

**Madison Area Technical College  
3550 Anderson Street  
Madison, Wisconsin 53704**

# **AQIP**

## ***Federal Compliance Materials Packet***

**Prepared in support of  
the institution's  
AQIP Quality Check-Up Site Visit,  
April 23 – 25, 2008**



**Academic  
Quality Improvement  
Program**

The Higher Learning Commission NCA

# *Federal Compliance Materials Packet*

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# The Organization's Default Rate

Madison Area Technical College (MATC) participates in the Federal Family Education Loan Program (FFELP), which includes the Stafford Subsidized and Unsubsidized Loan Program for students and the PLUS Loan Program for parents. Madison Area Technical College's official cohort default rate for 2006 was 2.5%, which is the College's lowest cohort default rate to date. Table 1 provides MATC's official cohort default rate for the past seven years along with a comparison with the Wisconsin Technical College System (WTCS) average and the national average for 2-Year public institutions.

**Table 1. MATC Cohort Default Rate with WTCS and National Comparison**

	2000	2001	2002	2003	2004	2005	2006
<b>Madison Area Technical College</b>	4.1%	3.8%	4.6%	3.6%	3.0%	3.3%	2.5%
<b>WTCS Average</b>	5.2%	4.4%	5.5%	5.8%	4.4%	4.6%	N/A*
<b>National Average of 2-Year Public Institutions</b>	9.2%	8.6%	8.5%	7.6%	8.1%	7.9%	N/A*

\*Rates for all institutions for 2006 have not been published as of March 2008

The FFELP cohort default rate affects the institution's eligibility to participate in the federal financial aid programs and a default rate higher than a Department of Education specified level requires additional default management procedures be performed by the institution. Although MATC's official cohort default rate falls well below the specified level (25% default rate for three consecutive years), the College continues to work to improve its cohort default rate.

## Student Loan Default Management Plan

To continue reducing the default rate, MATC has implemented the following procedures.

### 1) Improve the Borrower's Understanding and Respect for the Loan Repayment Obligation.

- a) Conduct the following counseling activities as prescribed by 34 CFR, part 682, subpart F:
  - i) Provide an entrance loan counseling to the FFELP Borrower, which includes the following:
    - (1) An entrance loan counseling Web-based software provided by the Guarantor that explains in detail to the Borrower their rights and responsibilities in the FFEL Program which includes:
    - (2) An explanation that a Borrower's dissatisfaction with, or non-receipt of, the educational services offered by the College does not excuse the Borrower from repayment of any FFELP loan made to the Borrower for enrollment at the College.
    - (3) The Borrower's responsibility to inform the Loan Guarantor immediately of any change in name, address, telephone number, or Social Security number.
    - (4) The Borrower's right to deferment, cancellation, or postponement of repayment and the procedures for obtaining those benefits.
    - (5) The Borrower's responsibility to contact his or her Loan Guarantor in a timely manner before the due date of any payment he or she cannot make.
    - (6) The availability of forbearance under certain circumstances and the procedures as described in 34 CFR, Part 682.
  - ii) That a part of the entrance loan counseling provided to a FFELP Borrower includes:
    - (1) The stated interest rate on the Borrower's loans.
    - (2) The applicable grace period provided to the Borrower and the approximate date the first installment payment will be due.
    - (3) A description of the charges imposed for the Borrower's failure to pay all or part of an installment payment when due.
    - (4) A description of the charges that may be imposed as a consequence of default, including general information on the College's refund policies, liability for reasonable expenses

incurred by the lender or guarantee agency in its attempts to collect the loan, including attorney fees.

