>Human Resources Management</td>
<td>X</td>
</tr>
<tr>
<td>Business Management</td>
<td>X</td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>X</td>
</tr>
<tr>
<td>Business Software Applications</td>
<td>X</td>
</tr>
<tr>
<td>Specialist</td>
<td>X</td>
</tr>
<tr>
<td>Administrative Professional</td>
<td>X</td>
</tr>
<tr>
<td>Meeting and Event Management</td>
<td>X</td>
</tr>
<tr>
<td>Optometric Technician</td>
<td>X</td>
</tr>
<tr>
<td>Associate Degree in Arts</td>
<td>X</td>
</tr>
</tbody>
</table>

Table 1.1 provides an overview of programs that are offered entirely in an alternative delivery format.
A headcount comparison further demonstrates the extent of the College’s expansion of alternative format offerings. Online students have increased from 5,139 in 2009 to 7,612 in 2013. Meanwhile, accelerated programs have seen even greater growth, with only 53 students in 2009 and 1,128 in 2013.

**Bridge programming**

Madison College has created bridge programming to accelerate remediation and help students enroll in a program. The College currently has bridge programming in manufacturing, Certified Nursing Assistant and for dislocated workers.

**Transfer program to Madison**

Many Madison College students transfer to four-year schools, with the majority heading to University of Wisconsin-Madison. As a result, the College partnered with UW-Madison to create a “guaranteed on-ramp” for transfer students. Faculty work closely with UW-Madison colleagues to ensure that learning objectives for both institutions are achieved. For additional information on the number of articulation agreements see 9R2.

**Changing delivery of GED curriculum to respond to changes in GED test series**

The School of Academic Advancement is proactively updating the GED curriculum in anticipation of the 2014 changes to the test. Rather than waiting until the change, both the content and delivery of GED curriculum is currently being revised to better prepare students for success. The School of Academic Advancement is also making a concerted effort to contact students in the community who have partially completed the current GED tests in an effort to assist them in completing before the upcoming changes.

**Increased offerings at West and South Madison campuses**

*(CC-1C)* In response to student feedback requesting more convenient locations, the College has significantly expanded offerings at the West and South Madison campuses. The South Madison campus specifically addresses needs of a more diverse community population through ELL and GED courses (including offerings for institutionalized adults), extensive support for underprepared students, and entry level Arts and Sciences classes for students just starting their experience at Madison College. The West campus also offers a wide range of courses and programs to students at a more convenient location. Both locations have seen increased FTEs since opening, as seen in Table 1.2, which serves as further evidence of Madison College’s willingness to respond to community needs.

**Table 1.2 - FTEs at West and South Campuses**

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>MC South</td>
<td>0.3</td>
<td>37.3</td>
<td>117.5</td>
<td>154.3</td>
<td>137.4</td>
</tr>
<tr>
<td>MC West</td>
<td>n/a</td>
<td>n/a</td>
<td>380.0</td>
<td>647.0</td>
<td>807.8</td>
</tr>
</tbody>
</table>

**1P5: Determining the preparation required of students for specific curricula, programs, and courses**

Programs and courses have prerequisites, typically COMPASS placement test scores and other coursework, to help assure students enter a course or program for which they are academically prepared. Most students apply directly to their program of choice; students who are not interested in a program simply register for the specific courses they want to take, assuming they meet the prerequisites. Setting these prerequisites involves extensive collaboration between faculty, testing staff, advisors, and external stakeholders, and data is used to aid in determining appropriate levels of preparedness.

The Mandatory Assessment, Advising and Placement (MAAP) process is a primary mechanism for determining student preparedness. Students wishing to enroll in any reading, writing, and math courses, as well as many other programs and courses, must complete COMPASS assessments to determine their appropriate placement. English and math advisors are available to help students interpret COMPASS results and to lay out an academic pathway.
Faculty and testing staff continually review COMPASS scores and success, persistence and retention data to ensure appropriate score ranges. Recently, for example, the COMPASS eWrite score required for entry into Written Communication was moved from a six to a five, based on this type of review.

In addition to COMPASS scores, prerequisites might include other coursework. For example, nursing requires both algebra and chemistry as prerequisites for any nursing courses. For new courses, designating course prerequisites happens during the formal proposal for new course development. For existing courses, the process involves an ongoing review by faculty to determine any prerequisite courses. In addition, mid-semester Convocations are used to promote faculty collaboration on curriculum assessment and changes, including review of prerequisites. At department meetings, faculty review data and discuss recommendations for potential prerequisite changes, which would then be brought to the administrators.

The College has a separate assessment for world language courses. Students seeking courses above the level of French 1 or Spanish 1 are required to take WebCAPE, an online assessment for foreign language placement. A world languages faculty advisor then helps students interpret WebCAPE scores and the associated prerequisites for Spanish and French courses. Finally, English language learners are required to take the ELL COMPASS test for placement into the College's ELL courses, and several programs also have career-specific assessments, including Associate Degree Nursing, Agricultural Equipment, and the Apprenticeship programs.

A gap in preparing and supporting students for alternative formats was recently identified, and given the College's expansion in this area, there is now an increased focus on determining the preparedness of students for alternative delivery formats. The School of Online and Accelerated Learning collaborated with CETL Faculty Fellows, the Learner Success Hub, and Technology Services to create the Online Orientation to Accelerated and Online Learning that will be piloted in the summer of 2013.

Students who register for online or accelerated classes will be required to complete the online orientation, although students who completed an online or accelerated course within the past three semesters will be exempt from this requirement.

The orientation will not be a barrier to registration; students can register for the online or accelerated course immediately after completing a self-assessment that helps determine whether an online or accelerated format is a good fit.

Data from this pilot will help determine the next steps with implementation, and a similar strategy for hybrid and short-term classes is planned for the near future.

1P6: Communicating the required preparation and learning objectives for specific programs, courses, and degrees or credentials to current and prospective students; how admissions, student support and registration services aid in this process

Information about preparation and learning objectives is communicated to students in three ways:

1. Personal interaction with faculty and staff.
2. Information included in automated admissions and registration processes.
3. Student-initiated research of information materials available on the College website or in print.

Personal interactions communicating preparation and learning objectives
Whenever possible, the College seeks to communicate directly with students about preparatory expectations and learning objectives for courses and programs. College recruiting staff, including staff from prospective student relations and employer liaisons, perform outreach activities to employers, district high schools, community partners, and prospective students to communicate about programs and courses at the College. College-wide enrollment services staff often make the initial connection with students and communicate through phone, email, or in-person. Enrollment staff utilize a variety of resources to provide students with accurate and thorough information, as illustrated in Table 1.3 on page 11.
Table 1.3 - Resources Used By Enrollment Staff to Provide Information to Students

<table>
<thead>
<tr>
<th>Program Information</th>
<th>Admission application process, deadlines and next steps published on web pages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Program admission requirements, application resources and enrollment preparation information published on program web pages and printed materials</td>
</tr>
<tr>
<td></td>
<td>Referrals and assistance with online or paper program application processes</td>
</tr>
<tr>
<td></td>
<td>Program-specific orientation information published online</td>
</tr>
<tr>
<td></td>
<td>Registration preparation, process, deadlines and next steps published online</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Information</th>
<th>Course/class requirements, course outlines of instruction, and class notes published on web pages, Campus Solutions database and printed materials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Referrals and assistance with online registration processes and self-service tutorials</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional preparatory information, resources and services</th>
<th>Placement and assessment requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Program/Course availability</td>
</tr>
<tr>
<td></td>
<td>Career exploration</td>
</tr>
<tr>
<td></td>
<td>Referrals to academic advising, disability resources, and counseling</td>
</tr>
<tr>
<td></td>
<td>Referrals for prior learning/transfer credit</td>
</tr>
<tr>
<td></td>
<td>Information on financial aid, veterans’ educational benefits, and scholarships</td>
</tr>
<tr>
<td></td>
<td>International student policies and procedures</td>
</tr>
<tr>
<td></td>
<td>Information student help desk, student rights and responsibilities, libraries, campus life, and the 24/7 FAQ knowledge base and self-service tutorials</td>
</tr>
</tbody>
</table>

In addition to Enrollment Center staff, staff in academic school offices, Marketing, Academic Advising, Prospective Student Relations, and Student Life also communicate with students about preparatory requirements for programs and courses at the College, hold informational events and provide individual appointments for prospective, current and students new to campus. Most notably, each May-June and each December, Madison College holds new student orientation sessions for incoming students who have applied to programs. During the general orientation session, students become acquainted with college expectations, receive a brief overview of college policies and register for classes with the help of advisors. During the occupational and Liberal Arts Transfer program sessions, program instructors and advisors meet with students to discuss specific program requirements and expectations. Other events hosted by student services staff and faculty include:

- Program Discovery sessions
- Jumpstart prospective student sessions
- Open House events
- Program orientations

Student services staff also offer many of the above resources in alternative formats to increase accessibility for students unable to attend in person.

COMPASS testing staff and MAAP faculty advisors aid students, both before and after COMPASS testing, in understanding information about program and course preparatory requirements. Staff assess student goals and plans before they take the COMPASS tests; assist students with any needs for completing the tests; and then advise students, based on their scores, about requirements and preparatory needs for the relevant programs and courses. Most COMPASS-related communication takes place at new student orientations, through individual appointments and communications with students, and during COMPASS testing sessions.

Faculty program directors and advisors meet with prospective, new and current students at college-sponsored events to discuss requirements and preparatory needs for coursework and programs in their respective areas. In addition to larger college events, faculty might also facilitate program-specific events. For example, the Paralegal, Associate Degree Nursing, Occupational Therapy
Assistant, Physical Therapy Assistant, Supervisory Management, and Veterinary Technician programs hold mandatory, program-specific orientations for new students that outline program and course requirements and expectations. Information Technology faculty hold an open house and talk with prospective students about program and course requirements. Another example is a web-based assessment required before students can register for world language classes. World languages faculty advisors then assist students with course selection based on their assessment results. In the School of Academic Advancement, faculty and advisors hold orientation sessions for prospective GED/HSED and ELL students. Finally, several programs require introductory courses before officially starting the regular curriculum. Examples include Introduction to Protective Services, Survey of the Interior Design Profession, and Bakery Boot Camp.

**Automated information about learning objectives and course preparedness**

The College utilizes the standardized registration process to automatically communicate information about learning objectives and course preparedness. When student services staff in the academic schools schedule courses, informational notes, prerequisites and co-requisites are attached when appropriate. As students register for courses, the informational notes automatically communicate the required preparation for the courses online, so both prospective and current students are aware of the requirements.

In addition, standard notes are attached to all alternative format classes to provide students at least the minimal expectations of learning in these different environments. These notes also refer students to the School of Online and Accelerated Learning for screening, advising and preparatory information for application to, or registration for, these programs and courses.

**Informational resources available to students and the public**

(CC–2B) The College maintains extensive online and print informational resources to help students and the public understand expected levels of preparedness, learning objectives and other important information about the College. These include:

- Websites for all 140+ college programs collaboratively maintained by staff in the academic schools and faculty.
- Course outlines of instruction available on the College website. Students can view course learning outcomes, competencies, preparatory requirements and more.
- MAAP tools that explain COMPASS score placement. COMPASS testing sheets display laddered sequences of math, reading and writing courses, beginning with remedial, moving to developmental and then degree-credit coursework.
- An online student center that provides information on program and course requirements and costs. Advising and graduation reports outline developmental and preparatory paths for a program.
- Program curriculum sheets that outline requirements, preparatory needs, and the pathway for remedial, developmental and degree-credit coursework.
- Printed course timetables and program brochures that explain course and program requirements and necessary preparatory steps.
- Key plans and accreditation documents, including 3-Year Strategic Plan, AQIP Systems Portfolio, and AQIP Action Projects.

The multi-pronged approach to communicating expectations for preparedness and information about learning allows the College to provide thorough and accurate information to both prospective and current students.

**1P7: Helping students select programs of study that match their needs, interests, and abilities**

(CC–3D) Students are assisted in selecting a program of study through a range of in-person support and self-service tools. Advising plays a key role in this process. The College also maintains online self-assessments and offers coursework to help students choose an appropriate program of study.
Advisors from the Student Development Center (SDC), School of Academic Advancement, School of Online and Accelerated Learning, and Career and Employment Center use tools to help students discover what programs match their needs, interests and abilities. Counselors and Disability Resource Specialists also offer advising, and the Center for Adult Learning houses a variety of resources for students looking to choose a program.

The College has implemented a new Admissions Advising initiative based on student satisfaction surveys and internal data related to the declining number of applicants who actually enrolled at the beginning of the semester. These advisors will work with prospective students during the admissions process to help them navigate from being interested in the College to occupying a seat on the first day of class. Admissions advisors will assist with:

- Program admission
- Financial aid
- First semester course selection
- Evaluating transfer credit
- Providing information on college and community resources

Counselors and advisors use a variety of assessments to help students choose a career path, including:

- Campbell Interest and Skill Survey
- Strong Interest Inventory
- Myers Briggs Type Indicator
- Self-Directed Search

To determine programs that match student needs, interests and abilities, advisors and counselors use these assessment results in combination with information gathered from the student, such as:

- Interest in transferring to a four-year institution.
- Work experience and past educational experience to seek experiential or prior learning credit.
- COMPASS assessment scores.
- Student lifestyle factors.
- Financial situation.
- Employment situation.
- Past educational/academic success.

These factors and other factors assist advisors and counselors in determining what programs match their needs, interests and abilities.

Through the SDC, students receive career counseling, and all students can utilize these services through e-mail, by phone, and in person. Students are further supported with Career Planning 101 workshops, career planning groups, and access to online resources, such as the Madison College Graduate Report, WISCareers, and Career Coach. A comprehensive one-credit Career Development course is offered both online and in-person. Disability Resource Services specialists can provide academic advising to those students with unique needs, such as identified special needs students and at-risk students. The School of Academic Advancement transition advisors assist students transitioning to degree-credit classes in choosing a program and courses. The advisors and counselors within these offices help students select programs and courses by working to develop personal education plans that will guide them through their academic careers at Madison College.

Self-directed website resources

The College website offers many self-directed resources to help current and prospective students assess programs. A Career Cluster Interest Survey helps determine what program(s) best fit a student’s interests and needs. Other resources on this site include a video of the career development process, links to a Career Survey, a new Career Coach tool and the Career Planning Workshops, plus many other resources. These website resources are a collaborative effort between Marketing, Counseling, the Career and Employment Center, the Center for College and Career Transitions, and the Center for Adult Learning.

Curricular offerings and faculty advising

Both Counseling Services and academic schools offer degree credit curricular offerings like College Success, Career Exploration and other
personal development courses that help students explore related programs. For example, there is a College Success class specific to students interested in health careers, and one of the competencies of the course is to explore health careers.

The Center for College and Career Transitions and the School of Academic Advancement work with high schools to develop programming and services, such as the Middle College. This program offers at-risk students a chance to explore potential manufacturing or health careers and earn dual credit for completed coursework. The Workforce Development Board and other community agencies interview the interested students to assess their needs and interests before completing enrollment in the program.

1P8: Dealing with underprepared students

Students are typically considered academically underprepared based on assessment scores (COMPASS, COMPASS ESL, TABE) or because they lack a credential (GED/HSED). Sometimes students self-identify that they are underprepared; for example, students who struggle with computer literacy. Madison College also examines whether students are underprepared in terms of logistical skills, such as time management, procrastination, persistence and goal-setting.

The School of Academic Advancement delivers most of the curricular offerings to prepare students. However, Learner Development and the School of Arts and Sciences also have processes to identify and serve underprepared students.

The School of Academic Advancement offers the following support:

- Developmental classes in math, reading, and writing.
- Lower level Adult Basic Education classes.
- New Math Advancer and Math Bootcamps that help students improve math skills needed to advance to higher level classes.
- GED/HSED programming in math, writing, reading, social studies, science, and civics instruction.
- Six levels of ESL courses that assist non-native speakers in learning English and preparing for both ABE and degree-credit classes.
- Learning Centers that provide supplemental instruction for students, GED instruction, and lower-level reading, writing and math instruction.
- Workplace reading, writing and math skills instruction for dislocated workers and the unemployed.

In addition to the offerings in the School of Academic Advancement, the School of Arts and Sciences offers developmental reading, writing and math courses. These courses serve underprepared students in two ways: they act as a bridge course between non-degree and degree-credit courses and as remedial courses for program students who do meet the requirements for entry-level classes. Learner Development offers support through Library Services, MAAP Advising, and tutoring in the Writing Center, Math Center, and Science Center. College Success courses are designed to help students better prepare both academically and personally. Self-management, goal setting, and self-awareness learning activities aid personal development, while students simultaneously work on academic skills such as reading, test-taking, and note-taking.

Madison College counselors provide a range of professional services for underprepared students needing assistance with academic and career issues, personal concerns, interpersonal issues, conflict management and crisis intervention. If a student is underprepared based on evidence such as placement test scores, financial resources, personal issues affecting academics, etc., counselors will help the student recognize weaknesses and access appropriate courses and resources. Counselors meet with students at any stage of the college experience to help with relevant issues and assess each student’s needs and help accordingly.

Whether the challenge is academic or personal, numerous services and processes are in place to help underprepared students succeed and persist at Madison College.
1P9: Detecting and addressing differences in students’ learning styles

Madison College faculty and staff work to understand different learning styles and present curriculum in a variety of ways to meet the diverse needs of students. The College also offers resources to help students understand their learning styles.

For faculty development, learning styles are covered in each of the following required certification courses:

- WTCS #50: Curriculum and Course Construction
- WTCS #52: Teaching Methods
- WTCS #53: Educational Psychology

Many instructors apply the knowledge gained in the certification courses through an in-class survey which helps students identify their own learning styles and adapt their teaching and assignments accordingly.

Advisors provide students with assessments to promote self-awareness of learning styles and then help students apply diverse learning approaches. Advisors use the Hermann Brain Dominance Instrument, Gardner’s Multiple Intelligence assessment, and a questionnaire based on VARK (Visual Aural Read/Write Kinesthetic) to help students understand and apply strategies for individual learning preferences. Using these tools, advisors and counselors help students examine not only study strategies that connect with their strengths, but also how they can benefit from applying different learning styles.

College Success courses also teach students how to understand and diagnose their learning styles. Faculty have used different inventories depending on the class and activities. The standard text for the course is On Course: Strategies for Creating Success in College and in Life by Skip Downing. The first unit of the text covered in the class is “Getting on Course to Your Success” and includes several assessments and inventory activities that examine these areas: Accepting Personal Responsibility, Discovering Self-Motivation, Mastering Self-Management, Employing Interdependence, Gaining Self-Awareness, Adopting Life Long Learning, Developing Emotional Intelligence, and Believing in Self. Each of these assessed areas is explored in further depth in subsequent chapters.

Students interested in courses delivered in alternative formats can take assessments which measure student readiness in several areas to help advisors determine if the program is a fit for a student’s learning style.

1P10: Addressing the needs of student subgroups

(CC–IC) Madison College works to address the unique needs of many student subgroups and continually evaluates these services to ensure the needs of all students are met. Below are examples of student subgroups and how their needs are addressed:

Commuter students – served by all college campuses

Madison College essentially serves only commuter students. The unique challenges these students face are addressed by providing opportunities for students to access college services, instruction, and resources from remote locations:

- Expanded numbers of online, hybrid, Telepresence® and accelerated courses.
- Increasing online and accelerated programs.
- Remote access to students’ H-drive.
- Helpdesk tech support by phone.
- Online research tools, e-books, research databases, and other virtual library services.
- Online career and academic advising resources, along with advising and counseling options through e-mail, phone, and Telepresence®.
- Virtual tutoring services.

At the same time, the on-campus experience for commuter students has been enhanced by adding:

- Computer labs with extended hours and no time limit on computer usage.
- Food service, microwaves, and dining space.
- Lounge areas with comfortable seating, televisions, and an abundance of power sources.
Students at the main Truax Campus enjoy many additional amenities, including a bakery, bookstore, auto services, fitness center, salon, health center, and recreation center. The Downtown Campus also has a bookstore and a fitness center.

Knowing that the cost of transportation can be prohibitive for commuter students, the College offers free bus passes paid for with segregated fees and free shuttles between the Truax, Downtown and West campuses.

Students with disabilities – served by Disability Resource Services (DRS)

Each student with a disability meets with a DRS specialist who, through an interactive process of interviewing the student and reviewing any relevant documentation about their disability, determines what academic accommodations are needed and what college support services, such as peer tutoring, are available. Students are then provided an Accommodation Plan that they show to each instructor. Necessary accommodations are provided through DRS, the Testing Center and/or the faculty. Students are assigned a specific DRS specialist to meet with on a regular basis for ongoing support, as necessary. DRS also provides service information on the College website and does outreach to area high schools.

First generation students, low-income students, and students with disabilities – served by TRIO program

TRIO is a federally-funded program aimed at improving retention and success for first-generation students, low-income students, and students with disabilities. The program provides personalized support services, including development of study strategies, tutoring, academic advising and mentoring, career guidance, and transfer information and advising.

Multicultural students – served by Multilingual Occupational Opportunities instruction unit

Multilingual Occupational Opportunities provide students with hands-on job skills in the shortest time possible, while still accommodating work schedules and family obligations. Bilingual credit and Spanish and Hmong non-credit classes and certificates are offered.

International students – served by Center for International Education (CIE)

More than 100 international students from more than 40 different cultures are supported by the CIE, which provides information on and assistance with admissions, visas, health insurance and scholarships. CIE also holds a mandatory orientation for international students and encourages all international students to interact in both on-campus and off-campus activities through the World Students Association.

Veterans – served by Veterans Services Office

Madison College is the second largest provider of educational services to veterans in Wisconsin. Madison College Veteran Services increases access to and success in postsecondary education for veteran students and their families by providing a broad range of services, fostering peer connections and coordinating community support. Veterans Services:

- Helps veteran students identify eligibility and understand and apply for benefits.
- Provides information and referral to internal and external partners.
- Provides resources to empower veteran students to be their own advocate.
- Meets with veteran students during walk-in hours, workshops and appointments.
- Connects veterans with advising, counseling, tutoring services and financial aid to promote success at Madison College.

The College’s commitment to veterans is also demonstrated by increased funding despite the current budget constraints.

Dislocated workers – served by The Center for Adult Learning (CAL)

During the economic downturn, CAL worked in collaboration with the Workforce Development Board of South Central Wisconsin to provide case management services for dislocated
workers from Dane County who received funding through the Workforce Investment Act. These students took advantage of short-term training through career pathway academies.

**Displaced homemakers – served by Turning Point Program**

Madison College’s Turning Point Program supports displaced homemakers in achieving educational and personal goals by providing personalized educational services, career advising, employment resources, counseling services, and computer skills workshops. Recently, the Turning Point program partnered with the YWCA to conduct an Employability Seminar where topics included resume writing, interviewing tips, and “dress for success” presented by the College’s Barber/Cosmetology program.

**Seniors and community – served by Adult and Continuing Education (ACE)**

Continuing Education staff work with many community centers throughout the District and offer classes onsite. Currently, ACE offers more than 400 non-credit classes through a cost-recovery approach that serve seniors and younger students throughout the community.

**1P11: Defining, documenting, and communicating expectations for effective teaching and learning (CC–2D)**

The College defines its expectations for effective teaching and learning through its strategic values and through its embrace of the Learning College Principles. The strategic value of excellence sets the standard for all employees related to the learning environment. It states that employees will:

- Consistently meet or exceed the needs and expectations of our learners, community and ourselves.
- Continuously improve our learning environment.
- Continue our lifelong personal and professional development.
- Take pride in what we do, how we do it and where we work.
- Produce work of the highest quality.
- Be innovative and forward-thinking.

Seven Learning College Principles specifically outline the College’s expectations for teaching and learning. According to the principles, the Learning College:

1. Creates substantive change in individual learners.
2. Engages learners in the learning process as full partners who assume primary responsibility for their own choices.
3. Creates and offers as many options for learning as possible.
4. Assists learners to form and participate in collaborative learning activities.
5. Defines the roles of learning facilitators by the needs of the learners.
6. Assists employees to identify with their role in supporting learning.
7. Succeeds only when improved and expanded learning can be documented for learners, and skills to enhance quality of life and boost economic vitality are defined. The College is committed to extending learning beyond the classroom and throughout life.

To meet each student’s educational needs, the College will:

- deliver high quality instruction and services that are responsive, flexible and accessible.
- join talent and technology to make learning generously available and imaginatively delivered.
- commit to high standards and accountability.
- create strategic alliances that expand students’ learning opportunities.
- respect each other’s dignity, embrace diversity and offer opportunities for growth.

Madison College communicates organizational expectations for teaching and learning to faculty and staff primarily through three processes: WTCS Certification, Madison College
Orientation, and the creation of an environment that fosters continuous professional development.

All faculty are required to complete WTCS Certification, which covers a range of topics related to teaching and learning in the seven courses listed below:

- #50: Curriculum and Course Construction
- #51: Technical and Adult Education in the WTCS
- #52: Teaching Methods
- #53: Educational Psychology
- #54: Educational Evaluation
- #55: Guidance and Counseling
- #56: Educational Diversity

After completing the seven required certification courses, faculty are moved into a five-year certification process, which emphasizes professional development through conferences, continued course-work, field experience, technology training, and numerous other avenues to improve teaching and learning.

Each of the seven required certification courses addresses teaching and learning. For example, #52: Teaching Methods, “prepares educators to create a learning environment that supports learners and results in the achievement of designated learning outcomes [and] emphasizes teaching and learning techniques that promote active learning, support learners with a variety of learning preferences and needs, and generate continuous improvement in teaching and learning.” Across these courses, instructors are exposed to the complex issues surrounding effective teaching and learning, including academic honesty and integrity.

While each required course has state-mandated outcomes, CETL creates and delivers the certification curriculum and thus plays a significant role in defining effective teaching and learning at the College. For example, the specific Madison College curriculum for #52: Teaching Methods emphasizes student-centered teaching, and CETL has created four distinct versions of this course to address the unique needs of teaching in traditional, hybrid, online, and accelerated formats. #52: Teaching Methods: Preparing to Teach Online is taught entirely online to better model relevant instructional techniques, considers the different types of online students, and examines different types of content delivery (student-to-instructor, student-to-student, student-to-content). This process of customizing the state-mandated certification courses illustrates Madison College’s goal in defining effective teaching and learning: set global expectations for teaching and learning to create a college-wide foundation, but also set expectations specific to different learning environments.

In addition to the statewide certification process, new Madison College faculty complete an orientation process that includes discussion and resources on teaching and learning. This is especially important because it allows the College to clearly communicate expectations from the beginning of the faculty experience. This orientation process extends across an entire year for full-time faculty, while part-time faculty receive much of the same training and resources in a shorter session. However, part-time faculty also work closely with program directors to prepare effective curriculum and learn about specific program and department goals and expectations.

A final medium for communicating expectations about teaching and learning is a college-wide emphasis on continuous improvement and professional development. Examples of this include assessments and observations of faculty, numerous teaching resources and workshops available through CETL, and the mentor program for both full-time and part-time faculty. Based on input from students, deans and faculty, the College created new active-learning classrooms, the design of which communicates expectations for student-centered approaches to teaching and learning.

1P12: Building an effective and efficient course delivery system that addresses student needs and organizational requirements (CC-3.A) A traditional sixteen-week semester format is the foundation of the College’s course delivery system. The previous year’s course timetable and enrollment data serve as the starting point for planning future course
offerings, and faculty and administrators consider several factors when scheduling courses, including previous student demand, changing needs of programs due to the number of admitted students, faculty availability, and changing requirements for programs. A report providing previous term enrollment information is provided to administrators and faculty each semester to aid in this planning process. Administrators in the academic schools continually monitor course enrollments, running standard reports within Cognos and the student administration system, and make changes to the schedule as needed.

Though the traditional semester format is still the foundation of the College’s course delivery system, the College now offers increased flexibility to provide access to student populations not effectively served by in-person, sixteen-week courses. These offerings align directly with the first stated goal of the 3-Year Strategic Plan: “Meet access, learning, and workforce needs of our students and community.”

Demand from student, faculty, or administration can be the catalyst for creating these new offerings. Student demand is gauged through data on interest in programs, delivery formats and times. Faculty often express interest to administration and then complete the curriculum development process. For example, student demand and faculty interest led to the College offering a new accelerated Business Management Program. Classes meet one night per week for four hours in order to better serve working adults or adults with at least three to five years of full-time work experience. In other cases, administrators have specific motivation for creating flexible offerings and will seek out faculty assistance. For example, based on research related to developmental education, which indicates that students taking developmental courses in traditional formats are not progressing to degree credit courses or programs, the Vice President of Student Development challenged the School of Academic Advancement math faculty to restructure developmental math curriculum and delivery. As a result, the math department is in the process of creating and implementing a new self-paced, modular approach to developmental math, assisted by MyMathLab software, which will be piloted in summer 2013. This innovative approach will offer a more personalized assessment of where students need to improve their math skills and could help speed entry into degree-credit offerings.

Once interest is established, faculty and administrators identify student needs and assess the unique learning parameters for the new mode of delivery. Below are examples of flexible options for students:

- **Interim courses**: three-week courses between spring semester and summer school.
- **Short-term classes**: compressed format courses, meeting in-person for the same amount of hours as, but fewer weeks than, a traditional course.
- **Online courses and programs**: programs and courses offered entirely online to allow flexibility for students who are balancing work, life, family, etc.
- **Hybrid courses**: reduced in-class hours combined with required collaborative learning online.
- **Late-start classes**: courses that begin after the traditional semester to allow students to avoid having to wait until the start of the next traditional semester. The financial aid system was changed to support this type of programming.
- **Accelerated courses and programs**: compressed format courses targeted for working adults to focus on one class at a time and learn with a peer cohort. The financial aid system was changed to support this type of programming.
- **Telepresence® classes**: courses taught using the CISCO Telepresence® system that connects several campus locations. Helps diversify offerings at regional campuses.
- **Active learning classrooms**: active learning classrooms built to provide flexibility in the classroom and heightened use of technology by students and faculty.
- **Smart classrooms**: classrooms equipped with extensive audio-visual technology to improve teaching and learning.
• **Year-round programs**: programs offered continuously through fall, spring, and summer semesters allowing year-round studies to finish programs faster.

• **Web-enhanced courses**: Blackboard is used to supplement and support learning in traditional classrooms. Online, hybrid, and accelerated courses also use Blackboard to facilitate interaction between students, content and instructors.

With increasing numbers of flexible offerings, the College is now focusing on assessing alternative delivery of courses. Current student success data for flexible learning courses is presented in Table 1.4 below, demonstrating that students in online and hybrid courses are succeeding at rates comparable to students in traditional classes.

**Table 1.4 - Student Success for Alternative Delivery Methods**

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SuccessC%</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom Based</td>
<td>77.4%</td>
<td>78.3%</td>
</tr>
<tr>
<td>Hybrid &amp; Comp Delv</td>
<td>76.6%</td>
<td>78.0%</td>
</tr>
<tr>
<td>Online</td>
<td>69.4%</td>
<td>68.5%</td>
</tr>
<tr>
<td><strong>SuccessB%</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom Based</td>
<td>54.0%</td>
<td>54.4%</td>
</tr>
<tr>
<td>Hybrid &amp; Comp Delv</td>
<td>59.7%</td>
<td>62.1%</td>
</tr>
<tr>
<td>Online</td>
<td>56.4%</td>
<td>55.7%</td>
</tr>
</tbody>
</table>

**1P13: Ensuring up-to-date and effective programs and courses**

(MC-4A) Madison College serves student populations on two different educational paths: occupational and transfer. Programs and instructional units serving these respective student populations each have unique mechanisms for maintaining up-to-date and effective curriculum. In addition, college-wide processes and data used by all programs, regardless of the student population they serve, are outlined below.

**Programs serving occupational students**

Applied associate degree programs maintain advisory committees composed of faculty, students, and over 450 business and industry professionals from the District. The purpose of these committees is to assist “in preparing course materials, [and] in developing instructional methods and vocational guidance programs.” A key part of that process is keeping programs and courses up-to-date and effective, and advisory boards examine course sequences, course outcomes, activities used in courses, and more. For example, the inclusion of international studies across college-wide curriculum led the Business Management Advisory Board to discontinue an International Studies course. In its place they developed a course called Business Trends in Topics to address a need for other current issues in business.

Once the Technical Skills Attainment process, outlined in 1P2, is fully implemented, the data will contribute to program assessment and curriculum.

For many programs, external accreditation and certification agencies dictate the knowledge and skills required of students, providing clear curriculum direction for the relevant programs at Madison College. In each new cycle of accreditation and certification, the agencies provide new or revised essentials and standards for programs to address and incorporate into their curriculum, thereby assisting programs to update curriculum.

**Programs serving transfer students**

The College serves a large population of liberal arts transfer students, so transferability is a key measure of the effectiveness of liberal arts courses. Faculty in the School of Arts and Sciences monitor course transferability using tools like the Transfer Information System, which provides a searchable database of transferability for all courses in the WTCS and UW systems. Any new courses developed in the School of Arts and Sciences must ensure transferability to larger partner institutions. Most Madison College students transfer to UW-Madison, which has the most stringent requirements for transfer in the University of Wisconsin system. As a result, Arts and Sciences faculty often structure a new course to meet transferability requirements for UW-Madison, knowing it will then likely transfer to all UW and other four-year colleges. Specific programs might also have transfer agreements in place that help keep curriculum up-to-date. For
example, the Electrical Engineering Technology program’s transfer agreement with the Milwaukee School of Engineering requires an annual assessment of curriculum. On a more micro-level, articulation agreements set transferability for specific courses, and Madison College courses are reviewed annually to ensure that outcomes and learning objectives are aligned with articulated courses at other institutions.

College-wide processes and initiatives

Unit Planning Process

All instructional units of the College participate in the annual Unit Planning Process, including a self-assessment that asks specific questions about reviewing and updating curriculum and program outcomes. Samples of these questions are listed below:

Curriculum Development Questions:

- What is your process for assessing curriculum in your program or department to ensure your program and courses are up-to-date and best for students?
- How does your unit determine priorities for curriculum development and revision?
- How does your unit determine what offerings to continue providing?

Program Outcome Questions:

- How do you determine and measure that students completing your program or courses have met your learning outcomes?
- How do you relate your program outcomes to grades and graduation requirements?

Faculty also use the Cognos dashboard and statewide benchmarks in the Unit Planning Process to influence curriculum, including measuring course success, FTE/headcount, graduation and program retention rates.

Course Portfolios

The College continues to move toward establishing course portfolios that document course outcomes for all credit courses and are used to prepare new instructors. These portfolios include a minimum set of content: syllabi, sample assignments and assessments, outline of instruction, textbook recommendations, etc. More importantly, the stated goal is to have instructional units examine portfolios each year to ensure currency of the content.

Flexible Delivery

To keep the course delivery system current and effective, the College also developed the School of Online and Accelerated Learning (SOAL). Changes in technology and student demographics have led curriculum committees college-wide to fund revisions of courses to be delivered in alternative formats, and SOAL provides market research to faculty that suggests the need for a program in an alternative format. These revisions help ensure that the College’s course delivery system makes effective use of current technology and flexible format pedagogy.

Dual Credit Program

The College’s Dual Credit program includes summer training sessions and regular meetings throughout the school year with high school dual credit instructors to ensure consistency and quality of curriculum and assessment.

Professional Development

Faculty from all areas of the College are encouraged to stay current in their field or trade and apply this to curriculum and their teaching. Ten percent of faculty workload is designated for this professional development. Attendance at professional conferences is supported by both program budgets and a professional development fund housed in CETL.

College data and surveys used by both occupational and transfer faculty

The Graduate Follow-up Survey is helpful in determining whether graduates are satisfied and were successful in gaining employment. The job placement rates are used in the unit planning process by departments and program faculty to measure the effectiveness of the program. In addition, the job placement rates indicate whether the program is producing the appropriate number of graduates and could result in an increase or decrease in programming.
Employer survey data is helpful in determining whether graduates are meeting the expectations of their employers. Faculty review this data as part of the unit planning and academic planning processes to determine whether changes are needed to existing programs or curriculum or new programs are needed. Occupational programs also review this data with their advisory boards.

Data indicating student intent is now collected as part of the admissions and annual course registration processes. Analyzing this data to determine if students are reaching their intended educational goals is another way to gauge the effectiveness of the course offerings.

Faculty from all programs regularly review student success data in courses and programs. This data shows course withdrawal and course success information that impacts course changes. For example, if data shows a significant amount of students failing a course, faculty might examine the prerequisites. Faculty also review trends in this data and look at completion data during the unit planning process.

Finally, applied associate degree programs that prepare students for certification and licensure exams review unit-specific data at least once a year to ensure that curriculum is effectively preparing students for these exams.

1P14: Changing or discontinuing programs and courses

Decisions on changing or discontinuing programs must be approved by the WTCS and follow established processes. According to the WTCS, “program aid code, instructional area, or title changes may be necessary when there is a change in job function, state or national trends, or an accrediting or credentialing authority mandates a change. College staff or WTCS education directors may initiate a change to an existing program aid code, program number, or title based upon adequate evidence of need.”

To discontinue a program, the WTCS Board uses the following criteria:

1. The program has been modified or combined with another program, resulting in at least a change in the program number.
2. Evaluation findings indicate the program is not meeting its stated objectives.
3. Labor market projections indicate a decrease in occupational needs.
4. Enrollment, ability to attract students, retention, placement and other variables indicate the program is not meeting objectives.
5. The district staff, the local district board, or a WTCS education director has recommended.

