

Introduction

We are a group of four (4) Western Technical College's Marketing Research students who have, as the result of a class project, formed a data research team called, *DATA DOGS* Research Team - "*Chewin' up Research like a Dog on a Bone*". We chose to assist the Western Technical College's Recruitment Department with their Program Shadow Best Practices. This program allows potential future students to actually "sit in and observe" actual classes. They can observe, and are encouraged to participate in, any and or all conversations, experiencing it as an actual student would. It is desired to find if there is a way to track the students who participate in the Program Shadow opportunity experience. Then, find out if/how to track whether or not they will continue their education at Western Technical College. It is estimated that there are less than one-hundred participants a year.

Step 1- Defining the Opportunity and Our Interview with Kelly Lisick

We initially met with Deb Hether and Kelly Lisick of the Western Technical College Recruitment Department of Western Technical College, La Crosse, WI, and Ms. Hether handed off the project to Ms. Lisick. The Recruitment Center is the student enrollment recruitment business aspect of Western Technical College. Their current dilemma is: seeking a means to understand and document the current process from their Program Department Heads and Instructors, regarding scheduling subsequent and/or spontaneous visits to 'the class room'. Our research will include a survey that each Department Head will complete in order to better define the situation and to be able to offer our suggestions. In our meeting with Kelly Lisick, she provided a list of questions that she has been thinking of herself over a period of time. Ms. Lisick gave us a copy of the list of questions she had been mulling over and we have included it in our questions. (A copy of the hand-out of the list of questions is included in the Appendix Section).

General Exploratory Research pertaining to higher-education in this region

Climate/Higher education industry

Source:

According to the US Census report for 2016, the Education Attainment covering 2012-2016 American Community Survey 5-Year Estimates report that the students attending a technical school is rising, but is not a large share of the education market.

<https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF>

Subject	Estimate
Population 18 to 24 years	14,363
Less than high school graduate	418
High school graduate (includes equivalency)	3,464
Some college or associate's degree	9,301
Bachelor's degree or higher	1,180
Population 25 years and over	28,907
Less than 9th grade	524
9th to 12th grade, no diploma	1,117
High school graduate (includes equivalency)	6,419
Some college, no degree	5,751
Associate's degree	3,964
Bachelor's degree	6,694
Graduate or professional degree	4,438

This chart is from 2016.

Upon graduation, many Western graduates continue on to extend their college experience and obtain further degrees. It is proven that Western Technical College that the education gained here is an excellent base to transfer to other academic establishments.

Per 2017-2018 Western Technical College Essential Experience Brochure:

1,085 Top 10 colleges where students transfer

- 01 University of Wisconsin - La Crosse
- 02 Viterbo University
- 03 Madison Area Technical College
- 04 Minnesota State College – Southeast Tech
- 05 Chippewa Valley Technical College
- 06 Winona State University
- 07 University of Wisconsin – Eau Claire
- 08 Southwest Wisconsin Technical College
- 09 University of Wisconsin – Stout
- 10 Milwaukee Area Technical College

Shadow Student Overview

In researching Program Shadow opportunities' in other areas, several articles of interest were found. These articles were found after our survey was completed but provide information that might be of interest to the Recruitment Department in the future.

[Article 1](#)

4 Things to Know About College Student Shadowing Days

These campus visits are a valuable tool in the college decision process.

By [Bradford Holmes](#), Contributor | Nov. 23, 2015, at 9:00 a.m.

4 Things to Know About College Student Shadowing Days

Treat any shadowing experience as part of the college search rather than a fun day or weekend away from school and home. (Moxie Productions/Getty)

Despite the many resources available to high school juniors and seniors who are deciding where to [apply to college](#), some students struggle when determining whether or not to apply to schools that are on the cusp of their [short lists](#).

For students who find themselves in this position, the "Shadow a Student" day that many colleges offer can be a useful tool. The opportunity to experience life as a student on campus, whether for a day or for an entire weekend, can help prospective applicants decide whether a college or university is right for them.