- b) Inform the Borrower that in cooperation with the lender and in compliance with the law, including the Fair Debt Collection Practices Act where applicable, the College may contact each Borrower for whom the lender has requested pre-claims assistance to urge repayment of the loan and emphasize the consequences of default by means of telephone contacts and letters sent “Forwarding and Address Correction Requested.”
- c) Inform the Borrower that in cooperation with the lender and compliance with the law, the College may contact a Borrower during the grace period in order to:
  - (1) Remind the Borrower of the importance of the repayment obligation and of the consequences of default, by means of telephone contacts, letters sent “Forwarding and Address Correction Requested,” and other direct methods.
  - (2) Update the College’s records regarding the Borrower’s address, telephone number, employer and employer’s address.
- iii) Provide exit counseling to the FFELP Borrower which may include:
  - (1) General information on the average indebtedness of student Borrowers who have obtained FFELP loans for attendance at the College and the average amount of a required monthly payment based on that indebtedness.
  - (2) Detailed information regarding the consequences of failure to repay the loan, including damaged credit rating, loss of deferment options, possible seizure of Federal income tax refunds, liability for collection costs, garnishment of wages and loss of further eligibility for Title IV student financial aid assistance.
  - (3) Review of repayment options.
  - (4) Explain the sale of loans by lenders and the use of outside contractors to service the loans.
  - (5) Provide general budget information and aspects of personal financial management, and expected salaries for certain fields.
  - (6) Provide sample loan repayment schedules based on the Borrower’s total loan indebtedness for attendance at the College.
  - (7) Provide the name and address of the Borrower’s lender or guarantor according to the College’s records.
  - (8) Provide guidance on the preparation and completion of deferment forms.

## **2) Reduce Defaults Related to Borrower’s Difficulty Finding Employment**

- a) Advising and Career Resources (ACR) provides resources and counseling that help facilitate student transition from college to work. Free resources and services are available year-round for students and graduates. ACR is a comprehensive center for self-assessment, career exploration, career information, learning options and job search strategies and also offers assistance in securing employment and operates TechConnect, an online job posting system accessible from the Internet for employers.
- b) The Financial Aid Office consults with students who have borrowed in excess of \$20,000 before additional loans are disbursed. These students are chosen because their high level of borrowing is considered to be at-risk for loan defaults, and many have not found jobs. Loan repayment requirements and consolidation options are explained by a financial aid expert, and the student’s expected income is reviewed, based on the results of the MATC Graduate Survey. Monthly loan payments are calculated as a percentage of the student’s expected income before additional loans are disbursed.

## **3) Reduce Defaults by Promoting Student Success**

- a) MATC Counseling Services offers free counseling services to students in the areas of academic, career, and personal counseling, conflict management, and group counseling. Counseling Services also offers a variety of personal growth seminars and workshops as a part of its effort to reduce withdrawal rates and increase retention. Special consideration is given to “high risk” students.
- b) The Financial Aid Office has qualitative (grade point average) and quantitative (number of credits earned) measures for satisfactory academic progress. In the event that a student is at risk of not meeting the satisfactory academic progress standards, the Financial Aid Offer may refer the student to the appropriate student service office on campus to promote student success.
- c) Financial Literacy courses and workshops focus on basic money management issues such as budgeting, saving and investing, credit scores, and financial aid.
- d) Borrowers are given opportunities to request a certain dollar amount after reviewing the maximum annual loan limits allowed by federal law. This action empowers students to choose to borrow what they need, which may be lower than the maximum allowable amount.

## Credits, Program Length, and Tuition

MATC is one of the sixteen colleges in the Wisconsin Technical College System (WTCS). The WTCS Board is the coordinating agency and is responsible for setting statewide policy, program standards and curricula, and distributing aid in alignment with the Department of Education and accrediting policies. The WTCS Office staff carries out the operational functions of the WTCS Board. The Madison Area Technical College Board of Directors guides the District within the context of state board directives. The nine member MATC Board meets monthly to provide local governance and direction and to set outcomes for the College.

The WTCS Educational Services Manual serves as the official document for the standards and procedures technical colleges use to develop and maintain courses, programs and program curricula. Among the policies collected within this document are those that establish:

- Credit hour equivalencies for transcribed courses
- Credit hour expectations for similar programs in other accredited institutions
- Tuition across the WTCS and system-wide program fees

The WTCS Educational Services Manual is available in its entirety at:

<http://systematic.wtcsystem.edu/instruction/ESM/default.htm>

## General Program Criteria

Each district shall develop, implement, modify, suspend, or discontinue programs in accordance with program standards.

Each district shall grant the appropriate degree or diploma to graduates of WTCS Board approved occupational programs. A certificate may be granted by a district at its own discretion or with State Board approval where required. System Office staff approval is necessary for Advanced Technical Certificates.