College staff is required to contact the appropriate WTCS education director before submitting a written request to the Associate Vice President, Office of Instruction.

At Madison College, a program is usually discontinued if data shows there are not enough jobs in the area and/or there is not enough student demand for the program.

Faculty and administrators review enrollment and employment data annually during the Unit Planning Process. When enrollment trends low, faculty and administrators collaborate with a program’s advisory board to analyze the data and identify whether changes are needed or a program should be discontinued.

Learner Success also employs a Program Analysis Process focused on identifying the health of programs. This process provides a data-driven assessment of each program and identifies the health of a program through nine measures:

1. What is the five-year projection for employment of graduates?
2. What are the annual enrollment trends for the last three years?
3. Does this program have a wait list? Does this subject area have course wait lists?
4. For the past three years, what is the number of students by subject area in the following categories: Admitted; In progress (continuing), Graduated, Transferred; or Discontinued?
5. What is the cost per student FTE to run this subject area?
6. Does this program serve students who are historically under-represented in higher
education?
7. Is there a statutory imperative to run this program?
8. Is this program unique in the WTCS?
9. What are the consequences to external stakeholders of reducing or eliminating graduates of this program?

These nine questions examine program health and identify healthy programs to maintain or enhance. All program faculty and staff have access to the same set of data, which encourages open dialogue. The process is not intended to single out programs for elimination; instead, programs identified as less healthy work to determine how to improve viability.

An example is the Associate’s Degree in Electron Microscopy, a program that has traditionally had low enrollment. While this program prepares students for existing job openings, research made clear that these jobs exist outside of the community, requiring students to relocate. Given the trend in low enrollment and the employment situation, the program is exploring initiatives to specifically attract students interested in relocating to areas with jobs in this field, but if these prove unsuccessful, the program could be discontinued.

WTCS mandates that program changes require advisory committee meeting minutes and action, as well as curriculum documentation if more than 20% of an existing curriculum is changed. In some cases education directors may also require additional information supporting the changes. When a change affects other colleges, a two-thirds consensus is required before the change is approved.

Within the institution, academic schools have committees that define the process for changing program curriculum. Typically, these processes require faculty proposals for content revisions, delivery format changes or new course development. The proposals are first approved by the program or department, and the curriculum committee determines funding. An additional source of funding is a strategic curriculum fund managed by the office of the Associate Vice-President of Learner Success, which provides funding for course revisions and development that specifically align with Learner Success priorities. If faculty receive funding from either source, a course portfolio must be produced as part of the curriculum development project.

Other factors that play a role in changing programs and curriculum include external accreditation or certification agencies and annual analysis of student success data provided by Institutional Research and Effectiveness during the Unit Planning Process.

Programs that have external accreditation or certification agencies submit changes to that external body for approval, when appropriate, and follow the process defined by this outside agency in addition to internal college processes. Finally, faculty regularly review COGNOS data on student success, withdrawals, and completion that can impact course changes.

1P15: Determining and addressing the learning support needs of students and faculty (CC-3D) Table 1.5 on page 23 details the many learning support needs addressed by the College, as well as how they are determined. Typically, student and faculty needs are assigned to a support unit that provides the necessary services.
<table>
<thead>
<tr>
<th>STUDENTS</th>
<th>NEED</th>
<th>DETERMINED BY</th>
<th>ASSIGNED TO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Career Planning</td>
<td>- Self-selection</td>
<td>Advising Services</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Referrals</td>
<td>Workshops (career planning, Program Discovery, advising), one-on-one support, College Transfer Fairs, online resources and workshops</td>
</tr>
<tr>
<td></td>
<td>College preparatory skills and transition from high school to college</td>
<td>- Discussions with faculty and area high schools</td>
<td>College and Career Transitions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Grant-determined</td>
<td>Pre-college academic and career skills at area middle and high schools, Tech Prep career pathways, Bridge to Math Success, curriculum alignment with high schools, Youth Options and Youth Apprenticeship programs, and dual credit programming.</td>
</tr>
<tr>
<td></td>
<td>Underprepared students, GED and high school equivalency needs</td>
<td>- Placement Testing</td>
<td>School of Academic Advancement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Disability Resource Services</td>
<td>GED and High School Equivalency Diploma instruction, English Language Learner instruction throughout district, special needs instructors and peer tutors, basic skills education, COMPASS math preparation, Institutionalized Adults Program (on-site basic skills and GED instruction to incarcerated individuals), and advising to support transition to college-level coursework.</td>
</tr>
<tr>
<td></td>
<td>Writing support</td>
<td>- Self-selection by students and faculty</td>
<td>Madison College Writing Center</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Referral by faculty and advisors</td>
<td>Faculty assistance for designing writing projects and assessments, in-class presentations, one-on-one supplemental instruction, email tutoring, informational handouts, Virtual Writing Center, two-hour workshops on topics (e.g., grammar and using research in writing).</td>
</tr>
<tr>
<td></td>
<td>Information literacy</td>
<td>- Self-selection by students and faculty</td>
<td>Library Services</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Student and faculty surveys</td>
<td>Librarian assigned to each department to help library resources, online research through LibGuides, Information Literacy workshops, class visits, Blackboard support for faculty, reserve materials, interlibrary loan services, research process tutorials HOWLER, in person research assistance, computer labs at each campus with a Student Computer Help Desk, multimedia equipment.</td>
</tr>
<tr>
<td></td>
<td>Personal and life skills development</td>
<td>- Self-selection by students and faculty</td>
<td>Counseling</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Faculty and administrator referrals</td>
<td>College Success courses, Learning to Learn Camp, Study Skills course, Career Development course, academic skill-building, administration of Engage (assesses non-academic factors related to success) to program students, one-on-one and group counseling for personal issues, career exploration services, mental health disorders screening, crisis counseling and after hours resources and services.</td>
</tr>
<tr>
<td></td>
<td>Academic support needs for students with disabilities</td>
<td>- Documented learning or other disability</td>
<td>Disability Resource Services</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Academic accommodations (testing accommodations, alternative media, classroom accommodations, adaptive/ assistive technology, computer hardware and/or software), personalized plans to address needs, help for faculty to modify curriculum or teaching styles to accommodate students’ disabilities, informational sessions and events to raise awareness and improve services to students with disabilities.</td>
</tr>
<tr>
<td></td>
<td>Place students in appropriate core courses; provide academic support</td>
<td>- Placement: Faculty analyze success data and COMPASS scores.</td>
<td>Testing and Tutoring</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Tutoring: Self-selection and referrals</td>
<td>COMPASS placement testing, determination of cut-off scores for entry-level courses, peer tutoring, online tutoring resources, GED and High School Equivalency Diploma testing.</td>
</tr>
<tr>
<td>FACULTY</td>
<td>Faculty professional development and training needs</td>
<td>- Technology updates and needs</td>
<td>Center for Excellence in Teaching and Learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Communicating best practices</td>
<td>WTCS certification courses and other professional development workshops and courses, technology training, five-year certification workshops, faculty mentoring program for full-time and part-time instructors, faculty and staff orientation, Convocation planning, PSRP Retreats, on-site assistance to faculty throughout the district.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Faculty requests</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- WTCS certification requirements</td>
<td></td>
</tr>
</tbody>
</table>
Co-curricular activities generally align with curricular learning objectives by addressing Core Abilities and direct collaboration with existing courses.

The Student Life Office utilizes the Core Abilities Student Self-Assessment to determine strengths and appropriate learning opportunities for student leaders. Although students develop all Core Abilities through co-curricular activities, Student Life chose the Social Interaction and Self-Improvement sections of the assessment for initial examination, and the results are analyzed broadly and by specific student group. Areas identified for growth become themes for retreats and training opportunities within student groups. Student organization advisors also use the results to more directly challenge and support student growth needs.

Co-curricular activities also offer students experience in other Core Abilities, such as Global and Cultural Perspectives. The Center for International Education (CIE) facilitates global education initiatives at the College and advises The World Student Association. CIE also coordinates college study abroad programs, international student services, and the Interdisciplinary Global Studies Certificate. Study Abroad programs and the Global Studies Certificate are also linked to specific learning outcomes for global competency. CIE works with the World Student Association and other campus stakeholders to promote peer-to-peer interaction between domestic and international students and showcase international students’ cultures and traditions through events such as the annual Global Showcase.

Co-curricular activities often share similar learning objectives with existing courses and programs. Examples include:

- Performing Arts productions which are extensions of curricula in the Introduction to Theatre, Stagecraft 1 and 2, and Acting 1 and 2 courses. The course competencies and learning objectives are directly applied in preparing, staging, rehearsing and presenting theatre performances.
- The Alternative Break Program which provides learning opportunities where students travel and serve a particular community. The Veterinary Technician program hosts a trip each spring semester. A Veterinary Technician faculty member serves as the staff lead and provides intentional opportunities for students to apply what they have learned in the classroom and expand their skill-set. For example, the group traveled to Florida and worked with exotic animals in their natural habitat, an experience not available in Wisconsin.

Determining that students have met learning and development expectations

The most direct mechanism for determining that students have met learning and development expectations is the traditional system of evaluation and assessment. Faculty determine objectives for each course they teach and then develop formative and/or summative assessments that demonstrate that students have met those objectives. Some programs also prepare students for external certification or licensure exams. Successful completion of the exams is further evidence that students have met learning and development expectations.

The College invests additional resources to determine if graduates have met expectations by collecting and analyzing data from the following surveys:

- Graduate Follow-Up Survey
- 5-Year Longitudinal Survey
- Employer Survey
- Apprenticeship Follow-Up Survey

These surveys offer feedback from both graduates and employers on how well students met learning expectations by indicating if they have effectively transferred that learning to a career. This data shows that the objectives are preparing students for the next steps in employment or further education, and offers a more long-term assessment of whether students have truly met learning and development expectations at the College. In addition, many
programs use survey results as data for their accreditation process.

**1P18: Designing processes for assessing student learning**

(CC-4B) The processes for assessing student learning at the College are designed with both external and internal influences. On a more macro-level, these processes are sometimes designed externally and then implemented at the College. Examples could include the ongoing development of the state-mandated TSA process to assess student learning in programs, state-mandated surveys of employers and graduates to gauge the effectiveness of training at the College, and licensure and certification exams required by external agencies. In each case, the College works closely with the external stakeholder. Internally, the Center for Excellence in Teaching and Learning (CETL) is a driving force in designing assessments of student learning. CETL delivers the state-mandated certification courses that prepare faculty to assess student learning and also houses a CETL Assessment Consultant and CETL Curriculum Consultant, who develop and facilitate college-wide guidelines for creating assessments and provide training in Core Abilities and WIDS performance-based course design. CETL Fellows offer specialized support and expertise in areas such as classroom assessment and best practices in flexible learning pedagogy.

Institutional Research and Effectiveness (IRE) serves a key support role for the College’s processes for assessing student learning, often designing the collection and dissemination of relevant student learning data. IRE and the Learner Success Hub will be involved in planning the collection, analysis, and reporting structure for forthcoming TSA program learning outcomes data.

On a more micro-level, department and program faculty design processes for assessing student learning that are, when applicable, influenced by external stakeholders and CETL processes described above. In addition, assessments of student learning at this level of the College might be program-wide or department-wide, or could be individually determined by instructors, though always based on shared outcomes and learning objectives. For example, some programs create exams that are given across sections of the same course. In other cases, programs and departments collaborate to design summative assessments targeting specific learning goals.

**1R1: Measures of student learning and development**

Madison College collects and analyzes a set of Key Performance Indicators (KPIs) at various levels throughout the College to assess student learning and development data. The College benchmarks results against data from a consortium of 300 other two-year colleges from across the nation. Specific examples of measures used as KPIs and how this data is analyzed are included in Table 1.6 on page 27.
In addition to internal measures of student performance, occupational and apprenticeship programs are provided a Quality Review Process (QRP) scorecard by the Wisconsin Technical College System. Scorecards are also being developed for liberal arts, basic education, Learner Development, and student services. Each program has its own scorecard with measures specific to its needs. QRP scorecards for programs include data showing measures, targets and thresholds for:

- Course completion
- Special population course completion
- Minority population course completion
- Second-year retention
- Third-year retention
- Third-year graduation

- Fifth-year graduation
- Job placement rates for all employment
- Job placement rates in related employment
- Non-traditional gender enrollment-measured for all but less than one-year programs

Finally, full implementation of TSA (see 1P2) will provide the College with even more concrete and specific data to demonstrate student success with program learning outcomes.

**1R2: Performance results for common student learning and development objectives**

Through the 2010-2011 school year, the College used the Learning Outcomes Assessment Database (LOAD) to compile data on common student learning and development objectives. LOAD collected data on program-defined...
learning outcomes using summative assessment tools, as well as data on Core Abilities. However, while the Core Abilities are still integrated into curriculum, the College no longer uses LOAD to collect this data. A new system for collecting Core Abilities data will likely be established as part of the Core Abilities review currently happening within the academic planning process.

**1R3: Performance results for specific program learning objectives**

Global measures of student success in programs include course success (Figure 1.1), overall student success (Figure 1.2), three-year graduation rates for full-time students (Figure 1.3) and three-year graduation rates for part-time students (Figure 1.4 on page 29).

**Figure 1.1 - Course Success All Credit Students**

This chart shows the most recent five-year trend in both course success (C or higher) and a higher level of success (B or higher). The course success rate for all degree-credit students has fluctuated within a range of 0.9 percentage points since 2008. From 2011 to 2012, this measure increased to its highest level in the five-year period.

**Figure 1.2 - Overall Student Success as Defined By Persistence + Graduation + Transfer**

Cohort year information on this chart shows the year that students first took a Madison College degree credit class. Students are followed for three years and their success in graduation, retention, or transfer is recorded. Since the College is following students for three years, the most recent retention, graduation, and transfer outcome information available is for the 2008-09 cohort. Combining the results for a student cohort’s graduation, transfer and retention rates reveal the overall student success of that cohort. Three-year total student success decreased from 61.5% to 58.9% in the most recent cohort year.

**Figure 1.3 - Three-Year Graduation Rate, Full-Time Students**
Figure 1.4 - Three-Year Graduation Rate, Part-time Students

The graduation rates measure is based on the National Community College Benchmark Project (NCCBP) Form 2 Completion measure. It tracks three-year graduation rates for entering full-time, first-time and part-time, first-time student cohorts. In the most recent cohort year, Madison College is slightly below the upper benchmark for full-time students and substantially above the upper benchmark for part-time students.

While these measures offer a more global look at student success at the College, more program-specific results can be seen in Table 1.7, which shows recent results of certification and licensure exams. Students from Madison College programs consistently excel on national certification and licensure exams, providing additional evidence of effective learning at the program level.

Table 1.7 – Sample Madison College Program Student Pass Rates Compared to National Average on Certification and Licensure Exams

<table>
<thead>
<tr>
<th>Program</th>
<th>College Pass %</th>
<th>National Pass %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Radiography</td>
<td>100</td>
<td>92</td>
</tr>
<tr>
<td>Respiratory Therapy</td>
<td>100</td>
<td>78</td>
</tr>
<tr>
<td>Barber/Cosmetology</td>
<td>100</td>
<td>N/A</td>
</tr>
<tr>
<td>Veterinary Technician</td>
<td>98</td>
<td>76</td>
</tr>
<tr>
<td>Occupational Therapy Assistant</td>
<td>94</td>
<td>86</td>
</tr>
<tr>
<td>Associate Degree Nursing</td>
<td>92</td>
<td>88</td>
</tr>
<tr>
<td>Optometric Technician</td>
<td>93</td>
<td>89</td>
</tr>
<tr>
<td>Clinical Lab Technician</td>
<td>100</td>
<td>75</td>
</tr>
<tr>
<td>Medical Lab Technician</td>
<td>100</td>
<td>79</td>
</tr>
</tbody>
</table>

In addition to the above data, the College is implementing the TSA process discussed in 1P2. Once implementation is complete, TSA will provide more consistent and thorough data concerning program-level learning objectives.

1R4: Evidence that students have acquired the knowledge and skills required by other educational organizations and employers

While collaborations with advisory boards and four-year university partners set the foundation for ensuring that Madison College students have the requisite knowledge and skills, surveys to both employers and students provide further evidence of effective educational training. Three surveys are particularly relevant: the Graduate Follow-up Survey, the Employer Survey, and the Five-Year Longitudinal Survey.

Madison College administers the Graduate Follow-up Survey, a state-mandated survey to all Madison College graduates, six months after graduation. Madison College administers the survey online, by mail, and by phone, resulting in a 65% response rate from graduates over the last five years. Several results are especially relevant in demonstrating that Madison College students have the skills and knowledge employers are seeking. Despite the economic downturn, the numbers of graduates employed and the average monthly wage for students employed full time stayed consistent, seeing only minor dips during the worst of the recession and quickly improving. In the most recent survey, nearly 68% of graduates are employed in a related occupation within six months of graduation. Perhaps even more telling, the results for student satisfaction show that over the past three surveys 96.3%, 96.6%, and 97.3% of students were very satisfied or satisfied with their education and training at Madison College. These results show that, despite the difficult job market, graduates still found employment, most often in a position directly related to their training at the College, and felt satisfied that their training prepared them effectively.

In addition to surveying recent graduates directly, the Employer Survey collects information from employers about how well Madison College graduates meet employer
expectations, providing a more direct measure of graduates’ acquired knowledge and skills in relation to the job. The most recent survey was in 2009 and the response rate was 52.4%.

The results show 87%-90% of employers feel Madison College graduates meet or exceed expectations in terms of the knowledge and skills needed for success in the workplace. More globally, 97.7% are satisfied with the training employees received at Madison College, and 94% consider Madison College very important or important to the success of their business. This data shows how effective the College has been in preparing students for the workplace and providing well-educated employees to local business.

Finally, the 2011 Five-year Longitudinal Study of Madison College Graduates provides information about graduate perceptions and experiences five years after graduation. The response rate for this survey was 35%, with 94% of respondents employed in Wisconsin and 70% employed in a program-related job. The average annual related employment salary of the graduates grew from $41,277 in 2007 to $43,332 in 2011. Even in the tough economic times, the longitudinal study shows graduate employment and salary were stable. Looking back on their experience at Madison College, 96% of respondents found technical college training very important, important or somewhat important in beginning their careers, and 97% would definitely or may recommend Madison College to others. This data provides a long-term perspective on whether students successfully gained the necessary skills and knowledge to succeed in the workplace and shows sustained levels of employment and satisfaction.

A final indicator of whether occupational program students have acquired the necessary skills and knowledge is performance on licensure and certification exams (see 1R3).

The College evaluates whether transfer students have the knowledge and skills required by four-year university partners by examining performance at the new institution. Table 1.8 provides information on the success of Madison College students after transferring to the UW-system.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Years</th>
<th>Madison College Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year GPA</td>
<td>Fall 2008</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>Fall 2009</td>
<td>2.8</td>
</tr>
<tr>
<td></td>
<td>Fall 2010</td>
<td>2.9</td>
</tr>
<tr>
<td>Second Year Retention</td>
<td>Fall 2007</td>
<td>81%</td>
</tr>
<tr>
<td></td>
<td>Fall 2008</td>
<td>79%</td>
</tr>
<tr>
<td></td>
<td>Fall 2009</td>
<td>79%</td>
</tr>
<tr>
<td>Six-Year Graduation Rate</td>
<td>Fall 2002 Cohort</td>
<td>58%</td>
</tr>
<tr>
<td></td>
<td>Fall 2003 Cohort</td>
<td>58%</td>
</tr>
<tr>
<td></td>
<td>Fall 2004 Cohort</td>
<td>61%</td>
</tr>
</tbody>
</table>

The above information provides solid evidence that Madison College students are effectively prepared to transfer. This is further illustrated by forthcoming comparison of these results to similar institutions in 1R6.

1R5: Performance results for learning support processes

Performance for Madison College’s learning support services is primarily demonstrated through the results of the Noel Levitz Student Satisfaction Inventory and CCSSE surveys.

Figure 1.5 shows CCSSE Support for Student Learning scores over the last two surveys in 2009 and 2011.

The Support for Learning benchmark assesses commitment to student success, positive working and social relationships among different groups, academic and career planning assistance, academic skill development, and other issues that may affect both learning and retention.
While all scores are below the CCSSE national benchmark of 50, scores from all three student groups showed improvement from 2009-2011; however, the part-time group scores have not improved as much as the full-time group and needs attention.

Madison College also collects usage data for the Math Center and Learning Centers at all campuses. Below in Table 1.9 is usage data from the main campus for Fall 2011-Spring 2012:

Table 1.9 – Fall 2011-Spring 2012 Math Center and Learning Center Usage

<table>
<thead>
<tr>
<th></th>
<th>MATH CENTER</th>
<th>LEARNING CENTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td>424</td>
<td>721</td>
</tr>
<tr>
<td>Visits</td>
<td>2712</td>
<td>5252</td>
</tr>
<tr>
<td>Hours</td>
<td>3369</td>
<td>6707</td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td>391</td>
<td>598</td>
</tr>
<tr>
<td>Visits</td>
<td>2405</td>
<td>4136</td>
</tr>
<tr>
<td>Hours</td>
<td>3056</td>
<td>5314</td>
</tr>
</tbody>
</table>

The Writing Center also records student visits, with more than 2,400 visits in the Fall 2012

Table 1.10 – Student Satisfaction Survey Results For Learning Support Services

<table>
<thead>
<tr>
<th>Question</th>
<th>Spring 2012</th>
<th>Spring 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>My academic advisor helps me set goals to work toward.</td>
<td>6.09</td>
<td>6.11</td>
</tr>
<tr>
<td>My academic advisor is knowledgeable about the transfer requirements of other schools.</td>
<td>6.36</td>
<td>6.42</td>
</tr>
<tr>
<td>My academic advisor is knowledgeable about my program requirements.</td>
<td>6.52</td>
<td>6.61</td>
</tr>
<tr>
<td>My academic advisor is concerned about my success as an individual.</td>
<td>6.28</td>
<td>6.29</td>
</tr>
<tr>
<td>My academic advisor is approachable.</td>
<td>6.33</td>
<td>6.36</td>
</tr>
<tr>
<td>Computer labs are adequate and accessible.</td>
<td>6.40</td>
<td>6.47</td>
</tr>
<tr>
<td>There are a sufficient number of study areas on campus.</td>
<td>6.16</td>
<td>6.20</td>
</tr>
<tr>
<td>Academic support services adequately meet the needs of students.</td>
<td>6.23</td>
<td>6.30</td>
</tr>
<tr>
<td>Library resources and services are adequate.</td>
<td>6.34</td>
<td>6.35</td>
</tr>
<tr>
<td>New student orientation services help students adjust to college.</td>
<td>5.89</td>
<td>5.98</td>
</tr>
<tr>
<td>Tutoring services are readily available.</td>
<td>6.08</td>
<td>6.13</td>
</tr>
<tr>
<td>Personnel in the Veterans’ Services program are helpful.</td>
<td>5.54</td>
<td>5.33</td>
</tr>
<tr>
<td>Bookstore staff are helpful.</td>
<td>6.13</td>
<td>6.21</td>
</tr>
<tr>
<td>Library staff are helpful and approachable.</td>
<td>6.18</td>
<td>6.26</td>
</tr>
<tr>
<td>Child care facilities are available on campus.</td>
<td>4.76</td>
<td>4.67</td>
</tr>
</tbody>
</table>
Beginning in 2010, Madison College compares key performance indicators related to student learning outcomes to the National Community College Benchmark Project (NCCBP). Table 1.11 shows Madison College results for course success and three-year graduation rates for both full-time and part-time students compared against the NCCBP benchmark. Also included is the percentile ranking, providing further comparison to other similar institutions. These results show that Madison College is above average in all three measures, and excels in graduating part-time students in three years.

Table 1.11 - Benchmarked Student Success Data

<table>
<thead>
<tr>
<th>Measure</th>
<th>Madison College Result</th>
<th>NCCBP Upper Benchmark</th>
<th>Madison College Percentile Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Success</td>
<td>76.1%</td>
<td>77.6%</td>
<td>63rd</td>
</tr>
<tr>
<td>3-Year Grad Rate, Full-time</td>
<td>27.5%</td>
<td>30%</td>
<td>73rd</td>
</tr>
<tr>
<td>3-Year Grad Rate, Part-time</td>
<td>27%</td>
<td>11.2%</td>
<td>94th</td>
</tr>
</tbody>
</table>

1R3 also includes a comparison of select program licensure and certification exam results to national averages. Across these results, Madison College program students excel in comparison to national norms.

Table 1.12 shows how Madison College’s transfer students perform in comparison to averages for the WTCS, the UW-Colleges (two-year state institutions that produce transfer students to the four-year UW institutions), and all transfer students to the UW-system.

Madison College students’ GPA typically equals that of the other comparison groups. Second-year retention of students transferring from Madison College exceeds that of other WTCS schools, is comparable to that of UW Colleges, and is better than the overall average for all transfer students. Finally, the six-year graduation rate for these students is better than that of comparable WTCS schools, a bit lower than UW Colleges, and right at the average for all transfer students.

Across all three measures, Madison College students demonstrate strong performance when compared to students coming from other comparable institutions.

In addition to the benchmarks of broader measures, the College participates in the WTCS Quality Review Process (QRP). Each program receives a QRP Scorecard with relevant measures benchmarked against comparable programs at other WTCS institutions. A sample is provided in Figure 1.6 on page 33.
Figure 1.6 - Example of QRP Data Reported to Madison College Programs

The chart shows thresholds, the average of the bottom four programs in the WTCS; targets, the average of the top four programs in the WTCS; and Madison College scores. In this example, Madison College’s Paralegal program falls between the threshold and the target on most indicators but is above the target on course completion and minority course completion.

The Noel Levitz SSI benchmarks satisfaction by comparing to a national norm to determine a mean difference. Table 1.13 on page 34 shows the comparison of the satisfaction rating between Madison College and the Noel Levitz national norm. A negative mean difference score means that Madison College falls below the national norm, and a positive mean difference score means that Madison College scores are above the national scores. As seen in the SSI chart in 1R5, this chart also shows that Madison College advising services need to serve students more effectively, but other services are performing well.

The Noel Levitz SSI and CCSSE surveys include national norms the College employs as benchmarks. The benchmarks for each CCSSE section are set at 50, as discussed in 1R4 above, while benchmarked results for relevant SSI questions are shown below in Table 1.13 on page 34.
1I1: Recent improvements in helping students learn

Improvements in this category include:

Program Analysis Process: this new data-driven process is used to evaluate the health and viability of program, identify programs to expand or maintain and determine the reallocation of program resources.

Academic Planning Process: this new process has provided more direction for curriculum development and course offerings, and it has produced increased emphasis on making data driven decisions about programming at the College.

Unit Planning Process: Faculty have direct access to data to use as part of the Unit Planning Process. Departments and programs identify and assess goals on an annual basis, address questions related to curriculum review and improvements, and more effectively align work with the strategic goals of the College.

Improved Data System and Usages: Data is made more accessible and is integrated into the key planning processes at the College over the past five years. COGNOS, Blackboard and the College website provide accessible and customized data on demand. The Executive Dashboard creates a personalized data center that allows individuals to choose relevant data to be constantly available and updated on their desktop. Benchmarked data is used for Board End Measures that evaluates how well the College is addressing the Board End Statements. Data is an integrated part of the Unit Planning Process and is more comprehensive, systematically disseminated across the College, and more consistently used for decision-making.

Technical Skills Attainment: this process is a state-mandated program and will allow the College to collect better data on student achievement of program learning objectives.

Expanded Alternative Delivery Options: Increased alternative delivery offerings have provided flexibility and a choice of learning environments for students. The College has also heavily invested in preparing faculty to teach in these unique environments, as seen in the development of three certification courses focused on online, hybrid, accelerated teaching methods, and has increased efforts to ensure students are prepared for alternative learning environments.

### Table 1.13 - Benchmarked Results for Student Satisfaction with Learning Support Services

<table>
<thead>
<tr>
<th>Question</th>
<th>Madison College</th>
<th>National Average</th>
<th>Mean Difference</th>
<th>Mean Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>My academic advisor helps me set goals to work toward.</td>
<td>4.79</td>
<td>5.03</td>
<td>-0.24</td>
<td>-0.13</td>
</tr>
<tr>
<td>My academic advisor is knowledgeable about the transfer requirements of other schools.</td>
<td>5.04</td>
<td>5.13</td>
<td>-0.09</td>
<td>0.18</td>
</tr>
<tr>
<td>My academic advisor is knowledgeable about my program requirements.</td>
<td>5.25</td>
<td>5.36</td>
<td>-0.11</td>
<td>0.00</td>
</tr>
<tr>
<td>My academic advisor is concerned about my success as an individual.</td>
<td>4.92</td>
<td>5.05</td>
<td>-0.13</td>
<td>-0.01</td>
</tr>
<tr>
<td>My academic advisor is approachable.</td>
<td>5.12</td>
<td>5.40</td>
<td>-0.28</td>
<td>-0.09</td>
</tr>
<tr>
<td>Computer labs are adequate and accessible.</td>
<td>5.47</td>
<td>5.56</td>
<td>-0.09</td>
<td>-0.17</td>
</tr>
<tr>
<td>There are a sufficient number of study areas on campus.</td>
<td>5.31</td>
<td>5.41</td>
<td>-0.10</td>
<td>-0.06</td>
</tr>
<tr>
<td>Academic support services adequately meet the needs of students.</td>
<td>5.46</td>
<td>5.29</td>
<td>0.17</td>
<td>0.23</td>
</tr>
<tr>
<td>Library resources and services are adequate.</td>
<td>5.77</td>
<td>5.64</td>
<td>0.13</td>
<td>0.23</td>
</tr>
<tr>
<td>New student orientation services help students adjust to college.</td>
<td>5.40</td>
<td>5.27</td>
<td>0.13</td>
<td>0.27</td>
</tr>
<tr>
<td>Tutoring services are readily available.</td>
<td>5.60</td>
<td>5.47</td>
<td>0.13</td>
<td>0.19</td>
</tr>
<tr>
<td>Personnel in the Veterans’ Services program are helpful.</td>
<td>5.16</td>
<td>4.62</td>
<td>0.54</td>
<td>0.32</td>
</tr>
<tr>
<td>Bookstore staff are helpful.</td>
<td>5.88</td>
<td>5.59</td>
<td>0.29</td>
<td>0.43</td>
</tr>
<tr>
<td>Library staff are helpful and approachable.</td>
<td>5.95</td>
<td>5.57</td>
<td>0.38</td>
<td>0.49</td>
</tr>
<tr>
<td>Child care facilities are available on campus.</td>
<td>4.87</td>
<td>4.46</td>
<td>0.41</td>
<td>0.34</td>
</tr>
</tbody>
</table>
Use of Survey Data: Increased and improved analysis of survey results ensures follow-through on actual improvements. Survey data and analysis is also available through the College website and Blackboard.

Faculty Development: New processes for observing part-time instructors and evaluating probationary full-time faculty have produced increased emphasis on effective teaching and more engagement with the College community.

Orientation: Revisions to the existing orientations for full-time and part-time faculty have been made. Orientation for part-time faculty is offered more frequently and in a variety of formats. The mentor program is also more frequently used by all new instructors. A key part of these processes involves engagement with the College and emphasis on effective teaching techniques.

Creation of Center for Adult Learning: The College responded to the economic downturn by creating a unit to target offerings and resources to dislocated workers.

Communicating Expectations for Student Preparedness: Increased use of technology and refinement of enrollment and registration processes have improved communication with students regarding preparedness expectations for the College, specific programs, and courses.

Increased Self-Service Tools: The College has expanded self-service tools to assist students in registering for classes and choosing a career and program.

Revised Developmental Offerings: The School of Academic Advancement is working to create unique and effective delivery of developmental curriculum to better address needs of underprepared students.

Targeted Packaging of Courses: Packaged courses provide responsive and customized training for employers through Business and Industry Services, professional development for adults through Continuing Education, and more effective transition skill-building through bridge-curriculum for underprepared students.

Continued Improvement and Expansion of Placement: Ongoing evaluation of COMPASS scores is used to determine any needed changes in course prerequisites. More courses now use COMPASS score prerequisites.

Learning Support Increased Across District: Regional campuses now have Student Achievement Centers offering expanded community study space, computer access, math tutoring and support, and writing center support.

The College’s process and systems for helping students learn are comprehensive and constantly improving. In addition, the College gathers and analyzes benchmarked data on student success, retention, transfer rates, graduation rates, pass rates for licensure/certification exams, employer satisfaction, and graduate placement, among other student-related data.

112: Selecting processes to improve and setting performance targets in helping students learn

The creation of college-wide plans and goals, such as the Board End Statements, the 3-Year Strategic Plan, the Academic Plan, Learner Success priorities, and the Unit Planning Process, has helped further develop the culture of continuous improvement at the College, providing the framework for improving processes and setting performance goals related to helping students learn.

In addition, the College has expanded and improved the institutional data infrastructure. Increased analysis of and attention to survey results, expanded and systematic access to student-related data, and benchmarking against similar institutions all help create a culture of data-driven decision-making. This improved infrastructure also provides the foundation for setting performance targets.

An example of how these processes interact to determine areas for improvement and create performance goals is the creation of the College’s Retention Plan.

In executing the Board End Statements, the Enrollment Management Plan and Academic Plan both set increasing FTEs and enrollment as a primary goal for the College, and the Academic Plan also emphasized the need to better address student preparedness and student
success, both key issues for retention. Survey data showed areas that could be improved to help retain students. After considering the data and the larger goals of the college-wide plans, the College determined that expanded and renewed retention efforts would increase student success.

This determination was then explicitly represented in the 3-Year Strategic plan, which set “Retain all students to completion” as one of the three top priorities for 2011-2014.

The College then formed the Committee on Retention Effectiveness, which identified seven “root” reasons students leave the College early:

1. Teaching and Learning
2. Academic Preparation
3. Cognitive and Academic Skills
4. Motivational
5. Psychosocial
6. Financial
7. Institutional and Organizational

A sub-committee was formed for each attrition root, and each committee was charged with determining recommendations that will impact retention at the College.

The work surrounding retention illustrates how processes are identified for improvements and performance goals are set: by using the larger goals set by the global plans at the College and by analyzing relevant data.
**Category 2: Accomplishing Other Distinctive Objectives**

**CATEGORY 2 INTRODUCTION**
Processes for Accomplishing Other Distinctive Objectives at Madison College exhibit a range of maturity levels. Several processes are moving toward the Integrated maturity rating, including expansion of economic workforce development, international education and grants; better trend data and comparative benchmarks; and cross-functional collaborations across the College to achieve key organizational objectives.

The College successfully implemented improvement projects to double the total yearly grants from $3.5 to $7.7 million between 2008 and 2012, increase trainee satisfaction with contract training from 8.05 in 2007-08 to 8.71 (out of 10) in 2011-12, increase the enrollment of international students at the College from 17 in 2008-09 to 120 in 2012-13, and start the first phase of the Framework for Comprehensive Internationalization tool to develop benchmarking tools for comparing international programs.

Future initiatives will focus on continuing programs after grant funds have run out and striving for “distinctiveness” in the next five years to the extent that tight economic times will allow.

An INTEGRATED process that demonstrates a stable, well-developed structure and is continually monitored and improved through analysis, innovation, and sharing is 2P1, which addresses designing and maintaining non-instructional processes, such as Madison College’s contracted training and workforce development services, as well as the International Education program.

ALIGNED processes that are stable, consciously managed, regularly evaluated for improvement and address the institution’s key goals and strategies include 2P2 and 2P4. These processes address determining non-instructional objectives for external stakeholders and assessing the value of non-instructional objectives.

SYSTEMATIC processes that have clear goals, are proactive rather than reactive and target ineffective elements for improvement include 2P3, 2P5, and 2P6. These processes address communicating expectations concerning non-instructional objectives, determining relevant faculty and staff needs, and using those needs to readjust non-instructional processes.

**2P1: Key non-instructional processes that serve stakeholders**

Madison College values collaboration and innovation as the means to achieve key organizational objectives in support of student learning and external stakeholder needs. Two distinctive areas of focus, Workforce and Economic Development and International Education, exemplify this commitment and highlight the key systems and strategies that help achieve non-instructional goals. Grants and Community Partnerships are important supporting strategies that assist the College in achieving distinctive objectives.

Workforce and Economic Development services are primarily delivered by the Center for Community and Corporate Learning (CCL), the Center for Adult Learning (CAL) in Dane County, and the College’s Economic and Workforce Development Directors. Working with businesses and community organizations, these units meet workforce training and economic development needs by providing specialized, flexible, market-centered educational opportunities. Table 2.1 on page 38 describes key services provided by each unit.
Collaborations between these work units and businesses or the community ensure the College understands local economic and workforce development needs across the District and builds community awareness of Madison College services and possible partnerships to meet those needs. Meaningful investment in workforce and economic development directly impacts community exposure to and awareness of the services the College provides. Making personal connections in local communities and in various industries expands the College’s service area, increases the customer base, achieves business goals and addresses stakeholders’ needs. As a result, ongoing collaborations with localities, economic development organizations, and governmental agencies prove to be an essential business model for the College.

Additional discussion of the design and operation of key processes used to meet the College’s economic and workforce development mission is included in 2I2.