There are a few things prospective students should know about taking advantage of these opportunities.

1. How to schedule a shadow-a-student day: Generally, the best way to schedule a shadowing opportunity is to contact your prospective college's undergraduate admissions office. Most schools require – or certainly appreciate – several weeks' notice, so be sure to know in advance when you would like to visit campus.

In addition, some colleges and universities have designated days or weekends for shadowing experiences. Before contacting the undergraduate admissions office to schedule a date, look online to see if the school has designated days, or if you can arrange a visit whenever you choose.

2. What to expect from your experience: Every college will structure its experience differently. Some schools may have multiple activities planned, while others may simply pair you with a current undergraduate.

However, there are certain things that you can likely expect from your shadowing experience. You will be assigned to an undergraduate host. You will attend at least one class and you will certainly visit a dorm to see what day-to-day undergraduate life is like.

You will likely eat in a dining hall. You may also be able to visit specific department offices or to speak with designated administrators who can answer any questions that your host cannot.

Also, don't be fooled by the singular program title of "Shadow a Student." You will get the opportunity to see multiple students in their element at this college. You will more than likely get to see groups of students socializing at their dorms, how they interact in class, and where they spend time around campus.

While you can see this as a visitor on a regular tour, being accompanied directly by your host student gets you a closer-up perspective that is invaluable.

3. How to maximize your visit: Having the right mindset is one of the best ways to maximize your shadowing experience. Treat it as part of your college search, rather than a fun day or weekend away from school and home.

Before you arrive, compile a list of questions that address any lingering concerns you may have about the school – those items that are preventing you from sending in an application. If possible, request a visit with the academic department that interests you most and ask for a host who shares at least one of your academic or extracurricular interests.

In an ideal world, your shadowing experience should closely mimic your potential undergraduate experience at the college or university.

4. What you will pay: As informative and rewarding as shadowing experiences can be, it is important to recognize that you may not be able to complete one at every school on your short list. Outside of the cost of food, depending on how your visit is structured, and how long your visit is, the experience itself will cost little to nothing. But transportation will not be covered by the college.

If you are only considering schools within a 20 mile radius of your home, then this may not be a problem. In the more likely scenario that your prospective colleges and universities occupy a wide

variety of locations, it may be best to limit your participation to one or two choices, since those transportation fees will quickly mount.

Keep in mind that shadowing experiences are especially useful for those schools that you are truly on the fence about. If you do not know whether you will apply, schedule a visit instead.

When used properly, shadow-a-student opportunities can be very valuable. Even one full day on a campus can provide you with crucial insight into whether you would enjoy your experience at a particular institution.

For students who are truly struggling with application decisions, a wisely chosen shadowing experience can lead to more clarity regarding where you may want to spend the next four years of your life.

Holmes, Bradford, <https://www.usnews.com/education/blogs/college-admissions-playbook/2015/11/23/4-things-to-know-about-college-student-shadowing-days>, Accessed April 17, 2018

Another article of interest we found in our research after our survey was created.

36 Questions to Ask on a College Visit

When touring campuses, take your time and be inquisitive.

By [Lynn O'Shaughnessy](#), Contributor | Oct. 19, 2010, at 10:31 a.m.
36 Questions to Ask on a College Visit

One of the best ways to learn more about colleges is to [visit their campuses](#).

College Admissions
Get a Step Ahead!

When you're on a college campus, my advice is to slow down and ask a lot of questions.

Ideally, you'll want to talk with more than just the admission staff. Stop a few students during your stay and ask them what they like and don't like about their school. If you can talk to a professor or two, even better.

[Don't [ask these ineffective questions while on college tours](#).]

To make the most of your [college visit](#), here are 36 questions that I'd recommend that you ask:

Academics

- How much time do students typically spend on homework?
- How much writing and reading are expected?
- What is the average class size of introductory classes?
- How widely used are teaching assistants on your campus?
- What is the average class size of upper-division courses?

