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

Context for Analysis

3C1 Categorizing Students and Other Stakeholders

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

3C2 Short- and Long-term Requirements and Expectations

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

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

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

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

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

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

Processes

3P1 Identifying the Changing Needs of Students

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

Figure 3-3 Student Listening/Learning Strategies

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

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

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

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

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

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

3P2 Building and Maintaining Relationships with Students

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

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

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

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

3P3 Identifying the Changing Needs of Stakeholders

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

Figure 3-4 Stakeholder Listening/Learning Strategies

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

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

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

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

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

3P4 Identifying the Changing Needs of Stakeholders

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

3P5 Addressing New Stakeholder Groups

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

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

3P6 Complaint Management System

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

appropriate senior leader.

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

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

3P7 Determining Satisfaction

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

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

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

Figure 3-5 Student Satisfaction Determination

STUDENT SATISFACTION DETERMINATION

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

Figure 3-6 Stakeholder Satisfaction Determination

STAKEHOLDER SATISFACTION DETERMINATION			
Stakeholder	**Measure**	**Comparison**	**Result**
Alumni	Six-Month Graduate Follow-Up Survey Results	Internal and WTCS	3R3-1
	Five-Year Graduate Follow-Up Survey Results	Internal and WTCS	3R3-2
	Foundation contributions	Internal	NA

Employer	Employer Satisfaction Survey Results–Includes satisfaction with
	    Graduate Training
	    Technical Skills
	    General Skills
		Internal and WTCS	3R3-3

	Graduates Employed in District	Internal and WTCS	3R4-2
	Graduate Employment Rate	Internal and WTCS	3R4-1
	Customized Training Results	Internal	2R1-2
	Customized Training Impact	Internal	3R4-3
	Customized Training Customer Satisfaction	Internal	3R4-4
Community	Enrollment in Non-Credit Courses	Internal	2R1-4 & 5
	Certification Exams	Internal	2R1-7
	Foundation contributions	Internal	NA
	Non-duplicated Headcount and FTEs	Internal	3R2-1
	Non-duplicated Headcount by Degree Type	Internal	3R2-2
	Western's District High School Market Share – Direct Enrollment	Internal/WTCS	3R4-5
	Western's District High School Market Share – Direct, 1-year, 2-year	Internal/WTCS	3R4-6
	Percent of Students who are District Residents Enrolled at Western with 6+ credits	Internal/WTCS	3R4-7
Parents	Parent Perception Survey		3R4-8, 3R4-9
District Board	Support of Capital Borrowing		NA

Results

3R1 Student Satisfaction with Performance

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

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

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

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

Figure 3R1-1 Student Satisfaction with College Services

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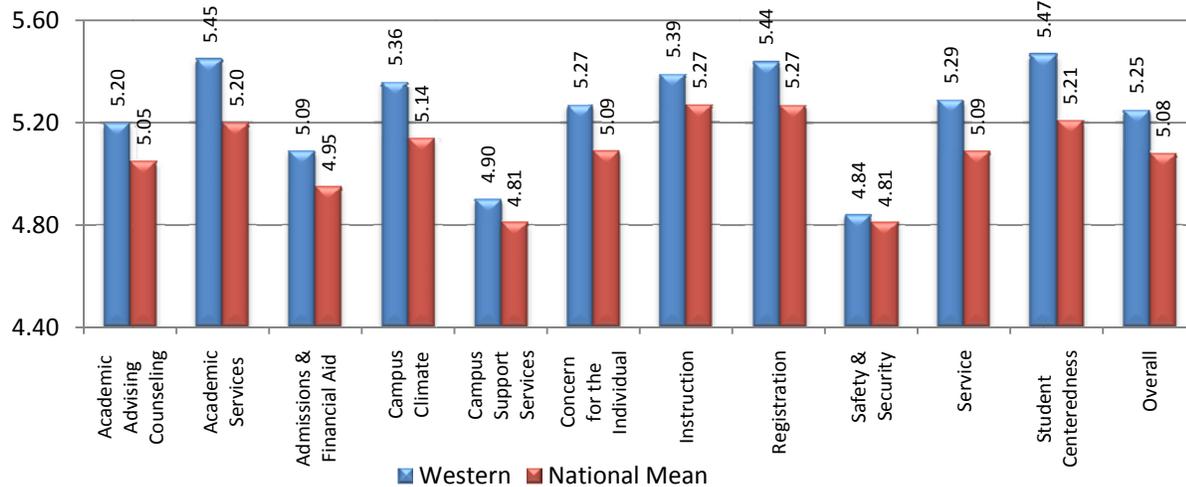
Source: Noel-Levitz Student Satisfaction Survey, 2006

