

September 22, 2009

Bettsey L. Barhorst
President
Madison Area Technical College
3550 Anderson Street
Madison, WI 53704

Dear President Barhorst:

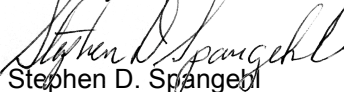
Enclosed is a copy of Madison Area Technical College's *Systems Appraisal Feedback Report*. It begins with a concise Executive Summary, intended for those general readers that do not require a high level of detail. Your Systems Appraisal Team of quality experts provided extensive detail in the full report by identifying nine distinct groups of what they view as your institution's *strengths* and *opportunities for improvement*, one group for each of the nine AQIP Categories. We are also emailing your institution's AQIP Liaison a copy of this full *Systems Appraisal Feedback Report* and enclosures.

To receive maximum benefit from your Systems Appraisal, you and your colleagues should plan to invest substantial time in discussing it, considering the team's observations and advice, and identifying which actions will best advance your institution. The enclosed *After Your Appraisal* details what lies ahead and how to use your Feedback Report most effectively, and explains when and how to register for your next Strategy Forum.

To comply with federal requirements, we need the CEO of the institution formally to acknowledge receipt of this report within the next two weeks, and to provide us with any comments you wish to make about it. Please read the enclosed *After Your Appraisal* suggestions *before* you decide how to respond. Limit your acknowledgement and comments to a maximum of two typewritten pages, and understand that your response will become part of your institution's permanent HLC file, to be shared with future peer reviewers who review your institution (including the next Systems Appraisal team, the next Quality Checkup visit team, and the next Reaffirmation of Accreditation panel). Email your response to AQIP@hlcommission.org; call me or Mary Green (at 800-621-7440 x130) if you have any questions about it.

We know you will gain real value from the Systems Appraisal Feedback and the activities it will stimulate within your institution, and we are proud to be working with you as you continue along the never-ending path to improvement.

Sincerely,



Stephen D. Spanghel
Vice President

SYSTEMS APPRAISAL FEEDBACK REPORT

in response to the *Systems Portfolio* of

MADISON AREA TECHNICAL COLLEGE

September 20, 2009



**Academic
Quality Improvement
Program**

The Higher Learning Commission **NCA**

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SYSTEMS APPRAISAL FEEDBACK REPORT
In response to the *Systems Portfolio* of
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EXECUTIVE SUMMARY FOR MADISON AREA TECHNICAL COLLEGE

The following are summary comments on each of the AQIP Categories crafted by the Appraisal Team to highlight Madison Area Technical College's achievements and to identify challenges yet to be met.

MATC has a system-wide approach for assessment of learning and integrated the notion of monitoring as a means to determining and documenting the impact of student's learning across different programs. The institution is in the formative stage of collecting the student learning outcomes data. The LOAD system is new and needs to be implemented across the institution. Although some data is being collected, there needs to be a systematic way to arrive at conclusions about student successes.

MATC's second distinctive objective – "providing customized training and technical assistance to business and industry in order to foster economic development and the expansion of employment opportunities" – while a state mandate, is embraced by the College and has recently been revitalized through College reorganization efforts and planning activities.

As a result of its efforts with the business community, the College is launching two new programs – the Minority Business Resource Center as well as the Career and Employment Center. These two centers will aid in furthering the College's relationships with local businesses and will aid students in their transition to program-related jobs.

MATC collects a wide variety of student and stakeholder satisfaction data. It appears targets have been set for some indicators, while others are reviewed annually. MATC efforts to use student and stakeholder data at the institution level to drive improvement initiatives to meet the needs of both current and prospective students and clients would be strengthened by using trend data, more comparison data, and data segmented by student or service area groups.

One segmented student group that does not seem to be addressed as either potential students or current students whose needs are unique are high school students. Unless these segmented groups are addressed in their uniqueness, opportunities for the institution to keep or expand their student base may be missed.

MATC has identified the replacement of key experienced employees as a vulnerability. However, no discussion of processes to address this vulnerability is included in the portfolio. MATC has in place several methods to ascertain the satisfaction levels of its employees. The institution notes declines in several of its measures of key issues

related to the motivation of faculty, staff, and administrators. Additional activities to determine the reasons for this decline should be conducted so that employee concerns can be addressed.

MATC demonstrates a commitment to developing a culture of continuous improvement in the areas of leading and communicating. However, although changes have been implemented, the Personal Assessment of the College Environment (PACE) and administrative reviews reflect a downward trend regarding leadership and communication. The college appears to have some concern about the validity of PACE data, even though PACE has been used for several years and is a nationally-normed instrument. Rather than looking for other tools, the college may wish to look more deeply at the data received from the PACE survey and identify goals to address the specific items identified as areas for growth.

MATC collects and analyzes a variety of measures regarding their student and administrative support services. The institution provided few results and no discussion of their CQI projects in this area. It is difficult to provide feedback on the progress toward development of MATC's approach of continuous improvement for its student and administrative support services. The discussion provided does not demonstrate ongoing analysis and application of the data beyond its collection and tracking.

MATC is making progress in measuring its measurement processes. Its information system user satisfaction has improved from 2007 to 2008 for most measures. Little trend and comparison data is provided, which makes it difficult to see the progress of its initiatives in a context larger than the single point-in-time given. Most of the current data for the scorecard was not presented in the portfolio nor was very recent data available on the MATC website, for which a link was provided in the portfolio.

The MATC comprehensive planning process cascades down from the Board of Trustees to the unit level and provides an opportunity for input from both faculty and staff. The college does not appear to provide comparisons of its results to other institutions – neither within the WTCS system, nor to other peers, or to other Vanguard institutions. Trending and using the data to improve processes, and then evaluating the effects of the improvements would allow MATC to enhance the effectiveness of its planning processes.

MATC describes a solid methodology for development and review of collaborative relationships. In addition, it has identified and initiated steps to further improve the development, maintenance, and review of strategic collaborative relationships. MATC

has a variety of measures to track its achievement in its key partnerships. However, there is no information that shows that the data for these measures are collected, trended, or analyzed regularly and used to modify, improve or extend the partnerships in ways to further MATC's achievement of its strategic goals.

Accreditation issues and Strategic challenges for Madison Area Technical College are listed in detail within the Strategic and Accreditation Issues Analysis section of the Appraisal Feedback Report.

ELEMENTS OF Madison Area Technical College's FEEDBACK REPORT

The *Systems Appraisal Feedback Report* provides AQIP's official response to your *Systems Portfolio* by a team of readers trained in evaluation. After appraisers independently reviewed your document, the team reached consensus on essential elements of your institutional profile, strengths and opportunities for improvement by Category, and significant issues for your institution. These are presented in three sections of the Feedback Report: Accreditation Issues Analysis, Critical Characteristics Analysis, and Category Feedback. These components are interrelated in defining context, evaluating performance, surfacing critical issues, and assessing institutional performance.

It is important to remember that the Systems Appraisal Team had only your *Systems Portfolio* to guide their analysis of your institution's strengths and opportunities for improvement. Consequently, their report may omit important strengths — if you were too modest to stress them in your *Systems Portfolio*, or if your discussion and documentation of them was unconvincing. Similarly, the team may have pointed out areas of potential improvement that are already receiving the institution's attention. Again, the team used its best judgment in identifying improvement opportunities. If some of these areas of potential improvement are now strengths rather than opportunities because of your own focused efforts, that is all to your credit. If the team was unsure about an area, we urged it to err on the side of giving your institution the best possible advice about where investing your efforts might pay off. If some of their advice comes after the fact, after you've already tackled an area, no harm is done.

Executive Summary: Summative statements agreed upon by the Systems Appraisal Team reflecting the reviewers' assessment of the institution's current status in relation to critical quality characteristics: robustness of process design; utilization or deployment of processes; the existence of results, trends, and comparative data; the use of results data as feedback, and systematic processes for improvement of the activities that the Category covers. Since institutions are complex, maturity levels may vary from one Category to another.

Strategic challenges for the institution are listed in detail within the Strategic and Accreditation Issues Analysis section of the Appraisal Feedback Report.

