

### 3: Understanding Students' and Other Stakeholders' Needs

#### Process

#### 3P1: Identifying student needs

MSTC uses quantitative, systematic reports to gather information that identifies student needs. Examples of these reports include the Noel-Levitz Student Satisfaction Inventory (SSI), end-of-course student feedback, QRP for academic programs and support services; the Graduate Follow-up Survey, Academic Effectiveness Indicator dashboard, and WTCS institutional activity data (see 7R3). Table 8R01a lists reports that MSTC staff analyze routinely.

MSTC categorizes the needs of students by their learning styles and other experiences at MSTC. In addition to the student needs, MSTC considers the needs of potential employers, which are addressed in Category 1, in 3P3, and in Category 9.

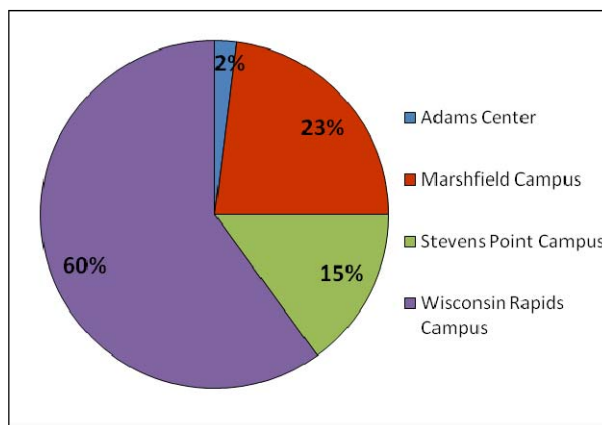
The SSI has been tested for reliability and validity against a national sample of students in two-year colleges. MSTC uses this instrument every other year. The sample design is replicated each time the study is conducted. The process includes all MSTC campuses and day and evening classes. Focus groups are used on each campus to gain additional insight into the survey results. MSTC has a standardized college-wide process for end-of-course student feedback on their classroom experience. Representatives of the Faculty Association provided input in the initial design of the survey instrument. The student responses on survey items for a given class are compared against student feedback for other sections of the same course, and against all MSTC courses in a particular term. Instructors and immediate supervisors review the data and discuss what went well and opportunities for improvement; specific questions on the student feedback form, including open-ended questions, provide direct student need information.

Another process MSTC adopted in the past five years is the QRP, discussed in 7R3. QRP is the occupational program review designed by the WTCS. QRP measures are based on WTCS Perkins variables. Perkins funding at MSTC supports a series of student support functions and program improvement projects. MSTC writes an annual plan to address any shortfall in performance on these measures. The QRP review

compares student performance in similar programs across all 16 WTCS institutions. Programs must address program improvement at least once every five years.

MSTC Student Affairs continuously listens to students to determine how they want to use student activity fees to meet student needs. MSTC students enrolled in credit courses pay 5% of their tuition as an activity fee. In past years, 40% or more of these dollars were spent to support MSTC athletics. After much feedback from the students and declining student participation, MSTC suspended athletic programs in July 2008. During the 2009 school year, MSTC surveyed students at all three campuses and its center to see how they wanted activity fees spent (Figure 3P01a). Analysis of survey responses resulted in drastic changes to the 2010

Figure 3P01a: Location of Survey Respondents



Student Activity Budget (Figures 3P01b and 3P01c). Based on results, \$20,000 was allocated for career development activities. Additionally, students expressed interest in Health and Wellness activities; dollars were allocated for those functions. MSTC staff developed the “Campus2Careers” series during the 2010 school year, providing presentations and workshops to prepare students for the workforce and landing a first job (Table 6R02a). In keeping with its focus on occupational education, MSTC gathers information about employment opportunities for graduates and helps students prepare for a job search with guidance on resume writing and interview techniques.