The emphasis shall be focused on occupational specific programs related to a given field of employment. Exceptions are currently in place according to state statutes for WTCS liberal arts collegiate transfer programs offered at Madison, Milwaukee, and Nicolet Area Technical Colleges.

Programs requiring accreditation and/or approval by an outside agency or organization, or programs whose graduates must be eligible to write licensure or certification examinations may be adjusted to meet such standards as well as prescribed criteria within the jurisdiction of WTCS Board.

Technical Diploma courses shall not be included in an associate degree program curriculum. However, associate degree courses may be included in a technical diploma program curriculum. Section 6, "Course Standards," states the standards for each type of credit approved for use within the WTCS.

Program and course designers of any given curriculum will take into consideration the recommendations of the appropriate advisory committee.

## **Program Length**

MATC offers the following program types, each of which adheres to the WTCS policies.

### **Associate Degree in Applied Sciences - Occupational Programs (Code 10)**

Associate degree programs are developed to assist persons preparing for, or advancing in, an occupation. Curricula of associate degree programs are designed to reflect statewide competency requirements for a target job, which define the occupational program.

- A. Associate degree programs require a minimum of 60 semester credits. Programs with more than 70 credits in the curriculum require written approval by the WTCS President when needed to meet licensure, certification, and other requirements. Curricula with more than the maximum credits shall reflect the additional credits in the technical studies.
- B. The Technical Studies credit requirement range for Technical Studies is 36 to 49 credits.
- C. The General Studies category includes general education program courses which relate to the effective functioning of the individual in both occupational and community settings. The credit requirement range for General Studies is 21 to 30 credits. It is further defined by the course categories shown below.
  - a. Communications- 6 credits
  - b. Social Science- 3 credits
  - c. Behavioral Science- 3 credits
  - d. Math and/or Science- 3 credits
  - e. Additional General Education- 6 to 15 credits
  - f. Credits for electives range from 0 to 6. Electives are used to broaden and enrich the specific program of study.

### **Technical Diploma Programs (Codes 30, 31, and 32)**

Technical programs are based on local needs of business and industry and are designed to assist persons preparing for entry into, remaining in, or advancing in an occupation. Technical diploma programs have a minimum of two (2) technical credits and a maximum of 70 technical credits.

- A. Technical diploma - Less than One Year (Code 30) - a minimum of two (2) technical credits and a maximum of 25 technical credits.
- B. Technical diploma - One Year (Code 31) - a minimum of 26 technical credits and a maximum of 54 technical credits.
- C. Technical diploma - Two Year (Code 32) - a minimum of 55 technical credits and a maximum of 70 technical credits.
- D. Deviation beyond 70 technical credits requires approval by the state director.
- E. Occupational specific course requirements - minimum 70%
- F. Occupational supportive/general education course requirements – maximum 30%

### **Apprenticeship Programs (Code 50)**

Apprenticeship programs are developed to assist registered apprentices to acquire the related technical knowledge and skills to augment the planned on-the-job experiences.

Apprenticeship programs of three (3) or more years of on-the-job training shall have a minimum of 400 hours of paid related instruction. The related instruction will be offered at a minimum of four (4) hours a week or equivalent. Apprenticeship programs shall maintain minimum common core competencies as identified by industry, BAS, and, where appropriate, by state trade advisory committees.

### Certificates

Certificates may be awarded at the option of the local district for participation and/or attendance at any WTC program level and/or adult continuing education course(s), groups of courses or attainment of specific competencies.

Advanced Technical Certificates are certificates specifically designed and approved by the System Office.

### Credits

Assignment of credits will be based upon 50 minute instructional periods within an 18-week semester term. One associate degree or technical diploma credit is granted for 54 – 50 minute periods of student effort in any given term whether in classroom, clinical, laboratory, assigned outside study, independent instruction/study, or any combination of the aforementioned. For example, one associate degree credit requires a minimum of 18 – 50 minute periods of instructor-student contact, with another two hours of student effort outside of the classroom. However, other instructional methods or experiences may require additional time to be considered equivalent to one degree credit. Table 2 provides examples of the types of instruction possible and the hours of instruction required to equal one degree credit for the Associate Degree and Technical Diploma programs.