International Education is a second distinctive objective for Madison College. All international education activities are developed and coordinated through the Center for International Education (CIE). The College’s commitment to this distinctive objective is evidenced by its staffing structure, which includes three permanent full-time employees and one part-time, grant-funded employee. Beginning in 2008, responsibility for all foreign student admissions at the College was centralized in the CIE office. Leadership recognized the need for a dedicated staff with expertise in the array of needs and documentation required to grow international enrollments while providing a safe and enriching experience for students. As discussed in more detail in the Results section, with this infrastructure in place, the College grew from eight international students in 2008 to 130 students in 2012.

Organizationally, CIE is housed within Learner Success but works college-wide to develop and coordinate delivery of a range of International Education offerings, including:

- Admission of international students.
- Study abroad programs.
- Internationalization of curriculum.
- A 15-credit Global Studies Certificate.
- Faculty professional development.
- Faculty exchanges.
- College-to-college relationships to establish study abroad programs to attract international students to Madison College.
- Meetings with international delegations (e.g. Fulbright Scholars, Sister City delegations), resulting from CIE status as a leading two-year college for international education.
- Unique foreign language offerings (e.g. Chinese, Arabic, Japanese).
In addition to dedicated CIE staff, the international education mission is supported through an International Education Fellow. This two-year rotating faculty position, coordinated through the College’s Center for Excellence in Teaching and Learning (CETL), allows a 20% faculty release to further the goal of curriculum internationalization. The Fellow’s project-oriented focus expands CIE’s capacity to meet the long-term goal that every academic program at the College will identify and integrate global competencies into one or more courses.

Additionally, partnerships with other colleges and international education networks, such as the Illinois Consortium for International Studies and Programs, allow Madison College students to better match career interests and personal needs to a study abroad experience that may not be available directly through the College.

A key strategy for designing and establishing programs to carry out distinctive objectives is the strategic use of grants to launch programs or to meet a timely community need. Federal and foundation grants expand both the ability to respond to changing workforce development needs and to build international education experiences that meet the needs of both the College and students. Establishment of a centralized Grants Office in 2006, a formal grant approval process, and a 2011 mission expansion to include support for grant implementation have strengthened the College’s ability to successfully procure grants and strategically plan for their effective use in meeting key organizational objectives.

**2P2: Determining major non-instructional objectives for external stakeholders**

Madison College identifies major non-instructional objectives through a number of methods. The key methods used to establish objectives are the College’s strategic planning process, including the 3-Year Strategic Plan, the Academic Plan and the Unit Planning Process, and legislative mandates.

One of the two statutorily authorized purposes of the technical college system in Wisconsin is to “provide customized training and technical assistance to business and industry in order to foster economic development and the expansion of employment opportunities.” This objective is foundational to college planning and program offerings. However, the College determines how to fulfill this objective through a variety of means that provide better understanding of the changing needs of district communities. Key inputs include yearly employer-training-needs surveys performed by Business and Industry Services, employee and worker training satisfaction surveys, topical Lunch and Learn sessions with industry partners, and participation by Economic and Workforce Development Directors and other college leaders in regional economic development planning groups and the local workforce development board.

In 2002, the College established “Global and Cultural Perspectives” as one of eight Core Abilities every student should develop as part of an education at Madison College. This Core Ability was developed to reflect the importance of global awareness and cultural competence as workplace skills. Once established, the College began a systematic process to integrate global awareness and global competencies into instructional programs and student activities. This ongoing internationalization process was affirmed through the first Academic Plan in the recommendation to “Promote the integration of international programming through various strategies like the Global Studies Certificate.” The Academic Plan is currently being revised, and international education at the College will be even more fully articulated through a dedicated section that describes strategic priorities for the Center for International Education and related programs.

**2P3: Communicating expectations regarding non-instructional objectives**

The primary means of communicating the College’s broad goals and objectives is through the 3-Year Strategic Plan. Individual units enhance and operationalize the College’s strategic objectives through the Unit Planning Process. Since each unit must align unit plan outcomes with strategic plan goals, each unit has an opportunity to contribute to the economic and workforce development efforts of the College, as
well as to advance the global awareness educational mission.

Other communication tools include Matters and Convocation, which inform staff of college priorities, initiatives, and supporting activities. Through these communication strategies, staff learn about new grants that support objectives, special workforce training throughout the District, international education activities and campus events, and various college collaborations with employers and other community partners. Additionally, staff have opportunities at Convocations to participate in professional development activities to build skills in teaching global competencies or to become involved in study abroad programming.

**2P4: Assessing the appropriateness and value of non-instructional objectives**

The College’s other distinctive objectives are reviewed in a number of ways. Some distinctive objectives, such as workforce training, are mandated by the state; however, these objectives are still reviewed in terms of effectiveness and continuous improvement. Other distinctive objectives are reviewed through several of the systematic planning and assessment processes at the College, including the Unit Planning Process, AQIP and the strategic planning process. Through these processes, the College makes decisions about the effectiveness and direction of activities, such as international education, and objectives are refined accordingly. Grants are automatically reviewed for value and appropriateness through the grant approval process, which specifically examines the match between a grant and the College’s strategic priorities.

Review and assessment happens college-wide, though certain stakeholders are more directly involved. The Executive Team drives strategic planning and thus determines appropriate distinctive objectives for the College to pursue. Advisory committees often play a key role in identifying workforce training needs, and recently reinforced the value of the global competency in a survey. More than 75% of surveyed advisory board members indicated that global competency was very important or important to students’ career education.

Assessment and review also takes place in the work units most directly pursuing these objectives, such as Business and Industry Services and the CIE.

**2P5: Determining faculty and staff needs relative non-instructional objectives**

Primarily, units with a central role in workforce development and the CIE determine faculty and staff needs related to international education and workforce training, particularly in relation to taking on additional activities and responding to emergent needs. At times, other departments closely supporting distinctive objectives, such as Grants Development, might also assess faculty and staff needs on an ongoing basis. Finally, faculty assigned to workforce development or CIE projects identify their own training and resource needs, and if possible, CETL addresses these needs internally. When these needs require specialized external training and professional development, CETL may provide funding.

**2P6: Incorporating faculty and staff needs in readjusting non-instructional objectives**

The Unit Planning Process is the primary system for making adjustments based on staff needs. Equipment, staffing, and facilities needed to carry out these activities can be requested as part of the budget development process through the Unit Planning Process.
When grants are used to implement new programs or processes, the grants development process includes assessment of staffing needs, methods for carrying out activities and managing the project, and evaluation of outcomes. When allowable, these costs and opportunities are built into the grant budget.

Finally, if it is unclear whether resources are sufficient to undertake a specific project, a decision is often made at the Executive Team level on whether to reallocate staff or other resources in support of the effort.

Measures used to assess performance of international education efforts are primarily based on numbers of students participating in IE activities. These results are shown in trend format under 2R3 below.

### 2R2: Performance Results for Accomplishing Non-Instructional Objectives

Table 2.2 displays Fiscal Year 2012 performance results on several key measures for workforce development outcomes. The results show a high degree of success for graduates entering employment as well as a high degree of satisfaction with training. Employers are also highly satisfied with the acquired skills of Madison College graduates and trainees. Trend data provided in 2R3 offers better context for assessing several of these measures.

Grant awards in support of distinctive objectives provide another measure of performance. Figure 2.1 on page 42 shows that federal and state grant revenue for economic development and workforce training activities between 2008 and 2012 provided both a significant amount of funding to carry out these activities, as well as significant alignment between this strategic...
objective and fund development efforts, averaging 46% of all funds received in this period. Similarly, though funding in support of International Education activities represents a much smaller share of overall grant funds awarded, averaging 5% of grant funds received, the graph shows consistent attention to this strategic objective.

**Figure 2.1 – Total Grant Revenue, Economic Development/Workforce Training, International Education**

In addition to trend data provided for international education activities in 2R3, additional quantitative and qualitative measures that indicate a strong and effective program include:

- Seventy internationalized courses.
- Ten MOUs with international colleges in seven countries.
- Twenty-five short-term and semester-length study abroad opportunities in nineteen countries available to Madison College students.
- Range of destinations in developed and developing world available to meet the career needs, personal interests and time availability of two-year college students
  - Occupationally focused learning opportunities, such as Renewable Energy in Costa Rica, or Fashion Marketing in Milan.
  - Two-week to full-semester programs.
- Six years of successive selection for CCID/Department of State placement of international student cohorts as part of the Community College Initiative program.
- Consistently positive CCID external review of programs and financial management.
Program strength is also indicated by the recognition the CIE receives from international education agencies; the College was also selected by the Department of State to model best practices for study abroad programs to other community colleges across the nation through structured training sessions. The Director of CIE was awarded the CCID Werner Kubsch Award for a "community college educator who has demonstrated outstanding achievement in international education related to community colleges, and to the betterment of international relations" based on his work developing IE programs at Madison College.

2R3: Comparative results for accomplishing distinctive objectives

Comparisons of measures for assessing performance on distinctive objectives remain limited because colleges have different business models and provide different types of training relevant to their area.

Similarly, the field of International Education is only beginning to develop consistent measures for assessing program and institutional effectiveness. Madison College will be piloting the Framework for Internationalization in the coming year, a self-assessment rubric developed by Community Colleges for International Development (CCID), of which Madison College President Barhorst is a board member. CCID also plans to develop benchmarking tools to allow comparison between institutions, which would follow the successful piloting of the Framework. Additionally, the Center for International Education has agreed to participate in a Ph.D project with the goal of developing benchmarks for international education programs.

The College does utilize trend data as a measure of performance on distinctive objectives. Table 2.3 shows a five-fold increase in the number of international students enrolled since 2008, which was the first year that admissions for international students were handled through the Center for International Education rather than the College’s central admissions office. This steady enrollment increase demonstrates CIE’s ability to develop specialized programs to attract and support international students. The picture with study abroad participation is a little harder to interpret. The numbers notably fluctuate from year to year. Surveys of students about study abroad experiences indicate high levels of satisfaction.

Results for accomplishing objectives related to workforce development can be seen in Table 2.4, which provides trend data for the FTEs, headcount, and contract revenue generated measures for BIS. The data show a fair amount of volatility in all three measures over time, but revenues over the last three years indicate a slowly increasing trend. They also indicate that headcounts alone are not a good indicator of the level of revenue generated by training.

### Table 2.3 - Headcount, International Students and Study Abroad Students

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>International Students</th>
<th>Study Abroad Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>17</td>
<td>50</td>
</tr>
<tr>
<td>2009-10</td>
<td>57</td>
<td>41</td>
</tr>
<tr>
<td>2010-11</td>
<td>89</td>
<td>90</td>
</tr>
<tr>
<td>2011-12</td>
<td>101</td>
<td>49</td>
</tr>
<tr>
<td>2012-13</td>
<td>120</td>
<td>82</td>
</tr>
</tbody>
</table>

### Table 2.4 – Business and Industry Training FTEs, Headcount, and Contract Revenue Generated

<table>
<thead>
<tr>
<th>Training Program Grants</th>
<th>2008 FTEs</th>
<th>2009 FTEs</th>
<th>2010 FTEs</th>
<th>2011 FTEs</th>
<th>2012 FTEs</th>
</tr>
</thead>
<tbody>
<tr>
<td>38.14 Contracts</td>
<td>223.2</td>
<td>154.8</td>
<td>126</td>
<td>123.9</td>
<td>98.3</td>
</tr>
<tr>
<td>Contract Revenue Generated</td>
<td>$1,516,903</td>
<td>$1,455,968</td>
<td>$1,022,992</td>
<td>$1,071,926</td>
<td>$1,196,897</td>
</tr>
</tbody>
</table>
Figures 2.2 and 2.3 provide solid evidence of consistently highly rated training experiences by both workers and employers, though as the response rate for employers has risen, the overall satisfaction for that group has declined slightly.

**Figure 2.2 - Contract Training: Trainee Satisfaction**

![Chart showing trainee satisfaction ratings over years 2007-08 to 2011-12.](image)

**Figure 2.3 - Employer Satisfaction Contract Training**

![Chart showing employer satisfaction percentages over years 2010, 2011, and 2012.](image)

Trend data for Continuing Education (Figure 2.4) shows a long-term downward trend in total adult enrollments.

**Figure 2.4 - Annual Continuing Education Enrollment**

![Chart showing annual continuing education enrollment from 2008 to 2012.](image)

At the same time, Figure 2.5 shows the financial impact of the recent expansion of revenue generating continuing education courses that more closely align with the College’s credit offerings.

**Figure 2.5 - Revenue Generated from Adult Continuing Education Courses**

![Bar chart showing revenue generated from continuing education courses.](image)

**2R4: How performance results of distinctive objectives strengthen the overall organization**

Strong performance carrying out the College’s distinctive objectives strengthens the overall organization in numerous ways. Coordinating and aligning workforce and economic development activities throughout the District improves the College’s ability to understand and address the needs of diverse communities and populations. The College uses this information to offer the right mix of education and training options that impact overall enrollments.

Success in securing grants to build programs and provide innovative workforce training has provided both a vehicle to engage community partners in new ways and impacted the community’s perception of the College. One example of this is the development of the Center for Adult Learning, established through a Department of Education Fund for the Improvement of Postsecondary Education (FIPSE) grant. In response to the large number of unemployed and dislocated workers as a result of the economic downturn, the College designed a new model for delivering training and supportive services in close collaboration with the Workforce Development Board of South Central Wisconsin. The result was an extremely high rate of successful training completions and placement into employment. This educational model has been nationally...
recognized as a best practice. The success of this effort not only brought the College additional grants by which it was able to adapt the model for different audiences, it changed the relationship between the College and the Workforce Development Board from a customer/contractor relationship to a truly collaborative partnership that is more effective in serving community needs.

The College has received both national and international attention as a leader in international education among two-year colleges. The establishment of the Community College Sustainable Development Network through a Department of State grant allows the College to expand STEM focused study abroad and service learning options for students and to create opportunities to partner with other colleges. In addition, the local community and potential students, parents and employers view Madison College as innovative and globally focused. Media coverage on the College’s diverse and innovative programs improves the public’s image of the College and, in turn, strengthens public support. This strong level of support was instrumental in passing the second largest building referendum in Wisconsin history in 2010.

2I1: Recent improvements for Accomplishing Other Distinctive Objectives
Restructuring of the disparate workforce and economic development services into the Center for Community and Corporate Learning in 2010 has created efficiencies in cross-promotion of services, merged marketing, shared training facilities and a joint Customer Relations Management and registration site. The result is both better alignment with college programs and goals and a clearer point of contact for customers. Additionally, quarterly meetings between CCL staff and the Economic and Workforce Development Directors ensures information sharing between all parties, and the collective knowledge and expertise of the group is harnessed to design training and services that will best meet community needs across the District.

Establishing clear roles and increasing visibility of the Economic and Workforce Development Directors in the Northern region and Eastern region of the District has extended the College’s ability to connect with the needs of employers and local communities. It also positions the College to develop partnerships that allow an increasingly significant role in each region’s development. Economic Development Directors serve as liaisons to external stakeholders throughout their region. The Directors work to carry out the College’s strategic plan and mission regarding economic and community development. As such, these positions provide an increasingly critical interface with the business community by identifying the specific and current needs of local organizations and working with other departments in the College to design relevant solutions.

2I2: Selecting processes to improve and setting performance targets for Accomplishing Other Distinctive Objectives
Placement of Business and Industry Services and the Continuing Education Center under the umbrella of the Center for Community and Corporate Learning is a good example of how infrastructure supports economic and workforce development results. In addition to the process improvements identified in 2I1, the CCL structure allows for synergy of services, planning, communication and cross-training of staff that provides a coordinated and efficient response to district workforce training needs. Stakeholder needs determine which unit within the CCL delivers the service and help ensure an appropriate training structure and format. CCL and its units approach workforce training development as a consultative team, drawing on the knowledge and skills of all members. This approach reduces competition among the units for the same customers and establishes an environment where innovative thinking can thrive and solve problems. Maintaining a joint CCL unit plan, in addition to individual business unit plans, provides a means to both define the unique work of each unit as well as the collaborative work of the Center.

The College’s continuing commitment to funding staff positions in the Center for International Education provides the stability necessary for continued growth of international
programs and activities, which supports the global awareness Core Ability. In order to achieve a truly internationalized campus, international students must be part of the student body. Without the support provided by the CIE, evidence shows that it would be difficult to build these enrollments. Likewise, two-year college students are less likely to seek out or have access to viable study abroad experiences without a carefully developed structure that builds interest and meets their unique support needs.
Category 3 – Understanding Student and Stakeholder Needs

**CATEGORY 3 INTRODUCTION**

Processes for Understanding Student and Stakeholder Needs at Madison College exhibit two maturity levels. Several processes are moving toward the Integrated maturity rating, including relying on analysis of multiple data sources and survey results to determine the College’s educational and service offerings to new students and stakeholders, building relationships with prospective students and maintaining them through degree completion and/or transfer to another institution, and increasing student and stakeholder performance by increasing the number of students and opportunities for bachelor’s degree transfer completion.

The College has successfully implemented projects to improve the College’s Student Complaint Process. By creating a Student Conflicts, Complaints and Concerns webpage, the College clearly outlines the policies and procedures established for student complaints, related to Appeal of Academic Misconduct Decisions, concerns regarding a faculty/staff member, dispute of charges, and other process or system concerns.

Future initiatives will focus on service gaps for students wishing to transition from non-degree to degree-credit programs, consistent application of student service policies across student population groups and campus locations, and adequately providing developmental courses and credit courses at regional campuses.

Aligned processes that are stable, consciously managed, regularly evaluated for improvement and address the institution’s key goals and strategies include 3P1, 3P2, 3P3, 3P4, 3P6. This covers most of the Category 3 processes, including identifying, analyzing, and acting on student needs; building and maintaining relationships with students; identifying and acting on key stakeholder needs; building and maintaining relationships with key stakeholders; and collecting, analyzing, and acting on student stakeholder complaints.

A SYSTEMATIC process that has clear goals, is proactive rather than reactive and targets ineffective elements for improvement is 3P5, determining new student and stakeholder groups to target with educational offerings and services.

**3P1: Identifying the changing needs of student groups and analyzing and selecting a course of action regarding these needs (CC-4C)** Madison College uses a variety of data sources and activities to identify the changing needs of students. Table 3.1 on page 48 outlines the data sources and activities that inform any changes made by the College to better meet the needs of students. Data from these sources is analyzed both on a college-wide and individual unit basis, as appropriate. As a result of data review and analysis, strategies to address unmet needs are incorporated in various college-wide plans and on the unit plan level. Examples of processes that define unmet student needs through data analysis include the college-wide Retention Plan (see 1I2) and the new Student Intake Process.
The 2012 unit plan for the Student Development Center demonstrates how data analysis and review is incorporated on the unit plan level to determine unmet student needs. Within the plan, the Center explains how it collects student feedback through the Noel Levitz Student Satisfaction Survey and its own survey each fall and spring. Complaints and concerns are directed to supervisors and resolved with the individual staff person through an improvement plan. The SDC uses all data collected to determine staff and program effectiveness and to make recommendations for improvement.

### 3P2: Building and maintaining a relationship with students

Madison College academic and student services build relationships with students, starting from the first contact a student makes with the College through prospective student programming and services, to degree completion and/or transfer to another college. To first establish a relationship with the student, the College provides a wide-range of events and experiences for prospective students. These include:

- High school visits and Junior Parent nights.
- Education fairs targeted for both high school students and corporate events.
- Jump Start Sessions that provide an overview of admissions, enrollment, financial aid, program prerequisites, career resources and general student services.
- Experience Madison College (open house) and Explore the World of Madison College (self-guided tours).
- Social media strategies using Facebook, Google +, YouTube,
- Extensive Madison College website resources, including “Key Steps to Becoming a Madison College Student.”
- Specialized website resources such as roadmaptocollege.org.
- Virtual tours of programs.
- Showcase events, such as portfolio shows and American Culinary Federation competitions, open to the public and prospective students.
- Program Discovery Sessions offering basic program information, curriculum overviews, possible career outcomes and admission requirements.
- Optional email and text-messaging communications to prospective students.
- Direct mail invitations to campus for events for prospective students.
After developing the initial relationship, the next goal is to create a student-friendly advising experience. Admissions advisors help prospective students transition into the College. These advisors work with students from the time they first express interest in the College through the end of their first semester, creating and maintaining a close relationship with students.

Once students begin classes, the College works to build and maintain relationships with students in numerous ways. Table 3.2 above outlines the units that maintain relationships with students and the services they provide. The College’s goal is to engage current students in a variety of ways, both academic and extra-curricular, to best build relationship and serve their learning needs.

Table 3.2 - Services That Build and Maintain Relationships With Students

<table>
<thead>
<tr>
<th>Unit</th>
<th>Services that build and maintain relationships with students</th>
</tr>
</thead>
</table>
| Learner Success               | - Faculty advising.  
- Faculty foster and build relationships with student through classroom instruction and availability to support students outside of the classroom.  
- Instructor/student conferences and communications (e.g. email, Blackboard).  
- Internship and clinical experiences for students in select programs.  
- Apprenticeship programs for on-going training. |
| Counseling and College Success| - College Success courses  
- Academic Fitness Program  
- Behavior Intervention Team referrals  
- Conflict management services  
- First-year experience |
| Student Development Center    | - TRiO  
- Disability Resource Services  
- VA Connections Program  
- Career Exploration Services  
- Retention advising, including Early Alert program to help students struggling throughout the semester |
| Campus Life and Enrichment    | - Wolfpack Welcome  
- Student clubs and organizations  
- Performing arts  
- Forensics  
- Various communication tools (Hallway information monitors, college website, e-blasts, student newspaper, and bulletin boards)  
- Intercollegiate athletics  
- Intramural athletics  
- Fitness center  
- Health and wellness programs  
- Volunteer services  
- CollegiateLink software |
| Enrollment Services           | - Academic Advising Services  
- Assistance with incomplete applications (e.g. missing Financial Aid information)  
- Registration Gear Up – priority registration for continuing students  
- Rock and Dial Enrollment Outreach Program – a campaign to call all continuing students to remind them to register for the next semester’s classes |
| International Students        | - Global awareness and study abroad programs  
- World Student Association |
| Madison College Foundation    | - Scholarships for continuing students |

3P3: Analyzing changing needs of key stakeholder groups and selecting courses of action regarding these needs

(CC-1D) Madison College analyzes data and feedback from the sources listed below to determine the changing needs of stakeholders.

Strategic plans and processes
- Academic Plan
- STEPS
- Program Analysis Process
- Customer Needs Assessment Process

Surveys
- Noel Levitz Student Satisfaction Inventory
- WTCS Economic Indicator Survey
- Contract Training Participant Survey
- Employer Satisfaction Survey
- Event Surveys
Advisory committees and boards

- Program Advisory Committees
- Communities of Color Advisory Board
- Inclusive Diversity Student Advisory Board
- Vice President of Student Development Student Advisory Board

Data sources

- Graduate Report
- PeopleSoft reports and data queries
- Current career climate and trends
- Waitlists
- Class and program enrollments
- Local economic and legislative trends
- Diversity Scorecard

Schools and professional/community organizations

- K-12 partnerships
- Four-year transfer institutions
- Conferences
- Partnerships with other agencies, including Centro Hispano, Literacy Network, VA (see Category 9 for a more extensive list of these partnerships)

An example of how an academic program analyzed data and acted upon its changing stakeholder needs was the Medical Transcription program (seen in 1P14). In this case, the Program Analysis process initiated this change. Through this process, data analysis showed several years of low enrollment in the Medical Transcription program. Faculty and administrators worked with the program’s advisory board and found few medical transcription jobs in the community. Further investigation revealed that medical transcription jobs had actually changed by requiring an Associate’s Degree in Medical Administrative Professional. As a result, the program was discontinued, and the faculty resources shifted to teach medical administrative professional courses.

3P4: Building and maintaining relationships with key stakeholders

Key stakeholder relationships are built and maintained through an emphasis on personal interactions and through the development of partnerships and projects that provide mutual benefit to the stakeholder and the College. Examples of partnerships and projects that provide mutual benefit are program articulation agreements (discussed in 9R1 and 9R2), the VA Connections Program (see 9R3) and the Gateway to College Program. The Gateway to College Program is a partnership between Madison College and local school districts which helps students who have dropped out or may not graduate. In addition to providing these students with an alternative opportunity to obtain their high school diploma, this program helps the College build relationships with high schools and potentially transition students into occupational and transfer programs.

Other strategies used to build and maintain relationships with community groups include:

- Partnerships with community-based organizations and other higher education institutions that provide educational opportunities for targeted communities.
- Relationships with community-based organizations that are established by the Executive Team, administrators and faculty and staff, some of whom serve on boards.
- Stakeholder meetings to identify needs and inform the community of Madison College services (legislative meetings, superintendents’ meetings, Community Councils of Color meetings).
- Opportunities for alumni and donors to support Madison College through scholarships and donations.
- The use of Madison College facilities without charge by non-profit community groups.
- Open invitations to the public to attend arts and cultural events held at Madison College facilities.
- Sponsorship and attendance at local community events (Boys and Girls Club, YWCA, etc.).

The College also maintains open communication with key stakeholders through tools, such as Matters, AskMadisonCollege, and advertisements in media markets that announce...
upcoming events, semester registration, new programs, and job opportunities.

Relationships with business and industry stakeholders are built through the Center for Community and Corporate Learning (CCL). A CCL training liaison maintains ongoing contact with customers and meets with company contacts to conduct customer needs assessments. Surveys are also used to gauge stakeholder needs and satisfaction, including the WTCS Economic Indicator Survey and the Participant Course Evaluation Survey. Additional relationship-building techniques used by the CCL include participating in business related conferences, co-facilitating events with other agencies, buying advertising space with local media, marketing other group’s events, networking through social media, and providing customized training for external business constituents. Rapid Response meetings, in conjunction with the Wisconsin Department of Workforce Development, allow CCL to discuss educational options for dislocated workers due to plant closings, while a professional development catalog of one-time and series training opportunities occurring throughout the year and in varied locations is also available to stakeholders. Web resources for business and industry include training course objective information and schedules, the ability to request additional information about specific incumbent worker training and consultation services, and Adult and Continuing Education professional development information for business and community members. Finally, CCL staff members serve on the local Workforce Development Board and other strategic community organizations.

This varied approach allows the CCL to build extensive relationships with stakeholders throughout the District.

**3P5: Determining new student and stakeholder groups to target with educational offerings and services (CC-1D)** Madison College monitors student and community demographic profiles and trends identified through Institutional Research and Effectiveness data. The College also analyzes local, state and national environments to determine educational offerings and services that might be offered to new student and stakeholder groups. Different offices, departments and individuals throughout the College continually seek to identify new student and stakeholder groups that can benefit from the College’s educational offerings and services. Some of the more notable efforts include:

- The Office of Diversity and Community Relations specializes in strengthening and building relationships with ethnic minority communities and constantly examines the emerging needs of minority groups.
- Four Community Councils of Color serve as a rich source of information regarding the needs of four separate ethnic groups: Native American, African American, Hispanic and Asian and Pacific Islander.
- College personnel participate on external advisory boards for industry and community-based organizations.
- Engagement in area communities and participation in professional affiliations help identify new student and stakeholder groups.
- The Grants Office is available to faculty and staff to obtain grant funds for college programs targeting new student groups.
- Statewide integration of the TechConnect system with the Graduate Report helps determine employment trends and job openings.
- The Higher Education Partnership, a collaborative effort between Madison College, UW-Madison, Edgewood College and UW-Extension, works to understand prospective student needs and supply information regarding educational options.
- Program advisory committees composed of business and industry experts provide input to learning programs on emerging student populations.
- Schools throughout the College partner with local economic development councils and the Workforce Development Board of South Central Wisconsin on strategic plans.
- The School of Corporate and Community Learning industry and training liaisons meet with company contacts for the purpose of conducting a customer needs assessment process.
The School of Academic Advancement meets regularly with community partners to identify the service and academic needs at their sites.

3P6: Collecting and analyzing complaint information from students and stakeholders; selecting courses of action and communicating these actions

The College maintains a student complaints web page that clearly outlines the policies and procedures for complaints related to academic misconduct, final grade dispute, harassment or discrimination, student code of conduct violations, concerns regarding a faculty or staff member, dispute of charges, or other process or systems concerns. Complaints are collected and routed to the program, service or school responsible for addressing the complaint.

Academic misconduct, final grade disputes and concerns regarding a faculty or staff member are handled by the academic deans. Across all schools, the dean generally addresses complaints or concerns related to full-time faculty. Student complaints involving full-time faculty are shared according to the union contract and also in the spirit of transparency and improvement. The associate deans address complaints or concerns related to part-time faculty and PSRP staff. When investigating a complaint, the deans meet with students individually and then follow up with faculty or departments involved in the complaint. The results of the meetings are then communicated directly to the student. Ultimately, the dean bears the responsibility for all issues, complaints and concerns brought forward. As a result, the level of communication between the dean and associate deans is highly collaborative and responsive to the stakeholders.

Non-academic student concerns are handled through Conflict Management Services, which is administered by the Associate Dean of Student Development. Conflict Management Services has both informal and formal processes to assist with interpersonal conflicts, discrimination and harassment allegations, and non-academic student grievances. Informal options include speaking directly to the person with whom the student has a concern, talking to the appropriate administrator, or participating in mediation facilitated by a neutral third party and designed to achieve a mutually acceptable resolution between the parties involved. If a student is not satisfied with the outcome of the informal grievance process, they may request a formal appeals process with either a Judiciary Review Board or an Academic Appeals Board. Grievance data is reviewed annually by the Associate Dean of Student Development and Vice President of Student Development.

Complaints to the College are also addressed by the Customer Service staff. This staff will direct students to the appropriate venue for voicing their concern. If complaints are related to services provided by the Enrollment Center, they are forwarded on to the appropriate lead or manager for resolution.

Through the Survey of Student Opinion of Instruction students have an opportunity to provide regular, meaningful feedback to faculty and the College with respect to their experience in classes at Madison College. Faculty and the deans of each School are able to access the summarized survey results.

Stakeholder complaints are collected by college departments and units that also respond to the complaints. The method of complaint collection and response varies, depending upon the stakeholder group and include such methods as surveys and evaluation of services, face-to-face meetings with stakeholder groups and written communication through emails.

3R1: Measures of student and stakeholder satisfaction

Surveys and evaluations are the primary tools used by Madison College to determine student and stakeholder satisfaction. The College implements a survey cycle through which it participates in several benchmarking studies to gauge satisfaction while avoiding student survey fatigue. Table 3.3 on page 53 includes various tools used to collect data related to student satisfaction. The table also includes the measures of satisfaction that Madison College collects and analyzes regularly.
### Table 3.3 - Tools and Measures For Collecting Student Satisfaction Data

<table>
<thead>
<tr>
<th>TOOL</th>
<th>MEASURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noel Levitz Student Satisfaction Inventory</td>
<td>Degree credit student satisfaction done biannually</td>
</tr>
<tr>
<td>Community College Survey of Student Engagement</td>
<td>Involvement of degree credit students in engaging learning activities biannually</td>
</tr>
<tr>
<td>Survey of Student Opinion of Instruction</td>
<td>Student satisfaction regarding each course taken</td>
</tr>
<tr>
<td>Graduate Survey</td>
<td>Satisfaction with program content six months after graduation</td>
</tr>
<tr>
<td>Continuing Education Student Course Evaluation</td>
<td>Non-credit student satisfaction regarding each course taken</td>
</tr>
<tr>
<td>Apprenticeship Survey</td>
<td>Annual apprentice satisfaction with program content and instruction</td>
</tr>
<tr>
<td>School of Community and Corporate Learning Training Evaluation</td>
<td>Annual participant satisfaction with training provided</td>
</tr>
</tbody>
</table>

Throughout the College, various units and service areas collect student feedback through the following informal processes:

- Student exit interviews
- Evaluations after events and activities
- Student Leader Event Conclusion forms
- Classroom observations
- Conversation with students at school and department functions
- Feedback from employers who hire Madison College students

Stakeholder satisfaction is also collected through a variety of methods. Table 3.4 includes data the College regularly collects and analyzes related to stakeholder satisfaction.

Both student and stakeholder information is analyzed on an annual basis by the Executive Team, Board of Trustees and individual units in order to assist in planning and implementing improvement projects.

### 3R2: Performance results for student satisfaction

Figure 3.1 highlights the trend in degree-credit student satisfaction from 2005-2012, based on the Noel Levitz Student Satisfaction Inventory administered at Madison College every two years. According to the comments in the chart below, the overall satisfaction was above the national norm in years 2007-2012, and the mean score has remained fairly consistent throughout the administration period.

**Figure 3.1 - SSI Overall Satisfaction Mean**

![Graph showing SSI Overall Satisfaction Mean from 2005 to 2012](image)

Table 3.5 on page 54 shows the trend in satisfaction from 2007-2010 for students in the apprenticeship program, based on the Apprenticeship Survey administered each year. The satisfaction rate for each year shows that students were consistently satisfied or very...
satisfied with their experience in the apprenticeship program.

### Table 3.5 - Trend Data: Apprenticeship Survey Satisfaction Results

<table>
<thead>
<tr>
<th>Year</th>
<th>Very Satisfied + Satisfied</th>
<th>Mean (out of 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>92.2%</td>
<td>3.29</td>
</tr>
<tr>
<td>2008</td>
<td>92.4%</td>
<td>3.29</td>
</tr>
<tr>
<td>2009</td>
<td>87.8%</td>
<td>3.30</td>
</tr>
<tr>
<td>2010</td>
<td>93.1%</td>
<td>3.34</td>
</tr>
</tbody>
</table>

Table 3.6 below highlights the trend in overall satisfaction from 2009-2011 of all Madison College graduates six months after their graduation, based on the Graduate Survey mandated by the WTCS. The average return rate for this survey is 60%. The satisfaction rate for each year shows that students remain consistently satisfied or very satisfied with their Madison College education.

### Table 3.6 - Overall Satisfaction of Madison College Graduates

<table>
<thead>
<tr>
<th>Year</th>
<th>Very Satisfied + Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>96.7%</td>
</tr>
<tr>
<td>2010</td>
<td>96.2%</td>
</tr>
<tr>
<td>2011</td>
<td>96.6%</td>
</tr>
<tr>
<td>2012</td>
<td>97.3%</td>
</tr>
</tbody>
</table>

Finally, the Student Survey of Instruction is administered to each credit class at Madison College to provide an ongoing assessment of student satisfaction. Students are consistently satisfied with the value of courses and would also recommend both the course and their instructor to other students. As an example, Figure 3.2 below shows the average results for the fall and spring semesters of the 2011-2012 school year.

### Figure 3.2 - Sample Student Survey of Instruction Results

3R3: Performance results for building relationships with students

Below are tables that show a sample of the results of the surveys Madison College uses to measure performance for building relationships with students.

Figure 3.3 highlights the results of the Community College Survey of Student Engagement for full-time students for years 2009 and 2011. CCSSE sets the benchmark for all sections at 50. Full-time students’ scores were above the norm in all benchmarks except Support for Learners. The score for Support for Learners did improve between 2009 and 2011.

### Figure 3.3 - CCSSE Benchmarks - Full-time Students

CCSSE scores for part-time students are seen in Figure 3.4 on page 55, and are below the norm for all benchmarks. However, performance improved significantly between 2009 and 2011 in three of the five benchmarks: Academic Challenge, Student-Faculty Interaction and Support for Learners.
Noel Levitz SSI results also speak to student satisfaction in areas that are crucial to building effective relationships. Noel Levitz creates scales by grouping questions which ask about similar aspects of the College. Table 3.7 below shows the overall satisfaction score for the three scales most relevant to building relationships with students.

Table 3.7 - Benchmarked SSI Student Satisfaction By Topical Scale

<table>
<thead>
<tr>
<th>Scale</th>
<th>Madison College</th>
<th>National Norm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Centeredness</td>
<td>5.56</td>
<td>5.39</td>
</tr>
<tr>
<td>Responsive to Diverse Populations</td>
<td>5.74</td>
<td>5.51</td>
</tr>
<tr>
<td>Instructional Effectiveness</td>
<td>5.65</td>
<td>5.42</td>
</tr>
</tbody>
</table>

Madison College significantly exceeds the national norm in all three scales, suggesting a strong foundation for building relationships with students.

**3R4: Performance results for stakeholder satisfaction**

Direct measures of stakeholder satisfaction include employer satisfaction with Madison College graduates, The CCL Employer Satisfaction with Training Survey, and DaneTrak Community Survey. Results across these tools show that employers are satisfied with Madison College graduates and the quality of training their employees who attended the College received.

Employer satisfaction with Madison College graduates, as measured through the 2009 Graduate Employer Report conducted every four years was 97.7%, comparable to the 2005 score of 98.3%. These scores indicate strong satisfaction in terms of meeting the needs of business stakeholders.

Responses to the CCL Employer Satisfaction with Training Survey also indicate businesses are happy with the training provided by the College. The overall satisfaction percentage has slightly declined over the past three years, likely as a result of the increase in the number of employers partnering with the College for contract training. The satisfaction results shown below in Figure 3.5 demonstrate that even with the growing numbers of contracted training partnerships, the College maintains a high level of satisfaction.

This improvement is further demonstrated by trend data (Figure 3.6, page 56), which shows satisfaction increasing among the actual participants in contract training offered at businesses.
Finally, DaneTrak survey results, which examine community perception of the College, are presented below in Table 3.8. DaneTrak surveys 600 district residents.