Addressing the expressed interest in health and wellness opportunities, a wellness event, Healthy

Figure 3P01b: Most Requested Activities

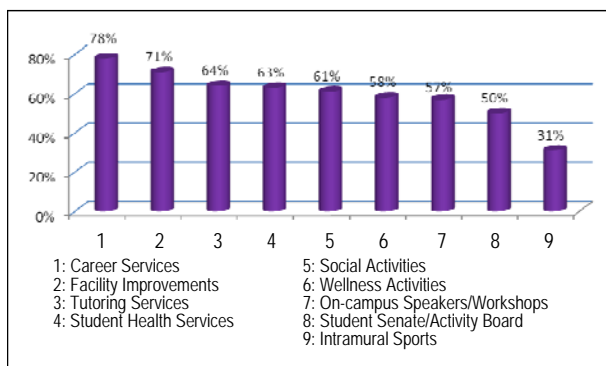
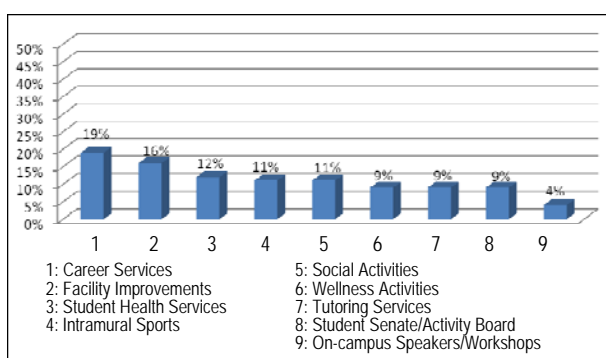


Figure 3P01c: Most Preferred Activities



Connections, is held district wide, and fitness classes are offered during the noon hour on the Wisconsin Rapids Campus.

Each MSTC campus has a Student Senate elected from the student body. Campus Student Senates receive a large portion of the student activity budget. Those dollars are spent by majority vote of the student representatives. This funding supports the projects of student clubs and underwrites campus-wide events. The Senates also serve as forums for student concerns and questions. Each Senate has an advisor who is an MSTC employee, who transmits student concerns to administration.

MSTC staff maintains ongoing communication with area middle and high schools and community-based organizations. Other communication processes include, campus visits by school groups, high school fairs, workshops for high school educators, and the summer camp for middle school students.

Incoming students must complete the Accuplacer entrance exam, and many meet with counselors or enrollment advisors. Student Affairs staff uses the Accuplacer results to advise students on course enrollment, possible needs for remedial education, and helpful support services.

## 3P2: Building relationships

Everyone at MSTC has contact with students in some capacity. As a student-centered organization, the most important relationship that students have with College staff occurs when students attend class; each student also has an instructor advisor in their program of study. MSTC limits class enrollments allowing instructors to know students as individuals. Instructors teaching online courses connect with students through discussion boards, email, and other technologically mediated means like Adobe Connect. In addition, instructors report to Student Affairs during the fifth week of a semester on students having difficulty in class. Student Affairs staff members contact identified students to develop intervention strategies. In all of the relationships discussed in this response MSTC's small size means that staff members frequently have established one-on-one relationships with the students served; the same types of relationships are developed between students and program instructors.

In the Student Affairs unit, MSTC employs specialized professionals who provide personal and career counseling, support the needs of students with disabilities, assist displaced homemakers, and provide financial aid assistance. One of the newest initiatives is the Dare to be Different program that assists students enrolled in non-traditional occupations. Students seeking degrees in non-traditional occupations build strong relationships with MSTC staff.

The Student Life and Career Services Coordinator supports student clubs and works with Student Senates to manage campus-wide events. Instructors and staff serve as advisors to MSTC's student clubs.

Prospective students meet with an Enrollment Advisor who provides career counseling and admissions information. After being admitted, students attend a Smart Start Orientation that explains College student support services. Students in the Business Division and Service & Health Division attend program orientations where they learn more about program requirements and meet their instructors. Students provide feedback on their orientation experiences.

Counselors offer workshops, make presentations in scheduled classes, and have individual appointments with students. These interactions provide students with opportunities to connect with professionals, establish a support network, identify outside resources and receive personal counseling. MSTC counselors use the Gallup StrengthsQuest system to identify student strengths and help students succeed.

