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 1P18 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

Program	Alt. Format	
	Online	Accel
Supervisory Management	X	X
Marketing	X	X
Human Resources Management		X
Business Management		X
Dental Assistant	X	
Business Software Applications Specialist	X	
Administrative Professional	X	
Meeting and Event Management	X	
Optometric Technician	X	
Associate Degree in Arts	X	

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

	2008	2009	2010	2011	2012
	FTEs	FTEs	FTEs	FTEs	FTEs
MC South	0.3	37.3	117.5	154.3	137.4
MC West	n/a	n/a	380.0	647.0	807.8

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

Program Information	Admission application process, deadlines and next steps published on web pages
	Program admission requirements, application resources and enrollment preparation information published on program web pages and printed materials
	Referrals and assistance with online or paper program application processes
	Program-specific orientation information published online
Course Information	Registration preparation, process, deadlines and next steps published online
	Course/class requirements, course outlines of instruction, and class notes published on web pages, Campus Solutions database and printed materials
	Referrals and assistance with online registration processes and self-service tutorials
Additional preparatory information, resources and services	Placement and assessment requirements
	Program/Course availability
	Career exploration
	Referrals to academic advising, disability resources, and counseling
	Referrals for prior learning/transfer credit
	Information on financial aid, veterans' educational benefits, and scholarships
	International student policies and procedures
	Information student help desk, student rights and responsibilities, libraries, campus life, and the 24/7 FAQ knowledge base and self-service tutorials

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–1C) 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 jobs 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-3A) 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

		2011	2012
SuccessC%	Classroom Based	77.4%	78.3%
	Hybrid & Comp Delv	76.6%	78.0%
	Online	69.4%	68.5%
SuccessB%	Classroom Based	54.0%	54.4%
	Hybrid & Comp Delv	59.7%	62.1%
	Online	56.4%	55.7%

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

(CC-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 1.5 – How Student and Faculty Learning Support Needs Are Determined and Addressed

NEED	DETERMINED BY	ASSIGNED TO
STUDENTS Career Planning	- Self-selection - Referrals - Surveys	**Advising Services**
		Workshops (career planning, Program Discovery, advising), one-on-one support, College Transfer Fairs, online resources and workshops
College preparatory skills and transition from high school to college	- Discussions with faculty and area high schools - Grant-determined	**College and Career Transitions**
		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.
Underprepared students, GED and high school equivalency needs	- Placement Testing - Disability Resource Services - Self-selection - Referrals - Grant-determined	**School of Academic Advancement**
		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.
STUDENTS AND FACULTY Writing support	- Self-selection by students and faculty - Referral by faculty and advisors	**Madison College Writing Center**
		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).
Information literacy	- Self-selection by students and faculty - Student and faculty surveys	**Library Services**
		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.
Personal and life skills development	- Self-selection by students and faculty - Faculty and administrator referrals - Advisor referral - Financial aid referral - Student surveys and classroom visits	**Counseling**
		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.
Academic support needs for students with disabilities	- Documented learning or other disability	**Disability Resource Services**
		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.
Place students in appropriate core courses; provide academic support	- Placement: Faculty analyze success data and COMPASS scores. - Tutoring: Self-selection and referrals	**Testing and Tutoring**
		COMPASS placement testing, determination of cut-off scores for entry-level courses, peer tutoring, online tutoring resources, GED and High School Equivalency Diploma testing.
FACULTY Faculty professional development and training needs	- Technology updates and needs - Communicating best practices - Faculty requests - WTCS certification requirements	**Center for Excellence in Teaching and Learning**
		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.

1P16: Aligning co-curricular development goals with curricular learning objectives

(CC-3E) 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.

1P17: 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.