### Table 3.8 – DaneTrak Results Comparison

<table>
<thead>
<tr>
<th>Question</th>
<th>2010</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Score</td>
<td>4.32</td>
<td>4.48</td>
</tr>
<tr>
<td>Offer a good value</td>
<td>4.38</td>
<td>4.47</td>
</tr>
<tr>
<td>Supply high quality education</td>
<td>4.28</td>
<td>4.58</td>
</tr>
<tr>
<td>Train students for well-paying jobs</td>
<td>4.24</td>
<td>4.54</td>
</tr>
<tr>
<td>Meet the needs of employers</td>
<td>4.24</td>
<td>4.44</td>
</tr>
<tr>
<td>Help students focus on success</td>
<td>4.27</td>
<td>4.58</td>
</tr>
</tbody>
</table>

All DaneTrak results improved between 2010 and 2012, indicating increased positive perception among community stakeholders.

### 3R5: Performance results for building relationships with key stakeholders

The College consistently partners with the vast majority of the 40 school districts in the Madison College service area, working with 37 schools in 2010, 38 in 2011, and 35 in 2012. Another clear indicator of relationships with high schools is the increase in dual credit enrollment at these schools, seen in Figure 3.7.

### 3R6: Comparative results for Understanding Students’ and Other Stakeholders’ Needs

Madison College compares several measures for performance for this category to other colleges, including student satisfaction results, student engagement results, graduation rate, retention rate, persistence rate, and employer satisfaction results. Other satisfaction and relationship measures the College uses, such as the BICS Training Survey and Survey of Student Opinion of Instruction are institutionally designed, and thus difficult to compare to other schools.

Comparisons to national norms for SSI data can be seen in 3R2 and 3R3. In most cases, SSI results exceed the national norm. Benchmarked results for the CCSSE survey are also discussed in 3R3. These scores run lower than the benchmark, but recent results show significant improvement.

Finally, the College compares employer satisfaction data to the overall WTCS average. According to the 2011 survey, the most recent for which WTCS comparison data is available,
96.6% of employers were very satisfied or satisfied, exceeding the WTCS average of 93%.

**311: Recent improvements in Understanding Students’ and Other Stakeholders’ Needs**

Madison College made the following improvements to more effectively understand student and other stakeholder needs:

**Student Transformation through Effective Practice and Systems (STEPS):**

The STEPS program is a college-wide initiative focused on transforming the student experience. Since the fall of 2009, it has been dedicated to bringing widespread student administration improvements to service areas where they are needed most and makes ongoing recommendations to the Executive Team. The enhancement and creation of services and processes continued over several years, laying a solid foundation for continuous future improvements. This initiative has increased productivity and streamlined processes to help improve students’ experience with the support services and systems of the College.

**Program Retention Data Cube:**

Madison College recently expanded its Cognos reports and cubes to include a program retention cube. The reports available, including data on within-term, term-to-term and year-to-year related to program outcomes, persistence and retention, enable the College to better understand variables impacting student retention and thus to better understand and address these needs.

**Customer Relationship Manager (CRM):**

Starting in 2012, the College has implemented a cross-functional CRM designed to better facilitate communications with prospective and current students. The information collected through the CRM is used to increase the quality of interactions and of the student/stakeholder experience with the College.

**Experience Madison College:**

This event was designed based on responses to follow-up surveys from high school teachers and counselors and prospective students. During the event, academic deans, faculty and current students provide an overview of Madison College programs and certificates to prospective students. Student participants are surveyed to provide feedback for improving future events.

**Collegiate Link Software:**

The College implemented Collegiate Link software which allows the ability to more effectively connect students to out-of-classroom opportunities throughout the District. The system allows students to determine their preferred method of communication, provides the ability for students to select their interests for tracking purposes and customizes the communications to avoid overwhelming students with information. Lastly, the system enables the College to indicate how particular events can contribute to the Madison College Core Abilities, allowing students to select events that help them develop the Core Abilities in which they need more growth.

The process and performance results are comprehensive for understanding student and other stakeholder needs. Processes include a thorough survey cycle; many avenues for students and stakeholders to provide feedback, such as forums and advisory boards; and a well-defined process that allows students and stakeholders to air their complaints and concerns. The performance results provide Madison College with direct information on student and stakeholder satisfaction along with indirect measures of satisfaction, including student success, persistence and retention and employer hiring rates. Although the College collects a great deal of feedback from students and stakeholders, the process for analyzing and selecting a course of action to address feedback is not consistent college-wide.

**312: Selecting specific processes to improve and setting performance targets in Understanding Students’ and Other Stakeholders’ Needs**

In order to improve and set targets for improved performance, the College works to create a culture and infrastructure that continuously solicits feedback from students, employers and other stakeholders to validate the quality of
education and training. Quality is maintained by ongoing evaluation and advisory processes. Programs, departments, and service areas perform annual assessments of their unit through the Unit Planning Process. Each program also has an advisory committee comprised of experts in the field, educators, employers and students. These committees provide feedback and suggestions to ensure that offerings are current and to meet the constantly changing needs of graduates and employers.

In addition, the College conducts a number of nationwide surveys, such as the Noel Levitz SSI and the CCSSE that provide comparative benchmarks for maintaining academic and student service excellence. Other stakeholder surveys, such as the Graduate Survey, the Employer Satisfaction Survey, and the Apprenticeship Survey provide feedback that assists the College in its improvement processes. The College also conducts student surveys on instruction each semester to assess the classroom experience. Finally, the College solicits feedback from students and stakeholders through forums, such as the Board of Trustees Stakeholder Forums, the Community Councils of Color and the Vice President of Student Development Student Advisory Board. Survey feedback is analyzed and used college-wide in process improvement initiatives and in the Unit Planning Process to address stakeholder needs.

The College has a number of methods to set targets for improvement related to understanding the needs of students and other stakeholder groups. Many times a method for determining a target is embedded with the measures. For many Board End Measures, the College determines the improvement after examining all data and reviewing comparison data. Measures that affect smaller portions of the College are created at the unit level. Improvement targets for student and stakeholder satisfaction are set by each relevant department during the Unit Planning Process.

Communicating improvements resulting from survey feedback shows students and stakeholders that their voices have been heard and their needs understood. Most surveys include an overview of improvements made based on the previous set of feedback.

Other ways that Madison College communicates its results and improvement priorities include:

- Program Advisory Committees
- Personal visits to School District Boards by President and Board Members
- Press Releases
- College Website
- Letters to Editors and visits to local editorial boards
- Annual Madison College Today publication to all district residents
**Category 4 – Valuing People**

**CATEGORY 4 INTRODUCTION**
Processes for Valuing People at Madison College exhibit a range of maturity levels. Several processes are moving toward the Integrated maturity rating, including more structured and consistent hiring and onboarding processes for both full and part-time faculty and staff; availability of professional development and encouragement of staff participation; and improved communication among administration, faculty and staff.

The College has successfully implemented projects to improve communication among administration, faculty and staff through the new Madison College Matters newsletters, Media Watch emails, President and Provost emails, Wolfpack Alert text messages, the Madison College mobile app, Convocation, First Fridays, and supervisory training seminars.

Future initiatives will focus on development of systematic succession planning strategies and a process for increasing accountability within the performance review process.

An INTEGRATED process that demonstrates a stable, well-developed structure and is continually monitored and improved through analysis, innovation, and sharing is 4P4, which is providing orientation to the College’s mission, vision and values.

ALIGNED processes that are stable, consciously managed, regularly evaluated for improvement and address the institution’s key goals and strategies include 4P1, 4P2, 4P3, 4P6, 4P7, 4P8, 4P9, and 4P13. These processes address identifying credentials and skills needed by employees; developing hiring processes that make certain employees have these credentials and skills; recruiting, hiring, and retaining employees; designing work processes that balance productivity and satisfaction; ensuring ethical practices by employees; determining training needs; training employees throughout their time at the College; and providing a safe environment that values employee health and wellness.

**SYSTEMATIC** processes that have clear goals, are proactive rather than reactive and target ineffective elements for improvement include 4P5, 4P10, 4P11, and 4P12. These processes address planning for personnel changes, designing and using personnel evaluation systems, designing employee recognition and awards, and determining and analyzing key motivational issues of employees.

**4P1: Identifying specific credentials, skills, and values required for faculty, staff, and administrators**
The credentialing process for new Madison College employees begins with the creation of a job description. The minimum skills and qualifications in the job description are based on the essential functions of the position and are a reflection of national standards, as well as credential requirements from the Wisconsin Technical College System. The job description also includes the College values.

When a position becomes available, the hiring manager creates a job description and involves subject matter experts as needed. The job description is then reviewed by Human Resources.

Information from job descriptions and input from staff and faculty is used to create hiring and assessment criteria, which are then applied through measurement tools that include scored interviews and validated testing.

The state certification process also ensures that staff involved with instruction and counseling, and those who supervise those areas, meet the appropriate academic, occupational, and teaching requirements. Certification staff review credentials and determine eligibility for initial and renewal certification, maintain certification files and records, process certification records, communicate with staff and potential applicants regarding certification requirements, and facilitate the annual certification audit.

Liberal Arts Transfer faculty must also meet the University of Wisconsin credentialing standards of a Master’s Degree plus twelve credits in the
discipline. In certain cases, support staff may be allowed to use work and life experiences in lieu of formal education.

A position re-classification process is also in place for both administrators and support staff. This system identifies changes in job roles to address shifting needs and operations of the organization.

Throughout the hiring process, the Human Resources Department serves as a resource to each selection committee ensuring legal compliance with statutory and college selection requirements. In cases where the requirements are not clear, Madison College consults with peer institutions and/or the Wisconsin Technical College Systems.

4P2: How hiring processes make certain employees possess the required credentials, skills, and values

Screening and interview processes included within the larger hiring process helps the College ensure that new employees possess the credentials, skills and values it requires. Madison College implemented an online application, which electronically screens candidates that meet the minimum qualifications and provides the capability to ask applicants questions about key knowledge, skills, and abilities.

Further screening of the applicants takes place within Human Resources. Candidates who do not meet the minimum qualifications are removed from the active pool. The remaining candidates are screened using a rubric developed in conjunction with the position’s supervisor or hiring committee. For faculty positions, instructors in the academic area are also involved in the entire screening process.

The screening process includes these four steps:

1. Identify duties and responsibilities considered by the supervisor and others as vital to the position.
2. Identify key competencies, detailing the skills, education and training considered the minimum required for an individual to succeed in the position.
3. Identify ways to predict which candidates are most likely to have those competencies.
4. Identify depth and breadth criteria, used to develop interview questions, determined by the supervisor and others as the specific competencies required for a position.

During the interview, candidates are asked to provide specific details about skills and abilities relevant to the job. The goal of the interview is to learn about a person’s past work performance and capabilities by using a series of behavioral interview questions that are grounded in the position’s competencies and the values of the College, namely excellence, respect and integrity. Applicants also might complete a position-related skills test. For instance, faculty candidates are asked to complete a teaching demonstration, while administrators might be asked to demonstrate the ability to prioritize and handle several issues at once and support staff may be asked to demonstrate their ability to use a specific software tool. The interview team uses this information to predict the applicant’s suitability for the position and Madison College’s culture.

4P3: Recruiting, hiring, and retaining employees

Madison College recruits on a local, regional or national scale. The College uses a national recruitment strategy for all full-time faculty and administrative positions to increase the diversity of the candidate pool. Recruiting for part-time faculty and Paraprofessional and School Related Personnel (PSRP) typically occurs more locally and regionally, and hiring is mainly done by the school or unit. An online application for part-time faculty allows for the development of pools of candidates for each instructional area. This permits additional opportunities for the College to actively recruit and diversify the part-time faculty while ensuring that candidates meet WTCS certification requirements prior to hiring. Part-time faculty pools are renewed every academic year. Applicants are informed of pool closures and are encouraged to reapply if still interested.

Table 1.1 on page 61 provides a sample of the various media outlets in which the College advertises employment opportunities.
searches utilize all three levels of advertising while regional searches incorporate the regional and local levels.

To begin the hiring process, managers create job descriptions. Once a job description has been completed, the College advertises the position and receives applications. The hiring process includes interview teams drawn from the academic or service areas that closely interact with the new employee, the supervisor(s) of the employee, and, if needed, an external expert in the content area. To ensure a balanced committee, each interview team for externally advertised positions also includes an equal employment opportunity representative and may include a community representative. The hiring committee reviews the Human Resources screening results and, if necessary, makes adjustments. In an effort to diversify the hiring pool, Madison College has implemented a candidate category system, with an equal number of candidates from each category being interviewed. The candidate categories are “Traditional,” highly experienced individual in the specific position; “Rising Star,” an individual with less experience but shows great promise; and “Diverse,” an individual with less direct experience in the position but with diverse experiences that benefit the College.

Orientation welcomes all new full-time employees into the College community and help with retention. PSRP, administration, part-time and full-time faculty are offered role-specific orientations. Human Resources and the Center for Excellence in Teaching and Learning (CETL) coordinate the orientation process. In addition to a college-wide orientation, each employee receives a unit-specific orientation by their supervisor.

To retain administrators with organizational history and experience, Madison College initiated an Administrative Compensation Survey in 2009-2010, and restructured the College’s administrator compensation plans as a result. The College also reviewed the ratio of Dean/Associate Dean to staff/faculty to reduce the burden of faculty and staff supervision on administrators, and hired additional associate deans in several Schools.

Other retention strategies include the future introduction of management trainee programs for staff, especially faculty, and free Madison College classes for staff.

A strong salary and benefits package, along with good working conditions, contribute to a high average length of employment for Madison College employees. However, the Employment and Workforce Diversity Administrator monitors employee turnover on an annual basis to determine if retention strategies need to be implemented. Planning for personnel changes occurs at several different points during the year. Faculty allocation meetings occur annually to review anticipated vacancies and re-allocate positions to high priority areas. Early retirement provisions for administrative, faculty and PSRP provide the opportunity to review and restructure positions and to align recruitment with the academic calendar.

Table 1.1 - Sample Madison College Advertising Venues for Employment Opportunities

<table>
<thead>
<tr>
<th>Local</th>
<th>Regional</th>
<th>National</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Newspapers</td>
<td>Milwaukee Journal Sentinel</td>
<td>Chronicle of Higher Education</td>
</tr>
<tr>
<td>Madison.com</td>
<td>Wisconsin.govjobs</td>
<td>Higher Ed Jobs.com</td>
</tr>
<tr>
<td>Asian Wisconzine</td>
<td>WisconsinJobNetwork.com</td>
<td>Inside Higher Ed</td>
</tr>
<tr>
<td>Capital City Hues</td>
<td>Wisconsin Tech Connect</td>
<td>CareerBuilder.com</td>
</tr>
<tr>
<td>Wisconsin State Journal</td>
<td>Wisconsinjobcenter.org</td>
<td>Monster.com</td>
</tr>
<tr>
<td>Madison Times</td>
<td>WI Jobs for Grads</td>
<td>Community College Week</td>
</tr>
<tr>
<td>LaCommunidad</td>
<td>Minneapolis Star Tribune</td>
<td></td>
</tr>
<tr>
<td>UMOJA</td>
<td>Chicago Tribune</td>
<td>Discipline specific resources recommended by staff and faculty</td>
</tr>
</tbody>
</table>

(CETL) coordinate the orientation process. In addition to a college-wide orientation, each employee receives a unit-specific orientation by their supervisor.

To retain administrators with organizational history and experience, Madison College initiated an Administrative Compensation Survey in 2009-2010, and restructured the College’s administrator compensation plans as a result. The College also reviewed the ratio of Dean/Associate Dean to staff/faculty to reduce the burden of faculty and staff supervision on administrators, and hired additional associate deans in several Schools.

Other retention strategies include the future introduction of management trainee programs for staff, especially faculty, and free Madison College classes for staff.

A strong salary and benefits package, along with good working conditions, contribute to a high average length of employment for Madison College employees. However, the Employment and Workforce Diversity Administrator monitors employee turnover on an annual basis to determine if retention strategies need to be implemented. Planning for personnel changes occurs at several different points during the year. Faculty allocation meetings occur annually to review anticipated vacancies and re-allocate positions to high priority areas. Early retirement provisions for administrative, faculty and PSRP provide the opportunity to review and restructure positions and to align recruitment with the academic calendar.
4P4: Providing orientation to the College’s history, mission and values

The College provides orientation for all new employees. Human Resources and the Center for Excellence in Teaching and Learning coordinate the orientation process for new employees, and employees learn about the College’s history, mission, vision and values; Board directives and policies; employment-related issues; and employee services, resources, and expectations. Part-time faculty members are also invited to attend the part-time faculty summer institute, which was designed for their specific needs, or part-time faculty orientations offered at Convocations. An orientation primer is available on the Madison College website for all employees. In addition to this general information, each employee typically receives a school- or unit-specific orientation. The Mentor Program has also expanded for both full-time and part-time faculty, in the hope that immediate connection with a colleague will help improve the transition to the College and aid retention.

First Fridays continues the initial orientation for employees and full-time faculty across their first year at the College. Meeting one Friday per month, participants continue to learn about the history, mission, values and organizational structure of Madison College. This continued orientation also provides the ongoing opportunity for new employees to network, build community, and ask questions about how things work at the College.

It should be noted that orientation for part-time faculty, PSRP, casual employees and student workers varies across the District.

The four Convocations are another mechanism for highlighting the College’s history, mission and values. Opening sessions often highlight these aspects of the College, and workshops are offered that embody the College’s mission and values.

4P5: Planning for personnel changes

The College plans for the following situations which produce changes in personnel:

- Impending retirements, terminations, or budgetary restraints.
- Area expertise needed in the future.
- Changes in personnel mandated by accreditation requirements.
- Changes in personnel mandated by WTCS certification requirements.
- Early retirement provisions for administrative, faculty and PSRP that encourage review and revision of positions and alignment of recruitment with the academic calendar.

Planning for full-time faculty personnel changes occurs at several different points during the year, as outlined in the Collective Bargaining Agreement. Annual faculty allocation meetings occur in the winter to review anticipated vacancies and re-allocate positions to high priority areas.

To streamline the part-time faculty hiring system and provide a richer applicant pool to all campuses throughout the District, the College centralized recruitment, application and minimum qualification review processes within Human Resources. The online application creates pools of candidates for each instructional area, allowing the College to actively recruit and diversify the part-time faculty while insuring that candidates meet WTCS certification requirements prior to hiring. Part-time faculty pools are renewed every academic year, and applicants are informed of pool closures and are encouraged to reapply if still interested.

Processes for implementing PSRP changes are planned for in the language from the PSRP Collective Bargaining Agreement and the Position Requisition Process.

4P6: Designing work processes and activities that contribute to organizational productivity and employee satisfaction

The College designs work processes and activities by collecting input from all employees and stakeholders involved. Based on feedback, work units design work processes that contribute to balancing organizational productivity and employee satisfaction. For example, the current full-time faculty Collective Bargaining Agreement mandates a Faculty Evaluation Subcommittee charged with determining and monitoring faculty evaluation processes. This
subcommittee includes faculty, deans, the Director of Human Resources, and the faculty union president. Recently, based on feedback from all parties involved, the committee redesigned the probationary process for full-time faculty, and the varied membership of the committee helped ensure a balanced process that emphasizes high professional standards and continuous improvement. Work processes and activities not defined in the full-time faculty and PSRP Collective Bargaining Agreements are also frequently designed by cross functional committees to help ensure thorough input from all involved.

Other Madison College initiatives that have improved productivity and satisfaction include The Student Transformation through Effective Practice and Systems (STEPS) and the new Unit Planning Process. STEPS is a multi-phase, multi-project Madison College initiative led by cross-functional teams that designed improvements to the student administration systems and processes that serve students, staff and faculty and coordinated the management of projects that affect student processes and services. The new Unit Planning Process has also increased productivity and employee satisfaction by creating a streamlined annual planning system that integrates annual assessment, goal-setting, continuous improvement, strategic alignment, data analysis and budgeting.

Finally, in response to PACE feedback, the College is using a new Change Communication Process to better disseminate information about changes at the College. Depending on the change, the process also considers and, if possible, quantifies productivity in the form of student, operational, and financial impacts and the extent to which the College will be affected by that change, i.e., one department, several departments, a specific campus, or the entire college community. Financial impact, for example, is quantified using a yearly cost analysis (e.g., staff hours saved per week per the number of weeks) to establish return on investment.

4P7: Ensuring ethical practices of all college employees

(CC-2A) The College helps to ensure that employees act in an ethical manner by providing a Code of Ethics to define expectations for employees. The Code of Ethics is covered in orientation and featured in the Employee Handbook available to all new hires. In addition, clear administrative policies are in place to guide ethical behavior in specific areas such as communication, finance, information technology, student privacy, etc. Specific units of the College might also have additional Codes of Ethics associated with their professional organization or area. Finally, a statewide Code of Ethics is defined by statute for all WTCS Boards of Trustees.

To more actively promote a culture of ethical behavior, the College also provides professional development opportunities and offers relevant training on ethics-related issues including FERPA and Red Flag laws governing student privacy, copyright law, sexual harassment and workplace discrimination. Training completion is reported to and monitored by CETL. These trainings are currently mandatory for all administrators and are required for all employees in relevant situations, e.g., FERPA training is required for access to the PeopleSoft student administration system and Cognos. Supervisory training is mandatory for administrators and addresses expectations of ethical behavior of supervisors.

The College maintains the following processes for reporting and addressing unethical practices:

- Procedures for conflicts, complaints and concerns provide formal steps for students to file a concern or deal with a conflict with a faculty member, staff, or process.
- A New Complaint Resolution procedure is included in the Employee Handbook for matters concerning discipline, termination, or workplace safety.
- Part-time Faculty Observations include attention to professional and ethical classroom behavior.
- Performance Appraisals provide routine evaluations of all faculty and staff and address ethical concerns, as needed.
Surveys of Student Opinion of Instruction completed for each class are reviewed by faculty supervisors, who then follow up on any concerns.

Human Resources maintains a formal Policy for Dismissal.

(CC-2E) The Institutional Review Board ensures the ethical use of human subjects in research studies.

(CC-2E) Expectations for the ethical use of information and academic honesty are also clearly communicated to students through the Academic Integrity and Misconduct policy.

4P8: Determining training needs and aligning employee training with organizational plans in ways that strengthen instructional and non-instructional services

Madison College has multiple avenues for determining training needs.

The WTCS certification process requires training for faculty; however, the specific local certification training needs are monitored by both Human Resources and CETL. All seven WTCS certification courses are offered multiple times per year, and CETL works to determine demand for times, locations, and delivery formats through both informal and formal surveys. After completing the probationary WTCS certification, faculty are required to renew certification on a five-year basis.

Beyond WTCS certification, training needs are discussed with supervisors as part of the professional development process for faculty and performance appraisals for PSRP. While there is currently no institutional mechanism for compiling training needs from professional development plans and performance appraisals, there is ongoing communication between employees, supervisors, and CETL. Training needs might also be addressed as part of department or program unit plans. If a department-specific training need is identified, CETL is often contacted. In addition, CETL analyzes existing unit plans to look for common training needs. Unit Plans also set training needs directly in the context of larger institutional objectives and goals. The College has also created ongoing training through the four Convocations each year, and CETL maintains a team of Curriculum and Assessment Mentors made up of faculty who both communicate training needs to CETL and help conduct professional development workshops.

An example of how training needs are aligned with institutional goals is CETL’s development of three unique teaching methods classes. When the College prioritized expansion of flexible formats in the 3-Year Strategic Plan, many faculty began seeking additional training to prepare for teaching in online, hybrid and accelerated environments. Training for flexible delivery formats was noted in numerous professional development plans and also pursued as part of an AQIP Action Project. The result was the creation of three new versions of a WTCS certification course on teaching methods to specifically address online, hybrid and accelerated formats. By effectively determining this need, the College creates a clear synergy between employee training and college goals, thereby strengthening instructional programming.

In some cases, training needs are determined as systems and processes are changed or upgraded. For example, to prepare for a recent Blackboard upgrade, CETL trained Blackboard mentors across the District, facilitated workshops on the upgrade, and disseminated email and online resources. Similarly, Institutional Research and Effectiveness offers ongoing training to prepare employees to access the Cognos data system and has expanded this training to address the newly created Executive Dashboard feature.

4P9: Training and developing all employees to contribute fully and effectively and how this training is reinforced

A culture of continuous improvement and ongoing professional development helps ensure that professional development needs of employees are effectively met throughout their time at Madison College. For faculty, development begins with orientation, continues with the WTCS three-year probationary certification process, and then moves to a recurring five-year certification process that continues throughout employment at the College. Ongoing professional development and
training is a built-in expectation for faculty. Professional development is an explicit goal for PSRP and is addressed in the annual performance appraisal process. Further ongoing support is offered through four all-campus Convocations, an annual PSRP Retreat, and the annual Tech Academy. Administrators supervising employees who require certification must also complete the WTCS certification process.

The College’s investment in CETL also sets the foundation for ongoing training and development. CETL coordinates Convocations, certification courses, professional development workshops, Tech Academy, Learning to Learn Camp, and numerous other systematic training processes. As a result, CETL houses many of the mechanisms for reinforcing training, including the WTCS certification documentation system, a tuition-reimbursement program for faculty and staff, and faculty professional development funds for activities such as conference attendance.

Effectiveness of employee training and development is also gauged through the various personnel evaluation systems at the College. For faculty, effective delivery of instruction is often evidence of effective and ongoing professional development, and development goals are part of professional development plans. PSRP set development goals that are addressed in the performance appraisal, and evaluations of administrators also examine continuous improvement and goals.

Effectiveness is determined differently for each employee type, for example:

- New part-time faculty are observed for effectiveness twice in their first year by the Part-Time Faculty Coordinators, and subsequently every three years.

- Probationary full-time faculty are observed for effectiveness by a faculty mentor that they are paired with in their first semester.

4P10: Designing and using the personnel evaluation system and aligning this system with instructional and non-instructional objectives
(CC-3C) Madison College created personnel evaluation systems unique to each specific category of employee. Personnel evaluation systems for faculty and PSRP are designed through collective bargaining, while Human Resources designed the evaluation system for administrators. Evaluation of part-time instructors is done by the Part-Time Faculty Coordinators through an observation process rooted in the work of an AQIP Action Project. Creating position-specific evaluation systems allows for assessments that are tailored to the unique demands of each employee category and allows alignment with relevant instructional and/or non-instructional goals.

In designing these systems, attention is given to alignment with larger college goals. For example, all evaluation systems are built around the college-wide emphasis on professional development, continuous improvement, and excellence in teaching and learning. The full-time faculty CBA outlines three different processes for faculty to address specific situations: Faculty Professional Growth Review process, Faculty Evaluation process, and Probationary Full-time Faculty Evaluation process. All three processes are monitored by a Faculty Professional Assessment and Development committee comprised of faculty and administrators to help ensure balanced input in the design and implementation of evaluation processes. The three parts of this process are specifically designed to support the College focus on learner-centered decision-making. For example, the newly redesigned process for professional development and evaluation of probationary full-time faculty includes the following goals and objectives:

- The probationary process will be transparent and meaningful for all involved.
- The process will encourage new faculty to become involved in the life of the department/program, School and College.
- The process is aimed at continuous improvement.
• Faculty begin the process of professional development immediately upon hire.
• The process provides benchmarks, including notification of successful completion of probation.
• The process places responsibility on faculty to provide evidence of effective teaching, service and professional development.

Similarly, the PSRP Performance Appraisal Process is designed with continuous improvement at its core, as seen in the following stated goals of the process:

• Encourage meaningful communication between the employee and supervisor.
• Identify needed areas of individual professional development and growth.
• Challenge the employee to continually improve performance and personal effectiveness.

The outcome of the evaluation process is a clear mutual understanding of position performance, goals and objectives for the next year, and a development plan to raise performance and provide career direction. Non-probationary employees are evaluated at least once every two years, while probationary employees are evaluated after six months in the position and again two weeks prior to the completion of the probationary period.

The annual evaluation process for administrators is designed and managed by Human Resources and emphasizes goal-setting and self-reflection. Administrators set specific goals and targets for performance for the upcoming year and meet with the direct supervisor to discuss several specific categories for performance: Professionalism, Continuous Improvement, Collaboration, Resource Management, Management of Staff, and Communication.

All of the evaluation processes at Madison College are built on a foundation of continuous improvement and goal-setting, and they encourage annual re-assessment of one’s work to connect to ongoing instructional and non-instructional goals, as appropriate.

4P11: Designing employee recognition, reward, compensation, and benefit systems to align with instructional and non-instructional objectives

The Madison College Recognition and Awards Committee designs and coordinates most of the employee recognition awards at the College. The awards are specifically created to align with the larger college goals of excellence, respect, and integrity. Awards currently given at the College include:

• Outstanding Team of the Year Award
• Outstanding Employee Award
• Intercultural Council Award for Diversity
• Distinguished Teacher Award (given by local student honor society)

In addition, recognition involves an extensive nomination process. A lead nominator and three supporting nominators must each write statements on behalf of the employee they nominate, based on criteria that explicitly states that the nominee exceeds expectations as they relate to college goals.

Employee longevity is automatically recognized at 10, 15, 20, and 25 years of service to the College.

Compensation and benefits for full-time faculty and PSRP are determined solely by the Collective Bargaining Agreements and align with larger goals by rewarding continuous improvement through education, training, and work experience. However, this limits the College’s ability to directly link employee recognition awards to any financial compensation.

The College also makes a point of recognizing when employees or units receive external awards by publicizing these in the twice-weekly college-wide news updates.

4P12: Determining and analyzing key motivational issues of faculty, staff, and administrators

On a macro-level, the College uses the PACE survey to determine the current motivational issues of faculty, staff and administration. PACE results are available for all employees...
through the IRE website and Blackboard, and PACE data is analyzed at the executive, school, and department/program level to determine issues to be addressed. A summary of the PACE results is also prepared for the College leadership and the Board to analyze. PACE data is also a key factor in determining AQIP Action Projects. For example, a recent Action Project focusing on improving the culture at the College for PSRP employees responded to PACE survey data that indicated this group gave the lowest ratings to the College culture.

On a micro-level, professional development, evaluation, and observation processes help determine issues related to motivation. Probationary faculty, PSRP, and administrators are all evaluated annually, and these more formal discussions between employees and supervisors are supplemented by ongoing communication to address motivational concerns as they arise.

**4P13: Providing for and evaluating employee satisfaction, health and safety, and well-being**

The College makes extensive efforts to provide for employee satisfaction, health, safety and well-being. All full-time employees receive a generous benefits package, and part-time employees receive a pro-rated portion of some full-time employee benefits. A joint labor-management benefits committee oversees benefits and determines changes. This joint committee has made adjustments to the health care costs for employees and for the College while maintaining high-quality coverage.

The College is in the process of reviewing the employee wellness program and exploring partnerships with local health providers.

Employees are also encouraged to utilize the Employee Assistance Program, a free and voluntary program designed to promote the well-being of individuals with family or relationship concerns, emotional problems, legal/financial/vocational concerns, illness due to job-related stress or alcohol and drug use.

Below are many new wellness initiatives underway at the College:

- Employee Wellness website offering links to health and wellness resources and tips.
- Wellness activities and seminars, including workplace ergonomics, chair yoga, and fitness activities using technology.
- Tobacco-Free Campus Initiative supported by “Quit 4 Life Program.”
- Community Shares (Community Supported Agriculture) available at Truax campus with possible reimbursement by health insurer.
- Fitness Center at Truax with extended hours at reduced cost to staff and students.
- Flu shot clinics and blood pressure screenings.
- Regional visits to outlying campuses to assess health and wellness needs.
- New menu items at Truax cafeteria featuring complete low-calorie meals under $5.00.
- Student Health Services Clinic at Truax open to all Madison College students. Services available at reduced prices.
- Dedicated private room for nursing mothers open to both staff and students.
- Ergonomic keyboards and adjustable workstations available upon request.
- Peanut-free classroom for students or staff with peanut allergies.

Several teams and initiatives address campus safety and security, as seen below in Table 4.1.

<table>
<thead>
<tr>
<th>TEAM/OFFICE</th>
<th>SECURITY AND SAFETY INITIATIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety Task Force</td>
<td>• Crisis Prevention Institute</td>
</tr>
<tr>
<td></td>
<td>• Security forums, active-shooter training and fire drills</td>
</tr>
<tr>
<td></td>
<td>• Wolf-Pack Alert cell-phone notification process</td>
</tr>
<tr>
<td>Public Safety Office</td>
<td>• 24/7 service to students, staff and visitors</td>
</tr>
<tr>
<td>Behavioral Intervention Team</td>
<td>• Educational programming to proactively address workplace violence</td>
</tr>
<tr>
<td>Environmental Health and Safety Office</td>
<td>• Interdisciplinary team meets weekly</td>
</tr>
<tr>
<td></td>
<td>• Assesses and implements intervention plans for students deemed a risk to themselves or others</td>
</tr>
<tr>
<td></td>
<td>• Accident prevention and investigation</td>
</tr>
<tr>
<td></td>
<td>• Chemical and laboratory safety</td>
</tr>
<tr>
<td></td>
<td>• Infection control, Hazardous waste management and Environmental protection</td>
</tr>
</tbody>
</table>
In compliance with the Jeanne Clery Act, a timely warning, named Wolfpack Alert, is issued for any campus incident that is an ongoing or continuing threat to students, staff, or visitors. To reach as many people as possible, the warning is broadly distributed using tools such as mass text messages and mass e-mails. Immediate issues are communicated using a public address system within and around the College. Follow-up warnings are posted on exterior doors of any affected campus building and on the main page of the College’s website and are emailed to the campus community. If feasible or necessary, a media report is released to local radio and television stations for mass broadcast.

The College has a number of methods of determining employee satisfaction, health and safety, and well-being. The most prominent method is the PACE survey, which is conducted every three years. Other data regarding employee satisfaction comes from exit interviews, turnover rate, grievances filed with the Union, and complaints filed with Human Resources. Employee health and safety data is retrieved from Workers Compensation claims, potential OSHA violations or concerns, and the number and type of security incidents each year.

4R1: Measures of valuing people
The College regularly collects and analyzes the following measures in its efforts to determine its effectiveness in valuing people:

Employee satisfaction and motivation:
- PACE survey
- Turnover rate (6.5% over past three years)
- Average length of service (10.45 years)
- Promotions (237 over past three years)
- Benefits/compensation
- CBA/Number of grievances

Diversity:
- Hiring data on diversity

Health, wellness, and safety:
- Workers Compensation experience rating
- EAP usage
- Security issues, reported in 60-day crime log

Professional development:
- Attendance at CETL events
- Effectiveness survey of CETL training
- Results of other CETL facilitated processes, e.g., mentoring, professional development funding, part-time faculty observations, etc.

4R2: Performance results in valuing people
The broadest results for valuing people are the results of the PACE survey. Table 4.2 below provides an overview of the most recent 2011 results and the comparable scores from 2008.

Table 4.2 – PACE Survey Results: Overview

<table>
<thead>
<tr>
<th>FACTOR</th>
<th>2008 PACE SCORE</th>
<th>2011 PACE SCORE</th>
<th>2011 NORM BASE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional Structure</td>
<td>3.03</td>
<td>3.16</td>
<td>3.38</td>
</tr>
<tr>
<td>Supervisory Relationships</td>
<td>3.39</td>
<td>3.56</td>
<td>3.70</td>
</tr>
<tr>
<td>Teamwork</td>
<td>3.48</td>
<td>3.61</td>
<td>3.73</td>
</tr>
<tr>
<td>Student Focus</td>
<td>3.86</td>
<td>3.95</td>
<td>3.94</td>
</tr>
<tr>
<td>Custom</td>
<td>3.41</td>
<td>3.56</td>
<td>N/A</td>
</tr>
<tr>
<td>Overall</td>
<td>3.40</td>
<td>3.53</td>
<td>3.66</td>
</tr>
</tbody>
</table>

All areas of the survey demonstrate an upward trend over this time period.

PACE questions and results that more specifically address valuing people are seen below in Table 4.3. Again, these scores show an upward trend in terms of employee satisfaction.

Table 4.3 – PACE Survey Results: Specific Questions Related to Valuing People

<table>
<thead>
<tr>
<th>Question</th>
<th>2008</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>The institution effectively promotes diversity in the workplace</td>
<td>3.50</td>
<td>3.72</td>
</tr>
<tr>
<td>I am able to appropriately influence the direction of this institution</td>
<td>2.80</td>
<td>2.79</td>
</tr>
<tr>
<td>I have the opportunity for advancement within this institution</td>
<td>2.82</td>
<td>2.88</td>
</tr>
<tr>
<td>This institution has been successful in positively motivating my performance</td>
<td>3.08</td>
<td>3.12</td>
</tr>
<tr>
<td>Professional development and training opportunities are available</td>
<td>3.56</td>
<td>3.74</td>
</tr>
<tr>
<td>Madison College has a fair employee recognition and awards program</td>
<td>N/A</td>
<td>3.08</td>
</tr>
<tr>
<td>I would recommend Madison College to others as a good place to work</td>
<td>3.76</td>
<td>3.76</td>
</tr>
</tbody>
</table>
A final set of PACE data in Table 4.4 indicates the general satisfaction level by employee classification, showing that administrators, PSRP, and full-time faculty are significantly more satisfied, while the score for part-time faculty fell from 2008 to 2011.

