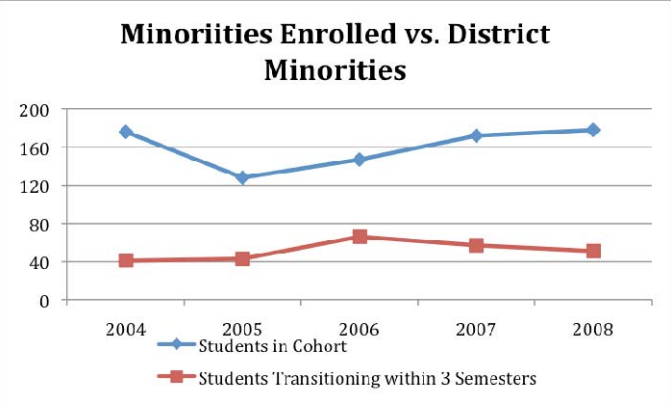


2008-09 Three-Year Strategic Plan Outcomes and Results

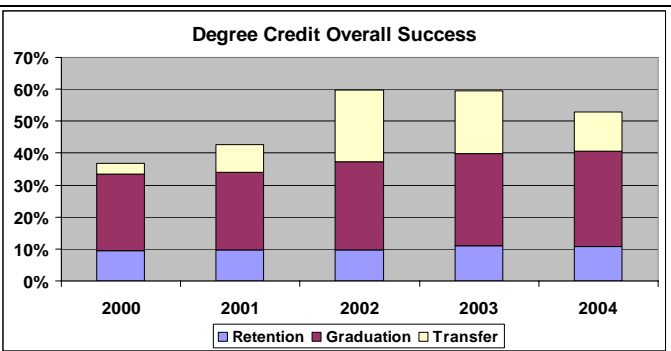
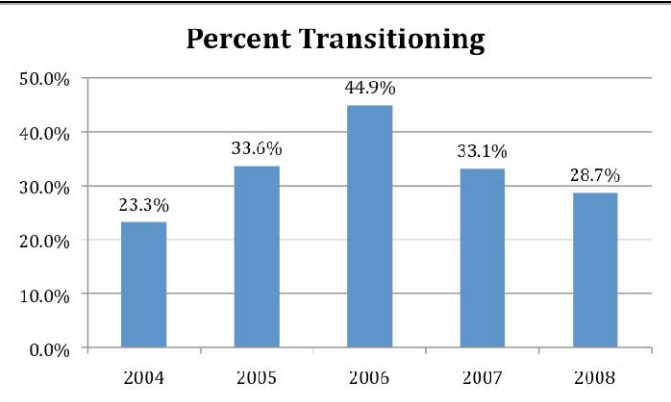
| Goal 1: All students will succeed. | <p>Outcome 1a – Students will succeed academically in their first 15 enrolled credits as measured by the number of students who complete coursework with a C or better.</p> | <table border="1"> <caption>Successful Completion of First 15 Credits</caption> <thead> <tr> <th>Year</th> <th>Percentage Completing</th> </tr> </thead> <tbody> <tr> <td>2004</td> <td>37.3%</td> </tr> <tr> <td>2005</td> <td>37.8%</td> </tr> <tr> <td>2006</td> <td>36.8%</td> </tr> <tr> <td>2007</td> <td>36.2%</td> </tr> <tr> <td>2008</td> <td>37.7%</td> </tr> </tbody> </table> | Year | Percentage Completing | 2004 | 37.3% | 2005 | 37.8% | 2006 | 36.8% | 2007 | 36.2% | 2008 | 37.7% | | | | | | | | | | | | | | | | | |
|---|---|--|----------------------------------|---------------------------|----------------------------------|---------------------------|-------|-------|-------|-----------|------|-------|-------|-----------|-------|-------|------|-----------|-------|-----|-----|------------|-----|-----|-----|-----|-------|-----|----|-----|-----|
| | Year | Percentage Completing | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2004 | 37.3% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2005 | 37.8% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2006 | 36.8% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2007 | 36.2% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2008 | 37.7% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Outcome 1b – By September 2010 all program, Arts and Sciences, and College Preparedness and Academic Advancement (CPAAC) students will participate in a first semester experience activity.</p> | <table border="1"> <caption>College Success Enrollments</caption> <thead> <tr> <th>Year</th> <th>College Success</th> <th>College Success 2</th> <th>Student Success 3 Survey (CPAAC)</th> <th>Total Student Enrollments</th> </tr> </thead> <tbody> <tr> <td>2005</td> <td>350</td> <td>20</td> <td>320</td> <td>680</td> </tr> <tr> <td>2006</td> <td>200</td> <td>20</td> <td>350</td> <td>550</td> </tr> <tr> <td>2007</td> <td>200</td> <td>20</td> <td>380</td> <td>580</td> </tr> <tr> <td>2008</td> <td>150</td> <td>20</td> <td>300</td> <td>450</td> </tr> <tr> <td>2009*</td> <td>750</td> <td>20</td> <td>180</td> <td>900</td> </tr> </tbody> </table> | Year | College Success | College Success 2 | Student Success 3 Survey (CPAAC) | Total Student Enrollments | 2005 | 350 | 20 | 320 | 680 | 2006 | 200 | 20 | 350 | 550 | 2007 | 200 | 20 | 380 | 580 | 2008 | 150 | 20 | 300 | 450 | 2009* | 750 | 20 | 180 | 900 |
