

Category 3 – Understanding Student and Stakeholder Needs

CATEGORY 3 INTRODUCTION

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

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

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

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

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

3P1: Identifying the changing needs of student groups and analyzing and selecting a course of action regarding these needs

(CC-4C) Madison College uses a variety of data sources and activities to identify the changing needs of students. Table 3.1 on page 48 outlines the data sources and activities that inform any changes made by the College to better meet the needs of students. Data from these sources is analyzed both on a college-wide and individual unit basis, as appropriate. As a result of data review and analysis, strategies to address unmet needs are incorporated in various college-wide plans and on the unit plan level. Examples of processes that define unmet student needs through data analysis include the college-wide Retention Plan (see 1I2) and the new Student Intake Process.

	Data Sources	Activities:
Prospective Students	- Data reports from IRE and PeopleSoft	- Experience Madison College
	- Surveys from internal and external stakeholders	- Social Media (Facebook, Google +, and YouTube)
	- Evaluations of programs, activities and events	- Jumpstart to Success sessions
	- Customer feedback	- High school visits/presentations
	- Focus groups	- Group tours
	- Customer Relations Management (CRM) tool	- Individualized email or phone communication
Current Students	Data Sources:	
	- College-wide surveys (e.g. SSI, CCSSE, PACE)	- College transportation study
	- College accessibility issues; health trends and needs	- Workforce development data
	- National and international trends	- Professional association research
	- National research for the First Year Experience	- District workforce needs
	- National Orientation Directors Association database	- Economic trends
	- Surveys of internal and external stakeholders	- (CC-4C) NCCBP benchmarked retention, persistence and completion data
	- Focus groups with students and parents	- Institutionally-designed surveys (e.g. Veteran Student Needs, Housing/Daycare Needs, Student Life Interest, College Retention Survey)
	- Listening sessions	- Data reports from Institutional Research and Effectiveness
	- Feedback from students, stakeholders, faculty and staff	

Table 3.1 – Data Sources and Activities Used to Identify Student Needs

The 2012 unit plan for the Student Development Center demonstrates how data analysis and review is incorporated on the unit plan level to determine unmet student needs. Within the plan, the Center explains how it collects student feedback through the Noel Levitz Student Satisfaction Survey and its own survey each fall and spring. Complaints and concerns are directed to supervisors and resolved with the individual staff person through an improvement plan. The SDC uses all data collected to determine staff and program effectiveness and to make recommendations for improvement.

3P2: Building and maintaining a relationship with students

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

- High school visits and Junior Parent nights.
- Education fairs targeted for both high school students and corporate events.

- Jump Start Sessions that provide an overview of admissions, enrollment, financial aid, program prerequisites, career resources and general student services.
- Experience Madison College (open house) and Explore the World of Madison College (self-guided tours),
- Social media strategies using Facebook, Google +, YouTube,
- Extensive Madison College website resources, including “Key Steps to Becoming a Madison College Student.”
- Specialized website resources such as roadmaptocollege.org.
- Virtual tours of programs.
- Showcase events, such as portfolio shows and American Culinary Federation competitions, open to the public and prospective students.
- Program Discovery Sessions offering basic program information, curriculum overviews, possible career outcomes and admission requirements.
- Optional email and text-messaging communications to prospective students.
- Direct mail invitations to campus for events for prospective students.

Unit	Services that build and maintain relationships with students	
Learner Success	<ul style="list-style-type: none"> - Faculty advising. - Faculty foster and build relationships with student through classroom instruction and availability to support students outside of the classroom. - Instructor/student conferences and communications (e.g. email, Blackboard). - Internship and clinical experiences for students in select programs. - Apprenticeship programs for on-going training. 	
Counseling and College Success	<ul style="list-style-type: none"> - College Success courses - Academic Fitness Program - Behavior Intervention Team referrals 	<ul style="list-style-type: none"> - Conflict management services - First-year experience
Student Development Center	<ul style="list-style-type: none"> - TRiO - Disability Resource Services - VA Connections Program 	<ul style="list-style-type: none"> - Career Exploration Services - Retention advising, including Early Alert program to help students struggling throughout the semester
Campus Life and Enrichment	<ul style="list-style-type: none"> - Wolfpack Welcome - Student clubs and organizations - Performing arts - Forensics - Various communication tools (Hallway information monitors, college website, e-blasts, student newspaper, and bulletin boards) 	<ul style="list-style-type: none"> - Intercollegiate athletics - Intramural athletics - Fitness center - Health and wellness programs - Volunteer services - CollegiateLink software
Enrollment Services	<ul style="list-style-type: none"> - Academic Advising Services - Assistance with incomplete applications (e.g. missing Financial Aid information) - Registration Gear Up – priority registration for continuing students - Rock and Dial Enrollment Outreach Program – a campaign to call all continuing students to remind them to register for the next semester’s classes 	
International Students	<ul style="list-style-type: none"> - Global awareness and study abroad programs - World Student Association 	
Madison College Foundation	<ul style="list-style-type: none"> - Scholarships for continuing students 	