Table 1.6 - Measures of Student Learning and How Student Learning Data is Used

MEASURE	DEFINITION	HOW DATA IS USED
Course Success:	Percentage of all courses attempted by degree credit students per year receiving a grade of "C" or better.	Analyze data (e.g. C or better, Withdrawals, F, etc.) to determine effectiveness of and changes needed to curriculum, prerequisites, and other factors.
Three-year Graduation Rate	Graduation rate of first-time full-time and part-time students entering in the fall semester.	Used as measures of overall student success at the College. Students are followed for three years.
Overall Student Success	Three-year cohort graduation rate + transfer rate + retention rate. Total of the graduation rate, transfer rate and retention rate of first-time students entering in the fall semester, three years after first enrollment - excludes students in programs less than one year in length and apprenticeships.	Used as part of Board End Measures for Executive Team to measure overall student success.
Grades	Course grades assigned by faculty.	Reviewed by departments and programs to determine overall success in courses and identify need for improvements.
Program Completion, Licensure and Certification Exams	Externally designed exams required for professional certification or licensure.	Assess effectiveness of curriculum by analyzing pass rates and performance on certification and licensure exams.
Employment Rates and Employer Satisfaction	Job placement of recent graduates and employer satisfaction with recently hired Madison College graduates.	Data used by faculty and administration to determine effectiveness of and changes to curriculum.
Retention and Persistence	Next-term (fall-to-fall) persistence – all students Fall-to-fall retention – all students	Analyzed by staff in Learner Development and faculty for planning purposes. Data led to a college-wide student retention plan and guided the work of retention committees.
Survey of Student Engagement Results	Assesses student satisfaction with: - Active and Collaborative Learning - Academic Challenge - Student-Faculty Interaction	Evaluate data to determine meaningful educational practices and how to improve student engagement. Benchmarked for active and collaborative learning, student effort, academic challenge, student/faculty interaction, and support for learners.
Noel-Levitz Survey Results	Assesses student satisfaction with academic advising and counseling, academic services and campus support services.	Used to assess curriculum and student services. Provided to faculty in the unit planning process and to Learner Development leadership.

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
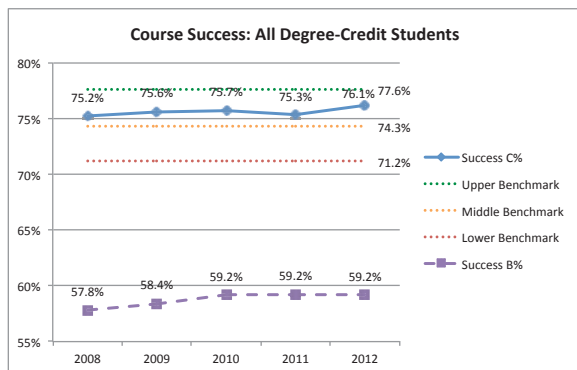
This chart shows the most recent five-year trend in both course success (C or higher) and a higher level of success (B or higher). The course success rate for all degree-credit students has fluctuated within a range of .9 percentage points since 2008. From 2011 to 2012, this measure increased to its highest level in the five-year period.

Figure 1.2 - Overall Student Success as Defined By Persistence + Graduation + Transfer
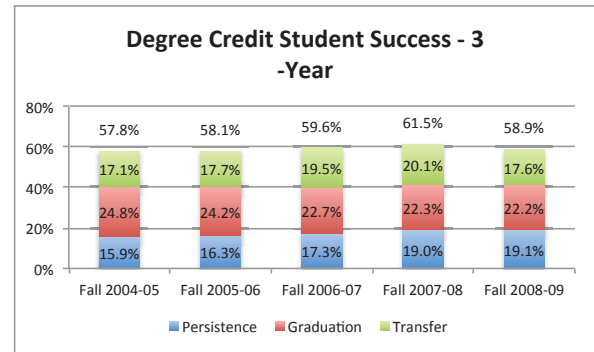
Cohort year information on this chart shows the year that students first took a Madison College degree credit class. Students are followed for three years and their success in graduation, retention, or transfer is recorded. Since the College is following students for three years, the most recent retention, 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
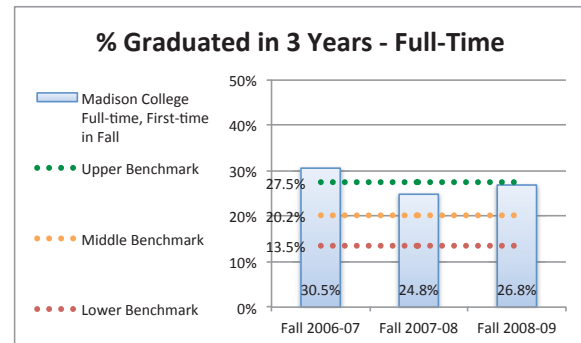
Figure 1.4 - Three-Year Graduation Rate, Part-time Students
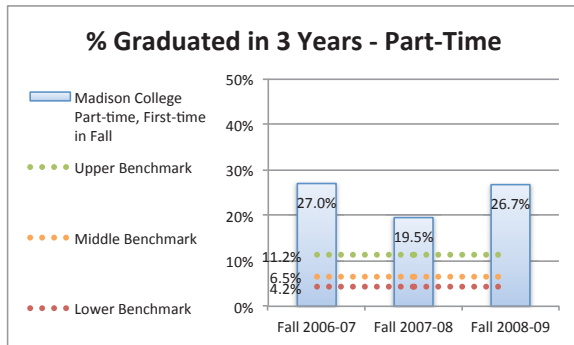
The graduation rates measure is based on the National Community College Benchmark Project (NCCBP) Form 2 Completion measure. It tracks three-year graduation rates for entering full-time, first-time and part-time, first-time student cohorts. In the most recent cohort year, Madison College is slightly 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