| Year | College Success | College Success 2 | Student Success 3 Survey (CPAAC) | Total Student Enrollments | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2005 | 350 | 20 | 320 | 680 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2006 | 200 | 20 | 350 | 550 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2007 | 200 | 20 | 380 | 580 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2008 | 150 | 20 | 300 | 450 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2009* | 750 | 20 | 180 | 900 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Outcome 1c – The percentage of students from racial/ethnic minority populations will reflect the racial/ethnic minority population of the MATC District as measured through annual enrollment data.</p> | <table border="1"> <caption>Minorities Enrolled vs. District Minorities</caption> <thead> <tr> <th>Year</th> <th>Student Minority %</th> <th>District Minority %</th> </tr> </thead> <tbody> <tr> <td>2005</td> <td>13.5%</td> <td>11.0%</td> </tr> <tr> <td>2006</td> <td>14.5%</td> <td>11.5%</td> </tr> <tr> <td>2007</td> <td>15.5%</td> <td>12.0%</td> </tr> <tr> <td>2008</td> <td>16.5%</td> <td>13.0%</td> </tr> <tr> <td>2009</td> <td>16.5%</td> <td>14.0%</td> </tr> </tbody> </table> | Year | Student Minority % | District Minority % | 2005 | 13.5% | 11.0% | 2006 | 14.5% | 11.5% | 2007 | 15.5% | 12.0% | 2008 | 16.5% | 13.0% | 2009 | 16.5% | 14.0% | | | | | | | | | | | | |
| Year | Student Minority % | District Minority % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2005 | 13.5% | 11.0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2006 | 14.5% | 11.5% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2007 | 15.5% | 12.0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2008 | 16.5% | 13.0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2009 | 16.5% | 14.0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Outcome 1d – All students, regardless of race, ethnicity, gender, disability and/or economic level will succeed by completing courses with a grade of C or better.</p> | <table border="1"> <caption>Students Completing Courses, C or Better</caption> <thead> <tr> <th>Year</th> <th>All Students</th> <th>Minority Students</th> <th>Caucasian</th> </tr> </thead> <tbody> <tr> <td>Fall 2004</td> <td>72%</td> <td>60%</td> <td>73%</td> </tr> <tr> <td>Fall 2005</td> <td>71%</td> <td>62%</td> <td>72%</td> </tr> <tr> <td>Fall 2006</td> <td>70%</td> <td>58%</td> <td>71%</td> </tr> <tr> <td>Fall 2007</td> <td>69%</td> <td>56%</td> <td>70%</td> </tr> <tr> <td>Fall 2008*</td> <td>68%</td> <td>57%</td> <td>69%</td> </tr> </tbody> </table> | Year | All Students | Minority Students | Caucasian | Fall 2004 | 72% | 60% | 73% | Fall 2005 | 71% | 62% | 72% | Fall 2006 | 70% | 58% | 71% | Fall 2007 | 69% | 56% | 70% | Fall 2008* | 68% | 57% | 69% | | | | | | |
| Year | All Students | Minority Students | Caucasian | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fall 2004 | 72% | 60% | 73% | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fall 2005 | 71% | 62% | 72% | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fall 2006 | 70% | 58% | 71% | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fall 2007 | 69% | 56% | 70% | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fall 2008* | 68% | 57% | 69% | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