[Explore these [service-learning programs](#).]

Academic Perks

- What opportunities are there for undergraduate research?
- How many students participate in undergraduate research?
- Is there a culminating senior year experience?
- Do you have an honors college?
- Do you have a learning community or other freshman experience?

Financial Aid

- What is your average financial aid package?
- What is the typical breakdown of loans versus grants?
- What percentage of financial need does the school typically meet?
- What is the average merit award?
- What percentage of students receive college grants?
- What is the average college debt that students leave with?
- What work-study opportunities are there?

[Find out [10 questions college financial aid advisers wish parents would ask](#).]

Graduation Track Record

- What is your four-year graduation rate?

- What is your five-year graduation rate?
- What does it take to graduate in four years?
- What percentage of freshmen return for sophomore year?

Academic Support

- What type of tutoring program do you have?
- How do you provide academic advice to students?
- Do you have a writing center and how do I access it?
- What kind of learning disability resources do you have?

Outside Opportunities

- How many students at the college get internships?
- What percentage of students study abroad?
- What type of career services do you have?

Student Life

- What kind of dorm choices are there?
- What percentage of student live on campus?
- How long are dorm accommodations guaranteed?
- How many students live on campus?
- Do most students go home on the weekend?
- What percentage of the study body belongs to a sorority or fraternity?
- What activities are offered to students?
- What clubs do you have on campus?

O'Shaughnessy, Lynn, <https://www.usnews.com/education/blogs/the-college-solution/2010/10/19/36-questions-to-ask-on-a-college-visit>, Accessed April 17, 2018

Another article of interest follows that discusses having a program shadow with a current student.

4 benefits of shadowing a current college student

By [Varsity Tutors](#) 2:50 pm EDT April 14, 2015

Have you ever wished that you could test drive a college or university before deciding which school to attend?

If so, here's some great news — you can! A growing number of colleges now offer shadowing programs, which allow high school students to spend a day (or several days) in the life of a current college student. This student ambassador can become your personal guide to the campus and your experience with him or her can help to inform your final college decision.

Read on to learn about four reasons to shadow a current college student:

1. You can gain a sense of college life

No matter where you ultimately go to college, participating in a shadowing program can help you prepare for college life. The flexibility of higher education is very different from the more structured routine of high school, and it can take some time to fully adjust to this new reality.

Though one shadowing experience won't fully acclimate you to college life, shadowing a student ambassador can introduce you to what it is like to be a university student. You will gain first-hand experience in moving from class to class, often with varying periods of unstructured time in between. You will also begin to develop a sense of your responsibilities and requirements as a college student, which will allow you to mentally prepare for this impending academic and lifestyle change.

2. You can experience college academics

As mentioned above, the average shadowing experience includes the opportunity to sit in on a course or two. This effectively enables you to see what college classes are like before you enroll in them for the first time.

Some college shadowing programs will even pair you with a student ambassador who is studying in your intended field or major. This means that you will likely experience the exact same courses that you will need to take during your college career. Come your first day of classes, you'll have a better sense of what to expect, and you can thus prepare in advance.

3. You can familiarize yourself with the campus

Even if you have your heart set on a specific school, it's still wise to participate in a shadowing program at that institution. Doing so can help you get to know your future campus. Pick up a campus map from the admissions office or find one online, and begin familiarizing yourself with it before your shadowing day.

While on campus, use your phone or camera to take photographs of different landmarks. Having handy visual references of key campus features (such as unique buildings, fountains and sculptures) can help you navigate on your first day of classes.

4. You can learn information that brochures and websites don't offer

The "insider" knowledge that you'll gain from shadowing a current college student is extremely valuable. Your student ambassador may tell you about the best places to relax and socialize on campus, the best dining halls to eat in, or the quietest study spots. Be sure to ask questions and take notes on any information or suggestions that your student ambassador offers.