**Table 2 Equivalent Hours of Instruction per Credit**

Instruction Type	Hours of Instruction to Equal 1 Credit	
	Associate Degree	Technical Diploma
Type A: Classroom Presentation	18	36
Type B: On-Campus Laboratory	36	36
Type C: Individualized/ Independent Instruction & Selected Clinical, Extended Laboratory, and/or Shop Experiences	54	54
Type D: Simulated or Actual Occupational Experience	72	72
Type E: On-the-Job Experiences (Limited to Selected Programs)	216	216

Due to the unique way that Apprenticeships combine both on-the-job experience and classroom instruction, the credit calculation is different than for other programs. Apprenticeships are also unique in that they are the only degree credit programs that allow for incremental credits rather than whole credits. Table 3 shows the equivalent hours of instruction needed for each quarter apprenticeship credit. MATC also allows for the provision of non-degree continuing education credits, which may be required as professional development for certain occupations. Table 4 shows the equivalent hours of instruction needed for continuing education credit.

**Table 3 Apprenticeship Credit Calculation**

Hours of Instruction	Equivalent Credit
1 – 9	0.25
10 – 18	0.50
19 – 27	0.75
28 – 36	1.00

**Table 4 Continuing Education Credit Calculation**

Hours	Credit	Hours	Credit
0 – 2	0.05	21 – 22	0.55
3 – 4	0.10	23 – 24	0.60
5 – 6	0.15	25 – 26	0.65
7 – 8	0.20	27 – 28	0.70
9 – 10	0.25	29 – 30	0.75
11 – 12	0.30	31 – 32	0.80
13 – 14	0.35	33 – 34	0.85
15 – 16	0.40	35 – 36	0.90
17 – 18	0.45	37 – 38	0.95
19 – 20	0.50	39 – 40	1.00

### Tuition and Fees

MATC is mandated by the State of Wisconsin to charge program and material fees in accordance with the WTCS guidelines. For the 2007-08 fiscal year, the program fees and tuition are shown in Table 5.

**Table 5 Degree Credit Charges Per Credit**

Program Fee & Tuition Type	Collegiate Transfer	Postsecondary & Vocational Adult
Resident Program Fees & Tuition	\$124.70	\$92.05
Additional Out of State Tuition	\$228.70	\$478.50
Total Out of State Program Fees & Tuition	\$353.40	\$570.55

For a more detailed explanation of tuition and fees, please refer to the Administrative Bulletin for Fiscal Year 2007-08 Program Fee Rates and Out-of-State Tuition Rates, which can be accessed at: <http://systematic.wtcsystem.org/Policy/Adminbul/07-02.pdf>

Materials fees are also determined by the WTCS. The minimum material fee is \$4.00 per enrollment but selected programs and offerings may be assessed fees at a higher rate. For a detailed explanation of the materials fees calculation process, please refer to the Administrative Bulletin for FY 2007-08 Material Fees, which can be accessed at: <http://systematic.wtcsystem.org/Policy/Adminbul/07-01.pdf>

## Professional Program Accreditations

Madison Area Technical College has an internal process of program review called the Learning Systems Quality Improvement Process (LSQIP), which requires that all programs and services undergo a review at least once every five years. In conjunction with LSQIP, each learning program is reviewed by the WTCS through its Quality Review Process (QRP) at least once every five years. A full description of the QRP can be found at: <http://systematic.wtcsystem.org/grp/default.htm>.

In addition to program review by the institution and WTCS, MATC has several programs that are required to maintain professional or specialized accreditation or licensure requirements. Table 6 shows the programs at MATC that have professional or specialized accreditation or licensure requirements, the professional accrediting organization, the period of accreditation and current status. As Table 6 shows, each program is in good standing with the listed professional, special accreditation or licensure organization.

**Table 6 Professional Program Accreditations at MATC**

Program Name	Professional Accrediting Organization	Period of Accreditation	Current Status
Dental Hygienist	American Dental Association, Commission on Dental Accreditation	5/14/1970 – present	Accredited
Dietetic Technician	American Dietetic Association, Commission on Accreditation for Dietetics Education	4/20/1982 – present	Accredited
Occupational Therapy Assistant	American Occupational Therapy Association, Accreditation Council for Occupational Therapy Education	1/1/1964 – present	Accredited
Optometric Technician	American Optometric Association, Accreditation Council on Optometric Education	10/10/1984 – present	Accredited
Veterinary Technician	American Veterinary Medical Association, Committee on Veterinary Technician Education and Activities	11/7/1974 – present	Accredited
Radiology (Radiologic Technician)	Joint Review Committee on Education in Radiologic Technology	1/1/1987 – present	Accredited
Nursing, Associate Degree	National League for Nursing Accrediting Commission	6/1/1978 – present	Accredited