2008-09 Three-Year Strategic Plan Outcomes and Results

Outcome 1e – Students enrolled in developmental courses at Level 3 and above will transition to degree credit courses in three semesters or less.



Outcome 1f – Student success will increase by 10% over a four-year period as evidenced by the total of student graduation, transfer and retention rates.



2008-09 Three-Year Strategic Plan Outcomes and Results

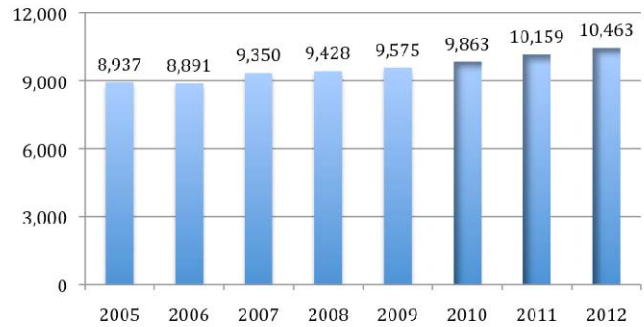
Goal 2 – Opportunities and options for learning reflect the needs of students and clients.

Outcome 2a – Enrollments will grow across the College as follows: Increase FTEs by 3% annually from FY08 baseline, Increase headcount to level required to serve 1 in 11 district residents and increase number of recent high school grads coming directly to MATC to 23%.

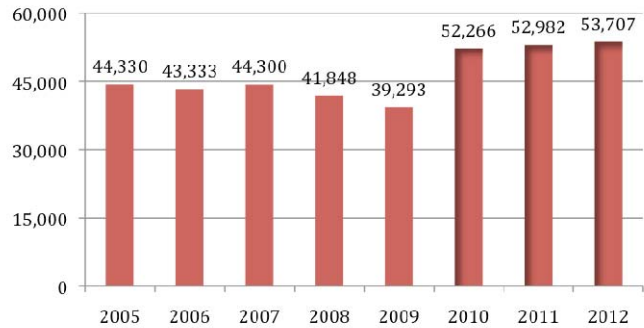
Data Notes:

- 1 in 11 figures are based on projected MATC district population over the age of 17.
- *2005, 2006, 2007, 2008 enrollment information is actual; 2009 information is very close to actual year-end; all other years are projected.
- Direct enrollment growth of 5.38% per year would be needed to get to 23% by 2012; actual 2009 information is not yet available.