Erica Cirino is a contributing writer for [Varsity Tutors](#), a technology platform for private academic tutoring and test prep designed to help students at all levels of education achieve academic excellence. This article comes from The USA TODAY College Contributor network. The views expressed in this article do not necessarily reflect the views of USA TODAY. You understand that we have no obligation to monitor any discussion forums, blogs, photo- or video-sharing pages, or other areas of the Site through which users can supply information or material. However, we reserve the right at all times, in our sole discretion, to screen content submitted by users and to edit, move, delete, and/or refuse to accept any content that in our judgment violates these [Terms of Service](#) or is otherwise unacceptable or inappropriate, whether for legal or other reasons.

Source:

Varsity Tutors, <http://college.usatoday.com/2015/04/14/4-benefits-of-shadowing-a-current-college-student/Accessed>, April 17, 2018

Who are the Customers?

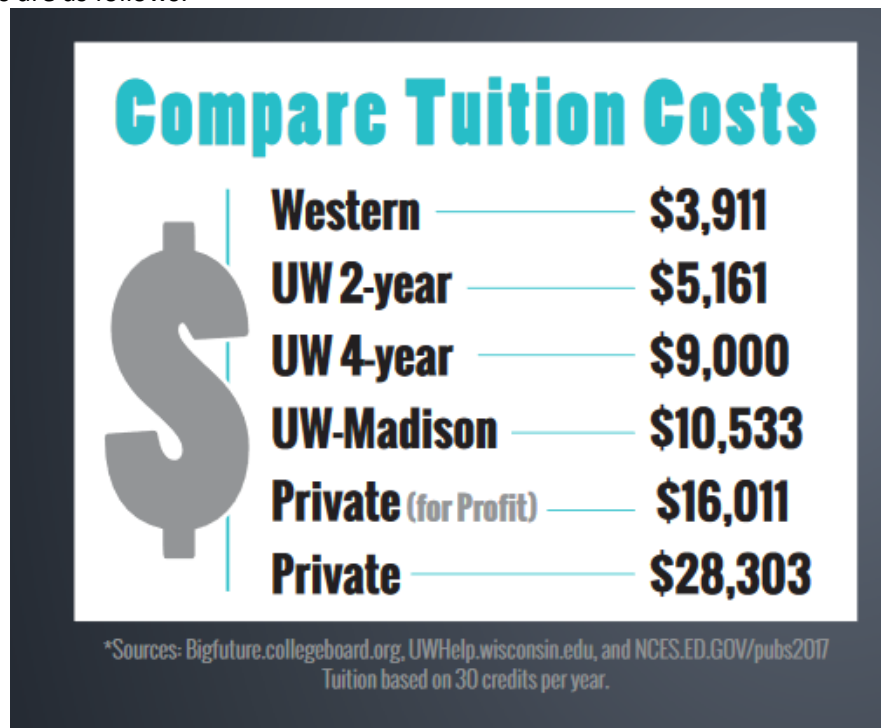
Customers include students from various backgrounds. High School Students, Transfer students, Non-traditional students, GED students who want to refresh their skills, Military Veterans who want to refresh/train in their skills and continue with their education/employment opportunities.

What are some of the questions they may ask before considering a campus?

1. How much time do students typically spend on homework?
2. How much writing and reading are expected?
3. What is the average class size of introductory classes?
4. What is your average financial aid package?
5. What is the typical breakdown of loans versus grants?
6. What percentage of financial need does the school typically meet?
7. What work-study opportunities are there?
8. What is the graduation rate?

Who are the Competitors?

In La Crosse, there are three educational institutions total, Western Technical College, Viterbo and University of Wisconsin –La Crosse. According to the Western Technical College brochure, the fees are as follows:



How does Western differentiate themselves? (Why choose them over Western?)

From Western Technical College Future Students Webpage:

By choosing Western to help you pursue your career goals, you're following in the footsteps of thousands of successful people in many fields.