## Organizational Records of Student Complaints

Conflict Management Services (CMS), located within Counseling Services, is available to assist in the resolution of all non-academic issues, complaints and interpersonal conflicts. In most cases, Conflict Management Services is the first point of contact when a student has a complaint. CMS will discuss with the student the nature of the complaint and the options available to the student for resolution of the issue.

Student complaints may arise in one of six different areas:

- General Conflict – concerns issues occurring between individuals or groups of a non-academic nature
- Code of Conduct Violations – concerns issues where students have not adhered to published student rights and responsibilities
- Classroom Disruptions – concerns issues where student behavior may interfere with normal classroom instruction or activity
- Harassment/ Discrimination – concerns issues where a student’s civil rights may have been violated or discrimination may have occurred.
- Academic Misconduct – concerns issues where students are alleged to have violated the published principles of academic integrity (In cases of Academic Misconduct, the matter will be handled through the Academic Appeals process as outlined on the MATC website at <http://matcmadison.edu/matc/studentresources/rights/appeals.shtm>. CMS and Counseling staff will assist students in understanding the process.)
- Final Grade Disputes – concerns issues where the student feels the final grade received was improper or unjustified (In cases of Final Grade disputes the matter will be handled through the Academic Appeals process as outlined on the MATC website at <http://matcmadison.edu/matc/studentresources/rights/final.shtm>. CMS and Counseling staff will assist students in understanding the process.)

In each of these areas of potential student complaint, the College has a process to address the student’s concerns. MATC works to resolve any complaints or issues at the lowest level possible so each of the processes has both a formal and informal component. Figures 4, 5, and 6 in the Appendix illustrate the general flow of activity when a student has a general student complaint, is accused of academic misconduct or has a final grade dispute. While similar, the other complaint processes may have additional or different steps and may involve other individuals.

Students are informed about their rights, responsibilities and the procedures needed to initiate any complaint during orientation, in a student planner provided to students at the beginning of the academic year, and on the MATC Website. For more detailed information about any of the complaint procedures, students and others may begin with Conflict Management Services at: <http://matcmadison.edu/matc/studentresources/rights/>.

## Maintenance of the Complaint Records

Records of both informal and formal student complaints are kept by the College. The Office of the Dean of Learner Development is the main repository of these records. Informal complaint records are kept for one calendar year in the event that the student decides to file a formal complaint, information is needed for a formal disciplinary action or the information is needed for a legal proceeding. Formal complaint records are kept for five years, at a minimum. Accrediting agencies and other appropriate external agencies are able to review the Student Complaint Records upon request. In the case of external agencies any request to review the records must be submitted in writing to the Dean of Learner Development before the records are released for review.

The Student Complaint Records available for review will not reveal the names of any individuals involved in the incident (including the names of any student(s) or MATC staff directly involved). Confidential Student Complaint Records are kept in case of legal proceedings. Each record will include the following information:

- A description of the complaint
- Date of the incident
- Category of the complaint (Final Grade Dispute, Harassment/ Discrimination, Academic Misconduct, etc.)
- Actions taken to resolve the complaint
- The disposition of the complaint, including referral to an outside agency
- Any external actions initiated by a student or outside agency related to a given complaint

## Third Party Comment

Madison Area Technical College complies with the Commission's goals and expectations related to the solicitation of third-party comments as a part of the accreditation process. The AQIP Steering Team and the Marketing Department have utilized the following steps in order to ensure compliance:

1. Identified the public constituencies and stakeholders to be informed about the opportunity to participate in third-party comment.
2. Selected the most appropriate vehicle(s) for placement of notice, based on the vehicle's likelihood of reaching the identified public constituencies and stakeholders.
3. Drafted public disclosure notice(s) suitable to the various communication vehicle(s).
4. Publish the public disclosure notice(s) to the communication vehicle(s).