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

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

*Source: Noel-Levitz Student Satisfaction Inventory*

3R2 Results of Building Relationships with Students

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

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

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

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

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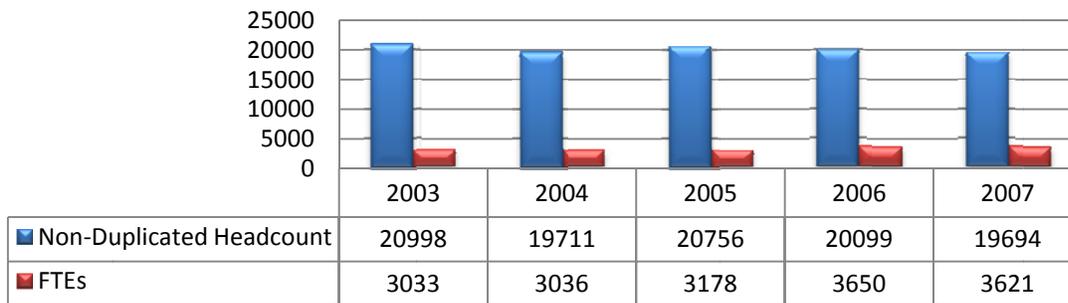
Source: Enrollment Status = Enrolled Report, Computer Services, October 2007

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

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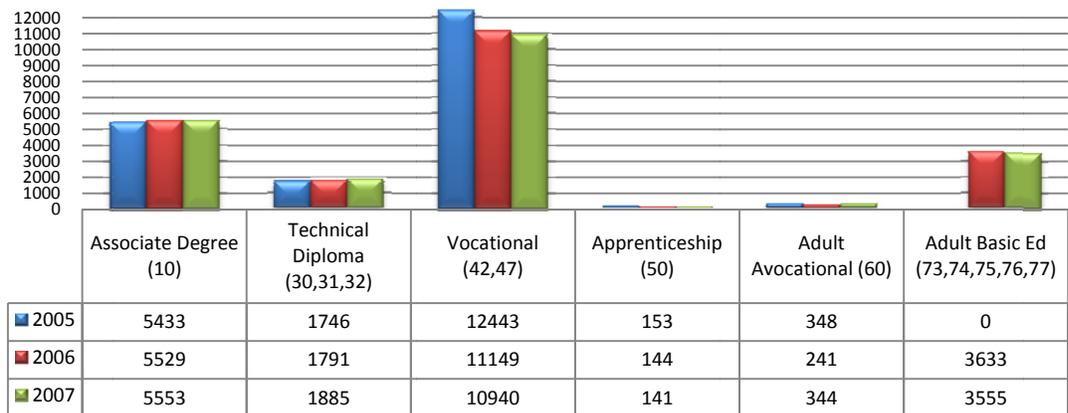
Source: Cognos, Computer Services, July 2007