Strategic and Accreditation Issues Analysis: Strategic issues are those most closely related to your institution's ability to succeed in reaching its mission, planning, and quality improvement goals. Accreditation issues are areas where you have not yet provided evidence that you meet the Commission's *Criteria for Accreditation*, or where the evidence you have presented suggests you may have difficulties, now or in the future, in meeting these expectations. If accreditation is essential for your institution then any accreditation issues identified are, by definition, also strategic. The Systems Appraisal Team identified both of these kinds of issues through analysis of your Organizational Overview and the feedback it provided for each Category, as well as by reviewing the Index to the *Criteria for Accreditation* that you provided along with your *Systems Portfolio*. This list of strategic issues offers a framework for addressing ongoing improvement of processes and systems, serving as an executive summary of the Report's key findings and recommendations.

Critical Characteristics: Your Systems Portfolio's Organizational Overview provides context for the team's knowledge of your institution's identity, mission objectives, strategic goals, and key factors related to improvement. Critical Characteristics are those features most important for understanding the institution's mission, environment, stakeholders, competitive position, goals, and processes. Characteristics having the greatest relevance to each Category are identified in the Report.

Category Feedback: The Report's feedback on each of AQIP's nine Categories specifically identifies strengths and opportunities for improvement. An **S** or **SS** identifies strengths, with the double letter signifying important achievements or capabilities upon which to build. Opportunities are designated by **O**, with **OO** indicating areas where attention may result in more significant improvement. Comments, which are keyed to your *Systems Portfolio*, offer brief

analysis of each strength and opportunity. Organized by Category, and presenting the team's findings in detail, this section is the heart of the Report.

STRATEGIC AND ACCREDITATION ISSUES

In conducting the Systems Appraisal, the team attempted to identify the broader issues that present the greatest challenges and opportunities for your institution in the coming years. These are all strategic issues, ones you need to grapple with as you identify your institution's strategies for confronting the future and becoming the institution you want to be. The team also examined whether any of these strategic issues put your institution into jeopardy of not meeting the Higher Learning Commission's accreditation expectations.

Issues Affecting Compliance with the *Criteria for Accreditation*. An important goal for the Systems Appraisal was to review your institution's compliance with the Higher Learning Commission's *Criteria for Accreditation*. The peer quality experts who served on the team were all trained in evaluating colleges and universities using the Commission's *Criteria*, and the Systems Appraisal process they followed included careful steps to ensure the team used the *Criteria* as a major factor in their review. As the team reviewed your presentation of your institution's systems and processes under each AQIP Category, it searched for accreditation-related issues and concerns. In addition, the team used the *Index to the Criteria for Accreditation* that you provided with your Portfolio to perform a comprehensive review of the *Criteria* and each Core Component to ascertain whether you presented compelling evidence that your institution complies with each of these Commission expectations.

The Systems Appraisal team concluded that Madison Area Technical College has presented evidence that it complies with each of the Five *Criteria for Accreditation* and each of their Core Components. Although the Systems Appraisal does not in itself constitute a review for continued accreditation, the team's conclusion upon reviewing your Portfolio against the Criteria will serve as a telling piece of evidence during the Commission's next scheduled AQIP review of your institution for Reaffirmation of Accreditation.

Issues Affecting Future Institutional Strategies. The Systems Appraisal Team identified the following strategic issues to assist Madison Area Technical College in prioritizing and taking action on the important broad challenges and opportunities it faces. From these you may discover your vital immediate priorities, shaping strategies that can lead to a quantum leap in the performance of your institution. Implementing these strategies may call for specific actions, so AQIP's expectation that your institution be engaged in three or four vital Action Projects at all times will help encourage your administrators, faculty, and staff to turn these strategic goals into real accomplishments. Knowing that Madison Area Technical College will discuss these strategic issues, give priority to those it concludes are most critical, and take action promptly, the Systems Appraisal Team identified:

While many of the credit-degree programs at MATC have developed program outcomes, and a number are collecting data on Core Abilities or program outcomes on the LOAD system, the data presented are learning assessment process measures and not student learning outcome data. It is clear when reviewing this system that the institution is working to implement the assessment, but the portfolio is lacking critical student learning outcome data, trends in learning data, and improvements conducted based on learning assessment information.

While several references are made throughout the portfolio to MATC's Balanced Scorecard and its Academic Master Plan as primary resources to the results of its planning and leadership processes, the data from these documents are rarely presented (exceptions are Tables 2.3, 3.4, and 3.5) or are not recent. Without the data from the scorecard and Academic Plan measures, and their trends and comparative results, it is difficult to determine if the college is meeting its short- and longer-term goals in a systemic way.

PACE data demonstrates downturns in employee satisfaction in several areas – with several of these downturns showing for a sustained period of time (e.g. leading and communicating both demonstrate downward trends over several different assessments). MATC has also identified vulnerabilities in employee retention and replacement. Unless further analyses to determine employee dissatisfactions are conducted, it may be difficult to successfully address MATC's vulnerabilities in this area.

MATC has conducted CQI projects which are aligned with the College's Three-Year Strategic Plan or result from gaps in performance. However, there was no discussion of the specific projects in the portfolio or how they have been implemented to improve services. Data is not provided on the completed projects to show the improvements that were a result of these projects, and no mention is made of methods used to assess their effectiveness.

MATC collects a wide variety of measures regarding its student and administrative support services, and its effectiveness as an institution. It uses a wide variety of methods to communicate its results with internal and external stakeholders. However, nearly all the data presented are point-in-time data. Without comparing its performance internally over time (trend data), or using comparative data such as colleges in the WTC system, the South West Consortium, national normed surveys, it is difficult to determine its success in context.

USING THE FEEDBACK REPORT

The *AQIP Systems Appraisal Feedback Report* is intended to initiate action for improvement. It is therefore important that the Report produced by the Systems Appraisal Team stimulate review of organizational processes and systems. Though decisions about specific actions are each institution's, AQIP expects every institution to use its feedback to stimulate cycles of continual improvement. At the next Strategy Forum an AQIP institution attends, its peers will examine in detail how it is using the feedback from its Systems Appraisal.

An organization needs to examine its Report strategically to identify those areas that will yield greatest benefit if addressed. Some key questions that may arise in careful examination of the Report may be: How do the team's findings challenge our assumptions about ourselves? Given our mission and goals, which issues should we focus on? How will we employ results to innovate, grow, and encourage a positive culture of improvement? How will we incorporate lessons learned from this review in our planning and operational processes? How will we revise the *Systems Portfolio* to reflect what we have learned?

How an organization interprets, communicates, and uses its feedback for improvement ought to support AQIP's core values, encouraging involvement, learning, collaboration and integrity.

Based solely upon an organization's *Systems Portfolio*, the Report reflects a disciplined, external review of what an organization says about itself. The report should help an organization identify ways to improve its *Systems Portfolio* so it functions better to communicate accurately to internal and external audiences. But the Report's chief purpose is to help you to identify areas for improvement, and to act so that these areas actually improve. These improvements can then be incorporated into an updated *Systems Portfolio*, guaranteeing that future Systems Appraisals will reflect the progress an institution has made.

Within a year following the Systems Appraisal, an institution participates in another AQIP Strategy Forum, where the focus will be on what the institution has learned from its Appraisal (and from its other methods of identifying and prioritizing improvement opportunities, and what it has concluded are its major strategic priorities for the next few years. AQIP's goal is to help an institution to clarify the strategic issues most vital to its success, and then to support the institution as it addresses these priorities through Action Projects that will make a difference in institutional performance.

CRITICAL CHARACTERISTICS ANALYSIS

The purpose of this section is to identify what team members understood to be the critical and distinguishing characteristics of your institution. They are the shared understanding of the most important aspects of Madison Area Technical College, its current dynamics and the forces surrounding it, and its internal momentum and aspirations, at least as team members understood them. This section also demonstrates that the Systems Appraisal Team recognized and knew what makes Madison Area Technical College distinctive. Should you find some characteristics that you think are critical and missing from this list, you may want to clarify and highlight these items when you revise your *Systems Portfolio* and other literature explaining your institution to the public.