MSTC adopted its MyMSTC portal in 2005 (<http://>

[tinyurl.com/MSTC-Portal](http://tinyurl.com/MSTC-Portal) ). Students use the portal to manage their academic career online, including registering for classes, checking financial status, receiving progress and grade reports, and viewing transcripts. MyMSTC also offers communication and management functionality for instructors and staff. Instructors use MyMSTC to access rosters, student information, and manage the grading process. All students and staff have College provided email, which is widely used for communication purposes.

MSTC uses Web 2.0 technologies to build relationships with students and stakeholders. MSTC uses chat to interact with prospective students, and maintains a web presence on YouTube, Twitter, and Facebook. MSTC's Web Governance committee is currently working on a redesign of the web site; MSTC used student surveys for input during the redesign process.

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### 3P3: Analyzing changing needs

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The changing needs of stakeholders and courses of action are displayed in Table 3P03a. This table identifies various key stakeholders and individualized processes for determining their needs. MSTC quantified these needs and developed courses of action to meet those needs.

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### 3P4: Relationships with key stakeholders

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MSTC's Mission and Vision statements (see 5P1) focus the institution on providing learning services to residents of Central Wisconsin. MSTC's relationship building emphasizes regular, formal contacts with area employers and other partners to support programming. Stakeholders serve as members of occupational program advisory committees, serve on the MSTC Board of Directors, provide externships, make classroom presentations, and respond to Employer Follow-up Surveys. Table 8R01a provides a list of the routine measures that MSTC uses to gather feedback from stakeholders. In addition, MSTC works with employers developing training and services for incumbent workers. Table 3P03a portrays the processes used to communicate with various stakeholders. MSTC employees connect with key stakeholders by participation in various community and professional organizations (Table 2P02a).

Formal processes for maintaining positive partnerships with high schools include the Tech Prep Consortium, regular visits to high schools (including occupational program instructors), campus visit days by area middle

and high school students, hosting the annual Distributive Education Clubs of America regional competition, articulated credit agreements for advanced standing, transcribed credit, multiple occupationally-focused academies, services to students at-risk of not graduating from high school, and Youth Options (dual credit enrollment of high school students in MSTC courses). Summer programs include a college camp for middle school students and the Tour of Excellence for K-12 faculty and staff.

Seven of MSTC's occupational programs have special accreditation. These special accreditation agencies are important stakeholders for MSTC; program instructors and administrators maintain frequent contact with those stakeholders to ensure programs continue to meet the accreditation agency's requirements. The accredited programs and their accrediting agencies are listed in Table 3P04a.

The MSTC Foundation is a not-for-profit corporation established to support the Mission and Vision of the College. The Foundation provides scholarship opportunities for MSTC students. Donors are another key stakeholder group that helps address the educational and financial needs of students. Building and maintaining donor relationships is a focus of the Foundation Directors. Relationships are nurtured through individual meetings, written thank yous, involvement with the scholarship awards ceremony, and public recognition for their philanthropy.

Contributions to the Foundation come from businesses, organizations, and individuals. Foundation staff work through the external board to build and maintain donor relationships; over the past four years, campaigns to solicit support from individuals, local businesses, and organizations have netted an average of \$45,000 a year in contributions to the Foundation.

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### 3P5: Targeting new groups for educational offerings

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Continuous community involvement and relationships with employers are essential for determining the needs of stakeholders. After gathering information from needs assessment tools, reviewing the relationship of a request to institutional mission, considering the relationship and nature of partnerships, reviewing supporting data, and examining college resources, the appropriate division determines how stakeholder needs should be addressed. New stakeholder groups may emerge due to shifts in population demographics, changes in labor market characteristics, in response to state or other directives, grant or funding source requirements, identification through continuous