3R3 Results for Stakeholder Satisfaction with Performance

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

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

Figure 3R3-1 Graduate Satisfaction with Training – WTCS Comparison
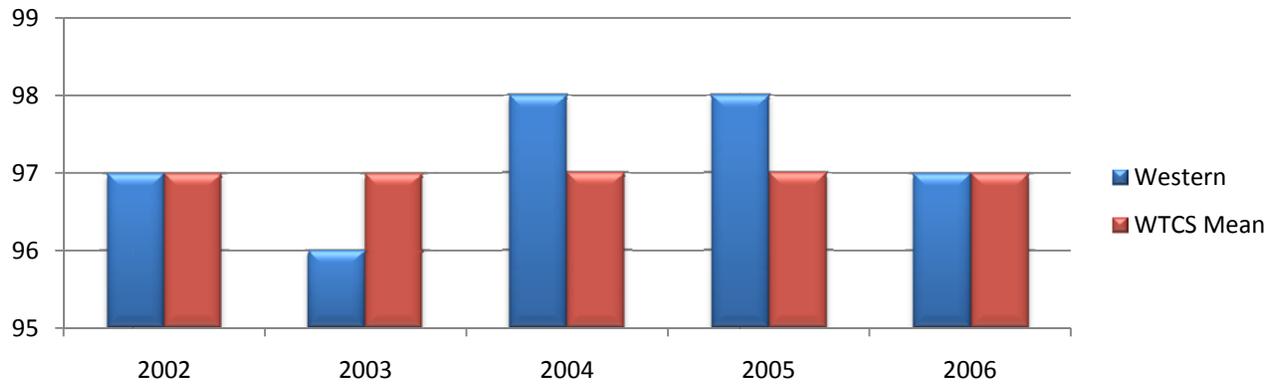
In conjunction with the WTCS, Western conducts a survey of graduates five years after graduation. The most recent results are displayed in Figure 3R3-2 and show that Western is just below the WTCS mean for graduates recommending technical education; above the WTCS mean for employment; and well above the WTCS mean for salary growth.
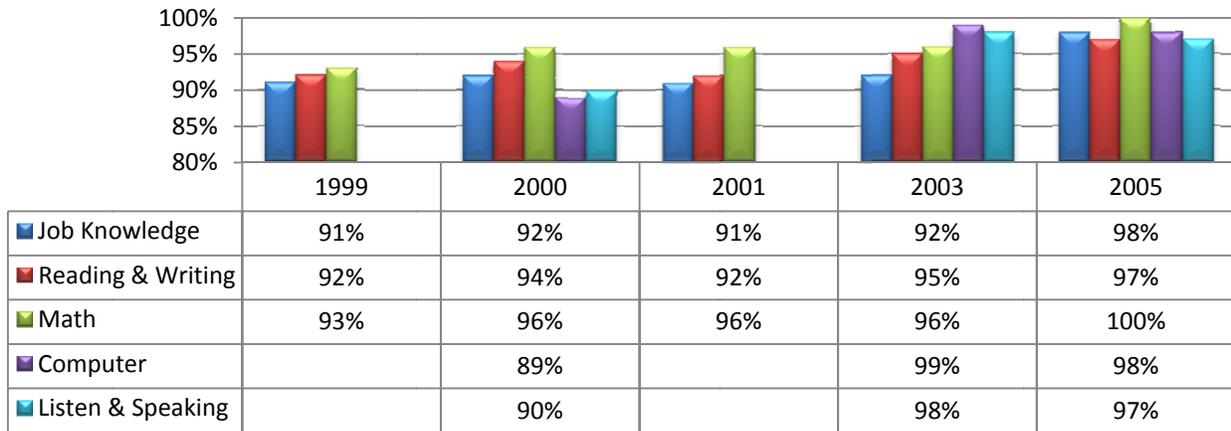
Figure 3R3-2 Five-Year Longitudinal Graduate Follow-Up – WTCS Comparison
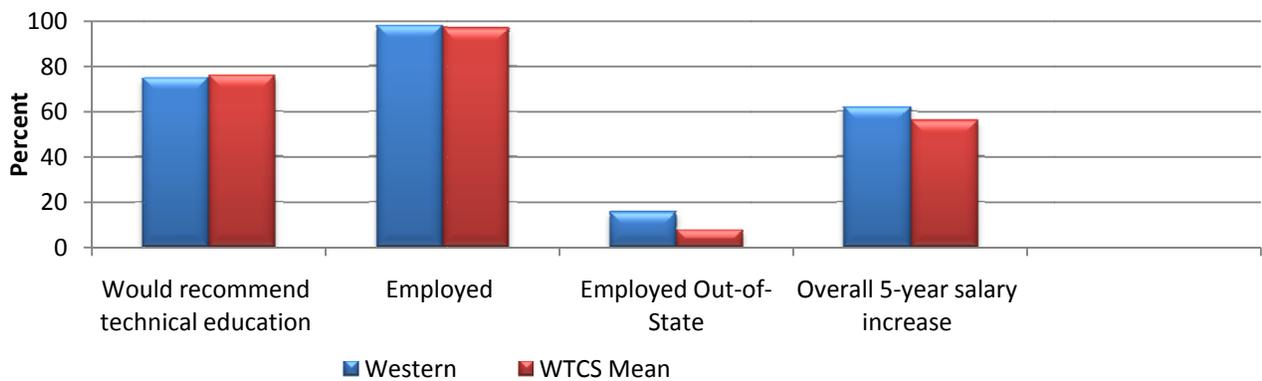
In addition to measuring graduate satisfaction, WTCS and Western also measure employer satisfaction with graduate skills as depicted in 3R3-3. The data shows gains in satisfaction with job knowledge, reading and writing, and math skills since 2001.