Item Critical Characteristic

- OV1a MATC is one of sixteen public, two-year, non-profit technical colleges in the Wisconsin Technical College System (WTCS).
- OV1b MATC has a dual role: providing inexpensive, accessible instruction to area residents and supporting the economic and workforce development needs of the region.

- OV1c MATC is one of three WTCS colleges to offer a Liberal Arts Transfer program primarily to Universities within the Wisconsin System. Students not transferring may choose from over 140 degree credit programs that result in a degree, diploma or certificate.
- OV1d Businesses are served directly by the college through completers of the degree, diploma, and apprenticeship programs and contracted customized training.
- OV1e MATC's mission is to provide accessible, high quality learning experiences that serve the community. Its values are focused on excellence, respect and integrity with a vision to transform lives, one at a time.
- OV2a MATC offers five distinct types of learning opportunities to its students: 1.) Post-secondary degree-credit programs and coursework, 2.) Adult Continuing Education (ACE), 3.) Adult Basic Education (ABE), 4.) English as a Second Language (ESL), and 5.) Community Services.
- OV2b MATC awards post-secondary credentials in: 1.) Occupational and liberal studies two-year associate degree programs, 2.) Technical diplomas in two-year, one-year, and less-than-one-year programs, 3.) Advanced technical certificates, and 4.) Apprenticeships.
- OV3a MATC enrolled 41,494 total unduplicated students in 2007-08; 26,719 students enrolled in degree-credit courses and 25,183 students engaged in non-degree courses. Full-time equivalent (FTE) enrollment for 2007-08 was 9,430.2. Over the past few years the total enrollment has decreased but the FTE has increased. Most of the headcount decrease has come in the Community Service and Adult Continuing Education areas.
- OV3b MATC helps underprepared students gain the skills necessary to succeed at college-level work. In 2007-08, 6,025 students (12%) were enrolled in either ABE or ELL courses.
- OV3c Students and stakeholders are segmented into four groupings for needs identification: prospective students, current students, community groups, and business and industry organizations.
- OV4a MATC has school-to-career articulation agreements with all 44 public high schools in its district.
- OV4b Advanced standing options are available through the Wisconsin Youth Apprenticeship Program or Youth Options.

- OV4c MATC credits are directly transferable in program-to-program transfer agreements with 18 colleges outside of the Wisconsin Technical College System. Several of the partnership agreements with these post-secondary institutions are 2+2 agreements. MATC also maintains sister college relationships with institutions such as Fermanagh College in Northern Ireland.
- OV5 MATC employed 415 full-time and 1,080 part-time faculty members in the fall of 2007. Full-time faculty members are represented by the American Federation of Teachers (AFT) Local 243. Part-time faculty members are represented by the AFT Local 6100. Both the full-time and part-time support staff members are represented by AFT Local 3872. MATC employed 381 full-time and 852 part-time employees in the fall of 2007. There were 73 full-time administrators in the fall of 2007.
- OV6a The college owns and operates 14 separate buildings throughout the District. Ten of the buildings are located in the Madison, Wisconsin area (including 1 campus, 4 educational centers, and 5 support buildings) with the remaining 4 buildings serving as regional campuses in rural cities. MATC also rents or leases space from over 125 locations in order to provide services and non-degree instructional content.
- OV6b Annual fiscal reporting requirements include accounting practices, cash management, risk management and independent audits. At the conclusion of the 2007-08 fiscal year the college had a fund balance of over \$40 million and the 2008-09 combined total budget is \$199,721,000.
- OV6c MATC uses various instructional technologies, including accelerated, online, interactive TV (ITV) and short-term courses. The college is investing in the Cisco Telepresence system at all its campuses and large education centers in order to improve the distance education experience for students.
- OV6d MATC uses PeopleSoft enterprise software in order to integrate a number of business processes and systems. MATC uses Blackboard as its classroom management system and classifies more than 70 of its 300+ classrooms as “smart” classrooms.
- OV6e The college is governed by Wisconsin State Statutes and Administrative Rules. Chapter 38 of the Statutes creates the Wisconsin Technical College System and sets the powers for the Technical College System Board, MATC Board and President.

- OV7a A majority of the new competition comes from proprietary institutions offering online content.
- OV7b MTC has developed partnerships with industry associations, community-based organizations, educational partners, governmental partners, and some educational institutions that could have been competitors.
- OV8a College-wide challenges are identified by the College Council at its annual strategic planning retreat. This information is used to update the Three-Year Strategic Plan.
- OV8b The College Council's priorities are formed on the basis of supporting student success with learning opportunities that meet stakeholder needs, creating positive stakeholder experiences that result in increased external support of learning, and enhancing the college's continuous improvement capabilities.
- OV8c MATC opportunities for growth include: 1.) Increasing access through the use of flexible learning strategies, 2.) Responding to market demographic shifts, particularly the racial/ethnic minority populations, 3.) Enhancing collaborative partnerships, and 4.) Increasing employee diversity to reflect community demographics.
- OV8d Vulnerabilities that currently exist for MATC are: 1.) Increasing competition, primarily from online proprietary post-secondary institutions, 2.) Decreasing market penetration resulting in fewer District residents attending MATC, 3.) Decreasing or stagnant external monetary support, and 4.) Replacing key experienced employees, lost through retirement or resignation, with comparably skilled replacements.

CATEGORY FEEDBACK

In the following sections, each of which deals with strengths and opportunities for improvement for one of the nine AQIP Categories, selected *Critical Characteristics* are again highlighted, those the Systems Appraisal Team believed were critical keys to reviewing that particular AQIP Category. The symbols used in these "strengths and opportunities" sections for each Category stand for *outstanding strength* (SS), *strength* (S), *opportunity for improvement* (O) and *pressing or outstanding opportunity for improvement* (OO). The choice of symbol for each item represents the consensus evaluation of the Systems Appraisal Team members, and deserves your thoughtful consideration. Comments marked SS or OO may need immediate attention,

either to ensure the institution preserves and maximizes the value of its greatest strengths, or to devote immediate attention to its greatest opportunities for improvement.

AQIP CATEGORY 1: HELPING STUDENTS LEARN

Helping Students Learn identifies the shared purpose of all higher education organizations, and is accordingly the pivot of any institutional analysis. This Category focuses on the teaching-learning process within a formal instructional context, yet also addresses how your entire institution contributes to helping students learn and overall student development. It examines your institution's processes and systems related to learning objectives, mission-driven student learning and development, intellectual climate, academic programs and courses, student preparation, key issues such as technology and diversity, program and course delivery, faculty and staff roles, teaching and learning effectiveness, course sequencing and scheduling, learning and co-curricular support, student assessment, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Madison Area Technical College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 1, Helping Students Learn:

Item Critical Characteristic

- OV1c MATC is one of three WTCS colleges to offer Liberal Arts Transfer program primarily to Universities within the Wisconsin System. Students not transferring may choose from over 140 degree credit programs that result in a degree, diploma or certificate.
- OV1e MATC's mission is to provide accessible, high quality learning experiences that serve the community. Its values are focused on excellence, respect and integrity with a vision to transform lives, one at a time.
- OV2a MATC offers five distinct types of learning opportunities to its students: 1.) Post-secondary degree-credit programs and coursework, 2.) Adult Continuing Education (ACE), 3.) Adult Basic Education (ABE), 4.) English as a Second Language (ESL), and 5.) Community Services.

OV3b MATC helps under-prepared students gain the skills necessary to succeed at college-level work. In 2007-08, 6,025 students (12%) were enrolled in either ABE or ELL courses.

Here are what the Systems Appraisal Team identified as Madison Area Technical College's most important strengths and opportunities for improvement relating to processes encompassed by Category 1, Helping Students Learn.