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

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 1.8 – Success Measures for Madison College Students Who Transferred to the UW System

| Measure	Years	Madison College Result
First Year GPA	Fall 2008	3.0
	Fall 2009	2.8
	Fall 2010	2.9
Second Year Retention	Fall 2007	81%
	Fall 2008	79%
	Fall 2009	79%
Six-Year Graduation Rate	Fall 2002 Cohort	58%
	Fall 2003 Cohort	58%
	Fall 2004 Cohort	61%

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.

Figure 1.5 – CCSSE Support for Student Learning Scores by Student Category
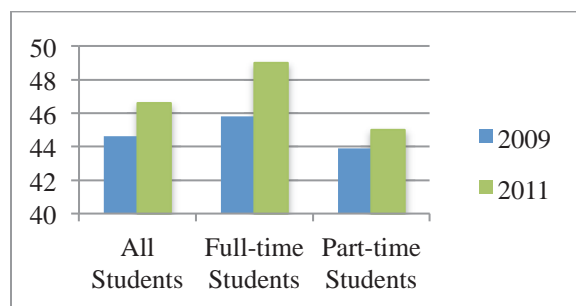
The Support for Learning benchmark assesses commitment to student success, positive working and social relationships among different groups, academic and career planning assistance, academic skill development, and other issues that may affect both learning and retention.

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

		MATH CENTER	LEARNING CENTER
Fall	Students	424	721
	Visits	2712	5252
	Hours	3369	6707
Spring	Students	391	598
	Visits	2405	4136
	Hours	3056	5314

The Writing Center also records student visits, with more than 2,400 visits in the Fall 2012 semester from 965 students.

Another measure for learning support services is the Noel Levitz Student Satisfaction Inventory (SSI). Table 1.10 below includes select questions that are specifically relevant to learning support processes and presents student ratings for importance, how important the service is to the student, and satisfaction, how satisfied the student is with the service. The gap is the difference between the importance and satisfaction ratings. Typically, the smaller the gap, the more effectively the process is serving students.

According to SSI data, Madison College advising services need to serve students more effectively. Orientation, the bookstore, library services, tutoring, and child care are more effective based on a smaller gap between importance and student satisfaction. These results are also benchmarked (see 1R6).

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 1.10 – Student Satisfaction Survey Results For Learning Support Services

Question	Spring 2012			Spring 2010		
	Imp.	Sat.	Gap	Imp.	Sat.	Gap
My academic advisor helps me set goals to work toward.	6.09	4.79	1.30	6.11	4.88	1.23
My academic advisor is knowledgeable about the transfer requirements of other schools.	6.36	5.04	1.32	6.42	5.12	1.30
My academic advisor is knowledgeable about my program requirements.	6.52	5.25	1.27	6.61	5.53	1.08
My academic advisor is concerned about my success as an individual.	6.28	4.92	1.36	6.29	5.05	1.24
My academic advisor is approachable.	6.33	5.12	1.21	6.36	5.30	1.06
Computer labs are adequate and accessible.	6.40	5.47	0.93	6.47	5.40	1.07
There are a sufficient number of study areas on campus.	6.16	5.31	0.85	6.20	5.32	0.88
Academic support services adequately meet the needs of students.	6.23	5.46	0.77	6.30	5.49	0.81
Library resources and services are adequate.	6.34	5.77	0.57	6.35	5.82	0.53
New student orientation services help students adjust to college.	5.89	5.40	0.49	5.98	5.51	0.47
Tutoring services are readily available.	6.08	5.60	0.48	6.13	5.60	0.53
Personnel in the Veterans' Services program are helpful.	5.54	5.16	0.38	5.33	4.92	0.41
Bookstore staff are helpful.	6.13	5.88	0.25	6.21	5.96	0.25
Library staff are helpful and approachable.	6.18	5.95	0.23	6.26	6.00	0.26
Child care facilities are available on campus.	4.76	4.87	-0.11	4.67	4.80	-0.13