Figure 3R3-3 Employer Satisfaction with Western Graduates' Skills
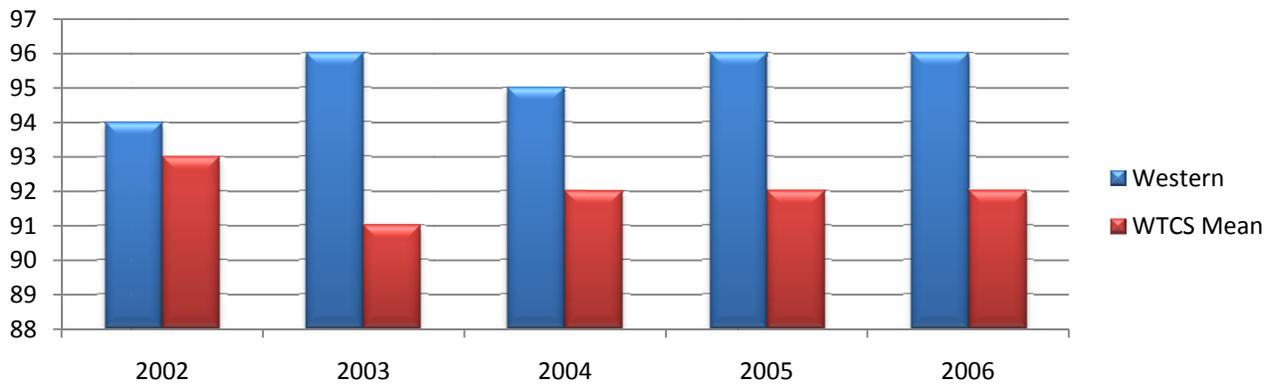
	1999	2000	2001	2003	2005
■ Job Knowledge	91%	92%	91%	92%	98%
■ Reading & Writing	92%	94%	92%	95%	97%
■ Math	93%	96%	96%	96%	100%
■ Computer		89%		99%	98%
■ Listen & Speaking		90%		98%	97%

Source: WTCS, http://systemattic.wtcsystem.org/reports/VE212300.VE212300.02WESTERN.htm, October 2007

3R4 Results for Building Relationships with Key Stakeholders

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

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

Figure 3R4-1 Graduate Employment Rate – WTCS Comparison

	Western	WTCS Mean
2002	94	93
2003	96	91
2004	95	92
2005	96	92
2006	96	92

Source: WTCS, http://systemattic.wtcsystem.edu/reports/VE211300.VE211300.02WESTERN.htm

Local taxpayers place emphasis on the number of graduates employed in the District and employer faith in Western graduates is evidenced by the number of graduates that are employed. Figure 3R4-2 shows the percent of Western graduates who find employment in the District within six months of graduation. These rates consistently exceed the WTCS mean.

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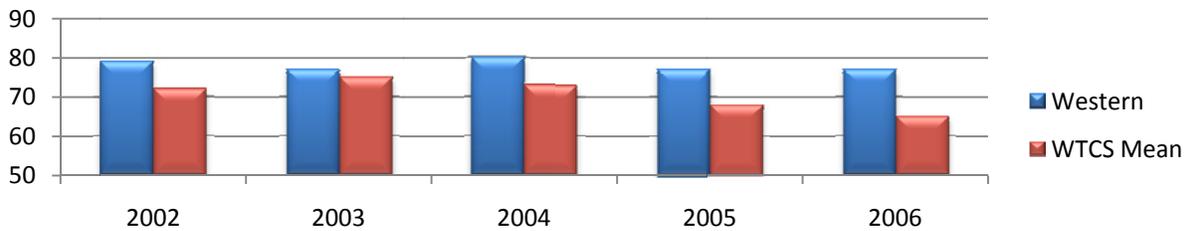
A measure of building relationships with employers is the ability of Western to provide and the willingness for employers to invest in customized training. Figure 2R1-2 shows a steady increase in the net revenue generated by customized training. Another measure of the effectiveness of building relationships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