You're also choosing a hands-on approach to learning. That's what works best for many of the skills our students want to develop—from medical laboratory best practices to problem-solving a heavy equipment issue.

Employers seek out our graduates because they know our students get the essential experience. (Hello, career!)

Program Shadow opportunities are not limited to the La Crosse campus

Western Technical College is only a short distance away if someone is interested in the opportunity to visit a classroom.

From the Western website:

With five regional locations in Black River Falls, Independence, Mauston, Tomah, and Viroqua, Western has you covered. Program courses, general studies classes, GED, basic reading, English and math classes, and professional development opportunities are offered at each location. We also have a presence in Sparta with our Public Safety Training Facility, which houses programs like Fire Protection Technician and Criminal Justice, and the Adult Learning Center that offers GED services.

Staff members at our facilities are your neighbors and they're dedicated to helping you find the pathway to success that meets your needs. And, with our smaller class sizes, they really get to know and understand you.

Check out a Western location near you and get started today. Find out what's next.

The Opportunity is for DATA DOGS to create a survey directed at Western Technical College's Instructors and Faculty concerning their preferences as to how program shadowing is conducted, such as which times of the day would be most appropriate for said visits and insights into the convenience, cooperation, suggestions of the Program Shadow process to help reach Western's main goal, Recruitment!

Manager/Client Decision Problem

The Western Technical College's Recruitment Department wants to know how they can reach out to, influence, and impact potential students to enroll on this great campus of ours with a direct focus on the Program Shadow Best Practices where students make live visits to campus to experience real classroom activities. To find this out, we need to survey the Program Heads to determine their desires in hosting the student, and how Western Technical College's Recruitment Department should prepare/coordinate the Program Shadow Experience.

Being as how this project has no previous data collection, they are looking for any information/data that would determine similarities between scheduling for instructors as well as the visiting students. Things such as; corresponding times of day, week, etc.

Possible Related Research Problems

Western Technical College's Recruitment Department does not currently have a tracking method in order to even acknowledge the visit by the potential student. Data Dogs would like to also address that issue within the survey.

Research Objectives

To collect data from Western faculty, that will help the college understand and document the current Program Shadow Process along with determining effective improvements so that the simplest and most convenient methods have been adopted to convince OR ENCOURAGE potential future students, via actual visits to the classroom, that all their needs and expectations of attending a great school, **Are Here At WESTERN!**

Information Needed

Our survey will inquire of the Program Heads select information and obtain suggestions on how to make the experience better for both the faculty and the program shadow. These are some questions we will be asking of the Program Heads:

- What is the Program Head's class schedule?
- Will the class visit be scheduled based on the class schedule or on an individual basis? Program Head would determine what day they would like the Program Shadow to visit, if it was during a week with testing or other activities that might not be appropriate for a Program Shadow to visit an alternate date might be provided? Where should the Program Shadow meet the Program Head?
- How much contact would the Program Head like to have with the Program Shadow before and after the class visit? How much contact would the Program Head like to have during the process?
- Would the Program Head like to be informed of the Program Shadow's application status and enrollment status?
- Where could the Program Shadow's experience be improved? Is there anything the Program Head could suggest to this?
- What kind of tracking could be implemented, have the Program Shadow fill out a form and return it or would the Program Head fill one out? At this time, there is not any established way of tracking which Program Shadows actually attend a class.

Approximate Time Table:

As agreed upon and in our Client Agreement, the following time table is proposed:

Mid-March - Survey Creation
End March - Data Collection
Beginning of April to mid-April - Data Analysis
Finalized report - week of April 17

We will be presenting our report to Ms. Lisick and Ms. Hether on April 19th.