Third-party comment was solicited via public notice publication in four different venues: Legal notices were published in the following newspapers within the College's District: The Wisconsin State Journal, Capital Times, Reedsburg Times Press, Portage Daily Register, Daily Jefferson County Union, and Watertown Daily Times); in the MATC student run newspaper The Clarion; via a generalized press release; on the College's web site. Figure 1 shows an example of the published legal notice.

**Figure 1 Example of Published Legal Notice**

Madison Area Technical College is seeking comments from the public about the College in preparation for its periodic evaluation by its regional accrediting agency. The College will undergo a comprehensive evaluation visit April 23 – 25, 2008, by a team representing The Higher Learning Commission of the North Central Association of Colleges and Schools. Madison Area Technical College has been accredited by the Commission since 1969. The Team will review the institution's ongoing ability to meet the Commission's Criteria for Accreditation as well as its commitment to quality through the Academic Quality Improvement Program (AQIP).

The public is invited to submit comments regarding the College to:

Public Comment on Madison Area Technical College  
The Higher Learning Commission  
30 North LaSalle Street, Suite 2400  
Chicago, IL 60602

Comments must address substantive matters related to the quality of the institution or its academic programs. Comments must be in writing and signed; comments cannot be treated as confidential.

All comments must be received by March 23, 2008.

Note: Approval copy faxed to MATC for legal notice to be printed in Wisconsin State Journal February 29, 2008.

What follows is an example of the generalized press release sent to the media outlets in the MATC District.

### *Sample Press Release*

Date: March 3, 2008

Contact:

Release: Immediately

## MATC to Undergo Evaluation for Accreditation

Madison Area Technical College (MATC) will undergo a comprehensive evaluation visit April 23 – 25, 2008, by a team representing The Higher Learning Commission of the North Central Association of Colleges and Schools. MATC has been accredited by the Commission since 1969. Its accreditation is at the Associate's degree level and includes two associate degree and three certificate programs taught via distance learning. In addition, MATC is accredited by the Commission under the Academic Quality Improvement Program (AQIP). Under AQIP, colleges demonstrate they meet accreditation standards and expectations through a series of activities that align with the institution's performance improvement actions and by building a culture of continuous improvement. MATC was accepted into the AQIP process in 2002.

The Higher Learning Commission is one of six accrediting agencies in the United States that provide institutional accreditation on a regional basis. Institutional accreditation evaluates an entire institution and accredits it as a whole. Other agencies provide accreditation for specific programs. Accreditation is voluntary. The Commission accredits approximately 1,100 institutions of higher education in a nineteen-state region. The Commission is recognized by the U.S. Department of Education.

For the past six years, MATC has been engaged in a process of self-study, addressing the Commission's requirements and criteria for accreditation. The evaluation team will visit the institution to gather evidence that the self-study is thorough and accurate. The team will recommend to the Commission a continuing status for the College; following a review process, the Commission itself will take the final action.

The public is invited to submit comments regarding the College to:

Public Comment on Madison Area Technical College  
The Higher Learning Commission  
30 North LaSalle Street, Suite 2400  
Chicago, IL 60602

Comments must address substantive matters related to the quality of the institution or its academic programs. Written, signed comments must be received by March 23, 2008. The Commission cannot guarantee that comments received after the due date will be considered. Comments should include the name, address, and telephone number of the person providing the comments. Comments will not be treated as confidential.

NOTE: Individuals with a specific dispute or grievance with an institution should request the separate Policy on Complaints document from the Commission office. The Higher Learning Commission cannot settle disputes between institutions and individuals. Complaints will not be considered third party comment.

For more information, visit the College's website at [matcmadison.edu](http://matcmadison.edu).

###

MATC provides "real world smart" education as one of 16 colleges in the Wisconsin Technical College System. It serves 12 south-central Wisconsin counties through a comprehensive curriculum of technical, liberal arts and science, adult basic education and life enrichment studies and activities, as well as customized employee training. MATC offers associate degrees, vocational diplomas and certificates and non-degree courses in more than 140 programs through five campuses and numerous community locations.

## Advertising and Recruitment Materials

Madison Area Technical College is part of a state-wide marketing consortium within the Wisconsin Technical College System. The consortium is a resource for generic advertising materials. The consortium advertising uses a variety of media, including print, television, radio and billboards.