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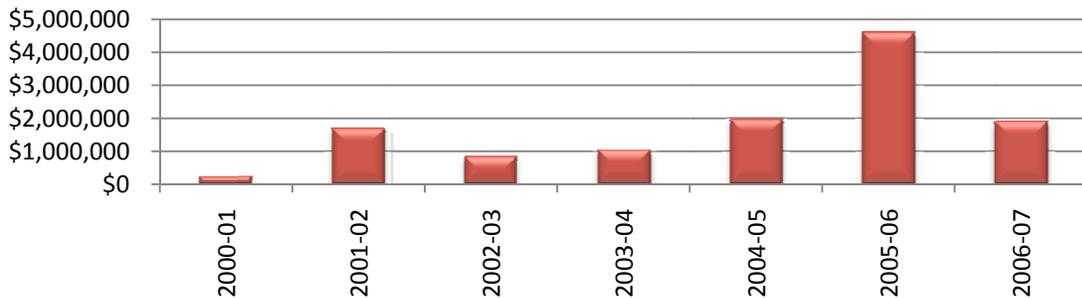
Source: Business and Industry Services, Western/NWMOC Impacts Report, June 2007

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

Customer Satisfaction Score

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

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

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

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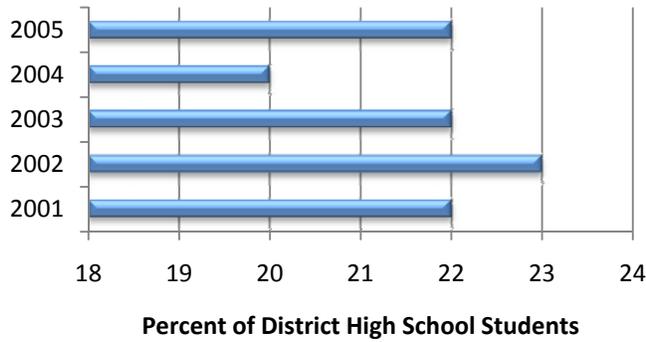
Source: http://systemattic.wtcsystem.edu/reports/STW/VE216646.htm, October 2007

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


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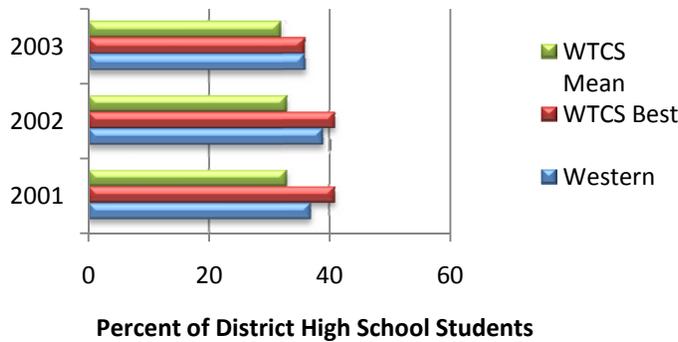
** Western ranked best in WTCS 2003
Source: http://systemattic.wtcsystem.edu/reports/STW/VE216646.htm, October 2007

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

Figure 3R4-7 Percent of Students that are District Residents Enrolled at Western with 6+ credits vs. WTCS
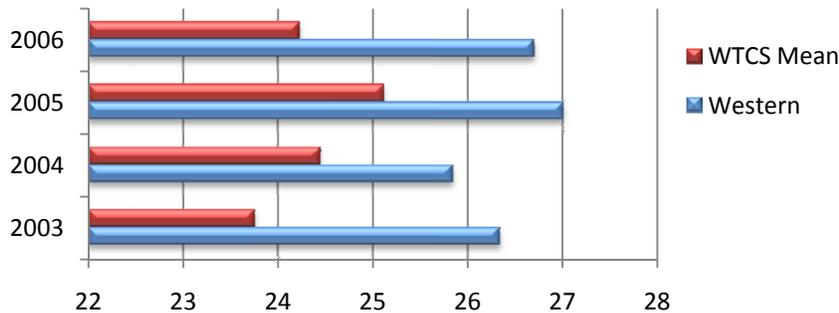