**Table 3P03a: Examples of Identifying and Responding to Changing Stakeholder Needs**

Stakeholder	Process for determining needs	Identified needs	Course of Action
Students	Noel/Levitz survey, targeted focus groups feedback sessions, course feedback, student activities survey, Student Senate input	Reduce transportation costs. Focus on careers, limited student interest in college athletics	Implemented 4-day weeks for course schedules. Organized car pool activities. Expanded career services, eliminated athletics
Employers	Monitoring Tech Connect, Advisory committee input	Improved soft skills	Additional General Education in Social Sciences; added workshops converging student success and soft skills
Community	Wisconsin Workforce Development collaboration, Advisory Committee input, Heart of Wisconsin Business & Economic Alliance, Workforce Central, MSTC staff active in community organizations	Training for future careers, retooling of dislocated workers, business sector workforce needs	Developed green programs; added sections of Career Awareness; new certificate offerings; customized training contracts
College Instructors and Staff	Zoomerang surveys, course feedback, annual reviews, classroom observations, Campus Conversations	Continuous program improvement, instructional improvement, technology training	Instructor in-service focused on instructional techniques, CID on program improvement, Wellness
Graduates	Six month follow up survey. Graduate placement survey	Employment in field; adequacy of training to meet employer needs	Development of post-graduate certificates and incumbent worker training
K-12 Districts	Mid-Wisconsin School to Work/Tech Prep Consortium	Credit transfer, career guidance	Developed transcribed credit agreements, PK-12 campus activities
WTCS	Participation with statewide workgroups	WTCS alignment on curricula processes; identify cost-savings; transfer to 4-year institutions	State-wide curricula, statewide marketing efforts, Districts Mutual Insurance; articulation agreements

**Table 3P04a: Special Program Accreditations**

MSTC Program	Accrediting Agency	Accredited Through:
Medical Assistant	Commission on the Accreditation of Allied Health Programs (upon recommendation of the Curriculum Review Board of the American Association of Medical Assistants)	2006-2015
Phlebotomy Technician	National Accrediting Agency for Clinical Laboratory Services	2006-2010
Respiratory Technician	Committee on Accreditation of CAAHEP/CoARC for Respiratory Care	2002-2012
Surgical Technician	Commission on the Accreditation of Allied Health Programs (Accreditation Review Committee on Education in Surgical Technology [ARC-ST])	2004-2014
Biomedical Informatics Technician	Commission on Certification for Health Informatics and Information Management (CCHIIM)	2009-2010 Initial Accreditation
Automotive Technician	National Automotive Technicians Education Foundation	2008-2013
Associate Degree Nursing	National League of Nursing Accreditation Commission	2006-2014

improvement (see Category 8), or collaborative relationships (see Category 9). MSTC's routine communication with employers and changes in the labor market identified a recent national focus on sustainability and green initiatives. This finding led MSTC to study the demand for careers in this area. After completion of the inquiry, investigation, and implementation phases of the WTCS program development process (Table 1P03a), MSTC introduced five new programs in the Renewable Energy field: Biorefinery Technician, Energy Efficiency Technician, Renewable Electricity Technician, Renewable Energy Technician, and Renewable Thermal Energy Technician.

The recent economic downturn increased the number of dislocated workers and returning adults attending MSTC programs. MSTC's role on the region's Emergency Response Team provides access to data that can identify new student groups interested in renewable energy programs. The MSTC scheduling process routinely examines the demand for courses and the number of sections of each course. MSTC noted an increased demand for General Education courses, which transfer to four-year institutions.

### 3P6: Complaint resolution

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The 2006 Systems Appraisal saw MSTC's processes for responding to student complaints (<http://tinyurl.com/Category-3>) as a major institutional strength because of the robust tracking, response, and resolution processes. MSTC now has more data supporting these processes' effectiveness, but needs no additional feedback on the processes at this time.

## Results

### 3R1: Measures of satisfaction

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MSTC employs a variety of processes to gauge student and stakeholder satisfaction (See 3R3, 3R4, 7R2, and 7R3 for examples of needs data from students and other stakeholders). Relationships and feedback mechanisms such as online web site feedback, student government, SSI, course feedback surveys, student focus groups, electronic surveys, advisory committees, WTCS committees, Foundation Board, and MSTC Board offer a broad range of avenues for staff to gather feedback and respond to stakeholder needs. Formal evaluation of satisfaction and recommendations for changes are collected from College activities such as career previews, Family Preview nights, and orientation and registration. Internal stakeholders are surveyed for feedback following staff in-service

events, management team meetings, College Initiative Days, student advising days, and process and procedure changes.