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
1P1a	S	MATC has developed rubric-based assessment instruments for each Core Ability. Core Abilities are aligned and developed in specific courses throughout each program and department curriculum.
1P1b	SS	MATC's new Learning Outcomes Assessment Database (LOAD) provides a technology for instructors to maintain and update program outcomes, Learning Outcomes Matrices and Core Ability and program outcome assessment information and data. The collection of such information into a single database will allow for greater alignment to the institution's strategic plans and enable gap evaluation for improvement opportunities.
1P2	O	MATC's new program process allows for numerous pathways of new program origin: governmental regulations, employer-identified emerging need and emerging occupations. However, there appears to be no systematic process that includes a cycle of analysis of factors such as regional labor market needs, advisory committee recommendations and faculty and student input. Without a cyclical system, new program development may not be consistently addressed.
1P3	O	Although MATC does not have a formal, standardized college-wide process for establishing levels of preparation required, the institution presents a set of processes used throughout the college. The developing Mandatory Assessment and Advising Program (MAAP) has the potential to serve as the foundation of such a college-wide process. However, the description of the various processes did not clearly identify an assessment step to monitor appropriateness of those preparation levels that have been established within the existing method.

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| 1P5a | S | MATC identifies several processes used to assist in the matching of programs of study with students' interests and abilities as well as the identification and remediation of lack of academic preparedness. For example, the college has participated in the Foundation of Excellence in the First College Year self-study and is developing a pilot project for Fall 2009. In addition, the Smart Start Focus website provides students with valuable information which they can access prior to enrolling in the college. |
| 1P5b | O | MATC does not identify a process to capture students who need but do not receive the benefit of their advisement and placement process either by student choice or system oversight. |
| 1P6a | S | MATC identifies several processes used to monitor, document and communicate expectations related to effective teaching and learning. These processes range from system-wide regular (5 year) program outcome reviews (LSQIP) to one-on-one mentoring of new employees. |
| 1P6b | O | The work of the faculty and assessment teams which developed student learning outcome assessment instruments for three courses is a suitable beginning to the development of course-based assessment. However, no assessment process for the courses was provided to determine the outcome results. |
| 1P7 | S | MATC responded to student-expressed need data to vary their course delivery system beyond the sixteen-week format. They have implemented a variety of different schedules and delivery methods to meet these changing learner needs and they have plans to complete a correlation study about student success related to the changes. |
| 1P8 | O | The Learning Systems Quality Improvement Process (LSQIP) is MATC's primary process for maintaining the currency and effectiveness of its career technical education program's curriculum. While the process documents its strengths and opportunities, it is unclear how improvements in action plans, provision of funds and resources for changing program technology needs and delivery methods are initiated to |

impact improvement efforts. Without such processes in place, it is unclear how the LSQIP drives improvement in the participating programs.

- 1P9 O MATC identifies an extensive list of support services and methods currently in use. However, the description does not clearly identify the process by which these services were developed, how effectiveness is monitored or how emerging needs are identified and appropriate services are developed.
- 1P10 S MATC has identified how student organizations promote growth on its Core Abilities. The student organizations have three-year plans that use the SII assessment tool to evaluate their functions and student needs.
- 1P11 S MATC has set a structure for a culture of assessment of student learning outcomes through its Assessment and Curriculum Mentor team, the Mandatory Assessment, Advising and Placement Team, the Arts and Sciences Course-level Learning Outcomes Assessment Team and several newly created positions.
- 1R1 OO While many of the degree-credit programs at MATC have developed program outcomes, and a number are collecting data on Core Abilities or program outcomes on the LOAD system, these are learning assessment process measures and not student learning outcome data. It is clear when reviewing this system that the institution is working to implement the assessment tool, but there are many programs with missing or no data. Further value from this system will be gained through institution-wide regular use of this system for reporting and analysis of common student learning objectives.
- 1R2 S MATC's defines overall student success as being the total of graduation, retention and transfer rate of a first time student entering in the Fall semester, four years after first enrollment. Based on this metric, MATC has seen a general increasing trend in overall student success since 2000 (Tables 1.14 and 1.15).
- 1R3 O MATC states that the MAAP program has lead to a downturn in enrollment in mathematics course, but that this shift has been

accompanied by improved success rates in developmental level courses. It is unclear from the evaluation data presented in the portfolio how the MAAP program is succeeding. For instance, in Table 1.22 Basic Algebra showed apparent inconsistent results. In addition, the data do not support a significant improvement in student scores overall from assessment placement versus direct placement in mathematics courses.

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| 111 | O | MATC identifies examples of current processes and systems that have been improved but does not present a clear description of how the improvements were accomplished. |
| 112 | S | MATC identifies a multi-level process of utilizing current results to establish improvement targets and to monitor the related progress. |

AQIP CATEGORY 2: ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES

Accomplishing Other Distinctive Objectives addresses the processes that contribute to the achievement of your institution's major objectives that complement student learning and fulfill other portions of your mission. Depending on your institution's character, it examines your institution's processes and systems related to identification of other distinctive objectives, alignment of other distinctive objectives, faculty and staff roles, assessment and review of objectives, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Madison Area Technical College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 2, Accomplishing Other Distinctive Objectives:

Item Critical Characteristic

- OV1a MATC is one of sixteen public, two-year, non-profit technical colleges in the Wisconsin Technical College System (WTCS).
- OV1b MATC has a dual role: providing inexpensive, accessible instruction to area residents and supporting the economic and workforce development needs of the region.

OV1d Businesses are served directly by the college through completers of the degree, diploma, and apprenticeship programs and contracted customized training.

Here are what the Systems Appraisal Team identified as Madison Area Technical College's most important strengths and opportunities for improvement relating to processes encompassed by Category 2, Accomplishing Other Distinctive Objectives.

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
2P1a	S	An MATC Economic Development Work Team is charged to focus on strategies, initiatives, processes, outcome measures, and Best Practices for the economic and workforce development needs in the region.
2P1b	S	Recommendations from the MATC Economic Development Work Team were instrumental in the College's reorganization, creation of dedicated positions and the development of the three-year Strategic Plan.
2P2a	S	The college communicates expectations to both internal and external stakeholders through a variety of venues, which include its website, press releases, and newsletters. Internal communication also takes place through its Strategic Plan Process.
2P2b	O	Although MATC identifies processes to communicate expectations regarding community education and business partnerships, the methods used to identify communication channels are not evident.
2P3	S	The Unit Plan process is the primary method for gathering the information required to determine faculty and staff needs. Additional methods include facilitated discussions, program advisory committee meetings, and environmental scans.
2P4a	S	MATC has specific measures and inputs in place to determine if the outcome or action has been completed. The process utilized is the PDCA. The individuals involved vary dependent on the unit to which the measure is specific.
2P4b	O	While a list of MATC services that can respond to the region's loss of jobs is available on its website, it is unclear whether MATC is acting

- proactively and establishing partnerships with other area agencies that are working with recently unemployed groups of employees.
- 2P5 S MATC collects and analyzes a comprehensive number of measures regarding business, industry and community services, business procurement assistance and regional economic and workforce development. These measures include the college balanced scorecard items, number of clients served, number of contracts awarded, dollars procured, and service satisfaction measures.
- 2R1-2R2 O MATC uses various methods to report results; however, neither comparative or trend data is presented and raw numbers do not demonstrate quality of results. MATC would benefit from tracking these results over time to determine whether improvements in accomplishing economic and workforce developments are being made.
- 2R3 SS In MATC's economic and workforce development efforts, it gains insights into "real world" business challenges, sees where its training curriculum could be adjusted, and acts proactively to adapt to the changing needs of business and industry. For example, two new services have been initiated: the Minority Business Resource Center and a Career and Employment Center.
- 2I1 S A variety of activities have been put in place to respond to the needs of business and industry. These activities include needs assessments, enhanced services, and work with the Workforce Development Board, all of which have strengthened the relationship MATC has with the business and industry community.

AQIP CATEGORY 3: UNDERSTANDING STUDENTS' AND OTHER STAKEHOLDERS' NEEDS

Understanding Students' and Other Stakeholders' Needs examines how your institution works actively to understand student and other stakeholder needs. It examines your institution's processes and systems related to student and stakeholder identification, student and stakeholder requirements, analysis of student and stakeholder needs, relationship building with

students and stakeholders, complaint collection, analysis, and resolution, determining satisfaction of students and stakeholders, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Madison Area Technical College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 3, Understanding Students' and Other Stakeholders' Needs:

Item Critical Characteristic

OV3c Students and stakeholders are segmented into four groupings for needs identification: prospective students, current students, community groups, and business and industry organizations.