Table 3.2 - Services That Build and Maintain Relationships With Students

After developing the initial relationship, the next goal is to create a student-friendly advising experience. Admissions advisors help prospective students transition into the College. These advisors work with students from the time they first express interest in the College through the end of their first semester, creating and maintaining a close relationship with students.

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

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

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

Strategic plans and processes

- Academic Plan
- STEPS
- Program Analysis Process
- Customer Needs Assessment Process

Surveys

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

Advisory committees and boards

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

Data sources

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

Schools and professional/community organizations

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

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

3P4: Building and maintaining relationships with key stakeholders

Key stakeholder relationships are built and maintained through an emphasis on personal

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

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

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

The College also maintains open communication with key stakeholders through tools, such as Matters, AskMadisonCollege, and advertisements in media markets that announce

upcoming events, semester registration, new programs, and job opportunities.

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

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

3P5: Determining new student and stakeholder groups to target with educational offerings and services

(CC-ID) Madison College monitors student and community demographic profiles and trends identified through Institutional Research and Effectiveness data. The College also analyzes local, state and national environments to

determine educational offerings and services that might be offered to new student and stakeholder groups. Different offices, departments and individuals throughout the College continually seek to identify new student and stakeholder groups that can benefit from the College's educational offerings and services. Some of the more notable efforts include:

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

- The School of Academic Advancement meets regularly with community partners to identify the service and academic needs at their sites.

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

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

Academic misconduct, final grade disputes and concerns regarding a faculty or staff member are handled by the academic deans. Across all schools, the dean generally addresses complaints or concerns related to full-time faculty. Student complaints involving full-time faculty are shared according to the union contract and also in the spirit of transparency and improvement. The associate deans address complaints or concerns related to part-time faculty and PSRP staff. When investigating a complaint, the deans meet with students individually and then follow up with faculty or departments involved in the complaint. The results of the meetings are then communicated directly to the student.

Ultimately, the dean bears the responsibility for all issues, complaints and concerns brought forward. As a result, the level of communication between the dean and associate deans is highly collaborative and responsive to the stakeholders.

Non-academic student concerns are handled through Conflict Management Services, which is administered by the Associate Dean of Student Development. Conflict Management Services has both informal and formal processes to assist with interpersonal conflicts, discrimination and harassment allegations, and non-academic student grievances. Informal options include speaking directly to the person with whom the student has a concern, talking to the appropriate administrator, or participating in mediation

facilitated by a neutral third party and designed to achieve a mutually acceptable resolution between the parties involved. If a student is not satisfied with the outcome of the informal grievance process, they may request a formal appeals process with either a Judiciary Review Board or an Academic Appeals Board. Grievance data is reviewed annually by the Associate Dean of Student Development and Vice President of Student Development.

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

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

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

3R1: Measures of student and stakeholder satisfaction

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

Table 3.3- Tools and Measures For Collecting Student Satisfaction Data

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

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

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

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

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

Table 3.4 - Tools and Measures For Collecting Stakeholder Satisfaction Data

Tool	Measure
Employer Satisfaction Survey	Satisfaction with Madison College graduates
CCL Employer Satisfaction Survey	Employer satisfaction with contracted training
DaneTrak	Community perception of Madison College's effectiveness
CCL Repeat Customer Rate	Percentage of previous year's customer contracting for training

3R2: Performance results for student satisfaction

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

Figure 3.1 - SSI Overall Satisfaction Mean

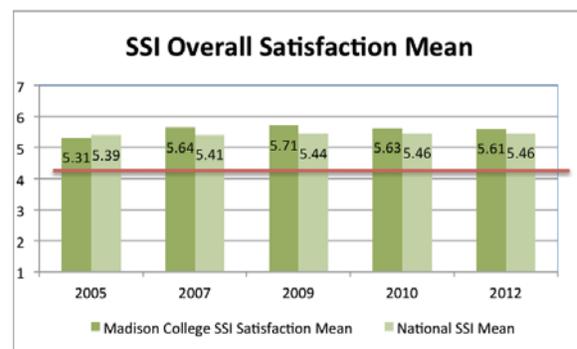


Table 3.5 on page 54 shows the trend in satisfaction from 2007-2010 for students in the apprenticeship program, based on the Apprenticeship Survey administered each year. The satisfaction rate for each year shows that students were consistently satisfied or very

satisfied with their experience in the apprenticeship program.