MSTC conducts an Employer Follow-up Survey every four years and a Graduate Follow-up Survey annually. The employer survey collects data on employers' perceptions of recent WTCS graduates. MSTC conducts this survey and administers it to employers within the district who have hired technical college graduates. MSTC sends the results to the WTCS, which then compiles the data to allow comparison across districts in the system. Employer surveys are a component of apprenticeship program QRP studies.

Employers are in a unique position to assess the effectiveness of a technical college education in preparing people for employment. In turn, employers' responses are a valuable tool for the evaluation of educational programs and services. In the Employer Follow-up Survey employers rate how well graduates met performance expectations.

MSTC uses the following systematic processes to identify and benchmark results and trends:

- Noel-Levitz SSI (Table 3R03a)
- Course evaluations (Table 3R02a)
- Course completion rates (Tables 7R03a, 7R03b)
- Graduation rates (Response 1R6)
- Graduate Follow-up Survey (Table 5P03a)
- Employer Follow-up Survey (Table 3R04a)
- Enrollments (Tables 1R05a, 1R05h, 2R02a, 2R02g, 2R02i, 7R03d, 9R02a)
- FTEs (Table 8R03a)
- Transfer patterns of students between MSTC and the University of Wisconsin (Table 2R02e)
- QRP (Table 7R03a)

Outcomes from data analysis of these sources include:

- Four-day student scheduling
- Four-day summer work week
- Increased delivery and expanded offerings of General Education courses
- Migration away from print-based course delivery
- Expanded online course delivery
- Textbook rental
- Migration away from print to electronic and web-based institutional publications

### 3R2: Student satisfaction results

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MSTC employs direct and indirect measures of student satisfaction with the services that MSTC provides. Indirect measures that provide some indication of learner satisfaction with MSTC include the enrollment

history of the College, employer satisfaction, resident migration into and out of the district to attend MSTC or other technical colleges, and the demand for MSTC services by local residents.

From FY1970 through FY2009, MSTC experienced one of the highest average annual growth rates in student FTEs in the WTCS. With the exception of courses of study that MSTC does not provide, MSTC experiences a net in-migration from other technical colleges, which indicates that students prefer the services MSTC provides over those of its nearest competitors.

MSTC ranks fourteenth in district population among the 16 Wisconsin Technical Colleges. Yet, MSTC is the twelfth district in enrollment in the system. That is, MSTC serves more students per capita in comparison to other WTCS institutions, which is further indirect evidence MSTC successfully addresses student needs.

7R3 includes information on direct measures of student satisfaction with MSTC services. Important measures of student satisfaction include the SSI, course feedback data, and annual Graduate Follow-up

Survey information. The most recent Graduate Follow-up Survey was conducted in 2008 (analysis of the 2009 data is underway at the time of this writing); results of the survey found that 94% of responding students indicated that they were satisfied or very satisfied with their education at MSTC.

The course feedback process surveys students in targeted classes using a College-wide instrument each semester. In the spring of 2009, the score for all MSTC students in all credit courses on “In general, I was satisfied with this course” was 4.33. The range of student responses on all questions was from 4.17 on “satisfaction with the course text”, to 4.50 on “instructor was prepared for this course.” A complete listing of course feedback questions, with composite responses for each question, is in Table 3R02a.

SSI surveys are conducted every other year. The next study will occur in the spring of 2010. In the spring 2008 survey, on the 11 variables students identified as most important to them, MSTC students were as satisfied or more satisfied than were their counterparts at other two-year colleges across the US and in