OV8b The College Council's priorities are formed on the basis of supporting student success with learning opportunities that meet stakeholder needs, creating positive stakeholder experiences that result in increased external support of learning, and enhancing the college's continuous improvement capabilities.

OV8c MATC opportunities for growth include: 1.) Increasing access through the use of flexible learning strategies, 2.) Responding to market demographic shifts, particularly the racial/ethnic minority populations, 3.) Enhancing collaborative partnerships, and 4.) Increasing employee diversity to reflect community demographics.

Here are what the Systems Appraisal Team identified as Madison Area Technical College's most important strengths and opportunities for improvement relating to processes encompassed by Category 3, Understanding Students' and Other Stakeholders' Needs.

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
3P1a	S	MATC uses a variety of data sources to identify the changing needs of its students: data reports, surveys, focus groups, activity evaluations, personal observation, and customer feedback.
3P1b	S	MATC has used student and stakeholder needs assessment data to implement services to meet these needs; for example, their First Year Experience activities, decreased admissions application processing time,

and additional Academic Advisor for students transitioning from non-credit to credit coursework were activities implemented in response to student needs data.

- 3P1c O MATC's prospective students have been indentified into traditional- (18-24) and nontraditional-aged student (24+ years) groups; it is unclear whether the college considers high school students either prospective students or current students. Each segment of students has unique learning and marketing needs, and to ignore this segment of prospective/current students might limit the college's ability to accomplish its strategic enrollment goals.
- 3P2 a S MATC has a detailed process for assisting prospective students through the Prospective Student Relations office, School-to-Career office, College Preparedness and Academic Advancement Center and the Business and the Industry and Community Services offices. These services are aimed at supporting student success.
- 3P2b S MATC students are provided with an array of experiences to build relationships, including Learner Success, Program for at-risk students, Campus Life and Enrichment activities, study abroad programs, and access to conflict management services.
- 3P5 S Many different offices, departments and individuals seek to identify new student and stakeholder groups through the Diversity and Community Relations Department and Institutional Research, a Geographic Information System, Statewide TechConnect, Lifelong Learner Systems Integration Council, the Higher Education Partnership, advisory committees, and the analysis and review of relevant data.
- 3P6 O MATC is planning a pilot project to centralize the complaint process, beginning July 2009. Currently the college collects complaint information and provides it to the unit about which the complaint is made. However, without aggregating and analyzing the complaint data across the institution, it is difficult to spot systemic patterns needing remediation and improvement initiatives.

- 3P7 S Multiple measures are used for both students and other stakeholders to determine their level of satisfaction with MATC. These measures are analyzed on an annual basis to assist in planning and improvement.
- 3R1, 3R3-4a O In Tables 3.2 and 3.4, student satisfaction data is provided. However only a single year of comparison data was provided for three of the measures and no historical data was provided for the majority of the measures. Without these data, it is not possible to review trends and aid the institution in identifying potential opportunities related to trends in these ratings.
- 3R1a O Student satisfaction measures indicate that graduate and noncredit satisfaction levels have decreased from the 2007 levels. Further study of the item feedback from these instruments or the additional use of focus groups or targeted surveys might provide information that would allow for focused improvement efforts to more fully satisfy these segments of students.
- 3R1b O While the report of the Student Satisfaction Inventory data is given as a single overall mean, segmented data by service are not provided. Unless data is segmented by areas such as Instructor Effectiveness, Registration Effectiveness, Advising, etc., and shown in comparison to other two-year national college data, it is difficult to determine the satisfaction levels of the current students with MATC's unit level services.
- 3R2 O MATC reports using four measures of students' relationships to the college: course success, graduation rate by credential type, placement rates and transfer rates. It is not evident how these measures reflect an indication of the quality of student relationships to MATC.
- 3R5a O While MATC graduates' satisfaction is equal to or slightly greater than the WTCS averages, and its overall SSI mean for 2009 is greater than the national norm (Table 3.6), all other data are unique to the institution and thus lack comparison data, possibly limiting its overall utility.
- 3I1 O MATC has identified several key processes that have been implemented to improve the understanding of students' and stakeholders' needs.

However, the institution did not provide information to explain how these groups were identified and/or any key activities each would be undertaking to address a current problem or challenge.

AQIP CATEGORY 4: VALUING PEOPLE

Valuing People explores your institution's commitment to the development of your employees since the efforts of all of your faculty, staff, and administrators are required for institutional success. It examines your institution's processes and systems related to work and job environment; workforce needs; training initiatives; job competencies and characteristics; recruitment, hiring, and retention practices; work processes and activities; training and development; personnel evaluation; recognition, reward, compensation, and benefits; motivation factors; satisfaction, health and safety, and well-being; measures; analysis of results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Madison Area Technical College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 4, Valuing People:

Item Critical Characteristic

OV5 MATC employed 415 full-time and 1,080 part-time faculty members in the fall of 2007. Full-time faculty members are represented by the American Federation of Teachers (AFT) Local 243. Part-time faculty members are represented by the AFT Local 6100. Both the full-time and part-time support staff members are represented by AFT Local 3872. MATC employed 381 full-time and 852 part-time employees in the fall of 2007. There were 73 full-time administrators in the fall of 2007.

OV8c MATC opportunities for growth include: 1.) Increasing access through the use of flexible learning strategies, 2.) Responding to market demographic shifts, particularly the racial/ethnic minority populations, 3.) Enhancing collaborative partnerships, and 4.) Increasing employee diversity to reflect community demographics.

OV8d Vulnerabilities that currently exist for MATC are: 1.) Increasing competition, primarily from online proprietary post-secondary institutions, 2.) Decreasing market penetration

resulting in fewer District residents attending MATC, 3.) Decreasing or stagnant external monetary support, and 4.) Replacing key experienced employees lost through retirement or resignation with comparably skilled replacements.

Here are what the Systems Appraisal Team identified as Madison Area Technical College’s most important strengths and opportunities for improvement relating to processes encompassed by Category 4, Valuing People.

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
4P1	O	It is not clear who creates the job description and what processes are in place to determine needed skills other than mandated requirements. The institution identifies the loss of institutional knowledge in replacing employees through retirement or resignation as a vulnerability. Unless this is an institutional focus when considering job descriptions, opportunities may be lost to identify and replace key skills and knowledge.
4P2b,4R1a	OO	MATC has identified replacement of key experienced employees as a vulnerability. In addition, it has identified that more than half of its workforce has less than ten years of experience with the organization and that an increasing number of highly experienced employees will be retiring; however no plan to address the organizational history and knowledge retention is presented.
4P3	O	MATC presents a list of activities that contribute to communication, high performance and innovation without discussing how these various efforts are integrated and monitored for effectiveness. Likewise, although multiple ethical guidelines are detailed, there is no evidence presented about the methods used to monitor employee compliance.
4P4a	S	MATC’s Center for Excellence in Teaching and Learning provides staff development programming for employees and training for specific groups. All faculty and administrators are required to be certified by WTCS in order to maintain employment. MATC collects information to determine professional development activities and assesses employees’ opinions of the training effectiveness to ensure training is meeting employee needs.

- 4P4b OO While a professional development plan is developed collaboratively during annual performance assessment, it is not clear whether processes are in place to evaluate an individual's progress on the plan. There is also no indication whether there is any evaluation of the Center for Excellence in Teaching and Learning on its ability to meet the needs expressed in the individual learning plans.
- 4P5a,4P6 O The Center for Excellence in Teaching and Learning (CETL) and Human Resources have many different ways to determine training needs of faculty and staff. It is not clear from the discussion how training or individual evaluation plans are monitored for contribution to planning continuous improvement, helping students learn, or economic and workforce development (other distinctive objectives).
- 4P5b SS MATC provides a Tech Academy to improve employee technological skills. This training is critical in today's changing technology.
- 4P7 O MATC identifies its elements of the employee recognition and compensation program. It is not evident from the description, however, how the plan is connected to Helping Students Learn or economic and workforce development (Other Distinctive Objectives).
- 4P8 S MATC gathers data through exit interviews, Union/Management Team, HR online process, President's Advisory Team, and an employee satisfaction survey (PACE). A four-step method is in place to analyze and take action regarding identified concerns.
- 4P9 S MATC has a joint labor-management benefits committee responsible for overseeing benefits and determining changes. The college provides additional assistance through the Employee Wellness Program, Safety Task Force, and Employee Assistance Program.
- 4R1a S There has been an increase in staff diversity from 2006-2009 with increased promotions for minorities, low levels of turnover and many young recruits. The applicant pool is more diverse than the District population.