Table 3.5 - Trend Data: Apprenticeship Survey Satisfaction Results

	2007	2008	2009	2010
Very Satisfied + Satisfied	92.2%	92.4%	87.8%	93.1%
Mean (out of 4)	3.29	3.29	3.30	3.34

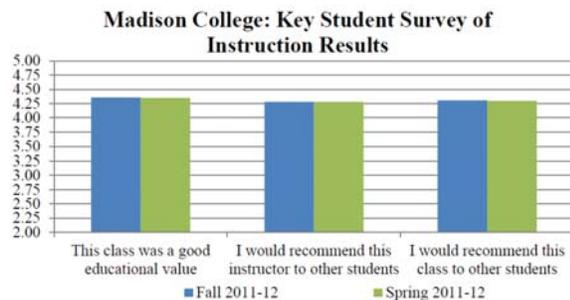
Table 3.6 below highlights the trend in overall satisfaction from 2009-2011 of all Madison College graduates six months after their graduation, based on the Graduate Survey mandated by the WTCS. The average return rate for this survey is 60%. The satisfaction rate for each year shows that students remain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

Table 3.6 - Overall Satisfaction of Madison College Graduates

	2009	2010	2011	2012
Very Satisfied + Satisfied	96.7%	96.2%	96.6%	97.3%

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

Figure 3.2 - Sample Student Survey of Instruction Results

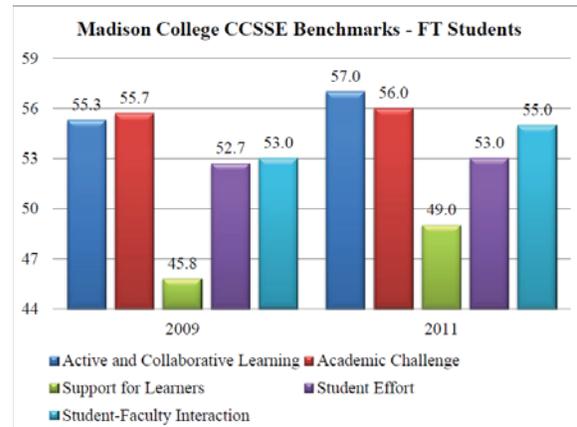


3R3: Performance results for building relationships with students

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

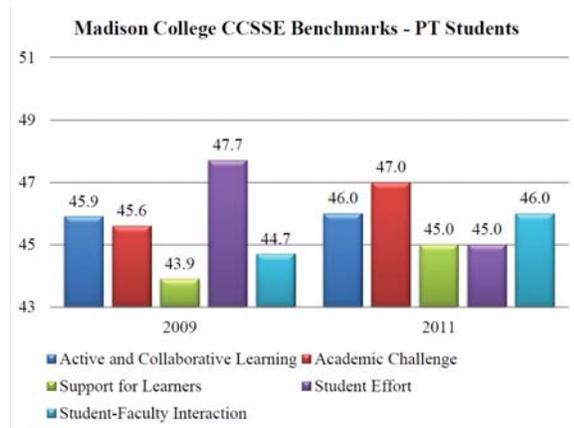
Figure 3.3 highlights the results of the Community College Survey of Student Engagement for full-time students for years 2009 and 2011. CCSSE sets the benchmark for all sections at 50. Full-time students' scores were above the norm in all benchmarks except Support for Learners. The score for Support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

Figure 3.3 - CCSSE Benchmarks - Full-time Students



CCSSE scores for part-time students are seen in Figure 3.4 on page 55, and are below the norm for all benchmarks. However, performance improved significantly between 2009 and 2011 in three of the five benchmarks: Academic Challenge, Student-Faculty Interaction and Support for Learners.

Figure 3.4 - CCSSE Benchmarks - Part-time Students



Noel Levitz SSI results also speak to student satisfaction in areas that are crucial to building effective relationships. Noel Levitz creates scales by grouping questions which ask about similar aspects of the College. Table 3.7 below shows the overall satisfaction score for the three scales most relevant to building relationships with students.