Data Dawgs

Step 2- Research Design

Our research for the Western Technical College Recruitment team will be primarily Descriptive Research (research in which the major emphasis is on describing a situation: who, what, when and how) for Ms. Kelly Lipstick's project request of us. Our Descriptive Research will be conducting a survey of the Program Heads in regard to the Program Shadow information regarding schedules. Information given to us consists of a number of concerns to the Recruitment Departments. Concerns such as:

- Class schedules
- Preferred days of the Program Shadow(s) attend class
- Would Department Heads like to have contact with the student(s) before and/or after the Program Shadow visit
- Who will receive this survey?
- What questions will be asked of the Department Heads?
- When is the most convenient time of the day for student visits?
- Where would the best place for potential students to meet prior to a Program Shadow?
- How often (per week/month) would visits occur?

As Western Technical College students, we are of the opinion that this school gives a valued education that will either lead to employment or higher education. We do not want to miss any opportunities to make others aware of the great WTC Campus, both in La Crosse and the outlying areas. Our mission is to aid the Recruitment Department and to share our experiences at Western Technical College.

Step 3 – Collect Primary Data

We will be creating and utilizing an online survey of the Program Heads regarding their class schedule and primary days they are open to hosting a Program Shadow. The survey will be based on a list of questions Kelly Lisick gave us and a number of questions we thought of regarding the Program Shadow.

A sample of the questions:

- What is the Program Head's class schedule?
- What day would work best to host a Program Shadow?
- Will the class visit be scheduled based on the class schedule or on an individual basis? Program Head would determine what day they would like the Program Shadow to visit,

if it was during a week with testing or other activities that might not be appropriate for a Program Shadow to visit an alternate date might be provided?

- Where should the Program Shadow meet the Program Head?
- How much contact would the Program Head like to have with the Program Shadow before and after the class visit?
- There is no current standard for reporting the Program Shadow's participation, would you be willing to report back to Ms. Lisick with the results?
- How much contact would the Program Head like to have during the process?
- Would the Program Head like to be informed of the Program Shadow's application and enrollment status?
- Where could the Program Shadow's experience be improved? Is there anything the Program Head could suggest to this?
- What kind of tracking could be implemented, have the Program Shadow fill out a form and return it, or would the Program Head fill one out? At this time, there is not any established way of tracking which Program Shadows actually attend a class.

In researching the 7 behaviors:

- Awareness on Ms. Lisick's behalf regarding the class schedule of the Program Heads. At this time, she is responsible for emailing the Program Head and informing them the Program Shadow has made contact, via the online request form.
- Attitude is an unknown as we do not know how the Program Shadow Department Heads view the Program Shadow experience. We do not know if the Program Shadow participant continues with Western Technical College as there is no way to track that at the present time.
- Intentions of the Program Shadow is unknown as we do not know if they will apply or not. We would like to suggest an evaluation/exit survey once they have experienced a Program Shadow visit.
- We know that the motivation is present because the Program Shadow contacts Western Technical College but we do not know if they are motivated to apply for admission at Western Technical College.
- The behavior is an unknown aspect also, as mentioned above.

We agree that our information needed section includes the items above.

Method of Obtaining Primary Data

We will have an online survey to send to the Program Heads via email. Questions will be open ended in regards to the class schedule and preferred day of visiting. We will have closed ended questions also. One disadvantage is that we will not know if they opened and read the survey and chose not to respond or they will not give value to what we are after. It was not discussed in depth regarding what happens if we do not get enough information at the time this is due, but because this is a new project, we will present what we have and proceed from there.

Observation Survey is not appropriate for this project (unless we follow a Program Shadow in their experience).

- At the present time, we are not aware of a Western booth where students can request a Program Shadow spot at any of the Open Houses. We feel that this is an opportunity for a future observation activity where we could observe the prospective student requesting a spot.

Structured observation will be the survey results analysis based on the results we receive back.

Disguised versus Undisguised

This is undisguised because the email will be coming from our group, on behalf of the Recruitment Department.

Natural or Contrived

This would be Natural, as they are giving their answers without prompting.

Human versus Mechanical Observation

This would be mechanical as we are sending an email and will be recording results that way.

Dates and Times to Observe

As we collect the data, the dates and times will be determined then.