- 4R1b O There is a high rate of retirement and the college is at risk of losing organizational history and knowledge sources. Plans and processes need to be created to retain the information that these retirees possess.
- 4R1c O MATC has noted a significant rise in the use of EAP Utilization. The institution has attributed this rise in services primarily to better awareness of services and willingness on the part of employees to utilize these college-provided services. However, given that both other measures provided trended negatively, the college may need to review its assumptions regarding increased EAP utilization.
- 4R2 O MATC presents both data which suggests dissatisfaction with Hiring and Recruitment (greater than 40 percent of responses on a survey) and data which indicates moderately high satisfaction among participants in the hiring and recruitment process. It is not clear why the discrepancy exists. Comparison with other similar institutions may help clarify the data.
- 4R3-4R4 O MATC presents only indirect measures of productivity and the relationship between the data presented and this topic is not clear. Rationales for the relationship between the indirect measures and the processes might clarify this relationship.
- 4I1-4I2a O MATC might determine more specific actions to show the ways the institution values people other than those tied to HR. With priorities set at the college and department level, incorporating goals tied to valuing people could be identified. This would support the development of a culture of continuous improvement.
- 4I1b S Several improvements have been implemented to improve satisfaction in the hiring and recruitment activities including developing an online application, centralizing the part-time faculty recruitment process and updating the hiring process documentation.
- 4I2b O MATC presents multiple processes to communicate priorities. However, the discussion of setting priorities does not clearly identify how targets are set within units.

AQIP CATEGORY 5: LEADING AND COMMUNICATING

Leading And Communicating addresses how your institution's leadership and communication structures, networks, and processes guide your institution in setting directions, making decisions, seeking future opportunities, and building and sustaining a learning environment. It examines your institution's processes and systems related to leading activities, communicating activities, alignment of leadership system practices, institutional values and expectations, direction setting, future opportunity seeking, decision making, use of data, leadership development and sharing, succession planning, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Madison Area Technical College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 5, Leading and Communicating:

Item Critical Characteristic

OV6e The college is governed by Wisconsin State Statutes and Administrative Rules. Chapter 38 of the Statutes creates the Wisconsin Technical College System and sets the powers for the Technical College System Board, MATC Board and President.

OV8c MATC opportunities for growth include: 1.) Increasing access through the use of flexible learning strategies, 2.) Responding to market demographic shifts, particularly the racial/ethnic minority populations, 3.) Enhancing collaborative partnerships, and 4.) Increasing employee diversity to reflect community demographics.

OV8d Vulnerabilities that currently exist for MATC are: 1.) Increasing competition, primarily from online proprietary post-secondary institutions, 2.) Decreasing market penetration resulting in fewer District residents attending MATC, 3.) Decreasing or stagnant external monetary support, and 4.) Replacing key experienced employees, lost through retirement or resignation, with comparably skilled replacements.

Here are what the Systems Appraisal Team identified as Madison Area Technical College's most important strengths and opportunities for improvement relating to processes encompassed by Category 5, Leading and Communicating.

Item S/O Comment

- 5P1 S The strategic planning process is a proactive system that scans internal and external environments. MATC's Board of Trustees creates End Statements from which the College Council creates a three-year Strategic Plan, which is updated annually through the use of trend data, market research and the study of the College Balanced Scorecard. Measureable, actionable objectives are developed under each of the Strategic Plan's goals and a champion is chosen for each objective. Each unit, program and department in the college aligns its goals with one of the Strategic Plan goals as well as the College's mission and vision statements in its three-year plan.
- 5P2 S MATC describes a wide range of processes for identification of opportunities for development. These include overall guidance from the Strategic and Academic Plans and the use of the Convocation, Unit Plans and LSQIP processes to sustain the quality of the learning environment.
- 5P3 S MATC describes a decision-making process which identifies key components such as source of supporting data (both standard and ad hoc), responsibility areas, and use of the DMAIC. With such a process in place, decision making can be founded on CQI principles.
- 5P4 O Key data elements are monitored regularly by leadership in the overall decision-making process. While there is description of the inputs and timeline for considering the inputs to leadership decision, how MATC leaders use the information and what their decision processes are is not provided. Clear identification of these elements strengthens the utility and assessment of decision making.
- 5P6 S MATC communicates a shared vision through Convocations, printed materials, forums, "What's Up" sessions, Administrative Performance Review, and through Leadership Pathways.
- 5P7 S Leadership development is available to each employee based both on position requirements and expressed needs through institutes and workshops, conference attendance, institutional offerings and involvement. Furthermore, the Leadership Pathways program provides

- leadership experiences on three levels for employees: Basic Leadership for all new managers; Fundamentals of Leadership for identified employees from across the college seeking leadership positions; and Advanced Leadership for current leaders.
- 5P8a S There is a recently-developed leadership succession plan and a systematic process for succession planning to ensure the College's mission, vision and values are passed on during leadership changes. There are faculty peer elections, regular orientation sessions and First Friday programs.
- 5P8b OO MATC has not indicated how its succession plan will address the identified vulnerability of replacing key experienced people lost through retirement or resignation with comparably skilled replacements through any means other than its traditional hiring process.
- 5P9 S MATC utilizes several measures of leading and communicating such as conducting PACE surveys on a three-year cycle, obtaining annual unit plan revisions, and reviewing the results of the Administrative Performance Review process.
- 5R1-5R2 O MATC reports PACE and Administrative Review data which indicate a drop in satisfaction and administrative function. PACE data indicated that MATC results fall below national means and well below its own target range of 4-5. There was a 4% decline in the Administrative Review from 2007 to 2008. It is difficult to maintain a focus on continuous quality improvement processes with an environment that lacks a sense of consensus, data-based decision making and community.
- 5R2 O No trend data or benchmarks are presented for leadership measures of overall institutional performance in comparison to other institutions, including financial management, audit results, enrollment management, partnership management, external resource achievements, or market share. Without such global measures in place, it is difficult to determine progress made on strategic initiatives, opportunities for growth, and efforts to minimize MATC vulnerabilities.

- 511 S MATC is using a Vital Focus process, Data Analysis Team and CQI projects to improve current process and systems in Leadership and Communication.
- 512 O The college recognizes a need to improve the leadership specific to improvement projects. MATC is in the process of identifying measures that will give consistent, reliable results for their projects. The measures will have to take into account the impact on the entire organization.

AQIP CATEGORY 6: SUPPORTING INSTITUTIONAL OPERATIONS

Supporting Institutional Operations addresses the variety of your institutional support processes that help to provide an environment in which learning can thrive. It examines your institution's processes and systems related to student support, administrative support, identification of needs, contribution to student learning and accomplishing other distinctive objectives, day-to-day operations, use of data, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Madison Area Technical College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 6, Supporting Institutional Operations:

Item Critical Characteristic

- OV6a The college owns and operates 14 separate buildings throughout the District. Ten of the buildings are located in the Madison, Wisconsin area (including 1 campus, 4 educational centers, and 5 support buildings) with the remaining 4 buildings serving as regional campuses in rural cities. MATC also rents or leases space from over 125 locations in order to provide services and non-degree instructional content.
- OV6b Annual fiscal reporting requirements include accounting practices, cash management, risk management and independent audits. At the conclusion of the 2007-08 fiscal year the college had a fund balance of over \$40 million and the 2008-09 combined total budget is \$199,721,000.

OV6d MATC uses PeopleSoft enterprise software in order to integrate a number of business processes and systems. MATC uses Blackboard as its classroom management system and classifies more than 70 of its 300+ classrooms as “smart” classrooms”.

OV8b The College Council’s priorities are formed on the basis of supporting student success with learning opportunities that meet stakeholder needs, creating positive stakeholder experiences that result in increased external support of learning, and enhancing the college’s continuous improvement capabilities.