<table>
<thead>
<tr>
<th>Employee Classification</th>
<th>2011</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrators</td>
<td>3.83</td>
<td>3.73</td>
</tr>
<tr>
<td>Full-time Faculty</td>
<td>3.72</td>
<td>3.39</td>
</tr>
<tr>
<td>Part-time Faculty</td>
<td>3.41</td>
<td>3.51</td>
</tr>
<tr>
<td>PSRP</td>
<td>3.43</td>
<td>3.17</td>
</tr>
</tbody>
</table>

Measures specific to health, wellness and safety include usage of the Employee Assistance Program and the College’s Workers Compensation Rating, seen in the tables below:

<table>
<thead>
<tr>
<th>Table 4.5 – Employee Assistance Program Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAP Usage</td>
</tr>
<tr>
<td>2009-2010</td>
</tr>
<tr>
<td>Helpline calls, in-person consultations, and follow-ups</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 4.6 – Workers Compensation Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workers Compensation Rating</td>
</tr>
<tr>
<td>Fiscal Year</td>
</tr>
<tr>
<td>2010-2011</td>
</tr>
<tr>
<td>.62</td>
</tr>
</tbody>
</table>

CETL measures the results of professional development courses and workshops through a survey. Results of this survey showed that 88% of respondents said they would definitely or most likely use the ideas or information presented in the CETL session or workshop in their work or teaching. Eight-nine % were satisfied or very satisfied with the CETL registration process, material or content presented, and facilitator skills. Table 4.8 shows 2011-2012 participation results for CETL-facilitated training and processes.

<table>
<thead>
<tr>
<th>Table 4.8 – Headcount: CETL Training and Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>CETL Professional Development Activity/Event/Process</td>
</tr>
<tr>
<td>Participants</td>
</tr>
<tr>
<td>Convocation Workshops (163 sessions across 4 Convocations)</td>
</tr>
<tr>
<td>WTCS Certification Courses (40 courses)</td>
</tr>
<tr>
<td>Professional Development Workshops (23 workshops)</td>
</tr>
<tr>
<td>New Faculty Institutes (2 for FT instructors and 7 for PT instructors)</td>
</tr>
<tr>
<td>New Employee Orientation for PSRP and Administrators (8 sessions)</td>
</tr>
<tr>
<td>Tech Academy (70 sessions)</td>
</tr>
<tr>
<td>PSRP Retreats (8 retreats)</td>
</tr>
<tr>
<td>Regional Campus Visits (20 visits across 4 regional campuses)</td>
</tr>
<tr>
<td>Technology Training (on-demand service)</td>
</tr>
<tr>
<td>Part-Time Faculty Observations</td>
</tr>
<tr>
<td>Mentor Program for full-time and part-time faculty</td>
</tr>
<tr>
<td>Professional Development Funds (full-time faculty/part-time faculty)</td>
</tr>
<tr>
<td>Course Reimbursement Fund (full-time faculty)</td>
</tr>
<tr>
<td>One-on-one consultations with CETL staff</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>
4R3: Evidence of employee productivity and effectiveness

In terms of measuring effectiveness for faculty, most data is based on student success, graduate placement, employer satisfaction, and student satisfaction. While indirect, these measures offer a reasonable perspective on the effectiveness and productivity of instruction at the College by examining opinions of the stakeholders most impacted by instruction: students and employers. For example, the College’s Noel Levitz SSI score for satisfaction with Instructional Effectiveness was 5.65, which is above the national benchmark of 5.42. Employer satisfaction with the education received by Madison College graduates was 97.7% in the most recent survey (see 1R4 for more detailed data on employer satisfaction with graduate skills). Similarly, 97.3% of graduates were satisfied or very satisfied with the training received at Madison College. While satisfaction is not a direct measure of effectiveness, the satisfaction of these two key stakeholders certainly speaks to the quality of instruction at the College.

Other measures used to evaluate faculty effectiveness include pass rates for certification and licensure exams (detailed in 1R3), and the Surveys of Student Opinion of Instruction, housed in each respective school and consequently not available as an aggregate measure of faculty effectiveness.

A similar approach is used to measure effectiveness of PSRP in terms of meeting college goals. While individual work units might maintain specific measures of effectiveness, there are few college-wide measures for PSRP. Consequently, satisfaction data from key stakeholders again plays an important role. Table 4.9 shows the 2012 scores from PSRP-related categories of the Noel Levitz SSI survey and the mean difference, which identifies the difference, positive or negative, between the College’s satisfaction score and the national benchmark. One to three asterisks indicate the level of statistical significance in the mean difference, with three indicating the most significance.

<table>
<thead>
<tr>
<th>Category</th>
<th>Satisfaction</th>
<th>Mean Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Support Services</td>
<td>5.29</td>
<td>0.31 ***</td>
</tr>
<tr>
<td>Safety and Security</td>
<td>5.11</td>
<td>0.08 **</td>
</tr>
<tr>
<td>Academic Advising/Counseling</td>
<td>5.13</td>
<td>-0.07 *</td>
</tr>
<tr>
<td>Admissions and Financial Aid</td>
<td>5.29</td>
<td>0.13 ***</td>
</tr>
<tr>
<td>Academic Services</td>
<td>5.61</td>
<td>0.12 ***</td>
</tr>
<tr>
<td>Registration Effectiveness</td>
<td>5.56</td>
<td>0.12 ***</td>
</tr>
<tr>
<td>Service Excellence</td>
<td>5.45</td>
<td>0.16 ***</td>
</tr>
</tbody>
</table>

Measures for the effectiveness of administrators are discussed in the Category 5 Results section.

4R4: Comparative performance results for Valuing People

Many measures for valuing people used by the College are internally designed and collected, limiting the ability to reliably compare with other institutions. However, benchmarks are readily available for student satisfaction (Noel Levitz SSI) and employee satisfaction (PACE) data.

Benchmarks for the relevant Noel Levitz SSI scores are presented in the tables in responses 4R2 and 4R3. In general, the benchmarked results for SSI scores related to valuing people (seen in 4R2) show these to be strengths of the College. All questions exceed the national benchmark. SSI benchmarked results for satisfaction with services that are used to judge effectiveness of staff (seen in 4R3) again indicate success in comparison to the national norm, with the only exception of Academic Advising/Counseling.

Benchmarked results for the PACE overall factor scores are seen in 4R2. These indicate that the College meets the benchmark for Student Focus. While the other four factors are below the national benchmark, comparisons between 2008 and 2011 scores show an upward trend, as seen in Figure 4.1 at the top of page 71.
Benchmarks for individual PACE questions are provided below in Table 4.10.

**Table 4.10 – Benchmarked Results for Individual PACE Survey Questions**

<table>
<thead>
<tr>
<th>Question</th>
<th>2011</th>
<th>2008</th>
<th>Norm</th>
</tr>
</thead>
<tbody>
<tr>
<td>The institution effectively promotes diversity in the workplace</td>
<td>3.72</td>
<td>3.50</td>
<td>3.77</td>
</tr>
<tr>
<td>I am able to appropriately influence the direction of this institution</td>
<td>2.79</td>
<td>2.80</td>
<td>3.10</td>
</tr>
<tr>
<td>I have the opportunity for advancement within this institution</td>
<td>2.88</td>
<td>2.82</td>
<td>3.08</td>
</tr>
<tr>
<td>This institution has been successful in positively motivating my performance</td>
<td>3.12</td>
<td>3.08</td>
<td>3.36</td>
</tr>
<tr>
<td>Professional development and training opportunities are available</td>
<td>3.74</td>
<td>3.56</td>
<td>3.64</td>
</tr>
</tbody>
</table>

The results for individual PACE questions above show similar results, though the score for availability of professional development and training opportunities suggests a clear return on the investment the College has made in CETL.

**4I1: Recent improvements in Valuing People**

Recent improvements related to valuing people at Madison College include the following:

- **Employee motivation and satisfaction**
  - Inclusion of part-time faculty in professional development opportunities and on college-wide committees.
  - Part-Time Faculty Observation Process.
  - New and improved space for faculty and staff with the new building initiatives across the District.
  - Better use of employee feedback.
    - Feedback about PeopleSoft led to Workday.
    - Closing during Christmas and New Years as a result of PSRP feedback.
  - Benefits package that provides options for employees living in other areas.
  - A more district-wide philosophy with initiatives. Services have been spread more effectively to the regional campuses.
  - Increased effort to elicit and analyze feedback from employees about various projects, policies, and initiatives.

- **Health, wellness and safety**
  - Work environment improvements: Healthy Eating Café; Fitness Center opportunities; Health and Wellness website; peanut-free rooms; prayer rooms; smoke-free, weapon-free campus; ergonomic keyboards; and adjustable workstations

- **Human resources and diversity**
  - HR improvements: Re-organization of HR to better serve defined groups and schools, the Equal Employment Opportunity representative effort, diversity initiatives. Collaborative creation of Employee Handbook.
• The creation of the MyMadisonCollege portal for easier access to Peoplesoft and payroll information and hours.

**Professional development**

• Professional development opportunities: Growth and expansion of CETL services to faculty, staff and administrators. For example, growing support for online, hybrid, and accelerated instruction in response to student and faculty needs. Ongoing technology initiative to train for forthcoming virtual desktop.

• Orientation and training: full-time faculty orientation is now more structured and required; part-time faculty have a more defined orientation and several options for orientation (face to face, online, DVD, etc).

• Convocation days offer increasingly specialized training for PSRP and time for faculty to conduct curriculum development and department/program business.

• Tuition reimbursement for full-time employees; tuition reimbursement for administrators to encourage advanced degrees.

• Free tuition for courses with open seats at the College for all college employees.

Most processes and systems related to valuing people are quite comprehensive. While some processes related to valuing people are in place, but are less systematic throughout the College, processes for hiring, professional development, orientation, collective bargaining of policies and practices, survey-based feedback, wellness, safety, and personnel evaluation all demonstrate a clear value placed on the College’s employees.

412: **Selecting processes to improve and setting performance targets in Valuing People**

A culture of ongoing learning, collaboration, and increasingly data-based decision-making help the College select areas in need of improvement and set performance targets. More specifically, the College has utilized the AQIP process to help identify areas to improve and also modeled sections of the new Unit Planning Process on the AQIP principles to help ensure that all units and programs are consistently looking for areas of improvement. The growth of CETL has also illustrated the College’s commitment to ongoing professional development for all employees. The College also works to integrate its values and mission into processes related to valuing people. For instance, the personnel evaluation systems at the College are all built on a foundation of continuous improvement.

Collaboration is best illustrated through the use of collective bargaining to define most faculty and PSRP policies and practices at the College. This collaboration helps ensure balanced input from employees and administration when crafting policies and setting performance targets for valuing people.

An improving data infrastructure has also allowed for progress in determining improvements and setting goals for valuing people. Most notable, the collection, availability, and analysis of survey feedback from employees and stakeholders have expanded and are more effectively used in the planning of improvement projects.

Finally, by setting a clear strategic direction with long-term plans, but leaving plenty of flexibility to allow for individual-led initiatives, the College also allows for people-driven improvements.
Categories 5 – Leading and Communicating

**Category 5 Introduction**

Processes for Leading and Communicating at Madison College exhibit a range of maturity levels. Several processes are moving toward the Integrated maturity rating, including the development of CQI teams to facilitate change at the College, the creation of a regular Matters electronic newsletter to keep all staff connected to recent and relevant news and updates from across the College, and the implementation of the 3-Year Strategic Plan to set direction during tough economic times.

The College has successfully implemented improvement projects to guide leaders on measurement, documentation, communication and consideration of college-wide impact when implementing change and the creation of the cross-functional STEPS Program Team and Campus Community Team to improve project planning and communication.

Future initiatives will focus on continuing to improve communication throughout the entire organization and establishing a formal plan to address succession of key personnel as they retire or leave the organization.

An INTEGRATED process that demonstrates a stable, well-developed structure and is continually monitored and improved through analysis, innovation, and sharing is 5P8, which addresses how college leaders communicate a shared mission, vision and values.

ALIGNED processes that are stable, consciously managed, regularly evaluated for improvement and address the institution’s key goals and strategies include 5P1, 5P2, 5P3, 5P4, 5P5, 5P6, 5P7, and 5P9. These processes address defining organizational mission and values, setting direction in alignment with the mission and values, accounting for the needs of students and stakeholders in setting direction, balancing future opportunities and strong focus on students and learning, making decisions, using data and information in decision-making, communicating between and among units, and developing leadership abilities among current employees.

A SYSTEMATIC process that has clear goals, is proactive rather than reactive and targets ineffective elements for improvement is 5P10, which addresses developing and implementing leadership succession plans.

**5P1: Defining and reviewing the organizational mission and values (CC-IA)**

*College Mission and Vision*

The College’s mission statement, “Madison College provides accessible, high quality learning experiences that serve the community,” and vision statement, “Leader in Learning,” were defined by the District Board Programs and Policies Committee based on constituent input. The mission and vision statements were approved by the full Board in July 1997. The vision statement has since been updated to “Transforming lives, one at a time.”

*District Board End Statements*

In the summer of 2005 the District Board began defining end statements based on college scorecard data and with the assistance of a policy governance facilitator. The Board End Statements guide college planning and are the basis of the Board’s annual monitoring process for measuring college effectiveness. The current Board End Statements were adopted in January 2006:

- All students achieve the learning necessary to be successful in their educational and career goals.
- Madison Area Technical College prepares students for gainful employment and continuing education.
- Madison Area Technical College provides skilled workers that meet employer needs and the communities’ changing needs.
- Madison Area Technical College provides open access and a welcoming environment for all students and members of the community in pursuit of lifelong learning opportunities.
- Madison Area Technical College proactively
provides support and resources for the enhancement of collaborative community efforts to the extent resources will allow.

**College Values**

In 1999, a College work team conducted research to assist in developing a values statement. Ten recurring themes were identified and further streamlined into three key values of Excellence, Respect and Integrity. The draft values were shared with the College community for input and were adopted by the District Board in November 1999.

**5P2: Setting directions in alignment with the mission, vision, values, and commitment to high performance**

*(CC-2C)* The District Board sets the overall policy direction of the College by functioning as the official link between the College and the community it serves. The Board represents the community to the College by determining and assuring appropriate organizational performance, enacting policies on governance issues and executive limitations, monitoring college effectiveness, and assessing the President's performance. The Board reviews and considers external and internal concerns in making autonomous policy decisions.

Madison College leadership is committed to building and sustaining a quality learning experience by creating long-term plans that embody the mission, vision, and values of the College.

*(CC-1A)* An example of how leadership sets direction while aligning with the College’s mission and values is the 3-Year Strategic Plan, which defines the top three priorities for 2011–2014 as:

1. Meet the access, learning and workforce needs of our students and community.
2. Retain students to completion.
3. Improve facilities, systems and processes while meeting fiscal challenges.

These priorities directly address key aspects of the College’s mission, including access, high quality learning, and service to the community. In addition, leadership defines specific objectives for each priority that operationalize the mission, values and vision of the College. For example, within the second priority, a stated objective is to “improve student outcomes for all student groups, including shorter-term students’ persistence, success in gatekeeper courses and graduation levels.” This objective aligns directly with the mission of the College and provides employees concrete ways to execute that mission.

*(CC-5C)* Similarly, the development of the Facilities Master Plan and the Academic Plan also align with the mission and values of the College. The Academic Plan is currently being revised, but the implementation of the previous iteration illustrates another key element of providing direction consistent with the College’s mission, vision and values: aligning goals across the long-term plans. The long-term plans must be designed to work together and accomplish the same strategic goals. Program growth envisioned by the Academic Plan shaped the Facilities Master Plan. This plan fundamentally supports the Academic Plan by creating and improving the interior and exterior spaces where the College can provide accessible, high quality instruction and technical experience to meet the needs of students, the community and area employers. Increased and improved space will support both short-term and long-term academic program expansion, the technologically sophisticated infrastructure will support inevitable shifts in training needs as well as cutting-edge technology and equipment, and improvements to regional campuses will further increase accessibility to quality programming throughout the District.

**5P3: Directions accounting for the needs and expectations of current and potential students and key stakeholders**

*(CC-1B)* The College actively solicits input from faculty, staff, community members, the business community and students when developing long-term plans and regularly holds listening sessions and conducts surveys for large new initiatives. College leaders use this feedback to respond to student and stakeholder concerns while planning for the future, as seen below in the examples from the 3-Year Strategic
Plan, Academic Plan, and Facilities Master Plan, all of which are available on the College website.

A key step in the creation of the 3-Year Strategic Plan is analyzing student feedback from the Noel Levitz SSI and CCSSE surveys. This feedback was a key factor in the expansion and prioritization of flexible learning, a stated goal in the 3-Year Strategic Plan.

Similarly, the current revision of the Academic Plan seeks a thorough examination of stakeholder needs. The process is ongoing, but already much of a Convocation was devoted to sessions offering information and seeking input on the new Academic Plan, and more than 1000 employees participated. Program directors received an Academic Plan Input Form asking departments and programs throughout the College to discuss the impact of future trends, employment forecasts, partnerships with businesses and the community, and educational strategies on their programs in next five to ten years. The Office of the Associate Vice-President for Learner Success also completed an extensive survey of advisory committees related to broad industry and workforce competencies of the future.

The process for the Facilities Master Plan began in early 2005, when students expressed desire for a campus where all students could reach their academic and career goals and benefit from a rich college experience. A Master Plan Steering Committee was formed with members from across the College, including vice-presidents, faculty, the faculty union president, and the director of facilities to ensure that a range of stakeholder and student expectations were represented. This committee also conducted numerous interviews and breakout sessions with stakeholders, faculty, students, and staff to assess needs and expectations.

In each case, the College’s pursuit of extensive feedback from stakeholders helped ensure creation of long-term plans that address the needs of students and the community.

**5P4: Seeking future opportunities while enhancing a strong focus on students and learning**

College leadership balances a focus on students and learning with seeking future opportunities through creating the 3-Year Strategic Plan, making decisions based on data, paying close attention to student feedback, and allowing space for staff and faculty to innovate. The long-term plans create core goals for the future, while the 3-Year Strategic Plan seeks to translate long-term goals and opportunities into short-term goals. Close attention to data and student surveys provide the College with ongoing effectiveness data and are also used to balance future opportunities to pursue and ensure a strong focus on students and learning.

Two examples of how leaders guide the College in seeking future opportunities while maintaining a strong focus on students and learning are the Program Analysis Process and the recent referendum.

Leaders in Learner Success created the Program Analysis Process to encourage units to examine the health and viability of programs, while also considering future opportunities and changes to their offerings. The Program Analysis process is fully explained in 1P14.

An additional example is how leaders prepared for the referendum and implementation of the Smart Future Building Plan. While the College dedicated significant resources to planning and marketing the referendum and subsequent Facilities Master Plan, the 3-Year Strategic Plan also ensured a strong focus on student-related goals such as increasing access and enrollments, increasing flexible learning options, and improving retention through the development of a college-wide Retention Plan.

While the long-term plans set the overarching goals for the College, and the 3-Year Strategic Plan articulates short-term, concrete goals, leadership also encourages creativity and innovation among faculty and staff. For example, while the Executive Team prioritized flexible learning offerings, the College pursued a partnership that resulted in the first educational application of Cisco’s Telepresence system.
However, the College then allowed faculty to pilot instructional use of the system and create an innovative training and mentoring process to ensure that teachers would be fully prepared to teach in a Telepresence classroom. The faculty member who led this process was recently awarded the National Institute for Staff and Organizational Development (NISOD) Excellence Award. This example illustrates the importance of leadership setting global goals and allowing faculty and staff to pursue opportunities and innovations that further enhance a strong focus on learning.

5P5: Making decisions; using teams and committees to recommend, make, and carry out decisions
(CC-5B) The College utilizes multiple levels of decision-making. At the highest level, the Board employs a policy governance model, setting broad goals and direction for the College. The Executive Team then executes the Board’s vision by creating short- and long-term plans, such as the 3-Year Strategic Plan and the Academic Plan, and college-wide policies, such as the Employee Handbook and the internet use policy. At the next level, administrators align the work of the schools and work units with the larger strategic direction of the College, implement college-wide policies, and make school- or unit-specific decisions. Finally, each program/department creates a unit plan and makes local decisions in alignment with the 3-Year Strategic Plan regarding learning, curriculum, and instruction. Often programs or departments also consider the needs of external stakeholders, such as accrediting agencies or four-year university transfer partners, in making decisions. At each level, the 3-Year Strategic Plan serves as an aligning document for decisions.

Whenever possible, the College makes decisions using data, college-wide teams, and input from stakeholders. The Executive Team creates the 3-Year Strategic Plan using feedback from student surveys, external data, environmental scan and data related to college-wide measures. In addition, data is integrated into the Unit Planning Process to be used for decision-making.

Often college-wide teams play an integral role in developing new initiatives or policies. For example, the faculty Union played a key role in redesigning the probationary process for full-time faculty, and the Academic Policy Committee designed a more robust process for assigning the final grade of "incomplete."

Advisory committees provide external stakeholder feedback to drive program decisions. For many decisions, the College seeks feedback from both internal and external stakeholders through surveys, focus groups, Convocation sessions, and presentations.

The formation and ongoing execution of the Retention Plan demonstrates integrated decision-making at all levels of the College. The Executive Team prioritized student retention in the 3-Year Strategic plan and initiated the creation of the Retention Plan. A college-wide Committee on Retention Effectiveness (CORE) was created to analyze data and information and make recommendations for improving practices, programs and policies. CORE formed work teams to address seven root causes of lower retention. This process has already produced a faculty toolkit for retention, and the CORE team is finalizing recommendations to send back to the Executive Team for potential implementation. Schools, work units, programs and departments are considering how to address retention through curriculum, instruction, advising, student services, and policies. In short, the larger goal was set by the Executive Team, each level of the College is making local decisions to address that goal, and data and college-wide work teams are playing an integral goal in these decisions.

5P6: Using data, information, and performance results to make decisions
(CC-5C) The College has expanded use of data and performance results at the strategic planning level. The development of the Board End Measures provides ongoing annual assessment of performance on the Board End Statements, which are key factors in global decisions made at the College. Many Board End Measures are benchmarked through the National Community College Benchmark Project, as well as other benchmarking sources, to provide better
information on the College’s performance, which in turn aids in the annual revision of the 3-Year Strategic Plan. Systematic surveying of students provides additional data used for both long-term and short-term planning, and data showing lower than desired student retention rates served as the catalyst for creating the college-wide Retention Plan. The Executive Team reviewed data showing retention at 55.8%, which placed the College in the 50th percentile compared to similar schools. After reviewing data and researching benchmarked institutions, the Executive Team set the target for improvement at raising retention to 64% in three years.

In addition, the College completed an environmental scan to determine other factors that could impact strategic goals and performance targets. A recent example of an environmental factor impacting strategic planning would be the changing state political environment, which has placed significant financial pressures on the College. In response, the 3-Year Strategic Plan includes “Mission-Driven Budget Guiding Principles” to help address the changing reality of state funding.

Systematic use of data extends to decision-making at the unit and program levels. Institutional Research and Effectiveness (IRE) provides unit-level data (e.g. enrollment, retention, course success, etc.) to assist units in determining areas that require improvement, and all work units have access to self-serve data cubes and dashboards. Data is also integrated into the Unit Planning Process for academic programs and departments. Advisory committees provide crucial information and feedback on performance results for occupational programs, some of which are also evaluated annually by outside accrediting agencies. Advisory committee feedback is playing a critical role in revising the Academic Plan. Responses from student surveys have impacted decisions on everything from increasing flexible learning offerings, to creating a textbook rental program, to pursuing articulation agreements with partner four-year schools.

In addition to this more systematic use of data and performance results, IRE provides on-demand data to stakeholders through work requests. Also, innovation at the College can be driven by individual research. Recently, the math department within the School of Academic Advancement, along with the math department in the School of Arts and Sciences, began revising the developmental math curriculum based on research presented by the Vice President of Student Development that showed traditional approaches produced low numbers of students successfully transitioning from developmental to college level courses.

With these improvements in collection, dissemination and analysis, data and information increasingly drive decisions in the systematic planning processes, and more ad hoc work, at every level of the College.

5P7: Communicating between and among levels and units
Table 5.1 on page 78 provides an overview of communication at the College.

The College continues to work toward improving communication. Based on staff feedback, project teams improved the layout and readability of Matters and designed processes for better communicating changes in personnel through Matters and MyMadisonCollege.

In addition, the College identifies gaps where the above processes are less effective at communicating important information. For example, part-time instructors at the regional campuses are often less likely to access the college-wide communication resources from the table above. The College uses a variety of approaches to address this specific gap, including creating full-time faculty positions with release time to communicate with part-time faculty, emphasizing expansion of the CETL mentor program across the District, and defining communication with regional part-timers as a responsibility of Program Directors.
### Table 5.1 - Communication Tools at Madison College

<table>
<thead>
<tr>
<th>Communication Strategy</th>
<th>Communication Direction</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Process</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit Planning Process</td>
<td>▲</td>
<td>Communicates goals and budget needs between all units of the College.</td>
</tr>
<tr>
<td>Systematic Survey Feedback</td>
<td>▲</td>
<td>Provides feedback and data to all units of the College. Survey respondents include students, employees, and employers.</td>
</tr>
<tr>
<td>New Employee Orientation</td>
<td>▼</td>
<td>Communicates college mission, vision and values, information, and performance expectations to new employees.</td>
</tr>
<tr>
<td>Convocation</td>
<td>▲ ▼</td>
<td>Provides updates on college initiatives, planning processes and performance results.</td>
</tr>
<tr>
<td>Leadership Council</td>
<td>▼</td>
<td>Provides updates on college initiatives, policies and processes, and performance results to leaders of the College.</td>
</tr>
<tr>
<td>Strategy Meetings with Deans</td>
<td>▲ ▼</td>
<td>Provides updates on college initiatives, policies and processes, and performance results to instructional deans.</td>
</tr>
<tr>
<td>Lead Teacher Meeting</td>
<td>▼</td>
<td>Provides updates on college initiatives, policies and processes, and performance results to lead teachers and program directors.</td>
</tr>
<tr>
<td>Supervisory Training</td>
<td>▲ ▼</td>
<td>Provides information on current and new policies, procedures and processes to leaders of the College.</td>
</tr>
<tr>
<td>President’s Advisory Team</td>
<td>▲ ▼</td>
<td>Provides update and feedback from all areas of the College to the President.</td>
</tr>
<tr>
<td>Student Advisory Board</td>
<td>▲ ▼</td>
<td>Provides feedback from students to VP of Student Development.</td>
</tr>
<tr>
<td>Spring Listening Sessions</td>
<td>▲ ▼</td>
<td>Provides information and gathers feedback on college initiatives and challenges to all campuses throughout the District.</td>
</tr>
<tr>
<td>Matters</td>
<td>▼</td>
<td>Provides three weekly updates on employee and student accomplishments, upcoming events, and changes at the College.</td>
</tr>
<tr>
<td>Website</td>
<td>▼</td>
<td>Provides extensive information on all aspects of the College for both internal and external stakeholders.</td>
</tr>
<tr>
<td>MyMadisonCollege</td>
<td>▼</td>
<td>Provides access to resources used regularly by employees and students.</td>
</tr>
<tr>
<td>Blackboard</td>
<td>▼</td>
<td>Provides college-wide information and data to faculty and staff.</td>
</tr>
<tr>
<td>President’s Message</td>
<td>▼</td>
<td>Communicates weekly message from President through Matters.</td>
</tr>
<tr>
<td>Provost Blog</td>
<td>▼</td>
<td>Communicates monthly message on range of college topics.</td>
</tr>
<tr>
<td>Professional Development Calendar</td>
<td>▼ ▲</td>
<td>Outlines CETL’s professional development offerings for an entire school year. Distributed in print and online at beginning of school year.</td>
</tr>
<tr>
<td>Staff Update Group</td>
<td>▼</td>
<td>Shares information and updates among Enrollment, Learner Success and Learner Development units of the College through email.</td>
</tr>
<tr>
<td>Media Blasts</td>
<td>▲</td>
<td>Calls attention to upcoming employee and student appearances and college-related stories in local media.</td>
</tr>
<tr>
<td>Special Bulletins</td>
<td>▲</td>
<td>Inform employees of crucial information or changes at the College.</td>
</tr>
<tr>
<td>Press Releases</td>
<td>▲</td>
<td>Share college information with regional news agencies, including television and radio stations and newspapers.</td>
</tr>
</tbody>
</table>
**5P8: Communicating a shared mission, vision, and values (CC-1B)**

College leadership has worked to better communicate a shared mission, vision and values. For example, the Convocation opening sessions provide a platform for college executives to discuss major college initiatives related to the vision and mission of the College. Regular Matters’ features, including the President’s Message and the Provost’s Blog, also reinforce the College’s mission and values.

However, two specific examples illustrate how college leaders focused communication behind a shared vision to produce impressive results: the passing of a referendum in November, 2010, and the College’s Centennial celebrations in the fall of 2012.

An example of college leaders’ ability to focus communication around a shared mission and vision was the preparation for a $133.7 million referendum to support the Smart Future Building Initiative. College leaders used presentations, listening sessions, visual representations of future building projects, Convocation sessions, and increased interaction with local media to articulate the College’s needs in preparing for the future. As a result of this heightened communication of a tightly-focused vision, the referendum received overwhelming support from college employees and students. The referendum also received widespread community support from organizations such as the Greater Madison Chamber of Commerce, Downtown Madison, Inc., the Madison K-12 Teachers Union, and from local media such as The Capital Times (Madison), Sun Prairie Star, Daily Jefferson County Union, Watertown Daily Times, and WISC-TV. The referendum passed with almost 60% approval in the midst of the down economy of November 2010.

In preparing for the College’s centennial, leadership developed the theme “A New Century of Promise” and used a variety of approaches to communicate that vision for the celebration both internally and externally. Preparations involved a Centennial Celebration Planning Team, a Convocation session previewing the celebration, and press releases to media outlets. The celebration culminated in a Centennial Gala attended by 850 guests, generating almost $200,000 to support scholarships and programs. Defining and sharing a focused Centennial theme based on the College’s mission and vision helps illustrate the powerful impact the College has had on the District.

**5P9: Encouraging and developing leadership abilities among faculty, staff, and administrators; communicating and sharing leadership knowledge and best practices (CC-5B)**

Faculty, staff, and administrators develop leadership abilities through professional development courses and training facilitated by CETL and Human Resources.

CETL offers “Leadership and Supervision,” a WTCS certification course that addresses topics such as leadership styles, management of employees and budget planning. This course is taken by many faculty looking to move to leadership positions in the College, as well as by some new administrators. CETL also runs Program Director training for faculty who lead programs and departments and is looking to reinstate a more formal and college-specific Leadership Training Program. Human Resources conducts Supervisor Trainings, required of all newly-hired administrators, that cover legal issues with supervision, contractual issues for different employee groups, policies, procedures, college-specific issues and special program specific variances. These HR trainings provide an understanding of college policies necessary to be an effective administrator.

In addition, appointments to interim positions allow many college employees to develop leadership abilities by “test-driving” a position. In addition to providing leadership experience, this process also allows both the employee and the College to assess the fit in the position with no guarantees or repercussions. Mentors also support employees appointed to interim positions.

Madison College frequently promotes from within. The College’s commitment to professional development and development of internal leaders resulted in college faculty and staff being promoted to the majority of new
associate dean positions filled over the past three years. Among the vice-presidents of the College, many were promoted from middle management positions.

Finally, the President’s Discretionary Award recognizes exemplary work of administrators at the College.

**5P10: Maintaining the mission, vision, values, and commitment to high performance during leadership succession: developing and implementing leadership succession plans**

The College’s approach to succession planning depends on the exact leadership position, and several options are utilized when leadership changes occur. Often the first step is assessing the responsibilities of the open position and deciding whether it remains intact or its responsibilities can be effectively distributed amongst remaining leaders. In either case, an interim appointment is made if necessary, further helping to transition between leaders. If the position is to be refilled, the College completes a national search, and a key goal of the subsequent interview process is carefully assessing “fit” to ensure the person hired has a clear understanding of the College’s mission, vision, and values. Whenever possible, college leaders are also overlapped to allow for a more effective transition. During high-level leadership succession, the College leans on experienced employees to help ensure continuity. Before the hiring of the current President, the Board promoted two of the College’s most experienced leaders to serve as Interim President and Interim Executive Dean, allowing a level of comfort and familiarity as the presidential search was completed.

The response to 5P9 discusses the College’s practice of promoting from within, which helps produce the continuity necessary to maintain the College’s mission and commitment. Interim appointments also allow for smoother transitions to new employees while maintaining an existing knowledge of the mission, vision and values of the College.

Finally, key areas of the College, including IRE, Learner Development, the President’s Office, Enrollment Services, work to ensure that institutional knowledge is documented so successors understand responsibilities and processes. For each key process, the area provides an explanation of key definitions, roles and responsibilities, best practices, information on improvement tracking, and data sharing, as well as a flow diagram.

**5R1: Performance measures of Leading and Communicating**

The primary measure of Leading and Communicating is the Personal Assessment of the College Environment (PACE) survey, which was last completed in November 2011. In the PACE model, the leadership of an institution motivates the Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus climate factors toward an outcome of student success and institutional effectiveness. Thirty-two percent of employees at the College completed and returned the survey. The purpose of the survey is to obtain feedback concerning the college climate and leadership and communication at Madison College.

Other measures of leadership include annual self-assessments in their Performance Appraisal. While these are unit-specific and not compiled into a college-wide measure, they do provide assessments of individual leadership. During the annual Performance Appraisal, administrators list and discuss goals with their supervisor and then evaluate progress on the prior year’s goals. The self-assessments also evaluate competencies, including leadership and communication.

Matters, the main communication tool used by the College, is measured through Google Analytics to track usage. Below are analytics from October 2012 to April 2013:

- **Visits:** 43,260
- **Pages per visit:** 2.09
- **Average Time on Site:** 2:00 minutes
- **New v. Returning Visitors:** 44.8% vs. 55.2%
5R2: What are your results for leading and communicating processes and systems?

Figure 5.1 provides the climate factor results from the last two PACE survey administrations, showing an upward trend in all factors.

Table 5.2 shows the results from questions directly relevant to leading and communicating from both 2008 and 2011, organized by the climate factor. Responses to Institutional Structure questions relate to executive leadership of the College, while responses to Supervisory Relationships questions evaluate the responder’s direct supervisor, which may be a dean, unit director, manager, or vice-president.

In addition to the direct question scores, PACE evaluates the relationship between leadership and employees by ranking each result on a continuum from Coercive to Collaborative. This continuum evaluates the trust and confidence leaders have in employees, employee involvement in decision-making and goal-setting, and performance appraisal and motivation processes. The survey results showed that 45 of 56 responses for the College fall in the Consultative category.

5R3: Comparative results for Leading and Communicating

Figure 5.2 on page 82 shows comparative results between Madison College’s scores and

<table>
<thead>
<tr>
<th>Questions</th>
<th>2008 Score</th>
<th>2011 Score</th>
<th>2011 National Norm</th>
</tr>
</thead>
<tbody>
<tr>
<td>The actions of this institution reflect its mission</td>
<td>3.44</td>
<td>3.50</td>
<td>3.78</td>
</tr>
<tr>
<td>Decisions are made at the appropriate level at this institution</td>
<td>2.80</td>
<td>2.99</td>
<td>3.17</td>
</tr>
<tr>
<td>Administrative leadership is focused on meeting the needs of students</td>
<td>3.27</td>
<td>3.36</td>
<td>3.63</td>
</tr>
<tr>
<td>Information is shared within the Institution</td>
<td>2.71</td>
<td>2.87</td>
<td>3.11</td>
</tr>
<tr>
<td>Open and ethical communication is practiced at this institution</td>
<td>2.92</td>
<td>3.00</td>
<td>3.24</td>
</tr>
<tr>
<td>My supervisor expresses confidence in my work</td>
<td>3.71</td>
<td>3.91</td>
<td>4.09</td>
</tr>
<tr>
<td>My supervisor is open to the ideas, opinions, and beliefs of everyone</td>
<td>3.68</td>
<td>3.85</td>
<td>3.97</td>
</tr>
<tr>
<td>Positive work expectations are communicated to me</td>
<td>3.21</td>
<td>3.46</td>
<td>3.60</td>
</tr>
<tr>
<td>Unacceptable behaviors are identified and communicated to me</td>
<td>3.18</td>
<td>3.41</td>
<td>3.56</td>
</tr>
<tr>
<td>I receive timely feedback for my work</td>
<td>3.13</td>
<td>3.29</td>
<td>3.57</td>
</tr>
<tr>
<td>I receive appropriate feedback for my work</td>
<td>3.18</td>
<td>3.39</td>
<td>3.60</td>
</tr>
<tr>
<td>My supervisor actively seeks my ideas</td>
<td>3.34</td>
<td>3.43</td>
<td>3.65</td>
</tr>
<tr>
<td>My supervisor seriously considers my ideas</td>
<td>3.47</td>
<td>3.55</td>
<td>3.72</td>
</tr>
<tr>
<td>Work outcomes are clarified for me</td>
<td>3.20</td>
<td>3.44</td>
<td>3.54</td>
</tr>
<tr>
<td>My supervisor helps me to improve my work</td>
<td>3.24</td>
<td>3.44</td>
<td>3.66</td>
</tr>
<tr>
<td>Custom question: There is a positive relationship between faculty, staff administration</td>
<td>N/A</td>
<td>3.78</td>
<td>3.78</td>
</tr>
</tbody>
</table>
the national norm provided by PACE. While the College meets the benchmark for Student Focus, the results for the other climate factors fall under the benchmark. Results for individual questions related to leadership and communication also fall short of the benchmarks. However, the College results are trending upward, as seen in the comparison in 5R2 between the 2008 and 2011 results. Individual question comparisons between Madison College scores and PACE national norms can also be seen in 5R2.