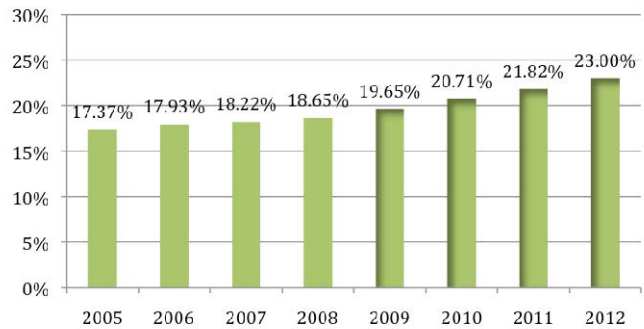
Annual FTE Enrollments



Annual Headcount Enrollments



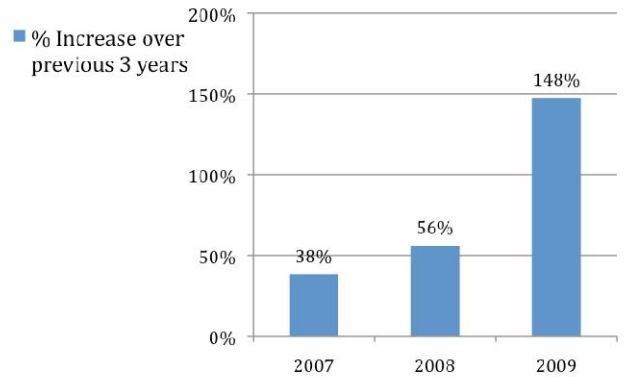
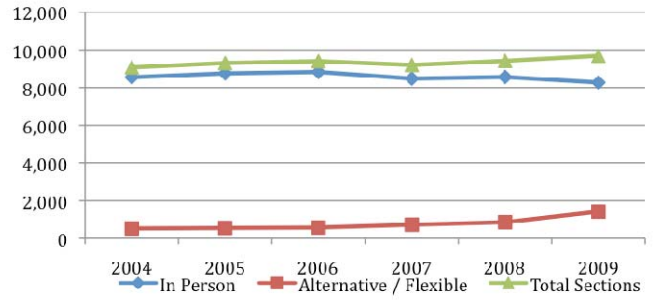
Recent HS Graduates - % Enrolled



2008-09 Three-Year Strategic Plan Outcomes and Results

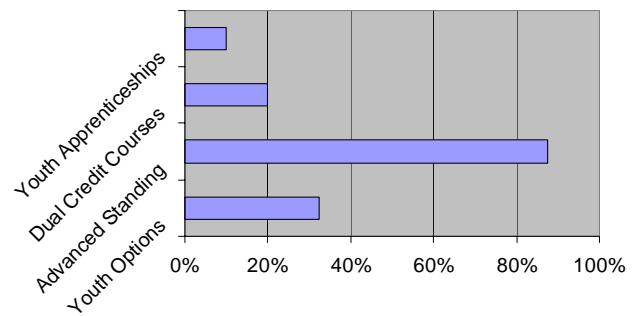
Outcome 2b – Courses and/or programs utilizing flexible learning strategies will increase by 50% over three years.

Types of Learning Sections Offered



Outcome 2c – Accessible career pathways will be created by building curriculum modules in programs that lead to identifiable technical and/or academic skills, by entering into transcribed credit agreements with District high schools and by creating contextual basic skills instruction that enables transition to career programs.

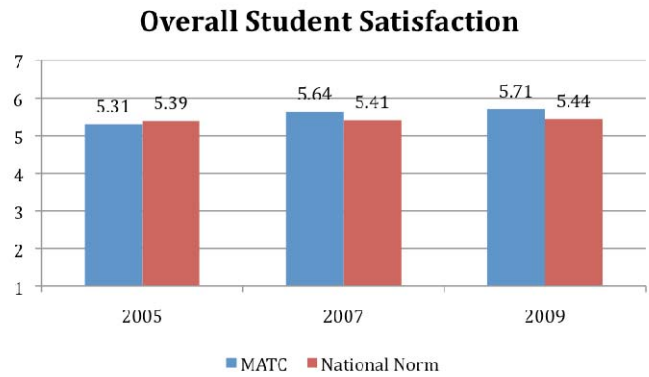
School Districts with MATC-related Offerings



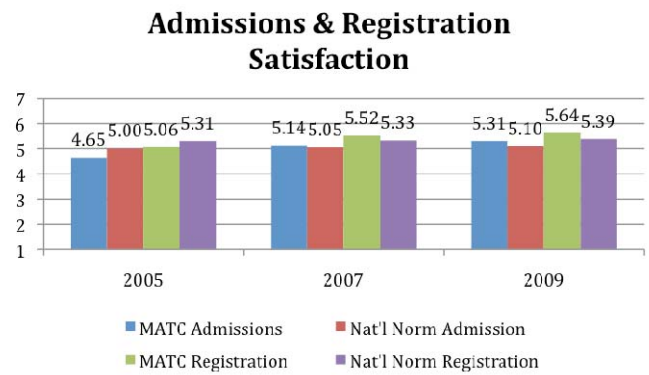
2008-09 Three-Year Strategic Plan Outcomes and Results

Goal 3 – All who interact with MATC have positive experiences.