Here are what the Systems Appraisal Team identified as Madison Area Technical College’s most important strengths and opportunities for improvement relating to processes encompassed by Category 6, Supporting Institutional Operations.

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
6P1-2	O	MATC uses a variety of surveys, councils, and focus groups to determine student support service and administrative needs. However, the majority of methods described will lead only to conclusions on current student satisfaction with support services and administrative needs rather than identifying gaps in service and the unmet needs of the various stakeholder groups. It is important to utilize methods which will allow the institution to both measure satisfaction with current services and identify the need for additional services.
6P3	S	The college has utilized data gathered through its business process analyst positions to identify the need for and create a College Events Office. In addition, these positions have identified needs for organization and process changes in several service areas. The college should continue to monitor the effectiveness of these efforts and improve processes based on these data.
6P5	S	MATC collects and analyzes a wide variety of measures regarding student and administrative support services. These measures include such things as library student satisfaction, the institution’s bond rating, and number of businesses served by the Business Procurement Assistance Center.
6R1 - 6R3	OO	It is unclear whether the results reported for student and administrative support services are positive since only point-in-time data is given; there

- is no comparative or trend data. Without such data, it is difficult to determine if actions have been effective and strategic goals are met.
- 6I1 O MATC uses CQI projects which are aligned with the college's Three-Year Strategic Plan. However, there is no discussion of the specific projects or how they have been implemented to improve services. Data is not provided on the completed projects to show the impact of these projects.
- 6I2a O MATC uses a variety of methods to set targets for improvement. The college did not provide any specific examples of this process to demonstrate the way in which this wide variety of tools is utilized together to lead to improvement within the institution. It is unclear how the process of setting targets is aligned across the institution.
- 6I2b S MATC uses a wide variety of methods to communicate its results and improvement priorities with its internal and external stakeholders. These include work team updates, web-based postings, newsletters, and press releases.

AQIP CATEGORY 7: MEASURING EFFECTIVENESS

Measuring Effectiveness examines how your institution collects, analyzes, and uses information to manage itself and to drive performance improvement. It examines your institution's processes and systems related to collection, storage, management, and use of information and data – at the institutional and departmental/unit levels; institutional measures of effectiveness; information and data alignment with institutional needs and directions; comparative information and data; analysis of information and data; effectiveness of information system and processes; measures; analysis of results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Madison Area Technical College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 7, Measuring Effectiveness:

Item Critical Characteristic

OV6a The college owns and operates 14 separate buildings throughout the District. Ten of the buildings are located in the Madison, Wisconsin area (including 1 campus, 4 educational centers, and 5 support buildings) with the remaining 4 buildings serving as regional

campuses in rural cities. MATC also rents or leases space from over 125 locations in order to provide services and non-degree instructional content.

OV6c MATC uses various instructional technologies, including accelerated, online, interactive TV (ITV) and short-term courses. The college is investing in the Cisco Telepresence system at all its campuses and large education centers in order to improve the distance education experience for students.

OV6d MATC uses PeopleSoft enterprise software in order to integrate a number of business processes and systems. MATC uses Blackboard as its classroom management system and classifies more than 70 of its 300+ classrooms as “smart” classrooms.

Here are what the Systems Appraisal Team identified as Madison Area Technical College’s most important strengths and opportunities for improvement relating to processes encompassed by Category 7, Measuring Effectiveness.

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
7P1	S	The Department of Research and Institutional Effectiveness takes an active role in the management of MATC’s college-wide data. MATC is also the lead institution in a collaborative project with South West Consortium that combines data collection and dissemination.
7P2a	O	MATC operates 24 buildings throughout its district, uses a variety of instructional technologies (including Blackboard), plans to implement Cisco Telepresence, and uses PeopleSoft as its administrative software. However, no information is presented on how these technologies are selected or provided to the appropriate users at all sites. Without these processes in place, it may be difficult to manage its information systems effectively and in a cost-effective way.
7P2b	O	It is unclear how MATC determined the needs of its department and units related to information and data collection, storage and accessibility. Without institution-wide consistent methods of data collection and analysis the data may not be as useful as it could be, and cross unit comparisons cannot be made.

- 7P3 O The institution appears to use relatively few national or regional benchmarks for its various operations and activities. Without such benchmarks, the institution may find it difficult to place its performance in proper context in its planning and data analysis processes.
- 7P4a S The College Council and Board of Trustees report the use of the College's Scorecard and the Three-Year Strategic Plan to assist it in systematically analyzing information and data. Comparison results of other WTCS institutions and IPEDS data are used in the Scorecard when available.
- 7P4b O Other than references to a gap analysis, no information is provided about the approaches used to analyze MATC's data and information about its performance. Analysis methods such as internal trend data, student group segmented trend data, SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats), greater use of external comparisons, cause/effect analysis, and co-relational studies provide specific opportunities to identify improvement efforts, and allow for evaluation of improvement initiatives.
- 7P5 S The LSQIP Blackboard site provides LSQIP portfolios and data for faculty to review. By sharing this information MATC faculty may benefit from each other's endeavors, and alignment with the Three-Year Strategic plan is achieved.
- 7P6a S MATC has outlined a well-developed hardware and software reliability plan which addresses issues of physical security, network security, redundancy, equipment protection, and off-site storage. Its Technology Planning committee has completed a three-year strategic plan to focus resources.
- 7P6b O The institution indicates that server monitoring is done to ensure an industry standard of 98 percent system availability. The institution may wish to review current system availability standards in industries outside of education or even within larger institutions to identify ways to achieve a

		99.99 percent uptime rating which is a more prevalent industry standard for computer hardware.
7P7	S	MATC uses several survey results and an ad hoc work team to analyze the effectiveness of its measures of organizational effectiveness.
7R1a	S	MATC uses multiple measures to determine the levels of satisfaction with accessibility to data at the college. These measures indicate general satisfaction.
7R1b	O	PACE survey data show a downturn in the employees rating of their perception of the extent to which information is appropriately shared within the college. More qualitative data and information might be sought so that the meaning to the downturn can be understood and staff concerns can be addressed.
7R1c	S	Results from the LSQIP 2008 survey about data show an increase in satisfaction since the 2007 survey (Table 7.4, and Table 7.5).
7R2	O	Limited comparison data and information are presented even when it appears it is available. MATC does not make the norm data per question for the PACE, nor does it share data from the South West Consortium, or the WTC System. Comparison data can provide a more realistic context about where the institution stands in comparison to similar institutions.
7I1	S	The college has formed a Reporting System Team that is charged with creating a system of standardized reports and data documents available through the Internet, determining the unmet data needs of employees and employee training, and determining data and service satisfaction.

AQIP CATEGORY 8: PLANNING CONTINUOUS IMPROVEMENT

Planning Continuous Improvement examines your institution's planning processes and how your strategies and action plans are helping you achieve your mission and vision. It examines your institution's processes and systems related to institutional vision; planning; strategies and action plans; coordination and alignment of strategies and action plans; measures and performance

projections; resource needs; faculty, staff, and administrator capabilities; measures; analysis of performance projections and results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Madison Area Technical College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 8, Planning Continuous Improvement:

Item Critical Characteristic

OV8a College-wide challenges are identified by the College Council at its annual strategic planning retreat. This information is used to update the Three-Year Strategic Plan.

OV8b The College Council's priorities are formed on the basis of supporting student success with learning opportunities that meet stakeholder needs, creating positive stakeholder experiences that result in increased external support of learning, and enhancing the college's continuous improvement capabilities.

OV8c MATC opportunities for growth include: 1.) Increasing access through the use of flexible learning strategies, 2.) Responding to market demographic shifts, particularly the racial/ethnic minority populations, 3.) Enhancing collaborative partnerships, and 4.) Increasing employee diversity to reflect community demographics.

OV8d Vulnerabilities that currently exist for MATC are: 1.) Increasing competition, primarily from online proprietary post-secondary institutions, 2.) Decreasing market penetration resulting in fewer District residents attending MATC, 3.) Decreasing or stagnant external monetary support, and 4.) Replacing key experienced employees, lost through retirement or resignation, with comparably skilled replacements.