**5I1: Recent improvements in Leading and Communicating**

*Strategic Planning Process*

In the past two years, executive leadership solicited feedback from employees across the College as part of the strategic planning process. On an annual basis, IRE surveys all employees about the strategic direction of the College. Employees are asked to prioritize a list of strategic goals by ranking the top three. For example, the survey asked “Please indicate from the items listed below the top three retention initiatives you feel will help the college engage and retain students. Please rank up to three items.” Responders then ranked the top three initiatives from the following options:

- Increase the number of degree credit students.
- Increase the number of non-degree credit students.
- Increase the number of minority students.
- Increase the number of students enrolling directly from high school.
- Increase the number of sections offered in alternative delivery formats (Telepresence, hybrid, online, accelerated, etc.).
- Increase the number of faculty to student ratio.
- Increase the number of staff to student ratio.

Similar questions were asked about growing enrollments, meeting budgetary challenges, identifying challenges that prevent staff from completing their job and meeting stakeholder needs. IRE presents the survey results to the Executive Team which summarizes the results and finalizes the strategic plan.

*Unit Planning Process*

The new assessment-based Unit Planning Process integrates and simplifies assessment, planning, and budgeting processes to save time and improve planning. Through the process, programs, departments and work units plan for the next three fiscal years.

Leadership uses the Unit Planning Process in two ways. First, the process is designed to systematically ensure that work units across the College align goals with the 3-Year Strategic Plan and AQIP questions. Second, the process facilitates communication about budgeting and unit goals between levels of the College.

*Administrative Performance Appraisal Process*

Human Resources recently revised the annual evaluation process for administrators. The new Performance Appraisal Process encourages meaningful communication between employees and supervisors, identifies areas of professional development and personal growth, provides

---

**Figure 5.2 - 2011 Benchmarked PACE Data, Madison College vs. National Norm**

![Figure 5.2 - 2011 Benchmarked PACE Data, Madison College vs. National Norm](image-url)
appropriate and timely feedback and provides a written record of performance and development.

Continuous Quality Improvement (CQI) Action Projects

An action project related to college culture focused on how change is communicated and implemented across the College. The team developed an enhanced communication process to communicate change that is being piloted throughout the College.

There are many strengths in the College’s leadership and communication, including a robust strategic planning process, demonstrated ability to deliver a shared vision and mission, thorough consideration of stakeholder and student needs in the planning processes, improved integration of decision-making at all levels, and a consistent ability to produce leaders from within. PACE provides effective feedback on leadership and communication, although more frequent and varied measures would be helpful. Finally, while the College has worked to improve communication, employees still seek improvements based on PACE feedback.

5I2: Selecting processes to improve and performance targets in Leading and Communicating

Driven by the strategic planning and AQIP processes and a growing system of data and feedback, Madison College’s culture of continuous improvement helps select processes to improve and set performance targets.

The Board End Statements and 3-Year Strategic Plan are assessed annually with a variety of measures (see Category 8 Results section), and measures of leading and communicating are included in this assessment process. Many improvements are also initiated based on the AQIP Systems Appraisal. The recently completed action project on benchmarking demonstrates how Systems Appraisal feedback is used to determine areas for improvement relevant to leading and communicating. Benchmarked data is now an integrated part of the College’s annual planning and assessment processes. The College participates in the NCCBP benchmarking project, which has created an extensive set of data used in planning areas for improvement. A second example was the action project focused on improving Matters, a key communication tool at the College.

The systematic surveying processes of the College also serve a key function in choosing areas to improve and setting performance targets. Two taskforces are created to work with each survey. The first facilitates the administration of the survey, while the second analyzes the results and determines action steps. The action steps are then communicated to the survey takers during the next administration of the survey to demonstrate how the College used the previous set of feedback.

The Retention Plan is an example of how the College has responded to data and survey feedback. Retention and persistence data demonstrated that the College has room for improvement, and was used to create a new performance target. For more on the Retention Plan, please see 5P5 and 5P6.

The ongoing continuous improvement process, data collection and analysis, and the strategic planning process are key factors in how the College selects areas for improvement with leadership and communication and sets relevant performance targets.
Processes for Supporting Institutional Operations at Madison College are all at the Aligned maturity level. Several processes are moving toward the Integrated maturity rating, including drafting the College’s Strategic Plan, increasing system and process efficiencies, and implementing the new Admissions Advising services unit.

The College has successfully implemented improvement projects such as the STEPS process and the newly created Campus Community Team to focus on transforming the student experience and connecting those who know the support needs of Madison College students with those who have the capability to make changes.

Future initiatives will focus on improving alignment of the work of departments with resources and developing a creative and analytical approach to cross-functional support.

Aligned processes that are stable, consciously managed, regularly evaluated for improvement and address the institution’s key goals and strategies include 6P1, 6P2, 6P3, 6P4, and 6P5. These processes address identifying support service needs of students, stakeholders and employees; designing and maintaining safety and security support processes; day-to-day management of support processes; and documenting support processes.

6P1: Identifying support service needs of students and key stakeholders

Madison College offers a range of services to support students throughout their careers at the College. Surveys; data from tools, such as PeopleSoft and Smarter Measures; and trend analysis are the primary ways to identify student support needs. The specific tools used to identify student needs can be found in Table 6.1.

### Table 6.1 - Service Area Methods For Identifying Student Support Needs

<table>
<thead>
<tr>
<th>Student Support Service Area</th>
<th>Student Support Needs Identified Using:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner Development</td>
<td>• Advising and Career Resources Student Satisfaction Survey</td>
</tr>
<tr>
<td></td>
<td>• Counseling Services Student Needs Survey</td>
</tr>
<tr>
<td></td>
<td>• Student Services Usage Data</td>
</tr>
<tr>
<td>Learner Success Hub</td>
<td>• Student Opinion of Instruction Surveys</td>
</tr>
<tr>
<td></td>
<td>• CollegeNET X25 room utilization reports and class scheduling standards</td>
</tr>
<tr>
<td></td>
<td>• Smarter Measures – a web-based tool to assess success in an online class</td>
</tr>
<tr>
<td></td>
<td>• PeopleSoft Query Manager to assess effectiveness of day-to-day operations</td>
</tr>
<tr>
<td>Marketing and Enrollment Development</td>
<td>• Noel Levitz SSI and CCSSE Surveys</td>
</tr>
<tr>
<td></td>
<td>• DaneTrak Community Perception Survey</td>
</tr>
<tr>
<td></td>
<td>• Trend analysis of student success and retention data</td>
</tr>
<tr>
<td>Administrative Services</td>
<td>• Student and faculty focus groups and surveys</td>
</tr>
<tr>
<td></td>
<td>• Student Senate and Student Ambassadors</td>
</tr>
<tr>
<td></td>
<td>• Trend analysis of specific food sales to students</td>
</tr>
<tr>
<td>Library</td>
<td>• Online and on-site suggestion boxes</td>
</tr>
<tr>
<td></td>
<td>• Short, informal surveys and formal surveys</td>
</tr>
<tr>
<td></td>
<td>• Library Helpdesk Analytics</td>
</tr>
<tr>
<td>Testing and Assessment</td>
<td>• Surveys of student experiences</td>
</tr>
<tr>
<td></td>
<td>• Mandatory Assessment Advising and Placement process</td>
</tr>
<tr>
<td>Technology Services</td>
<td>• Educause Center for Applied Research (ECAR) – Study of Students and Technology</td>
</tr>
<tr>
<td></td>
<td>• Technology Services Satisfaction Survey</td>
</tr>
<tr>
<td></td>
<td>• Student web usage trend analysis</td>
</tr>
<tr>
<td></td>
<td>• Help Desk log resolution rate</td>
</tr>
</tbody>
</table>
The Campus Community Team serves as the ongoing resource and point-of-contact for identifying service gaps and unmet needs of all stakeholders; the team includes members from Enrollment Services, Financial Aid, Learner Development, Learner Success, Student Financial Services, and Technology Services. The team reviews the impact of proposed changes and works to maximize the College’s investments in a quality student experience and learning environment. In addition to reviewing requests, the team prioritizes development efforts, reporting to the STEPS program team. More on how the College determines stakeholder needs can be found in 3P3.

**6P2: Identifying support service needs of faculty, staff, and administrators**

Administrative support needs are identified using a variety of methods, including survey and data tools, work teams, and internal planning processes. Examples of ways the College determines support service needs for all employees are listed below:

**Surveys, Data and Feedback**
- PACE Survey
- Needs assessment surveys
- Service evaluations
- Focus groups
- Technology comparisons to industry standards
- Technology penetration testing and audits
- Exit interviews

**College Processes**
- Unit Planning Process
- New Employee Orientation feedback
- Facilities Master Plan collaboration
- Capital Budget Planning Process

**Teams and Committees**
- President’s Advisory Team
- Madison College Sustainability Alliance
- Blackboard Advisory Team
- Instructional Technology Advisory Team (organized out of CETL)
- Refresh Committee
- STEPS Team
- Web Advisory Committee
- Cognos dashboards and data cubes
- External advisory committees

**6P3: Designing, maintaining, and communicating key safety and security support processes**

Madison College believes that a safe campus environment is the responsibility of the entire college community. Campus Safety and Security is comprised of Public Safety Services, the Behavioral Intervention Team, the Risk Management Department and the Environmental Health and Safety Department. Each of these units is charged with designing, maintaining, and communicating specific safety-related policies and processes.

Public Safety Services focuses on protection of all employees, students and visitors, as well as enforcing Federal, State, and Municipal laws and the Madison College Student Code of Conduct. In addition to providing routine patrols at the main campuses, parking control, and medical response, Public Safety Services developed safety initiatives including a security escort program, a crime prevention team, service for unlocking vehicles, and a WolfPack Alert system to alert employees and students of emergencies and weather-related incidents.

Public Safety uses these communication methods:
- WolfPack Alerts system - enables Madison College students, faculty and staff to receive text messages on their mobile devices or via email as emergent news breaks.
- Bulletins – Safety and Evacuation.
- Crime Prevention Team – 60 day crime log; bi-weekly student newspaper articles.
- Online Incident Reporting and Emergency Procedures Guide.
- Online resources – forms, local/regional agency websites, hotlines.
- Color-coded indexed Emergency Procedure spiral-bound flip charts posted throughout the District.

The Behavioral Intervention Team (BIT) created a process for responding to Student Code of Conduct issues. The BIT maintains a page on
the College website where employees can submit a referral or access more information about the process. Specific student behavioral concerns are addressed by this interdisciplinary team that meets weekly to assess and implement intervention plans for students deemed to be at risk to themselves or others socially, mentally and physically.

The Risk Management and Environmental Health and Safety Department (Risk/EHS) is responsible for developing and maintaining processes related to occupational and environmental health and safety issues, including but not limited to: accident prevention and investigation, chemical/laboratory safety, infection control, hazardous waste management and environmental protection. Specific responsibilities include:

- Responding to all property, liability and other casualty losses, initiating investigations and resolving claims.
- Developing programs for loss prevention based on loss data.
- Coordinating loss control activities in cooperation with Security Services.
- Authorizing and maintaining database of approved drivers.
- Managing special insurance programs, including surety bonding, equipment maintenance insurance, and programs to protect employees on qualified federal grants and participants in camps and clinic programs.
- Reviewing insurance language in contracts to control transfer of risk.
- Reviewing and approving Certificates of Insurance for vendors and facility users.
- Maintaining online database of insurance information.
- Serving as resource and consultant on insurance and loss prevention matters.

The Risk/EHS office maintains a webpage and presents at college-wide forums to communicate information to employees.

6P4: Day-to-day management of key support service processes to ensure needs are addressed

To improve administrative support service processes, Madison College continues to align functional responsibilities with service expectations. Through Student Transformation through Effective Process and Systems (STEPS), the College maps administrative support services at the project level, monitors their KPI's and analyzes data to determine areas for improvement. The Campus Community Team (CCT), under the direction of STEPS, is charged with managing day-to-day student administration development requests by reviewing, approving, and prioritizing the requests. These two cross-functional teams guide the day-to-day operations of college support services.

Individual work units create specific processes and policies that best address their stakeholder needs on a day-to-day basis. For example, IRE created a work request process to manage day-to-day data projects. Marketing has created an online Marketing Project Request Guide to help internal customers define the scope and needs of their project. Internal customers can also submit their request online through a Marketing Project Request Form. Allowing individual units the freedom to design these day-to-day processes helps increase efficiency and productivity.

6P5: Documenting support processes to encourage knowledge sharing, innovation, and empowerment

The College documents processes to share knowledge and encourage innovation through process mapping and project documentation. In mapping support processes, subject matter experts describe process steps and identify issues and possible areas for improvement. The STEPS team also created a uniform system for documenting processes across the College. This documentation process helps empower employees to take ownership of the improved processes and results. Information is communicated through the Shared Drive for all systems and processes, including budgets, AQIP, HR, technology upgrades, etc. Another tool for sharing information is the Unit Planning Process, which provides online access to current and past unit plans. Finally, many departments and projects publically share charters, process maps, information, and metrics through the College website.

For example, recent projects produced two new major college-wide systems to enhance staff.
communication, increase student access and improve services. A major component of both projects was reviewing and documenting current processes with the goal of implementing best practices across the College.

The Room Scheduling project included the following components:

- Room utilization reports
- Documenting consistent class scheduling practices and policies

The Customer Relations Management (CRM) project included the following components:

- Six functional teams
- Requirements documented
- List of measurable outcomes

6R1, 6R2, and 6R3: Measures of and performance results for student, administrative, and organizational support service processes

Measures of student, administrative, and organizational support service processes are described below. Due to the specific nature of each support process, each service unit determines, collects and analyzes information related to measures specific to that process.

Technology Services:

- Tech Services Satisfaction Survey
  - 82% of respondents are very satisfied or satisfied with services.
- Helpdesk contacts closed on first request
  - 2010: 62%
  - 2011: 64%
  - 2012: 70%

Food Service:

- Sales/enterprise loss
  - Sales up 8%
  - Enterprise loss reduced
- Customer counts
  - Up 11%
- Student satisfaction
  - Shows improvement

Bookstore:

- Service improvements

- Thirty titles now in textbook rental program
- Customer satisfaction
  - Staff are helpful: 5.88 out of 7

Library:

- Average number of physical visitors
  - 2010-2012: 736,418
- Online visitors
  - Increased 83% since 2009
- Computer questions received
  - Up 40% from 2009-10
- Number of information literacy sessions
  - Average 450 sessions/7,000 students per year
- Student satisfaction data
  - Resources and services are adequate: 5.77 out of 7
  - Staff are helpful and approachable: 5.95 out of 7

Testing and Assessment:

- Number of students tested
  - 815 COMPASS
  - 314 GED

Disability Resource Services:

- Student satisfaction with DRS
  - 91% strongly agree or agree in 2011
  - SSI: 5.91 out of 7
- Disabled student course success
  - 2010-11: 70.7% for students with disabilities compared to 76.9% for those without
- 2010-11: Number of students served and transitioned
  - 1,288 students served
  - 436 transitioned

Risk Management/EHS:

- Experience Modification Rate
  - MOD below classification average
- Incident frequency vs. severity
  - 5% reduction

Engineering Services:

- Energy savings per year
  - Overall energy use reduced by 11.17% for 2010-2011
6R4: Using information and results to improve key student, administrative, and organizational support services

Support service areas use data and information gathered at the College and service level to identify areas for improvement. Based on data and trend analysis, administrative and support staff review current practices and programming, identify opportunities for improvement, implement changes to existing services and procedures, and then assess the impact of those changes. In general, results are used on a summative basis for measures related to periodic surveys, retention and success rates, needs assessments and service data. However, day-to-day results are leveraged where more systematic automation exists for measures such as web-trend analysis, enrollment activity, incident management, student contact tracking, and other specific service data. Table 6.2 above shows specific examples of actions taken by service units based on feedback and data to improve their services.

6R5: Comparative performance results for Supporting Organizational Operations

Many of the performance measures used by support services are internally designed based on industry best practices (e.g., Gardner); however, making direct comparisons to other schools or organizations is difficult because these processes are adapted to the College’s unique needs. Noel Levitz SSI data provides a national comparison for student satisfaction with support services. Table 6.3 on page 89 shows a sampling of SSI results for questions relevant to support services. In most cases, the mean difference shows that Madison College exceeds the national average for support service related questions.

<table>
<thead>
<tr>
<th>Support Service</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology Services</td>
<td>- Manage staffing levels and budget and resource usage</td>
</tr>
<tr>
<td></td>
<td>- Initiate and plan projects</td>
</tr>
<tr>
<td>Food Service</td>
<td>- Implemented staffing plan focused on customer service</td>
</tr>
<tr>
<td></td>
<td>- Reduced food prices and updated all menus</td>
</tr>
<tr>
<td></td>
<td>- Added a Health Café food venue</td>
</tr>
<tr>
<td>Bookstore</td>
<td>- Opened bookstore/coffee shop at West campus</td>
</tr>
<tr>
<td></td>
<td>- Implemented book rental program</td>
</tr>
<tr>
<td></td>
<td>- Centralized book purchasing and improved web presence for online ordering</td>
</tr>
<tr>
<td></td>
<td>- Leveraged of social media to communicate the students</td>
</tr>
<tr>
<td></td>
<td>- Improved integration with student administration system and financial aid</td>
</tr>
<tr>
<td>Library</td>
<td>- Examine increases/decreases in use of resources/services to re-evaluate demand or need</td>
</tr>
<tr>
<td></td>
<td>- Review staffing models and increased staffing needs</td>
</tr>
<tr>
<td></td>
<td>- Gauge promotion or need for awareness campaigns</td>
</tr>
<tr>
<td></td>
<td>- Determine budget allocation or needs</td>
</tr>
<tr>
<td>Testing and Assessment</td>
<td>- Analyze to determine peak times for staff and facility planning and frequency of offerings</td>
</tr>
<tr>
<td>Risk Management /EHS</td>
<td>- Take proactive steps to reduce incidents</td>
</tr>
<tr>
<td></td>
<td>- Promote risk and safety principles to employees</td>
</tr>
<tr>
<td>Engineering Services</td>
<td>- Implement energy conservation</td>
</tr>
<tr>
<td></td>
<td>- Install energy efficient equipment</td>
</tr>
</tbody>
</table>

Table 6.2 - Sample Actions Taken By Service Areas Based on Data and Feedback
6I1: Recent improvements in Supporting Organizational Operations

Key institutional support process improvements include:

**STEPS Program:**
A college-wide initiative focused on transforming the student experience. Since the STEPS Program began in fall 2009, the program has delivered widespread student administration improvements to students and service areas, laying a solid foundation for continuous future improvements. The STEPS team also managed the PeopleSoft 9.0 upgrade which increased system and process efficiencies and brought new, innovative tools and services to students and staff. Members of the STEPS team continue these efforts through the Campus Community Team.

**New Admissions Advising services:**
Assists prospective students with:
- Program admission
- Financial aid
- First semester course selection
- Evaluating transfer credit
- College and community resources
- Career identification

**Customer relationship management (CRM):**
Business strategy and tool used for managing interactions with students. The goal of the CRM is to create positive relationships with stakeholders. Benefits of CRM include reducing costs; increasing student enrollment; identifying new opportunities and ways to expand; and improving customer value, satisfaction, profitability and retention.

Additional, unit-specific improvements are included in Table 6.4 on page 90.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Madison College Satisfaction</th>
<th>National Satisfaction</th>
<th>Mean Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel in the Veterans' Services program are helpful.</td>
<td>5.16</td>
<td>4.62</td>
<td>0.54</td>
</tr>
<tr>
<td>This campus provides effective support services for displaced homemakers.</td>
<td>5.12</td>
<td>4.78</td>
<td>0.34</td>
</tr>
<tr>
<td>Career services office provides students with the help they need to get a job.</td>
<td>5.17</td>
<td>4.96</td>
<td>0.21</td>
</tr>
<tr>
<td>Security staff are helpful.</td>
<td>5.20</td>
<td>5.01</td>
<td>0.19</td>
</tr>
<tr>
<td>Security staff responds quickly in emergencies.</td>
<td>5.39</td>
<td>4.99</td>
<td>0.40</td>
</tr>
<tr>
<td>The campus is safe and secure for all students.</td>
<td>5.93</td>
<td>5.59</td>
<td>0.34</td>
</tr>
<tr>
<td>Financial aid awards are announced in time to help in college planning.</td>
<td>5.05</td>
<td>4.93</td>
<td>0.12</td>
</tr>
<tr>
<td>Financial aid counselors are helpful.</td>
<td>5.16</td>
<td>5.06</td>
<td>0.10</td>
</tr>
<tr>
<td>Admissions counselors accurately portray the campus in their recruiting practices.</td>
<td>5.36</td>
<td>5.14</td>
<td>0.22</td>
</tr>
<tr>
<td>Admissions staff are knowledgeable.</td>
<td>5.52</td>
<td>5.40</td>
<td>0.12</td>
</tr>
<tr>
<td>Admissions counselors respond to prospective students' unique needs and requests.</td>
<td>5.33</td>
<td>5.18</td>
<td>0.15</td>
</tr>
<tr>
<td>Library resources and services are adequate.</td>
<td>5.77</td>
<td>5.64</td>
<td>0.13</td>
</tr>
<tr>
<td>Library staff are helpful and approachable.</td>
<td>5.95</td>
<td>5.57</td>
<td>0.38</td>
</tr>
<tr>
<td>Computer labs are adequate and accessible.</td>
<td>5.47</td>
<td>5.56</td>
<td>-0.09</td>
</tr>
<tr>
<td>The equipment in the lab facilities is kept up to date.</td>
<td>5.74</td>
<td>5.45</td>
<td>0.29</td>
</tr>
<tr>
<td>The personnel involved in registration are helpful.</td>
<td>5.31</td>
<td>5.34</td>
<td>-0.03</td>
</tr>
<tr>
<td>The business office is open during hours which are convenient for most students.</td>
<td>5.57</td>
<td>5.40</td>
<td>0.17</td>
</tr>
<tr>
<td>Bookstore staff are helpful.</td>
<td>5.88</td>
<td>5.59</td>
<td>0.29</td>
</tr>
</tbody>
</table>

Table 6.3 - Comparative Data for Student Satisfaction With Support Services
The units responsible for administrative support processes typically use many methods to identify the support needs of stakeholders: surveys (before and after improvements), focus groups, college-wide teams, etc. These methods provide systematic and comprehensive feedback used to help understand stakeholder needs. In addition, the units within Campus Security have also developed processes and services to address safety issues at the College and communicate these processes effectively. Measures for this category are also thorough, and the results section provides clear evidence that data and information are used at all levels of the College to create action plans and implement improvements.

### 612: Selecting specific processes to improve and performance targets

The Executive Team, STEPS, and the leadership of the College select specific processes to improve and set performance targets. The Executive Team and STEPS set college-wide goals for organizational operations, while the leadership of specific operational units set local performance targets through the Unit Planning Process. Additional school-wide processes, such as AQIP Action Projects, have also led to a number of process improvements that support student success and institutional operations.

#### Table 6.4 - Support Service Improvements

<table>
<thead>
<tr>
<th>Support Services</th>
<th>Improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology</td>
<td>• Technology-enhanced active learning classroom models.</td>
</tr>
<tr>
<td></td>
<td>• College mobile app to facilitate communication and access.</td>
</tr>
<tr>
<td></td>
<td>• Virtual Desktop.</td>
</tr>
<tr>
<td></td>
<td>• On-line course evaluation tool and transcript requests.</td>
</tr>
<tr>
<td>Enrollment</td>
<td>• Role-based security project linked security access to positions.</td>
</tr>
<tr>
<td>Management</td>
<td>• Enterprise Content Management system conversion from ImageNow to OnBase:</td>
</tr>
<tr>
<td></td>
<td>o Removed barriers to admissions and financial aid to improve student experience.</td>
</tr>
<tr>
<td></td>
<td>o Increased student satisfaction through faster turn-around of transfer processing and financial aid awards.</td>
</tr>
<tr>
<td></td>
<td>o Improved monitoring of increasing regulatory compliance demands.</td>
</tr>
<tr>
<td>Admissions and</td>
<td>• Centralized admissions to ensure more accurate wait-list numbers.</td>
</tr>
<tr>
<td>Records</td>
<td>• Streamlined turnaround on transfer credit.</td>
</tr>
<tr>
<td></td>
<td>• Automated Student Center reminder for students to review transfer credit.</td>
</tr>
<tr>
<td>Transfer Credit</td>
<td>• New Admissions Advising service unit to assist prospective students.</td>
</tr>
<tr>
<td>Advising</td>
<td>• Reduced time between submission and disbursement of financial aid.</td>
</tr>
<tr>
<td></td>
<td>• Improved PeopleSoft for faster certification of veterans’ benefits.</td>
</tr>
<tr>
<td></td>
<td>• New book charge process allows students to charge textbooks before financial aid has been disbursed.</td>
</tr>
<tr>
<td></td>
<td>• 43% increase in financial aid from 2008-09($35 million) to 2009-10($50 million).</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>• Registration Express open to students for advising and registration assistance held immediately prior to term start.</td>
</tr>
<tr>
<td>Student Services</td>
<td>• Automated Class Permissions saving $428,200 annually.</td>
</tr>
<tr>
<td></td>
<td>• PeopleSoft Faculty Center: new and enhanced class and grade roster features and access to new Advisor Center.</td>
</tr>
<tr>
<td></td>
<td>• Student Center improvements: Message Center student communications, enhanced Shopping Cart, self-service class swap, account and financial aid information, myScheduler class schedule creation tool.</td>
</tr>
<tr>
<td></td>
<td>• 24/7 askMadisonCollege knowledge base of 1,700+ public and internal FAQs.</td>
</tr>
<tr>
<td>Enrollment</td>
<td>• New Experience Madison College event.</td>
</tr>
<tr>
<td>Operations</td>
<td>• Year-round marketing campaign (registration cycles, value of college education).</td>
</tr>
<tr>
<td></td>
<td>• Search engine optimization.</td>
</tr>
<tr>
<td>Marketing</td>
<td>• Remodel of Fort Atkinson, Reedsburg and Watertown libraries.</td>
</tr>
<tr>
<td>Department</td>
<td>• New West campus library.</td>
</tr>
<tr>
<td></td>
<td>• Creation of Spanish version of library website.</td>
</tr>
<tr>
<td></td>
<td>• Social media as a communications, marketing and community building tool.</td>
</tr>
<tr>
<td>Library Services</td>
<td>• New technologies, such as: “smart pens” and Ipads.</td>
</tr>
<tr>
<td></td>
<td>• Advocated for state legislation requiring publishers to provide appropriate format to get materials to students sooner.</td>
</tr>
</tbody>
</table>
Category 7 – Measuring Effectiveness

**CATEGORY 7 INTRODUCTION**

Processes for Measuring Effectiveness at Madison College exhibit a range of maturity levels. Several processes are moving toward the Integrated maturity rating, including utilizing a data warehouse Business Intelligence (BI) concept to better store and integrate disparate data from multiple sources providing decision makers with comprehensive information, and establishing cross-functional teams to review and analyze data and draft action plans for improvements.

The College has successfully implemented improvement projects to assign benchmarks and comparable data to the Board End Measures and Strategic Plan goals and successfully build a number of data Cubes, dashboards and portals to provide more readily available information for decision makers.

Future initiatives will focus on sustaining effort for the BI vision to fully integrate financial and Human Resources data into the data warehouse model.

An INTEGRATED process that demonstrates a stable, well-developed structure and is continually monitored and improved through analysis, innovation, and sharing is 7P3, which deals with determining department and unit data needs.

ALIGNED processes that are stable, consciously managed, regularly evaluated for improvement and address the institution’s key goals and strategies include 7P1, 7P2, 7P5, 7P6, and 7P7. These processes address selecting, managing and distributing data for instructional programs, non-instructional programs and planning and improvement processes; determining sources for comparative data; aligning department and unit analysis with organizational goals; and timeliness, accuracy, and security of information systems.

A SYSTEMATIC process that has clear goals, is proactive rather than reactive and targets ineffective elements for improvement is 7P4, which addresses analyzing data and sharing those analyses.

**7P1: Selecting, managing, and distributing data and information to support instructional and non-instructional programs and services**

Selecting and Managing Data

On a macro-level, data selection, management, and distribution are influenced by Key Performance Indicators of the College set by the Board End Measures, the College’s 3-Year Strategic Plan, and the day-to-day needs of schools, programs and departments. Student-related data is collected on the College’s main database (PeopleSoft Campus Solutions) and made available through the College’s data warehouse. For example, retention data cubes are made available for units and departments based on retention becoming a priority in the Board End Measures and strategic plan.

Financial and human resource data are also captured, but are stored separately on PeopleSoft Finance and PeopleSoft HR. This data is available through queries on the respective PeopleSoft systems. However, the College conducted various voice-of-the-customer sessions to gauge data needs of decision-makers and data users, which determined the need for global access to all College data. In 2009, the College initiated the implementation of a business intelligence vision that will integrate all data sources collected by the College into a single data warehouse managed by IRE. This project has enabled more efficient self-service access to data for decision-making.

At the same time, selection of data also occurs on a micro-level, with an individual or group responsible for a project determining data needs. For example, student surveys of instruction are used and stored by the relevant school and Learner Success Hub, but are not part of the institutional data warehouse.

Institutional Research and Effectiveness (IRE) is available to assist individuals or groups in selecting the data or information. Some of the factors that can guide data selection include...
availability, current or projected collection and reporting capabilities, and appropriateness of the measure to the outcome. Depending on the scope, use and audience for the data, IRE may oversee the collection, reporting and dissemination of the data to the appropriate individual or group on a regular basis. If the data or information is unique and localized, the individual or group that selected the data also manages the data.

**Distributing Data**

The College distributes data to instructional and non-instructional staff in multiple ways. Through the use of IBM Cognos, IRE provides on-demand access to data through Online Analytical Processing (OLAP) cubes, dashboards, and reports. The College’s new Unit-Planning Tool provides unit-specific data on relevant KPIs to assist in the planning process. IRE also maintains an “Available Research Data” website which houses many of the main data sources for the College, such as graduate and employer information, student and staff survey results, and the Board End Measures. Stakeholders can also request data on a case-by-case basis through the online IRE Work Request Process, and the requested data is distributed through dashboards, reports, and views.

Open-records requests from external stakeholders are often addressed through email after being reviewed by the College’s legal counsel and, if there are FERPA concerns, the Associate Vice President of Enrollment Services. In each case, the College strives to distribute data in an efficient and appropriate manner.

Table 7.1 shows the various systems, purposes and owners of data at the College.

<table>
<thead>
<tr>
<th>Data Description</th>
<th>Selected By</th>
<th>Managed By</th>
<th>Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Board Measures</td>
<td>Board of Trustees and College Council</td>
<td>IRE</td>
<td>Monitors college-wide effectiveness in five distinct categories</td>
</tr>
<tr>
<td>3-Year Strategic Plan Measures</td>
<td>Executive Team</td>
<td>IRE</td>
<td>Provides guidance for the institution's strategic actions for a three-year period.</td>
</tr>
<tr>
<td>Enrollment Management Plan</td>
<td>Marketing and Enrollment Director</td>
<td>IRE</td>
<td>Provides guidance for the institution's recruitment and marketing efforts</td>
</tr>
<tr>
<td>Equity Scorecard Results</td>
<td>Inter-Cultural Council</td>
<td>IRE</td>
<td>Monitors college-wide effectiveness in relation to the institution's diversity efforts</td>
</tr>
<tr>
<td>Mandatory Assessment, Advising and Placement (MAAP) Results</td>
<td>Testing Center / MAAP Managers</td>
<td>IRE</td>
<td>Places students in courses appropriate to their skill level in Reading, Writing and Mathematics</td>
</tr>
<tr>
<td>Academic Plan Data</td>
<td>Assoc. VP - Learner Success</td>
<td>IRE</td>
<td>Provides guidance regarding academic offerings for the next 5 to 10 years</td>
</tr>
<tr>
<td>FTE and Headcount Reports</td>
<td>Learner Success Programs</td>
<td>IRE</td>
<td>Monitors full-time equivalent and headcount data in order to assist program planning</td>
</tr>
<tr>
<td>Student Satisfaction Inventory Results</td>
<td>Enrollment Management Work Team</td>
<td>IRE</td>
<td>Monitors institution's effectiveness related to meeting student needs and student satisfaction</td>
</tr>
<tr>
<td>Student Admissions Reports</td>
<td>Enrollment Services Manager</td>
<td>IRE</td>
<td>Monitors students admissions trends and effectiveness of Madison College processes</td>
</tr>
<tr>
<td>Courses and Classes Reports</td>
<td>Assoc. VP - Learner Success</td>
<td>IRE</td>
<td>Monitors student attendance patterns in support of effective course scheduling</td>
</tr>
<tr>
<td>PACE Survey</td>
<td>Executive Team</td>
<td>IRE</td>
<td>Provides employee perception of College’s effectiveness and efficiency in a number of different areas</td>
</tr>
<tr>
<td>Community College Survey of Student Engagement Results</td>
<td>Executive Team</td>
<td>IRE</td>
<td>Assesses institution’s effectiveness related to educational practices that may be related to improved student outcomes</td>
</tr>
<tr>
<td>Financial Plan</td>
<td>Executive Team</td>
<td>Financial Resources</td>
<td>Monitors institution's financial effectiveness</td>
</tr>
<tr>
<td>Nursing – ATI and NCLEX Testing Pass Rate</td>
<td>Nursing Program faculty</td>
<td>Nursing Program faculty</td>
<td>Determines effectiveness of instruction and/or plan for curriculum revision</td>
</tr>
<tr>
<td>Unit Plan</td>
<td>Unit members</td>
<td>Individual units or programs</td>
<td>Monitors unit effectiveness and provides data for improvement planning</td>
</tr>
</tbody>
</table>
7P2: Selecting, managing, and distributing data and performance information to support planning and improvement (CC-5D) The College’ strategic goals drive the selection of data used to support planning and improvement efforts. For example, the College set the goal of increasing flexible learning offerings. Data is now collected on the number of flexible learning offerings and success rate by offering format. Similarly, with the initiation of the Retention Plan, data showing current retention and persistence is collected and analyzed.

Schools and larger service units set specific goals based on the College’s strategic plan and might collect data specific to the needs of the work unit. Finally, planning and data selection at the unit level (instructional or non-instructional) is influenced by both the larger strategic goals and the goals of the school or larger work unit. This process is best illustrated by the Unit Planning Process described below.

The College recently developed a single Unit Planning Process. This tool includes sections for units to review past and present work, envision future work, review data to inform or drive future work, write outcomes and action steps and tie the outcomes into the budget process (i.e., if a new budget request is not in the unit plan, chances are it is not going to get funded). All goals in the Unit Plan are linked to the strategic plan, and each unit is provided with a common set of data to use in the process through the Unit Planning Tool. Figure 7.1 is an example of data provided to an instructional unit.

Units can also load relevant data from other internal or external sources, as needed. For example, the School of Academic Advancement included research showing that bridge programming is a promising practice to support an outcome related to developing more bridge programs within the College.
7P3: Determining department and unit needs related to collection, storage, and accessibility of data and performance information

While federal and state mandates dictate many data needs, the College’s 3-Year Strategic Plan increasingly determines what data departments and units collect. Systematic processes integrate these plans and goals into the day-to-day individual processes of college units. Many of these decisions are driven by trends, customer feedback, industry needs, program accreditations, process improvement needs, comparisons with other colleges and workload reduction. For example, the new Program Analysis Process relies on trend data from labor market information, student completion and placement. Finally, IRE and the AQIP process are two crucial means of determining data needs.

IRE’s mission is to improve quality, efficiency and effectiveness by supporting data-driven decision-making and planning. IRE utilizes the following methods to determine internal stakeholders’ data needs:

- Self-service Cognos Reporting System
- IRE Online Work Request process
- Unit Planning Tool
- Voice-of-the-Customer Interviews (Convocation sessions to provide input by college staff and faculty)
- Data warehouse project collaboration, e.g. retention cube

In response to the previous AQIP Systems Portfolio Appraisal, as well as internal assessments, the College created a more efficient and effective system to collect, store and distribute data. While the College has maintained a data warehouse for about ten years, in the past few years this warehouse has been upgraded and now stores the disparate data from all areas of the College, allowing for centralized integration and access, as well as a more thorough and accurate picture of key issues, such as enrollment trends.

The Security Authorization Facilitation and Enforcement (SAFE) Team was started in January of 2012 to mitigate risk to the College by allowing staff access to the systems necessary to perform their jobs. Each position in the College was assigned a specific level of access based on the needs of that job description. This access is based directly on the roles a staff member serves within the College.