Source: VE215587 WTCS Client Reporting System, October 2007

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

defined as neutral in their assessment of the technical colleges. Detractors are unlikely to recommend the technical colleges and have negative things to say about the WTCS brand.
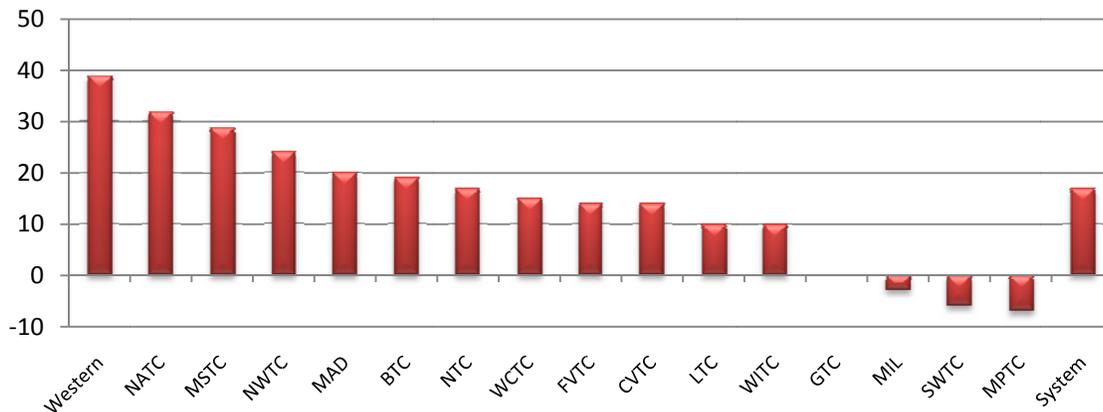
Figure 3R4-8 Parent Perception Survey — WTCS Comparison
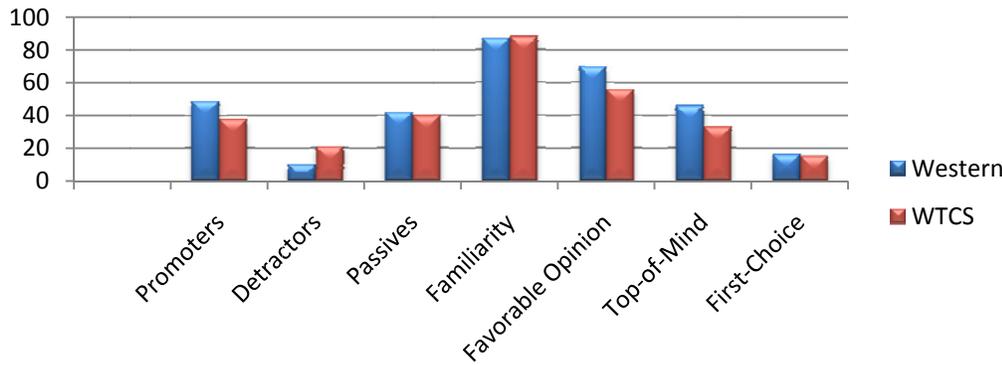
Source: A Tracking Study of Parent's Perceptions: Baseline 2007, WTCS, August 2007

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

Figure 3R4-9 Net Promoter Score Comparison - WTCS

Source: A Tracking Study of Parent's Perceptions: Baseline 2007, WTCS, August 2007

3R5 Comparison to Other Higher Education Institutions

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

Improvement

3I1 Improvement to Current Processes and Systems for Understanding Stakeholders

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

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

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

3I2 Setting Targets and Communicating Results and Priorities

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

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

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

Specific improvement priorities to enhance focus and understand student and stakeholder needs include the following:

- Identification/implementation of a prospect tracking software that allows the College to collect prospective student information
- Investment in additional survey instruments including the Community College Survey of Student Engagement
- Integration of the Noel-Levitz Student Satisfaction Inventory into program-level quality review processes