Table 3.7 - Benchmarked SSI Student Satisfaction By Topical Scale

Scale	Madison College	National Norm
Student Centeredness	5.56	5.39
Responsive to Diverse Populations	5.74	5.51
Instructional Effectiveness	5.65	5.42

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

3R4: Performance results for stakeholder satisfaction

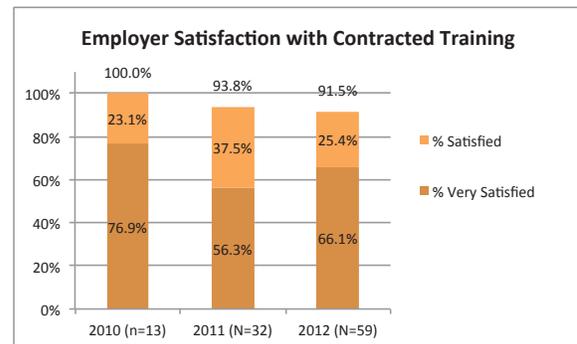
Direct measures of stakeholder satisfaction include employer satisfaction with Madison College graduates, The CCL Employer Satisfaction with Training Survey, and DaneTrak Community Survey. Results across these tools show that employers are satisfied with Madison College graduates and the quality

of training their employees who attended the College received.

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

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

Figure 3.5 – Employer Satisfaction With Contracted Training



This improvement is further demonstrated by trend data (Figure 3.6, page 56), which shows satisfaction increasing among the actual participants in contract training offered at businesses.

Figure 3.6 - Trainee Satisfaction With Contract Training



Finally, DaneTrak survey results, which examine community perception of the College, are presented below in Table 3.8. DaneTrak surveys 600 district residents.

Table 3.8 – DaneTrak Results Comparison

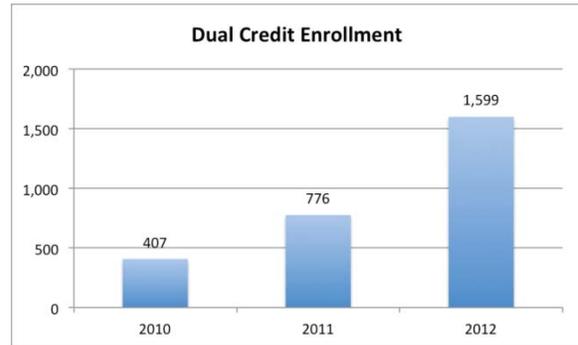
Question	2010	2012
Overall Score	4.32	4.48
Offer a good value	4.38	4.47
Supply high quality education	4.28	4.58
Train students for well-paying jobs	4.24	4.54
Meet the needs of employers	4.24	4.44
Help students focus on success	4.27	4.58

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

3R5: Performance results for building relationships with key stakeholders

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

Figure 3.7 - High School Student Enrollment in Madison College Dual Credit Offerings



An additional measure of building relationships with key stakeholders is seen in a survey of Madison College Employees in 2012 that shows 47% participated in at least one community organization, with over 42% holding leadership positions in those organizations. This participation provides another conduit for the College to establish relationships.

Additional discussion and results for building relationships with key stakeholders can be found in 9R2.

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

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

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

Finally, the College compares employer satisfaction data to the overall WTCS average. According to the 2011 survey, the most recent for which WTCS comparison data is available,

96.6% of employers were very satisfied or satisfied, exceeding the WTCS average of 93%.

3I1: Recent improvements in Understanding Students' and Other Stakeholders' Needs

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

Student Transformation through Effective Practice and Systems (STEPS):

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

Program Retention Data Cube:

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

Customer Relationship Manager (CRM):

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

Experience Madison College:

This event was designed based on responses to follow-up surveys from high school teachers and counselors and prospective students. During the

event, academic deans, faculty and current students provide an overview of Madison College programs and certificates to prospective students. Student participants are surveyed to provide feedback for improving future events.

Collegiate Link Software:

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

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

3I2: Selecting specific processes to improve and setting performance targets in Understanding Students' and Other Stakeholders' Needs

In order to improve and set targets for improved performance, the College works to create a culture and infrastructure that continuously solicits feedback from students, employers and other stakeholders to validate the quality of

education and training. Quality is maintained by ongoing evaluation and advisory processes. Programs, departments, and service areas perform annual assessments of their unit through the Unit Planning Process. Each program also has an advisory committee comprised of experts in the field, educators, employers and students. These committees provide feedback and suggestions to ensure that offerings are current and to meet the constantly changing needs of graduates and employers.

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

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

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

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

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