7P4: Analyzing data and information regarding overall performance; sharing analyses throughout the organization (CC-5D) Table 7.2 shows what college-wide data is collected, how frequently, and how the results and analysis are shared. For each one of the college-wide data collected, such as data from the SSI, CCSSE and PACE, the College establishes a cross-functional team to review and analyze the data. These cross-functional teams examine and prioritize the data coming from various sources and draft action plans for improvements. Any improvements made based on the data are then shared with survey-takers when they complete the subsequent administration of the survey. The findings are also shared with the District Board during Board

<table>
<thead>
<tr>
<th>Data</th>
<th>Cycle</th>
<th>How Shared</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board End measures to District Board</td>
<td>Annual</td>
<td>Board meetings</td>
</tr>
<tr>
<td>Strategic Goal measures to Executive Team</td>
<td>Annual</td>
<td>Exec Team meetings</td>
</tr>
<tr>
<td>5 year trend data to programs for unit planning</td>
<td>Annual</td>
<td>Unit plan webpage</td>
</tr>
<tr>
<td>Graduate Follow-up Survey</td>
<td>Annual</td>
<td>College website / Reporting System</td>
</tr>
<tr>
<td>Apprentice Survey</td>
<td>Annual</td>
<td>College website</td>
</tr>
<tr>
<td>SSI Survey</td>
<td>2 Years</td>
<td>College internal site/analyzed and shared</td>
</tr>
<tr>
<td>CCSSE Survey</td>
<td>2 Years</td>
<td>College internal site/analyzed and shared with all employees</td>
</tr>
<tr>
<td>PACE Survey</td>
<td>3 Years</td>
<td>College internal site/analyzed and shared with all employees</td>
</tr>
<tr>
<td>Employer Follow-up Survey</td>
<td>4 Years</td>
<td>College website</td>
</tr>
<tr>
<td>5 year Longitudinal Survey</td>
<td>5 Years</td>
<td>College internal site</td>
</tr>
<tr>
<td>Survey of Student Opinion of Instruction</td>
<td>Per Term</td>
<td>Shared with affected employees</td>
</tr>
<tr>
<td>Madison College Weekly Dashboards</td>
<td>Weekly</td>
<td>Email dissemination</td>
</tr>
</tbody>
</table>
End Measure presentations and with the Executive Team and college leadership at leadership retreats and lunches, in Matters and Blackboard, and in Executive Team meetings to help guide decision-making. Examples of recent initiatives influenced by data analysis are:

- New student intake model was based on SSI and CCSSE data, along with analysis of student applicant flow data.
- Retention Plan activities rely heavily on SSI and CCSSE data and are benchmarked against peer colleges.
- New Change Management policy and the revamp of Madison College Matters were both implemented as a result of PACE feedback.

**7P5: Determining needs and priorities and selecting sources for comparative data**

In response to feedback from the 2009 AQIP Systems Appraisal, the College selected benchmarking of data as an improvement project. A cross-functional team worked with the Executive Team to determine where comparative data was needed and to define an appropriate peer group of 25 institutions to be used for comparisons. These schools were selected based on similarities in size (headcount and FTE), urban/suburban location, college strategic goals, and student population.

The project was completed in December, 2011, and, when appropriate, the College now:

- Assigns benchmarks to Board End Measures
- Assigns data and benchmarks to 3-Year Strategic Plan outcomes
- Assigns benchmarks to AQIP Portfolio data

For a more detailed illustration of how benchmarked data has been integrated into the Board End Measures, see 8R4.

Program comparisons are available through the WTCS Quality Review Process (QRP). The QRP database compares similar programs across WTCS institutions on measures such as retention, completion, job placement, and minority performance.

Outside the higher education community, the College uses Economic Modeling Specialists, Inc. (EMSI), which incorporates labor market information from the Bureau of Labor Statistics and the Wisconsin Department of Workforce Development (DWD). Examples of comparative data from EMSI include district, regional, state, and national trends for occupational wages, employment forecasting, and employment demands. This tool also has a component used by students for labor market research/job search.

**7P6: Aligning department and unit analysis of data and information with organizational goals for instructional and non-instructional programs and services**

Unit and department level data is shared through the Unit Planning Process and dashboards. Analysis of this data is guided by three levels of goal-setting: the strategic goals of the College, the priorities set by larger units of the College, and the priorities of the individual school or work unit.

The Learner Success Hub is currently working with IRE to develop with program dashboards that will not only provide data useful to each program or department (i.e. course success, drops, at-risk students), but will also provide further guidance in using and analyzing data. For example, program directors will see up-to-date data on student drops, and the Learner Success Hub will have in place a system for how this data should be addressed and analyzed. A similar process is being developed for Student Development. Once integrated, these dashboards should improve both the quality and sharing of data analyses.

**7P7: Timeliness, accuracy, reliability, and security of information systems and related processes**

Technology Services (TS) ensures the effectiveness of the College’s information system and related processes, including phone services, internet access, and the overall infrastructure network. TS supports servers, storage devices, security, academic technology and Learning Systems, PeopleSoft technical operations, the Cognos system, and a variety of supporting applications and technologies. In 2012, TS instituted a formal process for periodic security audits. Technology infrastructure
connects the College’s network and a myriad of technology applications. In partnership with Madison College Leaner Success, TS also co-leads a technology council to gather input from various groups around the College to assist in determining user needs.

The College maintains data integrity by utilizing an assortment of industry standard practices including limiting network access and deploying secure systems and firewalls. In addition, automated processes are in place to handle virus and spam scanning, and data back-up.

Institutional data is kept in a secure location and has nightly backups and off-site storage. Institutional data is refreshed nightly and is available for staff use through Cognos, the College’s reporting system.

All incoming and outgoing email is automatically scanned for viruses prior to being delivered to user accounts. All of the automated processes are monitored, which helps to determine baseline network usage, assists in planning for future growth and drives upgrade plans.

Reliability is divided into two areas: hardware and software. The Data Center is responsible for hardware reliability and has an Uninterruptible Power System (UPS) for all computing equipment, a Halon fire suppression system, fire-rated storage units for backup media, and dual air-handling units. Access to the Data Center is computer controlled, with each individual having to pass through a minimum of two locked doors to enter. Within the Data Center, hardware reliability focuses on the servers. Critical servers employ multiple processors, multiple power sources and diverse routing of electrical power. Data storage is backed-up using an automated system and a Storage Area Network (SAN), which moves critical data from individual servers to a central storage appliance. Duplicate data is stored at a separate Madison College location.

Software reliability is built upon the implementation of the following software packages, which enable software to be kept up to date: McAfee ePolicy Orchestrator, Microsoft WSUS and Microsoft SCCM.

Data accuracy for the enterprise systems is the responsibility of trained and experienced users who collect and input the data. Data is entered through interactive panels and verified prior to submission. Critical fields require input, so data must be present prior to the entry of the information into the database. The system is then queried on a regular basis to verify the accuracy of the information. Exception reports indicate where the data does not logically conform to the field and are used to correct the data.

There are “check” systems and processes in place to help validate data reported to state and federal entities. For example, the College’s new address verification software includes auditing features for naming conventions and cleansing of data.

Computer systems are normally available twenty-four hours per day, seven days per week, except during maintenance windows. Routine maintenance is scheduled in the evenings and weekends during low-use periods. Scheduled maintenance windows are communicated to end users through email and web messages.

Production systems and network monitoring is an automated process that notifies staff of failure or performance issues. Server monitoring is done to ensure an industry standard of 98% system availability. Hardware maintenance contracts are in place to ensure quick hardware repair with the ability to restore data due to a daily backup schedule.

Madison College uses industry standard practices in the management of confidentiality and data security. These practices include:

- Notification of policies to students and staff.
- Role-based security project implemented in 2012 that defines position-specific access to data. Also student social security numbers and birthdates are masked when staff do not need that information.
- Authentication and authorization to secure student web-based transactions.
- Unique login and password for each user.
- Identification of key personnel as the only individuals with access to software control parameters, database management, and security authorizations.
7R1: Measures of performance and effectiveness of the College’s systems for measuring effectiveness

The implementation of a Business Intelligence framework has improved measurement of performance and effectiveness of the College’s system for information and knowledge management. PeopleSoft and Cognos usage reports track activity on the system and provide statistics on the frequency of use of the type of information utilized. Usage reports include a list of users of a given data request over a specific period of time and the number of times a specific report is accessed within a set time frame.

Data from these monitoring reports is aggregated to provide a comprehensive picture of the way data is being used. In addition to the utilization statistics, the College also collects and analyzes feedback from IRE data users to determine improvements to the system.

To measure the performance and effectiveness of its systems, the College also intermittently tracks data usage. However, tracking data usage strains system performance, so the College turns on this monitoring only when needed for improvements and system upgrades.

7R2: Evidence that systems for Measuring Effectiveness meet organizational needs

IRE assesses stakeholder needs, monitors usage and effectiveness, and measures satisfaction. Stakeholder needs are determined by ongoing, college-wide voice-of-customer sessions for each improvement project. Feedback from these sessions determines the scope of system changes, and usage is monitored through analysis of work requests and the frequency of usage of each data set. For example, usage data from 2011 showed that contact lists made up almost 50% of work requests. IRE created self-service access to contact lists through dashboards and portals. As a result, in 2012 the contact list requests made up only 21.2% of work requests.

Table 7.3 presents the results of the most recent IRE Satisfaction Survey, which addresses how well the department services the data needs of the College.

Table 7.3 - IRE Satisfaction Results

<table>
<thead>
<tr>
<th>Question</th>
<th>% Agree Strongly or Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I got what I asked for.</td>
<td>99</td>
</tr>
<tr>
<td>The service/deliverable was provided in the agreed upon timeframe.</td>
<td>96</td>
</tr>
<tr>
<td>The service/deliverable met my expectations.</td>
<td>97</td>
</tr>
<tr>
<td>Overall, I am very satisfied.</td>
<td>98</td>
</tr>
</tbody>
</table>

These results speak to the overall satisfaction with IRE, timeliness with which data is provided to College staff and, indirectly, the quality of the data delivered.

Technology Services also administers an annual satisfaction survey. The results are below in Figure 7.2.

Figure 7.2 - Technology Services Satisfaction Survey Results
Reliability and keeping technology systems up and running stand out as the most effective services, while timeliness stand out as an area for improvement.

Finally, the PACE survey includes one question relevant to measuring effectiveness and information systems. The most recent PACE results for the criteria “extent to which information is shared within the institution,” show a statistically significant improvement from 2.71 to 2.87.

**7R3: Comparative results for performance of processes for Measuring Effectiveness**

Given the institution-specific nature of the measures, comparisons of performance of the College’s processes for measuring effectiveness are difficult. PACE provides a national norm for comparison purposes. The College’s 2011 score of 2.87 on the question “The extent to which information is appropriate shared within the College” is below the national norm, but does show improvement from 2008.

Comparisons are also done internally through data. For example, IRE compares results from the annual satisfaction survey. Results are shown below in Table 7.4.

**Table 7.4 - Comparative results for IRE Satisfaction Survey**

<table>
<thead>
<tr>
<th>Question</th>
<th>% Agree Strongly or Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2011-2012</td>
</tr>
<tr>
<td>I got what I asked for.</td>
<td>99</td>
</tr>
<tr>
<td>The service/deliverable was provided in the agreed upon timeframe.</td>
<td>96</td>
</tr>
<tr>
<td>The service/deliverable met my expectations.</td>
<td>97</td>
</tr>
<tr>
<td>Overall, I am very satisfied.</td>
<td>98</td>
</tr>
</tbody>
</table>

Comparison data demonstrates that college staff are consistently satisfied with IRE’s performance in providing timely and useful information and data.

**7I1: Recent improvements in Measuring Effectiveness**

**Unit Planning Process**

This redesigned process combines annual planning, assessment, data and budgeting into a single process for work units at the College. The process has saved 2418 hours annually by streamlining the planning and assessment processes at the College. See response to 8P4 for additional diagrams on how the Unit Planning Process has streamlined college processes and removed redundancies.

**Benchmarking Project**

In response to the Systems Appraisal from 2009, the College selected benchmarking as an action project. See 7P5 for more in-depth discussion of this improvement.

**Customer Relations Management (CRM)**

The College’s new CRM system provides a common platform for customer communication and interaction. CRM applications are designed to increase the effectiveness of staff members who interact with students or prospective students. For Madison College staff with a high degree of personal interaction, such as admissions recruiters and advisors, CRM extends these channels online by providing a framework for managing the interactions and transactions. CRM can also enable purchase of products or services on-line, and provide Web-based services and support, all personalized for the individual student.

**Data Warehouse/SAFE Team**

Over the last four years, the College has moved toward a data warehouse concept to store disparate data from multiple sources so the data may be integrated and accessed through a central interface. Figure 7.3 on page 99 shows the Business Intelligence vision for the College.
In addition, the newly established SAFE team mitigates risk to the College by defining and managing appropriate levels of access to the data and systems necessary to perform specific jobs.

The College has made great strides in creating more systematic and comprehensive approaches to measuring effectiveness. The changes in data management, analysis and benchmarking demonstrate marked improvements in making data usage more comprehensive and systematic. Data integration with the Unit Planning Process also helps create a more systematic approach to data-driven decision-making.

**712: Selecting specific processes to improve and performance targets in Measuring Effectiveness**

A culture of continuous improvement is created by setting global direction through long-term plans that help guide the work of the College. The AQIP process often serves as the mechanism for selecting processes in need of improvement within the direction set by the long-term plans, as illustrated by the recently completed action projects that improved unit planning and data benchmarking at the College.

All major improvements and projects at the College are completed by cross-functional teams representing different viewpoints from across work units. This helps ensure a range of input into improvements and performance targets.

Project teams use data for decision-making. PACE, CCSSE, and Noel Levitz SSI provide systematic survey feedback on college-wide issues. At the same time, project-based surveys are also completed prior to improvements to capture requirements and expectations and then again after the improvement is made for feedback. Targeted department surveys examine satisfaction on an annual basis to determine areas for improvement and to help set performance targets. Examples include the Technology Services user survey and the IRE satisfaction survey.
Category 8 – Planning Continuous Improvement

**CATEGORY 8 INTRODUCTION**

Processes for Planning Continuous Improvement at Madison College exhibit two maturity levels. Several processes are moving toward the Integrated maturity rating, including using defined long and short-term performance projections for continuous improvement planning processes, capturing the voice of the customer prior to establishing new processes and after project completion to measure satisfaction, and establishing cross-functional work teams to analyze feedback and data.

The College has successfully implemented improvement projects, including a streamlined Unit Planning Process for improved alignment with strategic planning, budgeting and AQIP questions for assessment, and the completion of the Facilities Master Plan.

Future initiatives will focus on assessing and incorporating risk planning into continuous improvement processes and improving the measurement and review processes used in planning.

ALIGNED processes that are stable, consciously managed, regularly evaluated for improvement and address the institution’s key goals and strategies include 8P1, 8P2, 8P3, 8P4, 8P5, 8P7, 8P8. These processes address selecting short- and long-term strategies; developing key action plans; coordinating planning and action plans across levels; defining objectives, measures and performance targets for strategies and action plans; linking strategies and action plans with consideration of current resources and future needs; assessing and addressing risk; and developing employees to address changes from organizational strategies and action plans.

A SYSTEMATIC process that has clear goals, is proactive rather than reactive and targets ineffective elements for improvement is 8P6, which addresses key planning processes.

**8P1: Key planning processes**

Figure 8.1 shows the vision for the College planning structure and illustrates the integration of the various planning processes used by the College. The most formal planning system runs down the right side of the graphic, while New Initiatives and People and Processes are more informal planning structures.

**Figure 8.1 - Madison College Planning Structure**

Several revisions have improved the alignment between and effectiveness of different planning processes. The College employs a Plan-Do-Check-Act (P-D-C-A) methodology for many planning processes. The strategic planning process can be more fully explained by looking more closely at each section.

**Plan:** The planning process is designed to incorporate the AQIP guiding principles; input from Madison College students, faculty and
staff; and feedback from the continuous improvement loop as shown in the diagram. The College Board annually reviews data from the various institution-wide measures and prepares Board End Statements. Senior leadership also annually reviews and updates the 3-year Strategic Plan, the main driver for college activities. This plan, the most visible document in the College, is publicly available online and serves as the foundation for balancing the strategic and operational goals from the Academic Plan, Enrollment Plan, Retention Plan, and Facilities Master Plan.

**Do:** The next level of planning at the College can be divided into three sections: New Initiatives, People and Processes, and Planning. First, the New Initiatives section represents much of the innovation related to business processes at the College. Student Transformation Through Effective Practices and Systems (STEPS) functions as a coordinating body for many of these innovations and is tasked with organization and resource management of the College’s business process improvement initiatives, as well as ensuring that these initiatives are aligned with the strategic plans. People and Processes includes many of the standing college-wide committees and longer-term projects. Each committee and team ensures that their efforts are aligned with the 3-Year Strategic Plan. Finally, the Planning section of the diagram illustrates the more formal Unit Planning Process, which is also built on a P-D-C-A model. This allows for both global and unit-level planning for continuous improvement. The structure and software interface of the Unit Planning Process, implemented in 2011, encourages alignment at all levels of the organization. Once unit plans are completed, the results are used to drive capital and expense budgeting, resource allocation, state reporting, and other higher level processes. Finally, the hands-on nature of the Unit Planning Process gives all participating employees ownership of their efforts to ensure college success.

**Check:** This level lists the ongoing measures of how effectively the College meets the stated goals. The Board monitors the Key Performance Indicators in the Board End Measures at least five times between September and January each year. The units of the College also use data for the Unit Planning Process. Both the Board and senior leadership use survey data providing student, faculty, staff, and stakeholder input to inform the ongoing review of Board End Statements and the 3-Year Strategic Plan.

**Act:** The continuous improvement loop is responsible for numerous college improvements, large and small, formal and informal. Two major successes, the Unit Planning Process and STEPS, will be discussed in later sections.

### 8P2: Selecting short- and long-term strategies

The long-term vision and outcomes developed by the District Board are the result of periodic conversations that collect the needs of various stakeholders. The Board, acting on behalf of District residents, then determines the priorities and writes the Board End Statements. The Board End Statements are reviewed annually, but change infrequently, thus providing a long-term, relatively stable foundation for focused planning at the College.

The Executive Team creates a set of strategic goals to move Madison College toward achieving the Board End Statements. The Executive Team reviews environmental scan information, enrollment and other trend data, and student and employer satisfaction. After identifying challenges and seeking input from leaders across the College, the Executive Team develops long-term achievable outcomes that form the basis for the 3-Year Strategic Plan and define the College’s highest priority work, while also laying the groundwork for accountability to stakeholders. The goals and outcomes are reviewed on an annual basis and updated as needed. The strategies used to achieve these goals are also reviewed and updated annually, and inform the creation of the operational and capital budgets.

The Executive Team also initiates the creation of long-term plans, such as, the Academic Plan, Enrollment Management Plan, Facilities Master Plan, and Retention Plan. These plans also influence the creation of the achievable outcomes used for the 3-Year Strategic Plan.
Other college-wide planning strategies flow out from and align with the Board End Measures and 3-Year Strategic Plan. The typical planning horizon for lower level plans is one year. All unit plans, for example, focus on a one-year horizon, though there is also a visioning component which examines a three-year window.

While some plans stay more or less consistent from year to year, other plans require major updates in response to external events (e.g., the Facilities Master Plan responding annually to developments in the current growth initiative). In addition, much of the project work at the College, including most of the new business process initiatives coordinated by STEPS, have schedules that are primarily independent of other planning timelines. Other college-wide project teams are staffed by cross-functional groups whose focus is a particular issue (e.g., equity, technology, etc.). These projects are linked to the 3-Year Strategic Plan and results are communicated to the Executive Team and individual departmental units to achieve alignment with the plans at various levels.

### 8P3: Developing key action plans to support organizational strategies

The College develops most key action plans to support its strategies in three distinct ways: formally through the Unit Planning Process, informally with cross-functional committees and teams, and through project management practices. All are informed by and aligned with the Board End Measures and 3-Year Strategic Plan.

#### Formally through the Unit Planning Process

The new assessment-based Unit Planning Process asks all programs and departments to plan for the next three fiscal years. This collaborative process consists of a unit self-evaluation, examination of data trends, and creation of measurable outcomes and activities that align with the 3-year Strategic Plan. Unit plans guide work throughout the year and encourage collaboration and communication across units. Unit plans and corresponding budgets are completed each year for implementation the following July. All prior year unit plans remain available through the Unit Planning Tool. Academic work units in Learner Success and Learner Development complete unit plans by October 31st each year, while all other service unit plans are due November 30th.

The Unit Planning Process consists of the following process steps:

- Envision the desired future, considering stakeholder needs, opportunities and challenges
- Assess the present situation, including data analysis, goal-setting, and gap identification
- Create outcomes and measures, linking each to a 3-Year Strategic Plan goal
- Create action plan
- Complete annual progress review
- Share updated plan for stakeholder review

Deans and unit leaders use completed unit plans to evaluate financial requirements and the manpower necessary to accomplish unit goals. In addition, key elements are extracted to a database used to facilitate communication and assistance between units and to support the budget planning process.

#### Informally through committees and teams

Many of the College’s committees and work teams, whether permanent or temporary, develop informal plans that support college strategy. For example, the AQIP Category Teams have goals, due dates, responsibilities and authority that function alongside of normal college planning processes. Senior leadership oversight of committees and teams is the main method to assure alignment with larger college goals.

#### Informally through project management

Project-based work, primarily to close gaps or create improvements identified as necessary through strategic planning, begins with project charters developed by senior leadership that are used to define action plans. Examples include many facility, capital and technology, and continuous improvement projects. Project charters include the project goal, timeline, team members and other resources required.
**8P4: Coordinating and aligning planning processes, organizational strategies, and action plans across organizational levels**

The Board End Statements are the long-term goals of the College and the Executive Team creates the 3-year Strategic Plan. The 3-year Strategic Plan guides each unit in creating a vision and unit plan with outcomes and activities, with each outcome explicitly aligned with at least one of the three strategic priorities. Units request funds to implement the activities within their plans. Instructional programs create plans that are available for review prior to the development of plans by service units.

The Executive Team prioritizes operational funding requests based on strategic goals and unit plans. All funding requests must be linked to an outcome in the unit’s plan. A database collects key elements of all unit plans in order to share information and ensure alignment, thereby promoting collaboration between the core business units, instructional programs, and service units.

Since the last AQIP Systems Portfolio, the College completed an AQIP Action Project designed to strengthen alignment of planning processes and action plans across the organization’s various levels. Prior to the project, the College had:

- Multiple disconnected and redundant assessment and planning activities and processes
- No linkage to the budget process
- No connection to AQIP

The main goal of the project was to create one overall unit planning process that addressed these concerns, reducing workload by creating a more streamlined system that aligned with AQIP and the 3-Year Strategic Plan.

The new Unit Planning Process reduced eleven steps to five (See before and after, Figures 8.2 and 8.3 on page 104), and the following benefits have been realized to date:

- Planning activities are focused
- Planning activities drive budget requests
- Automatic linkages with state-mandated improvement plan
- Planning activities are more streamlined (2418 hours saved annually)
- One tool is used for all units
- Assessment is now based on AQIP

The next steps in this process include:

- Survey users
- Provide assessment report to AQIP teams
- Gather data on professional development and service to college activities
- Incorporate the state mandated processes to assess outcomes
- Begin planning for the next cycle

**8P5: Defining objectives, selecting measures, and setting performance targets for organizational strategies and action plans**

The Board monitors college-wide performance by using the Board End Measures, an internally-designed scorecard.

A team of administrators, faculty and Board members selected the Key Performance Indicators that make up the Board End Measures, which were then approved by the entire Board of Trustees. Measures typically have a performance target, and some measures have targets provided by state or federal agencies. All scorecard measures and many college measures are benchmarked against comparative institutions selected based on their similarity to Madison College in terms of demographics, size, programs offered, public/private status, etc.
The main comparison group for Madison College remains the other fifteen Wisconsin technical colleges, but the College also uses the benchmarking groups listed below.

- Integrated Postsecondary Education Data System (IPEDS)
- Wisconsin Technical College System Client Reporting System
- Quality Review Process Database System
- Purchased databases of information; such as those available through Economic Modeling Specialist, Inc. (EMSI)
- National Community College Benchmark Project (NCCBP)
- Consortium for Student Retention Data Exchange (CSRDE)
- Noel Levitz
- Community College Survey of Student Engagement (CCSSE)

The 3-Year Strategic Plan measures are determined and assessed by the Executive Team. Since the strategic plan needs to become operationalized, the measures may or may not be similar to those found in the Board End Measures. Targets for the 3-Year Strategic Plan measures are determined in a manner similar to those for the Board End Measures. Each target is determined by outcomes and corresponding measures and comparisons are made where possible.
Units determine measures based on unit plan outcomes. Every instructional program receives a common set of data that is useful for planning and improvement. A sample of the data supplied to the instructional programs that may be used to create measures and performance targets includes:

- Five-year occupational growth projections and market-share data for the Madison College District and State of Wisconsin
- Five-year trend data relating to age, enrollment, retention, minority participation, graduation, placement, satisfaction, student FTE, gender, part-time/full-time attendance, full-time salary, core course success (C or better) and core course excellence (B or better)
- State agency-supplied trend data for items like non-traditional gender enrollment, course completion, special population course completion, second and third year retention, and third and fifth year graduation
- Board End Measure data

Service units do not have a common data set at the present time. However, many service units use industry standards to identify needed data as well as unit plan measures. For example, the Information Technology unit collects Mean Time To Repair and Mean Time Between Failures data, while Food Services collects customer counts, revenue data, and customer and menu trends, and the Facilities-Engineering unit gathers data on Indoor Environmental Quality.

**8P6: Linking strategy selection and action plans while considering current resources and future needs**

(CC-5A) Madison College uses the 3-Year Strategic Plan as the basis for linking strategy selection and action plans. The Unit Plans are the main action plans within the College and are aligned with the goals in the 3-Year Strategic Plan.

Resource identification and requests begin at the unit level through the Unit Planning Process. Within the Unit Planning Process, each unit specifically identifies operational and capital funding requests, staffing needs, and technology needs along with other support needed to achieve outcomes. All units are encouraged to reallocate existing funds before requesting new funds.

Both capital and operational requests follow the same funding process. All unit funding requests are collected and prioritized within a department. Departmental requests are then collected and forwarded to the appropriate vice-president, who then prioritizes the requests within the division. The Executive Team creates a final prioritization list including every budget request, and then allocates the available operational and capital funds based on the 3-Year Strategic Plan and other long-term plans, along with other pertinent considerations, such as state funding levels and district-wide economic projections. The long-term college plans also consider future needs. Therefore, using these plans as part of the selection/linking process ensures consideration of future needs. While determining resource allocation, the Executive Team may also use project charters, contractual or legal obligations, accreditation requirements, mandates from outside agencies, Madison College collective bargaining agreements, and health or safety concerns.

Figure 8.4 provides a graphic representation of how the resource allocation process aligns with the strategic objectives of the College.
8P7: Assessing and addressing risk

The College primarily addresses risk management in planning processes using three methods, depending on the level of planning and the type of initiative.

At the Board and strategic planning levels, S.W.O.T. analysis is performed, as-needed, and the results are incorporated into the planning process. Risks are identified and addressed informally as the Board End Measures and Strategic Plan are created.

At the unit level, the Unit Planning Tool provides a robust methodology for each unit to address risk associated with plans. Once the unit planning process is complete, and before the plan is submitted for review and approval, the plan owner is moved to the “Challenges” section and may address risks that affect the ability to accomplish the goals of the unit plan. The plan owner can identify risks unique to the specific plan and/or choose from preloaded risk categories. At the next level, the complete plan, including the risk management section, is reviewed by the unit’s manager, who can consolidate similar risks across the plans in that area.

At the project level, determining risks, constraints and assumptions is a formalized part of the project charter. The College employs, and all project managers have access to, a four-phase issue resolution plan document, which defines in detail a four-phase model for the identification, documentation, resolution and communication of risks associated with each project.

8P8: Developing employee capabilities to address changes demanded by organizational strategies and action plans

For college-wide training and learning, the Center for Excellence in Teaching and Learning (CETL) assesses, develops and delivers training to full-time and part-time instructors and PSRP employees. CETL responded to 3-Year Strategic Plan goal 1B: increase the number of flexible learning options, by creating two unique versions of the teaching methods certification class to address online and accelerated pedagogy. CETL often provides this type of responsive training for numerous initiatives and changes in the College.

In addition to CETL training, the College has a wide variety of training and assessment opportunities to prepare employees to respond to changing institutional strategies and actions. There are four Convocations held during the academic year, and all employees can participate in informational and training sessions that address new institutional strategies. For example, the new Unit Planning Process was introduced through Convocation sessions, which are now offered annually as ongoing support. Staff development and certification courses that help employees increase their knowledge and skills are held throughout the year at events such as the monthly Supervisory Training session, Summer PSRP Retreat and Tech Academy.

When a project charter creates a new or innovative process that requires employee training, the charter team is tasked with ensuring that training occurs. An example is the STEPS project which transitioned the College to the new PeopleSoft 8 software. The STEPS charter team developed a training calendar and ensured training was offered at times and places allowing maximum availability to affected individuals.

Particular units and individuals might also be tapped to provide training related to strategic goals specific to their expertise. For example, advising is a specific goal in the 3-Year Strategic Plan and Retention Plan, and was identified as an area for improvement in the Noel Levitz survey. The Associate Dean of Student Development, charged with implementing various initiatives within the Retention Plan, is working to increase student access to advisors and student-faculty interaction as retention strategies. As a result, the advising unit is working closely with faculty to formalize faculty advising throughout the College and provide a comprehensive training for instructors interested in advising.

8R1: Measures of effectiveness for planning processes and systems

The College collects numerous measures of the results of planning processes and systems. The College directly measures the effectiveness of
The Unit Planning Process by surveying users about efficiency, effectiveness, and usability. At the same time, measures for the Board End Measures and the 3-Year Strategic Plan are used to evaluate the end results of planning processes.

These measures can be seen in Tables 8.1 and 8.2.

<table>
<thead>
<tr>
<th>Table 8.1 - Board End Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Board End Statement</strong></td>
</tr>
<tr>
<td>All students achieve the learning necessary to be successful in their educational and career goals.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Overall Student Success</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Community College Survey of Student Engagement</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Madison College prepares students for gainful employment and continuing education.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Employee Satisfaction with Contract Training</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Continuing Education Enrollment</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Madison College provides skilled workers that meet employer needs and the community’s changing needs.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Employee Satisfaction with Madison College Graduates</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Madison College provides open access and a welcoming environment for all students and members of the community in pursuit of lifelong learning opportunities</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>FTE Headcount and Percent of District Served</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Student Satisfaction</td>
</tr>
<tr>
<td>Employee Satisfaction</td>
</tr>
<tr>
<td>Madison College proactively provides support and resources to the enhancement of collaborative community efforts to the extent resources will allow</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Post-Secondary Partnerships</td>
</tr>
<tr>
<td>Public Perception</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
### Table 8.2 – 3-Year Strategic Plan Measures

<table>
<thead>
<tr>
<th>Strategic Goal</th>
<th>Specific Task</th>
<th>Measures</th>
</tr>
</thead>
</table>
| Meet the access, learning and workforce needs of our students, employers, and community. | Increase the number of flexible learning options – evening and weekend courses, programs, and online and hybrid courses in core programs. | • Annual Course Sections offered by Method of Instruction  
  • Annual Course Sections offered by Time-of-Day/Online status |
|                                                                 | Organize to provide flexibility for schools to meet market and community demands. | • Simultaneous Enrollment of Degree Credit Students at other Colleges  
  • Percent Graduated in Three Years – PT  
  • First-time Entering Cohort |
|                                                                 | Create or improve processes that will expand course-taking options and increase student success. | • Market Penetration – student population divided by population of the district  
  • % Minority Credit Students  
  • Minority Student/Population Ratio  
  • High School Direct Enrollment Rate  
  • Success Rates By Method of Instruction |
| Retain students to completion.                                   | Improve student outcomes for all student groups, including shorter-term student persistence, success in gatekeeper courses and graduation levels. | • Student Success Rate – NCCBP Benchmark Form 7  
  • Next-Term Persistence – NCCBP Benchmark Form 4  
  • Fall-Fall Retention – NCCBP Benchmark Form 4  
  • Fall-Fall Retention, Minority Students  
  • Six-Year Graduation Rate  
  • 3-Year (150%) Graduation Rate – NCCBP Benchmark Form 4  
  • Gatekeeper Course Success Rate |

While presenting individual results of each Board End Measure and 3-Year Strategic Plan measure is obviously limited by space, the tables above are intended to show the range and depth of the measures the College uses for these processes.

**8R2: Performance results for accomplishing organizational strategies and action plans**

For each Board End Measure, the College reports results to the Board in the format shown on page 109 in Figure 8.5. Each Board End Measure report includes a measure definition, actual results of the measure, and comments on results.

Reports also include benchmark definitions and benchmark ratings whenever possible.
Figure 8.5 - Sample Board End Measure Report

<table>
<thead>
<tr>
<th>Board End #1, Outcome 1 – Course Success</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure Definition: Percentage of all courses attempted by degree credit students per year receiving a grade of “C” or better. Included in this measure are the following degree types: Occupational Associate, Liberal Arts Transfer, Less-Than-One-Year, One-Year and Two-Year Technical Diploma and Apprenticeship.</td>
<td></td>
</tr>
<tr>
<td>Comments: This chart shows the most recent 5-year trend in both course success (% C or higher) and a higher level of success (% B or higher). The course success rate for all degree credit students has fluctuated within a range of .9 percentage points since 2008. From 2011 to 2012 this measure increased to its highest level in the five-year period. Annual degree credit enrollment increased from 2008 to 2012 by 9.4%, nearly 2,000 students, but was below the peak seen in 2011. Benchmark: National Community College Benchmark Project (NCCBP) -Form 7 Credit Course Success. Upper Benchmark: 77.6% Middle Benchmark: 74.3% Lower Benchmark: 71.2%</td>
<td>Measure:</td>
</tr>
<tr>
<td>Source: Madison College Data warehouse Course Success Cube.</td>
<td>Additional Information:</td>
</tr>
<tr>
<td>Basis for Rating: The yellow-green rating is based on National Community College Benchmark (NCCBP) rating standards. Red is 25th percentile and below; Yellow is between 25th and 50th percentiles; yellow-green is between the 51st and 75th percentile; green is 76th percentile and above. The 2012 76.1% success percentage is in the 63rd percentile placing it in the yellow-green range.</td>
<td>A complete list of results of the College’s Board End Measures can be found at: <a href="http://madisoncollege.edu/in/madison-college-data">http://madisoncollege.edu/in/madison-college-data</a>.</td>
</tr>
</tbody>
</table>
The College also measures results of the 3-Year Strategic Plan. Below is a sample of results from the first strategic goal and related sub-goals:

**Goal 1: Meet the access, learning, and workforce needs of our students and community.**

1.1 **Update the Academic Plan**

Result: For this type of goal, the results are measured by progress. The Academic Plan is currently being updated and is on target for roll-out in Fall 2013.

1.2 **Increase the number of flexible learning options - evening and weekend courses, programs, and on-line and hybrid courses in core programs.**

Result: This type of goal is often measured through relevant trend data. Table 8.3 at the top of the page shows five-year trend data on course offerings by method of instruction. The numbers show dramatic increases in flexible offerings over this time period. It should be noted that E-Tech, a statewide WTCS online collaboration, was discontinued in 2010, and Interactive Television offerings were replaced by Telepresence courses.

**8R3: Projections or performance targets for strategies and action plans**

The Retention Plan provides a key example of setting performance targets for strategic goals over the next 1-3 years. Based on survey results, benchmarking, and retention, the Retention Plan sets a concrete goal of increasing student retention from 55.8% in 2011 to 64% in 2014.

Other strategic goals set performance through benchmarking, as seen in responses to question 8R4. For example, the NCCBP upper benchmark serves as the performance target for course success, the first measure for Board End Statement 1. The College currently achieves 76.1% success, while the NCCBP upper benchmark sets a target of 77.6%. Many strategic goals and Board End Measures use benchmarks to set targets for performance for the next 1-3 years.