**Table 3R02a: Student Feedback Form Results**

Questions	Fall 2005	Spr 2006	Fall 2006	Spr 2007	Fall 2007	Spr 2008	Fall 2008	Spr 2009
7. The syllabus accurately described the course	No data	4.41	4.35	4.39	4.40	4.38	4.40	4.46
8. The instructor used a variety of techniques to help me learn	4.26	4.41	4.18	4.24	4.21	4.23	4.26	4.31
9. Course projects and activities provided me with adequate opportunities to learn	4.32	4.29	4.26	4.29	4.30	4.29	4.31	4.35
10. Directions for course assignments were clear and specific	4.29	4.32	4.20	4.26	4.28	4.24	4.25	4.34
11. Assignments were related to course objectives	4.48	4.28	4.45	4.46	4.49	4.44	4.49	4.53
12. Tests and assessments accurately measured what I have learned in this course	4.26	4.46	4.18	4.19	4.19	4.20	4.22	4.27
13. Assignments were returned soon enough to benefit me in this course	4.33	4.22	4.31	4.36	4.33	4.33	4.33	4.35
14. The instructor encouraged my involvement in this course	4.33	4.34	4.30	4.39	4.33	4.36	4.37	4.45
15. The instructor seemed prepared for this course	4.52	4.36	4.43	4.45	4.43	4.43	4.45	4.50
16. I can apply information/skills learned in this course	4.41	4.47	4.37	4.40	4.42	4.37	4.45	4.46
17. I am generally pleased with the text(s) used in this course	4.10	4.44	4.05	4.06	4.05	4.06	4.09	4.17
18. I felt that my contributions in this course were valued	4.25	4.34	4.18	4.24	4.24	4.25	4.26	4.34
19. In general, I was satisfied with this course	4.28	4.34	4.21	4.25	4.23	4.24	4.27	4.33
20. Classroom/lab facilities were appropriate for meeting the course objectives	4.39	4.34	4.36	4.37	4.37	4.37	4.41	4.48
21. The equipment in the classroom/lab was in good working order	4.40	4.34	4.33	4.34	4.37	4.35	4.39	4.48

**Ranges: Questions 7-21: From 1 (strongly disagree) to 5 (strongly agree).**

Wisconsin. Table 6R04a portrays representative national comparison data on student satisfaction.

MSTC's response to a finding from the 2003 SSI study demonstrates how the institution collects data, analyzes findings, develops a strategy to address a concern, and subsequently measures for evidence of improvement. In 2003, students indicated a large gap between importance and satisfaction regarding access to computers on campus. A review of the management of computer labs revealed a College practice of locking labs that were not in use for a scheduled class or other campus event. This practice was changed, and beginning in 2004 computer labs were left unlocked. In addition, more computers were made available in student lounges and libraries around the district. The 2006 SSI study revealed a significant increase in student satisfaction in this area. 2008 survey results show MSTC has held this gain (Table 1R05g).

### 3R3: Results of building student relationships

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Table 6R04a portrays a small sample of the most recent (2008) feedback from the SSI survey. On 5 of 6 scale measures, students at MSTC are more satisfied (statistically significant at  $p < .001$ ) than are students at public, two-year colleges nation-wide. Student satisfaction with MSTC is also reflected in the large number of students entering MSTC direct from high school (Table 9R02a).

Table 3R03a portrays a comparison of the feedback from 2006 to that of 2008. The differences reported, with the exception of Safety and Security, are not statistically significant. Statistically, MSTC held a strong position on student satisfaction between 2006 and 2008. In response to safety and security, MSTC increased communication to students regarding health and safety issues and completed the installation of security cameras at each campus; in addition, MSTC installed telephones in all classrooms. The impact of these changes will be measured in the 2010 study.

Students are asked to provide feedback on their classroom experience at the end of a course. The range of objective answers is between one and five. Students also have an opportunity to respond to two open-ended questions on what they liked best about a class and what changes they would recommend. Instructors receive a summary of student feedback. The data reporting process enables instructors to compare the feedback of students in a class to the feedback from all students during a given term. Student feedback is typically positive, as can be observed from the composite response scores in Table 3R02a.

Feedback from MSTC students on the SSI and course feedback information documents positive results of the institution's efforts in building relationships with its students.

In recent years, the number of students participating in student clubs increased, as has the number of clubs (Table 3R03b).

Also see Figures 3P01b and 3P01c, which portray survey results that MSTC uses to allocate student fees and to plan student activities.

### 3R4: Stakeholder satisfaction

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The responses to 3R2 and 3R3 focus on performance results related to student stakeholders. Table 3R04a reflects the most recent Employer Follow-up Survey results. Respondents to this survey were slightly more positive toward MSTC graduates than for the WTCS as a whole.