Our Goal

In obtaining this information for the Recruitment Department, we will be able to collect and offer the needed information that was requested to make this program work to its full potential. We want to be able to collect information on who participates and how we can make this program more efficient and be a benefit to Program Shadows and the Program Heads.

Step 4 - Designing the Data Collection Form

We will have an online survey to send to the Program Heads via email. Questions will be open ended in regards to the class schedule and preferred day of visiting. We will have closed ended questions also. One disadvantage is that we will not know if they opened and read the survey and chose not to respond or they will not give value to what we are after. It was not discussed in depth regarding what happens if we do not get enough information at the time this is due, but because this is a new project, we will present what we have and proceed from there.

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In our meeting with Ms. Lisick, an explanation of what information was desired was our main focus of creating the survey. Per our meeting, we were to research the best times for the Program Shadow to observe the class and what kind of follow-up was needed. With the assistance of our instructor, Ms. Shelley Wetzsteon, we created a rough draft and changes were made to it. This process was completed

3. Have you personally ever had a program shadow visit?	Open	Descriptive	Answer why or why not
4. What visit duration would be MOST effective by the program shadow?	Closed	Descriptive	Categorize percent share of the whole
5. Do you feel certain times	Closed		Categorize percent share of the whole
6. List classes you typically teach in the Fall Term that would be a good Program Shadow experience.	Closed		Categorize percent share of the whole
7. List classes you typically teach in the Spring Term that would be a good Program Shadow experience.	Open	Descriptive	Own opinion
8. Can you think of any ideas of how a Program Shadow could be accomplished for an online program/class?	Open		Own opinion
9. In your opinion, please indicate the importance of these aspects of a Program Shadow visit.	Closed		Categorize percent share of the whole
10. How much prior notice do you need to prepare for a Program Shadow to experience your class?	Closed	Descriptive	Categorize percent share of the whole
11. Please rate the following statements?	Closed	Descriptive	Categorize percent share of the whole
12. In your opinion, how many Program Shadows appear to be engaged while visiting classes?	Closed		Categorize percent share of the whole
13. Would you prefer to have contact with the Program Shadow prior to the day of the classroom visit?	Closed		Categorize percent share of the whole
14. If yes, how would you like contact established with the Program Shadow? (Select ALL That Apply)	Closed		Categorize percent share of the whole
15. Are there things you would suggest the Program Shadow bring for the visit? (Select ALL That Apply)	Closed		Categorize percent share of the whole
16. Would you like information provided to the Program	Closed		Categorize percent share of the whole

Shadow at the time of the classroom visit? (Select ALL that apply)			
17. Where is the Best place to meet the Program Shadow when the visit begins?	Closed	Descriptive	Categorize percent share of the whole
18. When the Program Shadow visit is completed, would you be willing to complete a form and return it to the Recruitment Department in order to track the visit?	Closed	Descriptive	Categorize percent share of the whole
19. Would you like to receive access to a form regarding the Program Shadow containing student's name, school, courses, guidance counselor, email address, phone number, etc.? (Select ONE Answer)	Closed		Categorize percent share of the whole
20. Would you like to receive updates of enrollment status of Program Shadow Students?	Closed		Categorize percent share of the whole
21. Overall, how would you rate your past experience with the Program Shadow Process?	Closed	Descriptive	Categorize percent share of the whole
22. Would you consider recording your (teaching techniques) class for possible 'view-at-home' videos for review by future Program Shadows?	Closed		Categorize percent share of the whole
23. Is there anything else that you think would be helpful to add to the Program Shadow Experience?	Closed		Categorize percent share of the whole
24. Are there any comments that you think would be helpful to the college process for the program shadow?	Closed		Categorize percent share of the whole
25. May we contact you in the future if we have additional questions? If so, please list your preferred contact information.	Closed		Categorize percent share of the whole

Step 6 – Collect Data

Once the survey creation and edits were completed, the survey was first tested with three faculty members. It was further decided that minor adjustments needed to be completed on the final version before we could send the email to Program Heads. Our original date to send the emails was delayed as the survey link was not in operation and delayed our email launch. Once the problem was repaired, our eighty five emails were launched and we received forty-seven email completed emails. Our results were satisfactory as we received half of the target audience in return. The deadline was Monday, April 16th and no results were captured after that date.