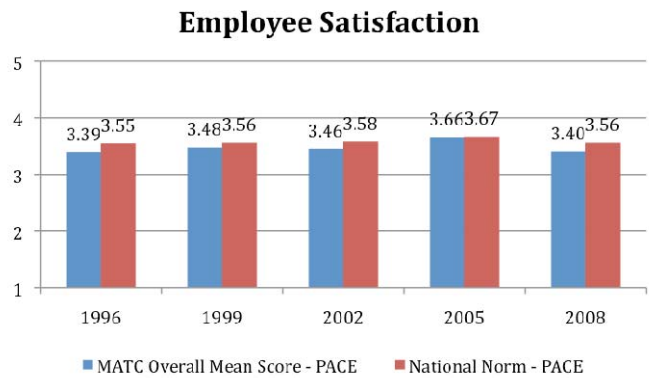
Outcome 3a – Overall student satisfaction with MATC will be above the national and statewide norms as measured by the Noel-Levitz survey and other methods.



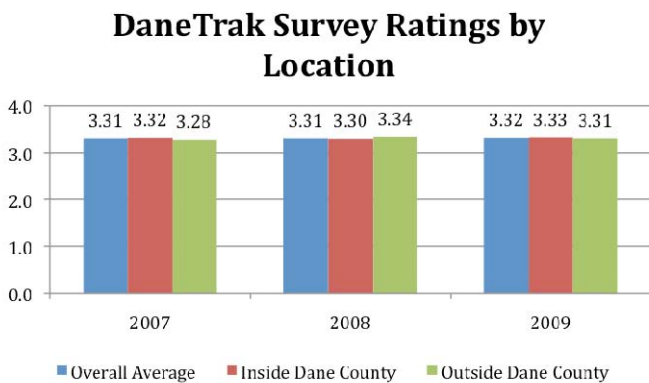
Outcome 3b – Student satisfaction on admission and registration processes will be above the national and statewide norms as measured by the Noel-Levitz survey and other methods.



Outcome 3c – Employees of MATC perceive a positive work environment as compared to the national and statewide norms on the PACE survey or other methods.



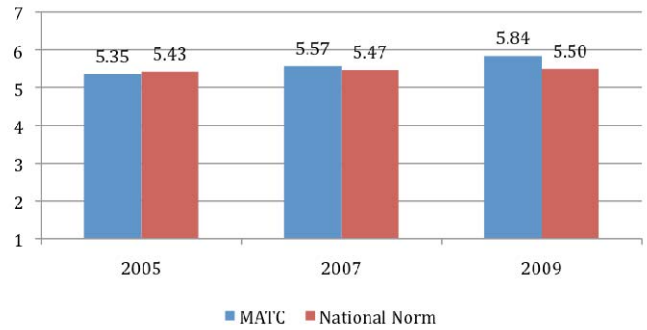
Outcome 3d – The average community perception rating of MATC will increase to a “4.0 rating” based on responses from the DaneTrak perception questions and other methods.



2008-09 Three-Year Strategic Plan Outcomes and Results

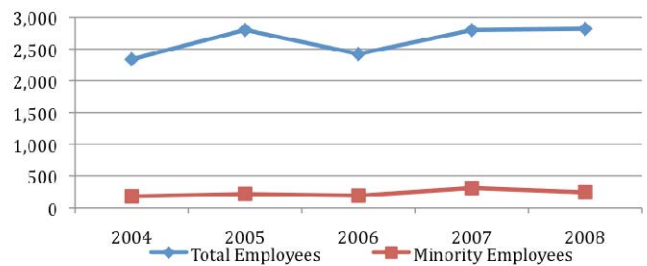
Outcome 3e – MATC will provide a safe, secure, and healthy environment for all campus communities.