**8R4: Comparison of performance results for processes for Planning Continuous Improvement**

The College is now a participating member of the National Community College Benchmark Project (NCCBP) and began receiving comparative data beginning in mid-2009. Whenever possible, the College compares planning Continuous Improvement performance results using NCCBP benchmarks, as seen in Table 8.4 on page 111.
### Table 8.4 - Board End Measure Benchmark Explanations and Ratings

<table>
<thead>
<tr>
<th>Basis for Benchmark Rating</th>
<th>Measure</th>
<th>Percentile - Benchmark Group</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Board End Statement 1</strong></td>
<td>Course Success – All Degree Credit Students</td>
<td>63</td>
</tr>
<tr>
<td>The rating is based on National Community College Benchmark (NCCBP) rating standards. Red is 25th percentile and below; Yellow is between 25th and 50th percentiles; yellow-green is between the 51st and 75th percentile; green is 76th percentile and above.</td>
<td>Percent Graduated in Three Years – Full-time</td>
<td>73</td>
</tr>
<tr>
<td></td>
<td>Percent Graduated in Three Years – Part-time</td>
<td>94</td>
</tr>
<tr>
<td></td>
<td>Percent Graduated or Transferred in Three Years – First-time, Full-time</td>
<td>63</td>
</tr>
<tr>
<td></td>
<td>Percent Graduated or Transferred in Three Years – First-time, Part-time</td>
<td>89</td>
</tr>
<tr>
<td></td>
<td>Next-Term (Fall to Spring) Persistence – All Students</td>
<td>72</td>
</tr>
<tr>
<td></td>
<td>Fall to Fall Retention – All Students</td>
<td>65</td>
</tr>
<tr>
<td></td>
<td>Madison College CCSSE Benchmarks – FT Students</td>
<td>77.5</td>
</tr>
<tr>
<td></td>
<td>Madison College – PT Students</td>
<td>12.5</td>
</tr>
<tr>
<td>The rating is based on The CCSSE National Norm for the five benchmark categories: Active and Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction, and Support for Learners. The College translates the results into a percentile rating.</td>
<td>Credit Student to Population Ratio – Racial/Ethnic Minorities</td>
<td>49</td>
</tr>
<tr>
<td>This rating is based on a comparison to national Noel Levitz SSI results. Green rating is indicative of all results exceeding national norms.</td>
<td>Market Penetration – Credit Student, Three-Year Trend</td>
<td>47</td>
</tr>
<tr>
<td>This rating is based on results from the PACE survey, which measures satisfaction of Madison College employees compared to a national norm in 4 domain areas. Satisfaction has increased since the last PACE administration, but remains below national norm.</td>
<td>Market Penetration – Non-credit Student, Three-Year Trend</td>
<td>70</td>
</tr>
<tr>
<td><strong>Board End Statement 4</strong></td>
<td>SSI Overall Satisfaction Mean</td>
<td></td>
</tr>
<tr>
<td>The rating is based on National Community College Benchmark (NCCBP) rating standards. Red is 25th percentile and below; Yellow is between 25th and 50th percentiles; yellow-green is between the 51st and 75th percentile; green is 76th percentile and above.</td>
<td>Market Penetration – Credit Student, Four-Year Trend</td>
<td>49</td>
</tr>
<tr>
<td>The rating is based on National Community College Benchmark (NCCBP) rating standards. Red is 25th percentile and below; Yellow is between 25th and 50th percentiles; yellow-green is between the 51st and 75th percentile; green is 76th percentile and above.</td>
<td>Market Penetration – Non Credit Student, Four-Year Trend</td>
<td>77</td>
</tr>
<tr>
<td></td>
<td>Percent Minority Credit Students, Four-Year Trend</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>Credit Student to Population Ratio – Racial/Ethnic Minorities, Four-Year Trend</td>
<td>37</td>
</tr>
<tr>
<td><strong>Strategic Goal 1</strong></td>
<td>Course Success Rate, Four-Year Trend</td>
<td>57</td>
</tr>
<tr>
<td>The rating is based on National Community College Benchmark (NCCBP) rating standards. Red is 25th percentile and below; Yellow is between 25th and 50th percentiles; yellow-green is between the 51st and 75th percentile; green is 76th percentile and above.</td>
<td>Next-Term Persistence, Four-Year Trend</td>
<td>54</td>
</tr>
<tr>
<td></td>
<td>Fall to Fall Retention, Four-Year Trend</td>
<td>91</td>
</tr>
<tr>
<td></td>
<td>First Time, Full-Time, Fall Three-Year Graduation Rate, Four-Year Trend</td>
<td>76</td>
</tr>
<tr>
<td></td>
<td>First Time, Part-Time, Fall Three-Year Graduation Rate, Four-Year Trend</td>
<td>94</td>
</tr>
</tbody>
</table>
**8R5: Evidence that the College’s system for Planning Continuous Improvement is effective; measuring and evaluating planning processes**

Madison College has three different methods to determine continuous improvement effectiveness: Unit Planning Surveys, benchmarking against other institutions, and indirect measures of results from the Board End Statements and 3-Year Strategic Plan.

Surveys about the recently redesigned Unit Planning Process provided evidence of effectiveness and suggestions for improvements. Results from the most recent Unit Planning Process survey are provided in Table 8.5. In addition, responses to the survey’s open-ended question helped initiate the following improvements to the Unit Planning Process:

- Allowing multiple financial requests per activity
- Aligning each activity’s financial requests with the corresponding budget year
- Allowing activities to be reprioritized by dragging/dropping
- Offering a print option for all pages of the plan (both current and historic plans)
- Requiring the assessment to be reviewed/modified/completed before prioritizing can begin

In addition to directly measuring the effectiveness of the Unit Planning Process, the College increasingly benchmarks performance results to gauge the effectiveness of continuous improvement processes. Aligning strategic measures and Key Performance Indicators with other two-year colleges across the nation through National Community College Benchmark Project (NCCBP) participation provides evidence of success and information on areas for improvement.

Finally, the data associated with Board End Statements and strategic goals provides another indirect evaluation of the effectiveness of continuous improvement at the College.

### Table 8.5 - 2012-13 Unit Planning Process Survey Results

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>AVG. SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The New Process:</strong></td>
<td></td>
</tr>
<tr>
<td>aligns and integrates all planning and assessment processes into one overall process.</td>
<td>2.27</td>
</tr>
<tr>
<td>streamlines the principles of planning and assessment into the College's decision making and funding request processes.</td>
<td>2.37</td>
</tr>
<tr>
<td>eliminates the redundancies we had in our previous assessment and planning processes (QRP, LSQIP and LOAD).</td>
<td>2.06</td>
</tr>
<tr>
<td>helps narrow the focus of our Unit Plan by limiting the number of outcomes to three.</td>
<td>2.13</td>
</tr>
<tr>
<td><strong>IRE:</strong></td>
<td></td>
</tr>
<tr>
<td>was responsive to my calls and emails.</td>
<td>1.84</td>
</tr>
<tr>
<td>provided the necessary training on the new tool.</td>
<td>1.80</td>
</tr>
<tr>
<td>was knowledgeable about the unit planning tool.</td>
<td>1.66</td>
</tr>
<tr>
<td>was knowledgeable about the unit planning process.</td>
<td>1.80</td>
</tr>
<tr>
<td><strong>Overall:</strong></td>
<td></td>
</tr>
<tr>
<td>the process was communicated well to college unit planners.</td>
<td>1.98</td>
</tr>
<tr>
<td>the new unit plan tool is user friendly.</td>
<td>2.53</td>
</tr>
<tr>
<td>the comment feature allows an effective means of communication.</td>
<td>2.46</td>
</tr>
<tr>
<td>the new unit plan process meets our assessment and planning needs.</td>
<td>2.65</td>
</tr>
</tbody>
</table>
8I1: Recent improvements in Planning Continuous Improvement

Examples of recent improvements include:

1. Benchmarking: Madison College joined the National Community College Benchmark Project (NCCBP), which provides data for benchmarks.
2. Unit Planning Process: This process was revised in 2011 to streamline planning and continuous improvement into a structure and software interface allowing all levels of the organization to align seamlessly. Once completed, unit plans results drive capital and expense budgeting, resource allocation, and State Reporting. The process also encourages employee ownership of continuous improvement efforts.
3. Student Transformation through Effective Practice and Systems (STEPS): This initiative incorporated formal continuous improvement elements to successfully implement several projects. Examples include the current implementation of a customer relations management system and a system for creating and storing scanned electronic records.
4. Establishment of the Learner Success Operations and an Operations Director position to improve student administration processes.
5. Referendum: The College planned and successfully passed a $133.7 million referendum with help from employees and stakeholders across the College and community. Risk analysis was done throughout the process. The process began with a need for student space and developed into a multi-phase, multi-facility improvement plan.

The College continues to develop more formal and aligned processes for planning continuous improvement. The ongoing long-term planning process, the revised Unit Planning Process and increased data-usage and benchmarking create a comprehensive foundation for systematic planning.

8I2: Selecting processes to improve and setting performance targets for Planning Continuous Improvement

The Board End Statements, long-term plans, 3-Year Strategic Plan, and Unit Planning Process create a planning infrastructure that helps select specific processes to improve and sets performance targets. By integrating goal-setting and examining opportunities for improvement at each level of planning, the College is working to create a systematic culture of continuous improvement.

The development of a culture of continuous improvement and data-driven decision-making also helps select improvements and set targets for performance. The College utilizes the AQIP process as a key mechanism for continuous improvement. For example, the last AQIP Systems Portfolio produced an action project focused on benchmarking, which is now firmly integrated in the College’s planning processes.

The College also administers the Personal Assessment of the College Environment (PACE) survey every three years in order to gather employee feedback. From this feedback, process improvement projects are selected and implemented, driving internal change. An example is the feedback that more regular communication was needed, preferably in an electronic format. The College created Madison College Matters, a weekly, electronic newsletter sent to all staff. Similarly, the projects identified by the STEPs initiative have set targets for continuous improvement.

In addition, the Executive Team annually reviews current plans and outcomes to prioritize goals based on whether an outcome or plan:

- Furthers the College’s achievement in its mission, vision and values.
- Addresses the Board’s priority issues.
- Supports business, industry and the community.
- Affects projected expenditures or revenue.
- Affects the College’s relationship with state agencies and elected officials.
Category 9: Building Collaborative Relationships

CATEGORY 9 INTRODUCTION

Processes for Building Collaborative Relationships at Madison College exhibit two maturity levels with most demonstrating Aligned maturity. Several processes are moving toward the Integrated maturity rating, including building collaborative relationships with higher-educational institutions, increasing the number of high school articulation agreements and expanding partnerships that increase services to veterans.

The College has successfully implemented improvement projects to increase use of reporting mechanisms that monitor and measure the effectiveness of relationships and use of trended and benchmarked data on collaborative relationships.

Future initiatives will focus on ensuring that strategic collaborative relationships are aligned and prioritized with the College’s mission and goals, and developing focused targets to assess internal and external relationships.

An INTEGRATED process that demonstrates a stable, well-developed structure and is continually monitored and improved through analysis, innovation, and sharing is 9P2, developing relationships with the educational institutions and employers that depend on the College’s students and graduates.

ALIGNED processes that are stable, consciously managed, regularly evaluated for improvement and address the institution’s key goals and strategies include: 9P1, 9P3, 9P4, 9P5, 9P6, and 9P7. These processes address relationships with organizations that supply students, organizations that provide services to students, organizations that supply materials and services to the College, and other external educational and community partners. Internal relationships and processes for ensuring that partnerships meet needs are also at the Aligned level of maturity.

9P1: Relationships with organizations which supply students

The College collaborates with high schools through school-sponsored activities, program development, professional development opportunities and articulation agreements to build relationships with the primary sources of students. While the College works with all high schools in the District, close relationships have developed with the Madison Metropolitan School District (MMSD) due to proximity and the fact that it provides a large number of students to the College. Similarly, regional campuses often prioritize partnerships with local high schools for the same reasons.

Many of the key partnerships with high schools run through the College’s Center for College and Career Transitions (CCT). Examples of these partnerships include:

- College Connections Day
- Regional Counselor Roundtables
- Career Development Facilitator Training
- Summer Institute Dual Credit Training
- College Readiness Workshops

However, the creation of articulation agreements serves as perhaps the best example of how the CCT builds relationships with high schools in the District. Currently, the College offers both advanced standing and dual credit options for articulation agreements, though increased emphasis is placed on the latter. Both options include close collaboration to ensure that curriculum delivered in high schools meets the College’s stated outcomes and rigor. Dual credit, though, establishes ongoing working relationships between the College and school districts and between faculty from the respective institutions. College faculty work closely with high school colleagues through the Summer Institute training, and then meet several times throughout the school year to discuss curriculum, challenges, and assessment. The end result benefits everyone involved: students
can receive both high school and college credit, faculty develop close collaborative relationships, high school faculty have access to professional development opportunities and students are better prepared upon arrival at the College.

Youth Options allows juniors and seniors from public high schools to enroll in classes at Madison College. Tuition is paid by the student’s school district. Youth Apprenticeships offer juniors and seniors paid, on-the-job experience working in a business or industry environment. Madison College credit is available to students who complete a two-year apprenticeship program.

Other examples of partnerships include the School of Academic Advancement’s work with area high schools, and especially MMSD, on the Middle College program to create introductory courses to career pathways for students.

During the 2009-2010 school year, the College President and members of the Board met with school boards throughout the District to both provide information and discuss how the College could better serve K-12 schools through enhanced partnerships.

The office of Diversity and Community Relations partners with MMSD and Edgewood College to offer Minority Youth Career and College Fairs open to all high school students in the District. These events provide minority high school students an opportunity to explore a broad range of career areas and postsecondary information from Wisconsin colleges and universities in an informal setting. Every effort is made to have minority representation for careers and higher education to provide role-modeling, networking, and mentoring for both students and presenters.

Overall, the College builds and maintains strong relationships with area high schools by pursuing a wide range of recruitment, curricular, diversity and professional development partnerships. While high schools provide the majority of students, students served by community organizations also enroll in the College. The Urban League, Literacy Network, Centro Hispano, and other community organizations often encourage students to continue their education with Madison College.

9P2: Relationships with educational organizations and employers that depend on the College’s students and graduates

The College’s primary missions are to provide well-trained employees to businesses in the community and produce transfer students for the University of Wisconsin System. As a result, seeking relationships with these organizations and institutions is generally prioritized.

The College prioritizes relationships with four-year schools based on student need and demand. For example, UW-Madison is the most frequent destination for transfer students, so the College partners with UW-Madison whenever possible, creating multiple transfer agreements, including guaranteed admission to Madison College students who complete a specific set of requirements. More recently, the two schools signed a reverse transfer agreement which allows students to apply credits earned at UW-Madison to retroactively complete an associate’s degree at Madison College. On a more micro-level, departments coordinate with UW-Madison directly when designing transfer classes. For instance, the Madison College English Department is in constant contact with colleagues at UW-Madison to ensure that English 1 and English 2 meet UW-Madison’s Communication A and Communication B requirements. UW-Madison transfer requirements are rigorous, so Madison College curriculum based on these requirements will also likely be accepted for transfer by other UW System universities and most private four-year institutions in the state as well.

As with high school partnerships, Madison College’s regional campuses also collaborate with transfer institutions based on location. For instance, many students at the Eastern Region campuses of Fort Atkinson and Watertown transfer to UW-Whitewater. A recent articulation agreement helps students more easily transfer business and general education credits to the UW-Whitewater School of Business.
The College also partners with other public and private four-year institutions, and has twenty agreements in place with schools around the Midwest. For example, Madison College students who complete an Associate of Arts or Sciences Degree and transfer to Edgewood College, a private college in Madison, are considered to have met all of the general education requirements at Edgewood.

The College collaborates with employers in numerous ways. The most notable example is program advisory committees, which play a crucial role in developing programs and keeping curriculum and outcomes up-to-date and relevant. This mutually beneficial partnership ensures that Madison College is producing well-trained graduates that employers value. Similarly, health programs partner closely with medical institutions in offering clinical practice experiences to students, and various programs across the College collaborate with local businesses and organizations to offer internships to students.

Often Madison College programs partner with businesses to provide students with real-world experience related to projects for specific classes. As part of a recent partnership between Madison College, Dane County Solid Waste Development, Cornerstone Environmental Group, ANGI Energy Systems and Unison Solutions, students fully repaired a trailer-mounted fueling station used as part of the Rodefeld Landfill BioCNG Vehicle Fuel Project – a patent-pending biogas conditioning system that economically produces biogas-based fuel to power compressed natural gas vehicles. This collaboration resulted in a 2011 Project of the Year Award from the U.S. Environmental Protection Agency and benefited both the College and the vehicle fuel project.

In addition to curricular collaborations with businesses, the Madison College Foundation works closely with community employers and organizations to provide dozens of scholarships to students each year, and several program collaborations with businesses have resulted in equipment donations to the College. For example, the College received 80 laptop computers from American Family Insurance to be given to students transitioning from non-degree to degree programs. The Madison College Foundation, American Family Insurance, minority retention grant advisors, and the School of Academic Advancement collaborated to create a scholarship program to identify students to receive the laptops.

Finally, the College makes extensive efforts to solicit and respond to employer feedback for initiatives at all levels. In developing the recent building referendum, the College solicited extensive feedback from businesses and the community, and the current revision of the Academic Plan included a survey of all advisory committee members to better gauge employer expectations over the next several years.

These, and many other partnerships with local businesses, help ensure a close relationship between the College and the employers who depend on its graduates.

**9P3: Relationships with organizations that provide services to students**

The College determines and prioritizes appropriate relationships with organizations providing services to the students by seeking feedback directly from students. Feedback from student surveys, the Student Senate, and the Vice President for Learner Development Student Advisory Board have led directly to many partnerships with local organizations. For example, the College recently partnered with Group Health Cooperative to open a student health clinic. The clinic provides basic health care services to students, often at no cost, and is located right on the main Truax campus. A partnership with Madison Metro Transit services provides a bus pass to students enrolled in credit classes, and a discounted pass to those enrolled in non-credit classes. This partnership also provides Para-Transit services based on student need.

Partnerships with Veterans’ Affairs and other related groups provide an additional example of how the College has created and prioritized relationships with organizations that provide services to students. Madison College is currently the second largest certifier of veterans’ benefits in Wisconsin, and consequently worked
hard to develop relationships with organizations that can help support these students. A partnership with Veterans Affairs provided four hours of support from a mental health specialist at the Truax campus each month. The College also supported the VA Hospital’s submission of a grant that was chosen for $250,000 to help integrate veterans into the academic environment. A collaborative effort between Madison College, VA Health Services, the Veteran Benefits Administration and local and state veteran services, this two-year grant will be funding parts or all of three VA positions at the College.

**9P4: Relationships with organizations that supply materials and services**

The College typically builds relationships with suppliers through Requests for Bids (RFB), Requests for Proposals (RFP), Requests for Quotes (RFQ) and sole source contracts. State-mandated policy determines when the College uses RFBs, RFPs, RFQs and sole source contracts. Any purchases over $25,000 require either an RFB or RFP, while purchases between $10,000 and $25,000 require an RFQ. Sole source contracts are used when only one vendor can provide the needed supplies or service. All of these requests require District Board approval. As a result, creating relationships with suppliers happens within the framework of these purchasing processes. However, there is still room to seek out specific qualities in suppliers, especially through RFPs. RFBs prioritize low cost, as demonstrated by a recent bid process for a piece of radiology equipment for the new Health Education building. In this case, cost was clearly the primary factor.

In contrast, RFPs are used when the College must consider other factors in developing a supplier relationship. RFPs employ a college-designed matrix that identifies the different factors to be used in deciding on a supplier. For instance, a recent RFP sought a new cleaning service for all Madison campuses other than Truax. The College developed a 100-point scale using the following criteria:

- Equipment, Staffing and Training (30)
- Relevant Experience (30)
- Cost (30)
- Other (10)

Nine proposals were rated by a three-member college evaluation committee that included two PSRP staff. Purchasing rated the cost criteria, and based on both reviews, a company was selected for a three-year contract. This process allowed the College to better define the qualities needed in a supplier.

The College uses sole source contracts when only one supplier is able to provide services. For example, the College contracted with Cisco to provide Telepresence technology used to deliver distance education courses. The technology had never been used for instructional purposes; Madison College was the first educational institution to deploy the technology in this way, and Cisco agreed to upgrade the infrastructure needed to support this new system. As a result, Cisco was able to pilot the technology in a new context, and Madison College now delivers cutting-edge distance education.

The local Board also set two policies relevant to establishing supplier relationships. One prioritizes value for the dollar and free and equal access to procurement opportunities, while the other encourages an increase in purchases from businesses owned by women, minorities, and veterans.

While state-mandated and board policies for large capital expenditures define the framework for building relationships with these suppliers, staff and faculty often build partnerships with providers of instructional supplies directly. Faculty from the School of Academic Advancement partnered with Rosetta Stone to provide their software for English language learning. A second example is the relationships faculty build with publishers who provide textbooks, some of which are customized for specific courses. Publishers also provide access to learning support software, such as MyCompLab and MyMathLab. Building effective relationships with publishers delivers quality curricular materials and helps keep costs manageable.
9P5: Relationships with education associations, external agencies, consortia partners, and the community

Madison College maintains relationships with several governing and accrediting agencies, including the Wisconsin Technical College System (WTCS) Board, HLC, the state legislature and program-level accrediting bodies.

The WTCS Board establishes statewide policies and standards for educational programs and services provided by the sixteen technical colleges. The WTCS Board is also responsible for administering state and federal aid to the colleges. Madison College works closely with the WTCS on many initiatives, including curriculum development, the Technical Skills Attainment process, articulation of courses between WTCS schools, certification processes for instructional staff, and new program and course development.

AQIP serves as the accreditation process for the College. The College maintains a Systems Portfolio, completes action projects, and hosts a quality checkup visit as part of this process. Through this process, Madison College maintains close contact with AQIP to provide updates on its progress on continuous improvement efforts.

The state legislature provides additional funding for the College and sets policies impacting technical colleges. A concerted effort is made to keep local legislators aware of what the College is doing for the community and how state policies impact its operations.

Relationships with program-level accrediting agencies help ensure Madison College students attain the skills and knowledge necessary for a profession. Programs work closely with these agencies on curriculum development, certification exams, professional development, etc., and individual programs must be responsive to changes and expectations from the agencies that govern their field.

Other partnerships are built based on student need and service to the community. For example, the College works closely with the Workforce Development Board (WDB) of South Central Wisconsin to provide instructional programming for students who are eligible for Workforce Investment Act funding. In partnership with the WDB, the College developed the Center for Adult Learning to serve dislocated workers during the economic downturn, and the Middle College serves high school students who have barriers to completion and job placement.

The College also maintains numerous partnerships within the community. The following examples demonstrate the different types of partnerships Madison College builds and maintains with community organizations:

- The College’s Child and Family Centers were contracted as a community partner for the state-funded 4K program. Madison College collaborated with the Madison Metropolitan School District to develop the program, and twenty-five children were enrolled during the first semester.
- The School of Academic Advancement partners with community-based organizations, such as Boys and Girls Club, Northport-Packers Community Center, and various job centers throughout the district, to provide pre-GED, GED, workplace skills, and ESL instruction.
- Madison College collaborated with Jefferson County, the City of Jefferson and Jefferson County Fair Park to acquire a conditional-use permit needed to construct a tower wind monitoring system at the Jefferson County Fair Park to collect data that will help determine the feasibility of constructing a commercial-sized wind turbine at the fairgrounds. Students in the “Introduction to Wind Energy” class erected the tower.

Finally, the College develops many collaborative relationships with grant-funding entities that can help address student needs and support innovation. Examples of these grant-based relationships include:

- The Trade Adjustment Assistance Community College and Career Training Grant Program, run by the Department of Labor, fully funded Making the Future: The Wisconsin Strategy, a grant that provides $1,209,535 to Madison College to develop, improve and expand adult education training...
pathways to careers in advanced manufacturing.

- The National Science Foundation awarded a Madison College faculty member a $499,993 grant to support Fusion Science Theater (FST), an innovative and interactive science outreach program, and to implement a national program to train educators, museum professionals and science outreach volunteers to perform FST shows.
- The US Department of Education awarded a grant to the College in the amount of $2,322,255 to fund the Rural High School Equivalency Program to help migrant and seasonal farm workers and members of their immediate family obtain the equivalent of a secondary school diploma and gain employment or be placed in an institution of higher learning.

**9P6: Ensuring partnerships meet needs**

Madison College has developed a variety of methods to ensure that the needs of its numerous partners are being met. These methods include:

- Written articulation agreements
- Memorandums of Understanding
- The DACUM process, a state-wide process used to develop a curriculum
- Contracts for detailing and specifying Madison College services
- The budget process - used to prioritize and fund projects, initiatives and plans
- Marketing to inform the public about important Madison College activities
- Stakeholder meetings that garner feedback from specific groups of people
- Advisory committees that ensure curricula meet the needs of employers and students
- Information and data sharing, enabling partners to plan, implement, and adjust projects to better meet the needs of stakeholders
- Community Councils of Color, which ensure that the ethnic minority communities are aware of and have input into Madison College activities.
- An annual administration of DaneTrak, a satisfaction and opinion survey of residents in the Madison College District
- An Environmental Scan of occupational, educational, economic trends and strategic planning efforts, resulting in the Greater South Madison Area Plan, Academic Master Plan, Facilities Master Plan, etc.

The College has several reports and functions that monitor the effectiveness of key relationships. These include:

- Board End Measure reports
- Graduate and Employer Surveys
- Department of Public Instruction reports
- WTCS reports
- Quarterly accomplishment reports to the Board of Trustees compiled from departments across the College
- Detailed reports on former alumni and business relationships provided by Madison College Foundation
- Alumni Steering Committee

**9P7: Internal relationships**

The primary driver of internal collaborations is student need. To that end, collaborative relationships between units are typically created by the units themselves, often initiated by staff, faculty or administrators. To reinforce the value placed on internal relationships, the Unit Planning Process asks all units to address internal partnerships, providing both the opportunity to consider new partnerships and documenting ongoing collaborations. Table 9.1 on page 120 shows a sampling of collaborations reported in the most recent unit plans.
Cross-functional work teams also foster internal relationships and help ensure integration and communication across the College. Each team is created with a balance of administrative, faculty and support staff personnel. Union leadership provides key support by providing recommendations for team membership and by serving in executive leadership groups. An example is the Retention Plan work teams that analyzed the seven root causes, discussed in 112.

Often work teams and unit-based partnerships have a Blackboard site or other Madison College web pages where meeting minutes, agendas and outcomes are posted, thereby enhancing communications throughout the College. Access to these materials may be college-wide or limited, depending on the nature of the collaboration.

### Table 9.1 – Examples of Internal Collaborative Relationships

<table>
<thead>
<tr>
<th>Collaborating Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Certificate Development</strong></td>
<td><strong>Bioinformatics Certificate</strong>&lt;br&gt;Applies information technology to the management and analysis of biological data. Designed to prepare individuals with a background in life sciences to effectively use bioinformatics tools and methods to enhance their work.</td>
</tr>
<tr>
<td><strong>Health Information Technology Certificate</strong>&lt;br&gt;Edulates students with a health or computer technology background in the complementary discipline. Two certificate options: Implementation Support Specialist and Technical Support Specialist.</td>
<td></td>
</tr>
<tr>
<td><strong>Social Media Certificate</strong>&lt;br&gt;Intended for professionals in marketing, web design and development, graphic design, journalism, visual communications/media design, customer service, and others who want to implement social media more effectively.</td>
<td></td>
</tr>
<tr>
<td><strong>Course-Level Curriculum</strong></td>
<td><strong>Photography and Graphic Design programs</strong>&lt;br&gt;Share Introduction to Digital Photography course. Students collaborate on advertising for the marketplace.</td>
</tr>
<tr>
<td><strong>Finance, Accounting, and Business Management programs</strong>&lt;br&gt;Share first and second semester courses to enable students to add a second major.</td>
<td></td>
</tr>
<tr>
<td><strong>Medical Lab Technician, Respiratory Therapy, and Medical Assistant programs</strong>&lt;br&gt;Share student laboratory activities and equipment. Shared laboratory planner.</td>
<td></td>
</tr>
<tr>
<td><strong>School of Academic Advancement and School of Arts of Sciences writing faculty</strong>&lt;br&gt;Created Introduction to College Writing course and sequenced developmental and credit-level writing courses.</td>
<td></td>
</tr>
<tr>
<td><strong>Academic and Student Services</strong></td>
<td><strong>Writing Center and various programs and departments</strong>&lt;br&gt;Pursue Writing Across the Curriculum initiatives to improve writing in all programs and departments.</td>
</tr>
<tr>
<td><strong>Construction and Remodeling Program and programs and services within the College</strong>&lt;br&gt;Complete projects for many Madison College units, including Child and Family Centers, Apprenticeship and Marketing programs and ESL department.</td>
<td></td>
</tr>
<tr>
<td><strong>Program Events</strong></td>
<td><strong>Architectural Technology and Interior Design</strong>&lt;br&gt;Collaborate on annual spring portfolio show.</td>
</tr>
<tr>
<td><strong>Finance Program, Insurance and Risk Management Certificate, and Real Estate Sales Certificate</strong>&lt;br&gt;Share events, field trips, and job possibilities.</td>
<td></td>
</tr>
</tbody>
</table>

### 9R1: Measures of Building Collaborative Relationships

Examples of measures for many of the different areas in which Madison College has internal and external collaborative relationships are listed below. However, this list is not fully reflective of all measures used by individual departments for determining the effectiveness of collaborative relationships.

**K-12 Partnerships:**
- Number of Partner Public School Districts
- Number of high schools with articulation agreements
- Number of Advanced Standing courses and sections
- Number of Dual Credit courses and sections
Four-Year Partnerships:
- Overall number of transfer and articulation agreements in place
- Number of Madison College student transfers to UW System (new and re-entry)
- Number of Madison College students subsequently enrolling in UW System
- Success and Retention of Madison College students transferring to the UW System (1R4 and 1R6 for these results)

Accrediting Agencies/Organizations
- Number of accredited programs
- Funds lost due to Improper Faculty Certification (in dollars)

Internal Collaborations
- PACE Survey

Business and Employer Relationships:
- Graduate placement in a related job
- Overall Employer Satisfaction
- Percent of Employed Apprentices
- Number of businesses served by BIS
- Number of jobs created or retained by BPAC

Community Perception and Partnerships:
- DaneTrak Survey
- Combined Charitable Campaign Contributions

Grants Development
- Grant application success rate
- Grant dollars

Madison College Foundation
- Value of equipment donations
- Value of contributions per year

Accrediting Agencies/Organizations

9R2: Performance results for key internal and external collaborative relationships

K-12 schools

The College currently partners with 35 of the 40 school districts it serves, and maintains articulation agreements with 39 high schools. There are 48 Advanced Standing agreements for 19 different courses in place. There are 197 sections of Dual Credit course offerings across these high schools, which cover 21 different courses. This last number demonstrates the College’s move to prioritize Dual Credit as the preferred articulation agreement, to the benefit of students.

Four-year colleges and universities:

At the bottom of the page, Table 9.2 shows numbers of articulation agreements with transfer institutions and numbers of Madison College students who directly transfer or later enroll in the UW System. These numbers demonstrate Madison College’s increasing efforts to provide options for students intending to transfer. The College is currently the largest supplier of transfer students to the UW System.

Table 9.2 – Number of Transfer Agreements with Transfer Institutions and Headcount of Madison College Students Transferring/Enrolling in UW System

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Transfer Agreements in</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>place with four-year institutions</td>
<td>108</td>
<td>126</td>
<td>128</td>
<td>134</td>
<td>128</td>
</tr>
<tr>
<td><strong>Number of student transfers to</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UW System (new and re-entry)</td>
<td>796</td>
<td>824</td>
<td>868</td>
<td>900</td>
<td>876</td>
</tr>
<tr>
<td><strong>Number of Madison College</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>students subsequently enrolling in</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a UW System institution (not</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>limited to students that</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>transferred credit)</td>
<td>775</td>
<td>886</td>
<td>1331</td>
<td>1662</td>
<td>1966</td>
</tr>
</tbody>
</table>
Businesses and employers:

In the most recent Employer Satisfaction Survey, 97.7% of employers said they were very satisfied or satisfied with the College, and 94% said the College was very important or important to the success of their company. The two most recent Apprenticeship Follow-up Surveys show that employers retain Madison College students at high rates (83% in both 2009 and 2010). Solid percentages of Madison College students are also placed in jobs related to their education, as seen in Table 9.3.

<table>
<thead>
<tr>
<th>Year</th>
<th>Graduate Placement in Related Job</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>71%</td>
</tr>
<tr>
<td>2010</td>
<td>67%</td>
</tr>
<tr>
<td>2011</td>
<td>64%</td>
</tr>
<tr>
<td>2012</td>
<td>68%</td>
</tr>
</tbody>
</table>

High satisfaction ratings and job placement percentages from local employers suggest positive relationships with the College.

Data from Business and Industry Services (BIS) provides further evidence of effective collaboration with the local business community. BIS served more than 1250 businesses in 2012, and the Business Procurement Assistance Center helped create or retain more than 22,000 jobs from 2010-2011.

The Community, Grants and the WTCS

One measure of effective partnerships with the community is the DaneTrak survey, which measures satisfaction with the College on a 5-point Likert scale. The College scored 4.3 each year from 2008-2010, and then 4.5 in the most recent survey in 2012. The survey was not administered in 2011.

A second measure of community partnerships was a survey of Madison College employees in 2012 that showed 47% participated in at least one community organization, with over 42% holding leadership positions in those organizations. This level of employee involvement further aids in building community partnerships.

Donations to the Combined Charitable Campaign also demonstrate College collaborations with local charities, with support growing from $48,555 in 2008 to more than $65,000 in each of 2009, 2010, and 2011.

Monetary and equipment donations to the Madison College Foundation, in turn, provide evidence of collaboration with local businesses and donors, with more than $107,000 of equipment donated to the College in 2012. Monetary donations totaled $1.62 million.

The extent of the College’s grant-based relationships can be seen in the Table 9.4 below:

Table 9.4 - Success Percentage and Total Value of Grants

<table>
<thead>
<tr>
<th>Percentage of Grant Application Success</th>
<th>Value of Grants Received (in millions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008 88</td>
<td>$5.88</td>
</tr>
<tr>
<td>2009 78</td>
<td>$10.76</td>
</tr>
<tr>
<td>2010 76</td>
<td>$7.17</td>
</tr>
<tr>
<td>2011 78</td>
<td>$7.19</td>
</tr>
</tbody>
</table>

Table 9.5 shows how increased collaborative efforts with the WTCS resulted in less funding lost due to improper faculty certification:

Table 9.5 - Funds Lost Due to Improper WTCS Certification

<table>
<thead>
<tr>
<th>Year</th>
<th>Funds Lost</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>$443,328</td>
</tr>
<tr>
<td>2009</td>
<td>$358,154</td>
</tr>
<tr>
<td>2010</td>
<td>$84,940</td>
</tr>
<tr>
<td>2011</td>
<td>$61,015</td>
</tr>
</tbody>
</table>

Internal Relationships

Finally, the PACE survey provides a measure of employee satisfaction with internal collaborations at the College. The 2011 mean for responses related to teamwork was 3.61 on a 5 points scale, and showed a statistically significant improvement from the 3.48 score in 2008.

9R3: Comparison of performance results for Building Collaborative Relationships

Many measures of collaborative relationships are difficult to compare to other institutions because of the unique nature of each partnership. However, WTCS requires several related measures, allowing for some comparisons to similar institutions. For instance, the College’s employer satisfaction score of 97.7% exceeds the WTCS average of 93%.
UW System transfer data, seen in Table 9.6, is also used to compare performance across WTCS institutions (see 1R4 and 1R6 for trend-data on WTCS average). Madison College’s success in partnering with UW institutions is demonstrated both by the number of transfers and the success of Madison College students at the new institution when compared to the four WTCS schools who provide the next highest numbers of transfer students. Success information in 1R4 and 1R6 demonstrates the effectiveness of the College’s partnerships with UW institutions. For example, when compared to Milwaukee Area Technical College, the only other WTCS school that delivers a comparable number of transfer students to the UW System, Madison College sends more transfer students, and those students have a higher average GPA and are retained at a greater rate.

Table 9.6 - Comparison of Number and Success of WTCS Students Transferring to UW System

<table>
<thead>
<tr>
<th>WTCS School</th>
<th>Number of Transfers</th>
<th>GPA</th>
<th>Second Year Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Madison College</td>
<td>876</td>
<td>2.9</td>
<td>77%</td>
</tr>
<tr>
<td>Milwaukee Area</td>
<td>828</td>
<td>2.7</td>
<td>74%</td>
</tr>
<tr>
<td>Northeast</td>
<td>441</td>
<td>2.8</td>
<td>73%</td>
</tr>
<tr>
<td>Fox Valley</td>
<td>427</td>
<td>3.0</td>
<td>67%</td>
</tr>
<tr>
<td>Chippewa Valley</td>
<td>371</td>
<td>3.1</td>
<td>73%</td>
</tr>
</tbody>
</table>

The PACE survey also provides a national benchmark for comparison purposes. Results for Madison College responses to teamwork related questions was 3.61, compared to the national benchmark of 3.73.

911: Recent improvements in Collaborative Relationships

Key improvements in this category include:

- The Unit Planning Process was improved and now has built-in expectation for units to create and review internal and external partnerships.
- The number of high school articulation agreements has increased, mostly in the form of Dual Credit partnerships because these better serve student needs.
- Increased number of transfer agreements
- Collaboration with veterans organizations has increased to better support veterans enrolled at the College.
- The College partnered with Cisco to pilot and now fully utilize the Telepresence system to deliver courses between all Madison College campuses.

The number and quality of the College’s collaborative relationships heavily influences whether Madison College can successfully achieve its mission. Currently, processes for creating collaborative relationships are not necessarily systematic in terms of a college-wide step-by-step process. However, there is an expectation that every employee is responsible for the maintenance, support and strengthening of any collaborative relationship in which they are involved. The diversity of these collaborations requires the flexibility to build each relationship according to the specific nature of the partner.

The College has been quite successful in developing relationships that contribute to the quality of education students receive, and the unifying factor in the vast majority of internal and external collaborations is student need.

912: Selecting specific processes to improve and setting performance targets for Building Collaborative Relationships

The College has identified two specific guiding principles within the 3-Year Strategic Plan that address improving collaborative relationships. The two guiding principles are:

- Actively seek new partnerships and alternative funding sources to support facilities, learning and service needs.
- Create or improve processes that will support maximum utilization of facilities, faculty and staff.

The guiding principles set by the College help refine internal and external collaborative relationships. The goal of this work is to ensure that strategic collaborative relationships are aligned and prioritized with the 3-Year Strategic Plan, the Board End Statements, the Academic Plan and other college-wide plans.