1R6: Comparative results for performance of processes in helping students learn

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

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

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.

Table 1.12 - Comparison of Madison College Transfer Student Success Within UW System

Transfer Students From:	MEASURE OF TRANSFER STUDENTS SUCCESS								
	First Year GPA			Second Year Retention			Six-Year Graduation Rate		
	2008	2009	2010	2007	2008	2009	2002	2003	2004
Madison College	3.0	2.8	2.9	81%	79%	79%	58%	58%	61%
WTCS Institutions	2.9	2.8	2.9	69%	70%	69%	44%	45%	46%
UW Colleges	2.9	2.9	2.9	80%	81%	82%	72%	69%	71%
All Transfers	3.0	2.9	3.0	73%	74%	74%	60%	61%	60%

Figure 1.6 - Example of QRP Data Reported to Madison College Programs

2011 QRP Scorecard

10-110-1 PARALEGAL - 04 Madison Area Technical College

Indicator Type Name	Indicator_Code_Name	Threshold**	Target*	Actual
State	C200 Course Completion	61.61	66.78	68.37
	C400 Special Populations Course Completion	49.96	64.22	63.01
	C600 Minority Course Completion	18.59	68.75	75
	F200 Second Year Retention	41.15	64.61	48.15
	F400 Third Year Retention	28.09	57.72	53.33
	F600 Third Year Graduation	13.61	35.26	20
	F800 Fifth Year Graduation	10.48	29.41	29.41
	I300 Job Placement - All Employment	85.69	90	85
	I600 Job Placement - Related Employment	50.95	70	60
	J500 Non-Traditional Gender	11.71	16.91	15.31
College	K Enrollments	67	111	89
	L Graduates	17	28	22
	M Placement	75	45	60
	N Success	64	100	86
	O Five year growth	9	15	12
	P Minority	8	13	10

* State indicator targets are the average of the top 4 programs in the WTCS. Visit the LSQIP Blackboard site for college indicator target information.

** State indicator thresholds are the average of the bottom 4 programs in the WTCS. Visit the LSQIP Blackboard site for college indicator threshold information.

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 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.

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.

Question	Spring 2012			Spring 2010
	Madison College	National Average	Mean Difference	Mean Difference
My academic advisor helps me set goals to work toward.	4.79	5.03	-0.24	-0.13
My academic advisor is knowledgeable about the transfer requirements of other schools.	5.04	5.13	-0.09	0.18
My academic advisor is knowledgeable about my program requirements.	5.25	5.36	-0.11	0.00
My academic advisor is concerned about my success as an individual.	4.92	5.05	-0.13	-0.01
My academic advisor is approachable.	5.12	5.40	-0.28	-0.09
Computer labs are adequate and accessible.	5.47	5.56	-0.09	-0.17
There are a sufficient number of study areas on campus.	5.31	5.41	-0.10	-0.06
Academic support services adequately meet the needs of students.	5.46	5.29	0.17	0.23
Library resources and services are adequate.	5.77	5.64	0.13	0.23
New student orientation services help students adjust to college.	5.40	5.27	0.13	0.27
Tutoring services are readily available.	5.60	5.47	0.13	0.19
Personnel in the Veterans' Services program are helpful.	5.16	4.62	0.54	0.32
Bookstore staff are helpful.	5.88	5.59	0.29	0.43
Library staff are helpful and approachable.	5.95	5.57	0.38	0.49
Child care facilities are available on campus.	4.87	4.46	0.41	0.34

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

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.

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.

1I2: 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.