Overall Student Satisfaction

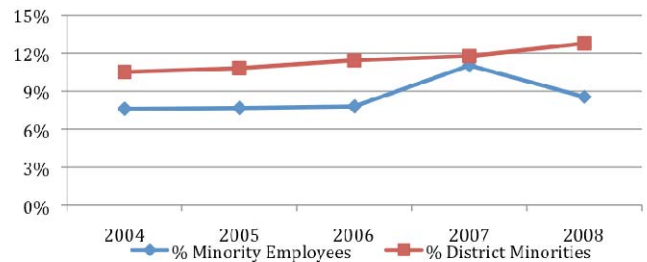


Outcome 3f – MATC employee diversity will reflect the population in the community in order to promote a welcoming environment.

MATC Employee Count by Minority Status



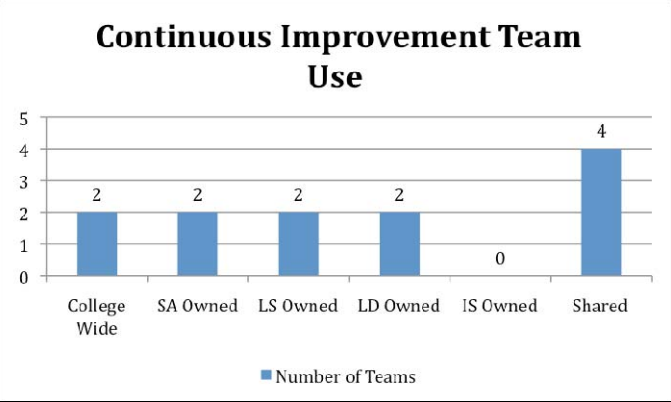
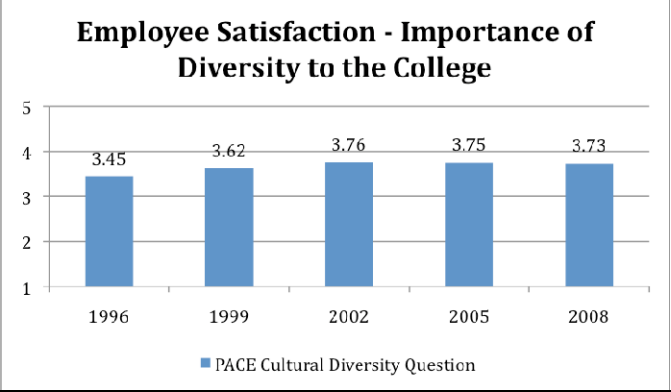
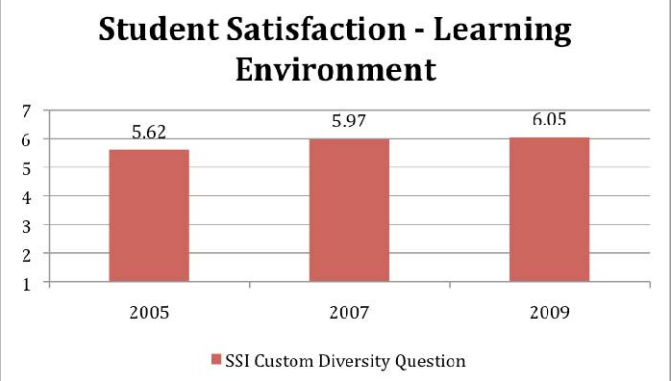
MATC Minority % Compared to District



2008-09 Three-Year Strategic Plan Outcomes and Results

| Goal 4 – Community, education and business partnerships result in enhanced educational opportunities. | <p>Outcome 4a – MATC will increase external resources by 15% annually through grants and foundation partnerships.</p> | <table border="1" style="margin: auto;"> <caption>Foundation and Grant Annual % Change from Previous Year</caption> <thead> <tr> <th>Year</th> <th>Foundation Pledges</th> <th>Grants</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>30%</td> <td>75%</td> </tr> <tr> <td>2007</td> <td>22%</td> <td>261%</td> </tr> <tr> <td>2008</td> <td>44%</td> <td>-3%</td> </tr> </tbody> </table> | Year | Foundation Pledges | Grants | 2006 | 30% | 75% | 2007 | 22% | 261% | 2008 | 44% | -3% |
|---|--|---|--------|--------------------|--------|------|-----|-----|------|-----|------|------|-----|-----|
| | Year | Foundation Pledges | Grants | | | | | | | | | | | |
| 2006 | 30% | 75% | | | | | | | | | | | | |
| 2007 | 22% | 261% | | | | | | | | | | | | |
| 2008 | 44% | -3% | | | | | | | | | | | | |
| <p>Outcome 4b – Three to five key strategic partnerships will be identified and an assessment and improvement model will be implemented.</p> | <p>Data being developed by AQIP 9 Team</p> | | | | | | | | | | | | | |