Step 7 – Analysis of Data

What information are we looking for? What do we hope to find and present to Ms. Lisick and Ms. Hether? These are the questions we identified from our meeting:

- What is the Program Head’s class schedule?
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Program Head would determine what day they would like the Program Shadow to visit, if it was during a week with testing or other activities that might not be appropriate for a Program Shadow to visit an alternate date might be provided?
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Step 6: Data Collection Results

We will be using Survey Crafter Pro and sending emails to 85 Program Heads with a link to the survey. We anticipate a 95% initial return on surveys, and will attempt to reach out to those who do not reply by Friday.

Of 85 surveys sent out, 47 were returned and 38 did not respond by the deadline date of April 16, 2018.

Total	Number	Percent
Total Sent	85	100%

Returned	47	55.3 X%
Missing	38	

Conclusion and Recommendations

In conclusion, trying to encourage potential future students to commit to the wonderful campus that is Western Technical College, like many other small Continuing Education Institutions, can be a daunting task. The combination of all parties involved in this endeavor such as Administration, Instructors, and Human Resources (HR), and in conjunction with current students is to create the most memorable, exciting, inspirational, and unforgettable experience for Program Shadow visitors...leaving them with no doubt in their minds that *“WESTERN IS WHERE I WANT TO GO TO CONTINUE MY SCHOOLING!!!”*

With the main goal in mind of attempting to create more potential student Enrollment awareness, the efforts of Western Technical College’s Recruiting Department, Department Heads, and Faculty via a survey, along with analysis of said data by the *Data Dogs* Research Team, *“Chewin’ Up Research Like a Dog on a Bone!”*, concludes that there are basically two Major concerns;

- 1) The importance of plenty of prior notice of a Program Shadow visit, and
- 2) The concern for scheduled Program Shadow “No-shows”.

The survey also revealed numerous responses by way of the “Comment” sections in which excellent ideas are suggested as it relates to the importance of Recruitment and Faculty relations in dealing with accomplishing these tasks. The accomplishment of all of these tasks are with the goal of Faculty schedule opportunities combined with the other goal of making the Program Shadow Experience an Unforgettable and Obvious choice: *Western Technical College*.

While this endeavor really puts a strain on Faculty members (because of scheduling), please remember their dedication as educators are always done with one focus in mind, Students! And how do we reach Students? With Honesty, Trustworthiness, Friendship, Instruction, Advice, Guidance, and any other kind word that Builds Relationships. Western Technical College is Truly interested in future student prospects’ Education, focusing on their Future & Dreams, and strive to make that happen for any and all students who have the desire to make that their goal, and Strive For It.

Our Recommendations

In our review of the data analysis, we determined that there were several ideas that we passed on to Ms. Lisick and Ms. Hether. One suggestion based on the survey results concern over “no-shows” was to create a section on the Program Shadow sign-up page with contact information in case of cancellation or need to reschedule. We determined that many Program Heads are interested in being contacted in the future to continue to provide feedback on the Program Shadow program. We encourage a feedback form for the Program Shadow to return could be utilized to evaluate their opinions also. In our research, we found information on Program Shadow mentors for each class might be an option in the future also. While our results were measurable, we feel that if we were given more time, we may have been able to resend the email to the Program Heads that did not respond in a five-day period. Our

results were forty-seven of eighty-five emails sent out, we are happy with our results and feel we gave a quality product for Ms. Lisick and Ms. Hether to process at this time.

Submitted by "Data Dogs" Research Team

"Chewin'- Up Research like a Dog on a Bone!"

Leila Holen

Tony Bilek

Matt Enright

Iyanuoluwa Bejide