Here are what the Systems Appraisal Team identified as Madison Area Technical College's most important strengths and opportunities for improvement relating to processes encompassed by Category 8, Planning Continuous Improvement.

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
8P1a	S	The institution uses a Comprehensive Planning Model to ensure alignment of the various planning processes used by the college. The roles and responsibilities of the Board, College Council, and the Units over time are clearly identified in the Model.

- 8P1b O The MATC's planning process includes review of its Board of Trustees' End Statements and College Vision once every seven to ten years. It may be difficult to be responsive to the changing internal and external environments if these key planning foundations are reviewed that seldom, and opportunities for growth and expansion may be missed if this cycle is continued.
- 8P2 S After reviewing environmental scan information, trend data, student and employer satisfaction information, and challenges, the College Council develops short-term achievable outcomes which are reviewed on an annual basis. College-wide plans are staffed by cross-functional groups whose focus is on a particular issue. These plans are linked to the Three-Year Strategic Plan with results communicated to the College Council and individual units to permit alignment between these plans and other plans at various levels.
- 8P3 S MATC's Three-Year Strategic Plan outcomes guide the direction and alignment for unit planning. These are on a rolling three-year planning cycle that are developed and updated annually with consideration of multiple process steps. Unit plans are collected and key elements are extracted to allow for multiple unit data usage. Action Projects follow Six Sigma principles and the DMAIC.
- 8P4a S MATC details a clear sequence of connected processes which align planning processes and resource allocation across all levels of the institution.
- 8P4b S Each year one-fifth of all instructional programs and service units complete a LSQIP portfolio, which incorporates an in-depth self-assessment of unit performance to a set of guiding principles: Enhancing Student Learning, Stakeholder Needs, Continuous Improvement, Valuing People, and Accountability. Information gathered through this process is used to create the next three-year plan.
- 8P4c O Service units do not have a common set of performance data against which to measure their outcomes. It would be beneficial to review the

possible sources of such data, and identify at least one measure for each area to provide benchmarking and performance trend data.

- 8P6 S The College Council allocates the operational and capital funds based on the Three-Year Strategic Plan, Enrollment Management Plan, and Academic Plan along with other pertinent considerations (state funding and district economic projections). Resource identification based on the strategic plan is initiated at the unit level and works its way through the various levels of the institution.
- 8P7a S Individuals are required to complete Personal Annual Assessment plans which are aligned with the overall strategic plan and include a professional growth component. These initiatives range from Convocation, staff development and a certification course, The Leadership Academy, Summer PSRP Retreat and Tech Academy.
- 8P7b O While various staff development and certification courses are held for employees, and there is just-in-time training on various topics throughout the year, it is unclear what processes are in place to ensure that faculty, staff, and administrator capabilities will be developed to address changing institutional directions and needs as well as identified employee replacement needs.
- 8P8 O It is clear that collecting and analyzing measures takes place at MATC. It is unclear how the effectiveness of the planning for continuous improvement is measured. Without this evaluation, it is difficult to improve planning processes and effectiveness.
- 8R1 OO While several references are made throughout the portfolio and in this section to MATC's Balanced Scorecard and its Academic Master Plan as primary resources to the results of its planning and leadership processes, the data from these documents are rarely presented (exceptions are Table 2.3, p. 39, Table 3.4, p. 48 and 3.5, p. 49). Without the data from the scorecard and Academic Plan measures, and their trends and comparative results, it is difficult to determine if the college is meeting its shorter- and longer-term goals in a systemic way. Information on the

- Balanced Scorecard is not presented in the portfolio or updated on the website.
- 8R3a O There is little evidence the college is making performance projections of its strategic plans or action projects for the short- or longer-term. Without such projections, it may be difficult to assess whether the longer-term strategic targets will be attained.
- 8R3b O There is little evidence the college is making comparisons with other organizations either within or outside of the educational field. Without such comparison it may be difficult to assess its market position or its strategic position.
- 8R4a O Although there has been increased participation of faculty and staff in the planning processes with the PACE, it is unclear how this measure is evidence of improvement in planning processes and their effectiveness.
- 8R4b O Personal Assessment of the College Environment (PACE) data show an uneven trend for the three areas presented in Figure 8.4 (PACE Survey Employee Trends), with the most recent data points decreasing from the last survey. Uneven trends indicate systems out of control; unless the internal climate is on a positive trend, it may be difficult to accomplish MATC's strategic goals and retain key employees.
- 8I1 S The LSQIP review process has resulted in several changes to the LSQIP process: the inclusion of both learning programs and service unit participation in planning, alignment of AQIP and college strategic goals, allowing a unit-identified outside content expert to serve on the LSQIP Review Team. These changes have created a more transparent process.
- 8I2 O MATC identifies its processes for setting targets and communicating those targets throughout the institution. There is little evidence that the college includes trend analysis and its progress in assessing its targets.

AQIP CATEGORY 9: BUILDING COLLABORATIVE RELATIONSHIPS

Building Collaborative Relationships examines your institution's relationships – current and potential – to analyze how they contribute to the institution's accomplishing its mission. It examines your institution's processes and systems related to identification of key internal and external collaborative relationships; alignment of key collaborative relationships; relationship creation, prioritization, building; needs identification; internal relationships; measures; analysis of results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Madison Area Technical College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 9, Building Collaborative Relationships:

Item Critical Characteristic

- OV1d Businesses are served directly by the college through completers of the degree, diploma, and apprenticeship programs and contracted customized training.
- OV4a MATC has school-to-career articulation agreements with all 44 public high schools in the district.
- OV4c MATC credits are directly transferable in program-to-program transfer agreements with 18 colleges outside of the Wisconsin Technical College System. Several of the partnership agreements with these post-secondary institutions are 2+2 agreements. MATC also maintains sister college relationships with institutions such as Fermanagh College in Northern Ireland.
- OV7b MTC has developed partnerships with industry associations, community-based organizations, educational partners, governmental partners, and some educational institutions that could have been competitors

Here are what the Systems Appraisal Team identified as Madison Area Technical College's most important strengths and opportunities for improvement relating to processes encompassed by Category 9, Building Collaborative Relationships.

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
9P1a	S	MATC details a comprehensive process for the creation of collaborative relationships.

- 9P2 O MATC provides an extensive list of processes for ensuring the varying collaborative needs are being met. However, there is no discussion of which college function is responsible for monitoring the effectiveness of these relationships. Unless there are clear standardized documented methods of needs assessment and feedback, some partnerships may not evolve as the needs of the partners change.
- 9P3a S MATC has created the Systems Integration Council. In addition, the major mechanism fostering internal relationships consists of cross-functional teams of administrative, faculty and support staff personnel. Collaborative relationships with college-wide impact are initiated by the College Council and follow a three-phase process modeled by the external collaborative relationships.
- 9P3b O It is not clear what data triggered the reorganizations or what were the outcomes on the institution's ability to meet its mission and strategic goals.
- 9P4 O MATC identifies a partial listing of its measures of building collaborative relationships. Those measures listed are primarily single year measures of effectiveness data without including information on trends. In addition, it is unclear in the description how these measures are analyzed. Unless measures are put in an institutional context of trends or external context of benchmarks, the information does not usefully contribute to monitoring efforts.
- 9R1 O In the absence of trend or comparison data it is unclear whether the results of building collaborative relationships are positive or negative for the institution.
- 9R2 O Several key collaborative results comparisons (Table 9.3) show opportunities for improvement when MATC's results are compared to statewide results; for example graduate placement in a related job and employee satisfaction for MATC's employees. Without trend data, benchmark comparisons, or statistical analysis of significance, the utility of these data is limited.

- 911 S MATC has identified two tools to review its current partnerships and assess the value of new ones once its initial inventory of partnerships is complete: Smarter Partnerships, and the Partnership Blueprint. With tools such as these, standardized approaches for partnership management can be developed and implemented.
- 912 O MATC has the opportunity to set targets for improvements in building collaborative relationships as it refines and redefines strategic collaborative relationships. There is a plan in place to refine the definition of the term and ensure more prioritization and alignment of strategic collaborative relationships.