2008-09 Three-Year Strategic Plan Outcomes and Results

| Goal 5: MATC continuously examines and improves its practices to support the needs of stakeholders. | <p>Outcome 5a – Continuous improvement practices are used in all areas of the College to increase effectiveness.</p> | <p style="text-align: center;">Continuous Improvement Team Use</p>  <table border="1"> <thead> <tr> <th>Ownership Type</th> <th>Number of Teams</th> </tr> </thead> <tbody> <tr> <td>College Wide</td> <td>2</td> </tr> <tr> <td>SA Owned</td> <td>2</td> </tr> <tr> <td>LS Owned</td> <td>2</td> </tr> <tr> <td>LD Owned</td> <td>2</td> </tr> <tr> <td>IS Owned</td> <td>0</td> </tr> <tr> <td>Shared</td> <td>4</td> </tr> </tbody> </table> | Ownership Type | Number of Teams | College Wide | 2 | SA Owned | 2 | LS Owned | 2 | LD Owned | 2 | IS Owned | 0 | Shared | 4 |
|--|---|--|----------------|-----------------|--------------|------|----------|------|----------|------|----------|------|----------|---|--------|---|
| | Ownership Type | Number of Teams | | | | | | | | | | | | | | |
| | College Wide | 2 | | | | | | | | | | | | | | |
| SA Owned | 2 | | | | | | | | | | | | | | | |
| LS Owned | 2 | | | | | | | | | | | | | | | |
| LD Owned | 2 | | | | | | | | | | | | | | | |
| IS Owned | 0 | | | | | | | | | | | | | | | |
| Shared | 4 | | | | | | | | | | | | | | | |
| <p>Outcome 5b – Innovation is valued as demonstrated through support, recognition and reward each semester.</p> | <p>Measure Not Defined</p> | | | | | | | | | | | | | | | |
| <p>Outcome 5c – MATC culture is receptive to diverse perspectives.</p> <ul style="list-style-type: none"> • PACE Cultural Diversity Question: <i>The extent to which ethnic and cultural diversity are important at this institution</i> • SSI Custom Question: <i>MATC provides a learning environment that supports students from all walks of life, cultures, and racial & ethnic backgrounds.</i> | <p style="text-align: center;">Employee Satisfaction - Importance of Diversity to the College</p>  <table border="1"> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>1996</td> <td>3.45</td> </tr> <tr> <td>1999</td> <td>3.62</td> </tr> <tr> <td>2002</td> <td>3.76</td> </tr> <tr> <td>2005</td> <td>3.75</td> </tr> <tr> <td>2008</td> <td>3.73</td> </tr> </tbody> </table> | Year | Score | 1996 | 3.45 | 1999 | 3.62 | 2002 | 3.76 | 2005 | 3.75 | 2008 | 3.73 | | | |
| Year | Score | | | | | | | | | | | | | | | |
| 1996 | 3.45 | | | | | | | | | | | | | | | |
| 1999 | 3.62 | | | | | | | | | | | | | | | |
| 2002 | 3.76 | | | | | | | | | | | | | | | |
| 2005 | 3.75 | | | | | | | | | | | | | | | |
| 2008 | 3.73 | | | | | | | | | | | | | | | |
| | <p style="text-align: center;">Student Satisfaction - Learning Environment</p>  <table border="1"> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2005</td> <td>5.62</td> </tr> <tr> <td>2007</td> <td>5.97</td> </tr> <tr> <td>2009</td> <td>6.05</td> </tr> </tbody> </table> | Year | Score | 2005 | 5.62 | 2007 | 5.97 | 2009 | 6.05 | | | | | | | |
| Year | Score | | | | | | | | | | | | | | | |
| 2005 | 5.62 | | | | | | | | | | | | | | | |
| 2007 | 5.97 | | | | | | | | | | | | | | | |
| 2009 | 6.05 | | | | | | | | | | | | | | | |