The Graduate Follow-Up Survey is conducted at the technical college district level to gather data regarding the activities and perceptions of the students. The survey is conducted approximately six months after graduation.

MSTC program advisory committees are composed of representatives for the program's career field. One advisory committee role is to give feedback on program graduates and to recommend changes to a program to meet professional or occupational needs. Those programs that use clinical sites collect feedback on student performance and information on how a student's clinical experience can be improved.

Feedback from program accreditation organizations is used for program improvement. Those programs that have external accreditation are listed in Table 3P04a.

The 2008 AQIP Check-up Team concluded that MSTC is well connected to its community and noted that:

*“On an institutional level, long-range planning includes all levels of the College. The Board of Directors sets long-range goals based upon input from community members, employees, students, and other stakeholders. Data is [sic] gathered and analyzed throughout the year and a final plan completed at the annual Board Advance. The Executive Committee members meet weekly to evaluate progress on goals and review information received from all data sources. Departmental faculty members meet monthly in departments to assess progress and plan for improvements based on data.” (Page 3-4)*

The five new programs in renewable energy technologies (Biorefinery Technician, Energy Efficiency Technician, Renewable Electricity Technician, Renewable Energy Specialist, and Renewable Thermal Energy Technician) and three new allied health/laboratory science-related programs (Biomedical Informatics Technician, Clinical Research Coordinator, and Laboratory Science Technician) arose from needs expressed by stakeholders.

### 3R5: Results for building stakeholder relationships

Key stakeholders were identified in Table 3P03a. Results for building relationships with employers and graduates were addressed in 3R4.

Results for building relationships with four-year colleges are demonstrated by their willingness to accept transfer credits from MSTC. MSTC currently holds more than 40 transfer agreements with 25 four-year institutions (Table 2R02f).

A primary indicator of the strong relationship with legislators is support of the development of MSTC's five renewable energy programs. In March 2009 MSTC was awarded \$428,000 from the U.S. Department of Labor. The funds were secured by Wisconsin Congressman Dave Obey to support the renewable energy programs.

The MSTC Foundation provides scholarships to

students. The "Have a Heart" campaign solicits donations from MSTC staff; since 2000 the number of internal donors has increased 152.8%, while the total donations have increased 272.8%. These increases speak to the effort expended toward building stakeholder relationships.

MSTC routinely uses electronic surveys of staff members on a variety of topics, including in-service, CIDs, meetings, and changes (for instance, in developing new action projects). For 12 of the past 15 in-service sessions, 80% of instructors and staff were satisfied or very satisfied with the sessions.

### 3R6: Comparative results

Comparison results are included in 3R1-3R5. The Graduate Follow-up Survey, Perkins performance indicators, enrollments, QRP, the WTCS Cost Allocation Report, and the annual Fact Book Report are compared across the 16 WTCS colleges. Additionally, SSI results are compared against the other colleges in the WTCS and nationally.

The response to question 7R3 includes tables and figures that compare MSTC's performance to peer institutions in Wisconsin and across the nation. According to the most recent SSI results, MSTC students are more satisfied with their college experience than are most students at other two-year institutions in Wisconsin or elsewhere in the nation.

*Table 3R03a: Noel-Levitz Student Satisfaction Inventory Comparison, Spring 2008 Compared to 2006*

Scale	Spring 2008			Spring 2006			
	Impor	Satis / SD	Gap	Impor	Satis / SD	Gap	Mean Difference
Student Centeredness	5.92	5.52 / 1.05	0.40	5.92	5.55 / 1.01	0.37	-0.03
Instructional Effectiveness	6.14	5.50 / 0.98	0.64	6.13	5.54 / 0.92	0.59	-0.04
Responsiveness to Diverse Populations		5.50 / 1.18			5.49 / 1.19		0.01
Campus Support Services	5.29	4.95 / 1.05	0.34	5.29	4.97 / 1.01	0.32	-0.02
Safety and Security	5.70	5.09 / 1.05	0.61	5.67	5.23 / 1.03	0.44	-0.14 **
Academic Advising/Counseling	5.95	5.37 / 1.11	0.58	5.93	5.40 / 1.07	0.53	-0.03
Admissions and Financial Aid	5.88	5.31 / 1.05	0.57	5.89	5.33 / 1.03	0.56	-0.02
Academic Services	5.94	5.51 / 0.96	0.43	5.94	5.54 / 0.92	0.40	-0.03
Registration Effectiveness	6.02	5.48 / 0.94	0.54	6.02	5.49 / 0.90	0.53	-0.01
Service Excellence	5.85	5.36 / 0.97	0.49	5.83	5.42 / 0.95	0.41	-0.06
Concern for the Individual	5.98	5.39 / 1.07	0.59	5.99	5.44 / 1.06	0.55	-0.05
Campus Climate	5.91	5.44 / 0.98	0.47	5.89	5.49 / 0.92	0.40	-0.05