2008-09 Three-Year Strategic Plan Outcomes and Results

| <p>Outcome 5d – Student learning will improve as a result of learning outcomes assessment.</p> | <h3 style="text-align: center;">Assessment Activity</h3> <table border="1"> <thead> <tr> <th>Year</th> <th>% of programs with program outcomes</th> <th>% of programs reporting PO/CA assessment data</th> <th>% A&S depts. Reporting CA assessment data</th> </tr> </thead> <tbody> <tr> <td>2007</td> <td>98%</td> <td>47%</td> <td>25%</td> </tr> <tr> <td>2008</td> <td>95%</td> <td>54%</td> <td>50%</td> </tr> <tr> <td>2009</td> <td>98%</td> <td>47%</td> <td>17%</td> </tr> </tbody> </table> | Year | % of programs with program outcomes | % of programs reporting PO/CA assessment data | % A&S depts. Reporting CA assessment data | 2007 | 98% | 47% | 25% | 2008 | 95% | 54% | 50% | 2009 | 98% | 47% | 17% |
|---|--|---|---|---|---|-----------------------------|-----|---------------|-----|--------------|-----|-----|-----|------|-----|-----|-----|
| Year | % of programs with program outcomes | % of programs reporting PO/CA assessment data | % A&S depts. Reporting CA assessment data | | | | | | | | | | | | | | |
| 2007 | 98% | 47% | 25% | | | | | | | | | | | | | | |
| 2008 | 95% | 54% | 50% | | | | | | | | | | | | | | |
| 2009 | 98% | 47% | 17% | | | | | | | | | | | | | | |
| <p>Outcome 5e – Application of AQIP principles and continuous improvement practices result in improvements demonstrated by CQI project results.</p> | <h3 style="text-align: center;">CQI Project Team Activity</h3> <table border="1"> <thead> <tr> <th>Category</th> <th>Number of Teams</th> </tr> </thead> <tbody> <tr> <td>In Progress</td> <td>7</td> </tr> <tr> <td>Control Mechanisms in Place</td> <td>4</td> </tr> <tr> <td>Goal Achieved</td> <td>2</td> </tr> </tbody> </table> | Category | Number of Teams | In Progress | 7 | Control Mechanisms in Place | 4 | Goal Achieved | 2 | | | | | | | | |
| Category | Number of Teams | | | | | | | | | | | | | | | | |
| In Progress | 7 | | | | | | | | | | | | | | | | |
| Control Mechanisms in Place | 4 | | | | | | | | | | | | | | | | |
| Goal Achieved | 2 | | | | | | | | | | | | | | | | |
| <p>Outcome 5f – Citizens of the Madison Area Technical College District will be ensured of the College's consistent practice of responsible fiscal stewardship and public accountability.</p> <p><u>Fiscal Stewardship Evidence:</u></p> <ul style="list-style-type: none"> • 2 GFOA awards • 0 Audit findings • Aaa Moody ratings • AAA Standard & Poor's ratings | <h3 style="text-align: center;">Public Accountability Communications</h3> <table border="1"> <thead> <tr> <th>Category</th> <th>Number of Communications</th> </tr> </thead> <tbody> <tr> <td>MATCMatters</td> <td>1</td> </tr> <tr> <td>College Council</td> <td>3</td> </tr> <tr> <td>Newspapers</td> <td>3</td> </tr> <tr> <td>Board/Public</td> <td>5</td> </tr> </tbody> </table> | Category | Number of Communications | MATCMatters | 1 | College Council | 3 | Newspapers | 3 | Board/Public | 5 | | | | | | |
| Category | Number of Communications | | | | | | | | | | | | | | | | |
| MATCMatters | 1 | | | | | | | | | | | | | | | | |
| College Council | 3 | | | | | | | | | | | | | | | | |
| Newspapers | 3 | | | | | | | | | | | | | | | | |
| Board/Public | 5 | | | | | | | | | | | | | | | | |