Table 3R06a is the WTCS Carl Perkins score card for MSTC. This process sets goals on key measures of institutional performance. MSTC met or exceeded every goal except academic (General Education) course completion. Academic course completion (indicator 1P2) improved by 3% between academic years 2008 and 2009, and it should be noted that MSTC's performance on this measure ranks second among Wisconsin's 16 technical colleges.

MSTC leadership benchmarks the performance of MSTC against the 15 other WTCS institutions using data compiled by the WTCS (for sample comparative reports see the WTCS web site at <http://systematic.wtcsystem.org/reports/>). These data are used by instructors and other staff. The WTCS provides a structure that fosters the development of collegial relationships among staff at the various colleges. Information sharing related to process improvements is open and mutually supportive.

## Improvement

### 311: Recent improvements

Recently, MSTC changed the cycle for administering the SSI from every three years to every two years. Rapid changes in educational technologies, student turnover in a two-year college environment, and changes in student concerns influenced this decision. The SSI is one of the primary sources for determining student needs and preferences regarding services.

The implementation of the AEIs is a direct result of an AQIP Action Team. (See 7P1 for a more complete discussion of AEIs.)

Many programs at MSTC have identified a capstone course (see 1R01a). Course feedback forms for these capstone courses include a question about student satisfaction with their program of study and a self-evaluation of the preparation they have received for their career.

Process and performance results analysis is systemic on an operational level. The Deans and Associate Deans use AEIs to make decisions about programs; data on enrollments, employer needs, and wait lists are used to make decisions about class sections; and analysis of student data are used to shape decisions in Student Affairs. At every level within the organization, the focus is on a positive total student experience.

### 312: Culture-driven process improvements

For a description of how MSTC's culture and infrastructure help drive planning and continuous improvement, see 9I2.

*Table 3R03b: Student Club Activity*

Semester	Clubs	Students
Fall 2006	9	216
Spring 2007	10	229
Fall 2007	10	224
Spring 2008	11	229
Fall 2008	11	230
Spring 2009	13	318

*Table 3R04a: Employer Survey Results*

Hire graduate?	Yes	No	Maybe
Statewide	95%	0%	5%
MSTC	98%	0%	2%

*Table 3R06a: MSTC Perkins Score Card*

Indicator	FY2008	FY2009
1P1 Technical Skill Attainment	L: 81.32% †A: 78.16%	L: 81.65% A: 82.53%
1P2 Academic Skill Attainment	L: 82.87% †A: 77.41%	L: 83.12% †A: 80.84%
2P1 Credential, Certificate, or Diploma Attainment	L: 42.96% A: 39.70%	L: 43.21% A: 46.35%
3P1 Student Retention or Transfer	L: 21.16% A: 27.56%	L: 21.41% A: 22.22%
2P1 + 3P1 Combination of Graduation and Retention/Transfer	L: 64.12% A: 67.26%	L: 64.62% A: 68.57%
4P1 Student Placement 113(b)(2)(B)(iv)	L: 92.00% A: 96.04%	L: 92.00% A: 93.10%
5P1 Nontraditional Participation	L: 11.12% A: 12.19%	L: 11.35% A: 13.58%
5P2 Nontraditional Completion	L: 9.73% A: 9.60%	L: 10.00% A: 11.56%

L = Negotiated Performance Level

A = Actual Performance Level

† Improvement Plan required