The College's Marketing and Communications Department, which has received numerous national awards for its publications, works to communicate and promote MATC services, information and goals in a clear, accurate and professional manner to meet internal and external needs, build and positively influence public perception of

MATC as an accessible, high quality learner-centered college, and provide effective communications support to meet the goals of the College. The College has two part-time graphic designers who produce the bulk of the materials, although the College does on occasion outsource this work.

## Documents Referencing the College's Accreditation

**Catalog:** The MATC Course and Program catalog serves as a single source document that covers academic programs, College policies and procedures and student-related policies and procedures. The College's accreditation status is described on page 15 of the document. The catalog may be viewed in its entirety at: <http://matcmadison.edu/madc/studentresources/200607Catalog.pdf>.

**About MATC:** This web page is the starting point for a wide range of information about the College. Within About MATC, the Accreditation web page shows the institution's accreditation agency logo, a link to a letter from The Higher Learning Commission describing the College's accreditation status, program accreditation organizations, and professional organizations and agencies for which the College is a member. In compliance with the Commission's policy regarding advertising and recruitment materials, the Commission logo also acts as a link to The Higher Learning Commission's website. The Accreditation web page can be found at: <http://matcmadison.edu/madc/about/accreditation.shtm>

## General Recruiting and Advertising Materials

MATC has a variety of materials which are distributed on a regular basis for recruitment purposes. The following materials are those most frequently used. A description of these and other recruitment and advertising materials can be found at: <http://matcmadison.edu/madc/getstarted/visitus/distribution.shtm>

**General Brochure:** MATC has created a general brochure for use by prospective students that describes the learning climate at the College. This brochure also includes a table of every degree credit program offered by the College. At a glance, students can find out the kind of certification each program provides (Associate Degree, Technical Diploma, etc.), the program's cluster affiliation, and the MATC location offering each program.

**Cluster Brochure:** Since MATC has over 140 different degree, diploma and certificate programs, the College made the decision to create cluster brochures rather than program brochures. The 20 cluster brochures provide a brief overview of the programs within the cluster, an idea of the topics typically found in the program curricula, employment information and work skills that program graduates within the cluster gain and potential work settings. Basic admissions and financial aid information is provided along with contact information for various student service offices.

**Program Videos:** Many programs have short informational videos posted on the MATC website. These videos are designed to give prospective students a quick look at the programs. These program videos were developed collaboratively with the state-wide marketing consortium. A sample program video can be viewed at: <http://matcmadison.edu/madc/offerings/programs/videos/accounting.shtm>

**Facts at a Glance:** This is a small pamphlet that lists MATC facts and figures, including campus locations, programs, fiscal resources, enrollment figures, business services, leadership and more. A table shows the programs by Learning Center and degree type.

In all cases, the College complies with The Higher Learning Commission's policies related to providing fair and accurate information regarding its programs and student policies. The College does not regularly reference its accreditation status as a part of its advertising and recruitment materials. However, if any materials do reference the College's accreditation status, information on how to contact the Commission is included. In most cases, the contact information includes the Commission's address, telephone number and website address. Any electronic materials which reference accreditation status also include the use of the Commission's collective membership mark.

## Documents Relevant to Title IV Compliance


Madison Area Technical College received initial eligibility for Title IV programs effective August 13, 1965. The most recent re-approval was granted on July 14, 2003 with full certification until March 31, 2009. Title IV Compliance documents including the Program Participation Agreement and the Eligibility and Certification Renewal are included as Figures 2 and 3. These figures are just the first page of multiple page documents. Actual copies of these documents as well as other pertinent documents related to Title IV compliance are available upon request from the Financial Aid Director or AQIP Liaison.

MATC does not have outstanding compliance issues related to financial responsibility standards: limitation, suspension, or termination actions, audits, or default rates. An audit of the expenditures of federal and state awards received by MATC, conducted in 2007 by Virchow, Krause & Company, LLP, found that there were no violations or possible violations of grant contract provisions, laws or regulations whose effects should be considered for disclosure. The College's default rates and default management plan are included in this document under the title "The Organization's Default Rate."

The College also complies with Title IV-mandated student notification requirements such as campus crime-reporting, graduation/completion rates through a Student Right to Know website, located at: <http://matcmadison.edu/matc/studentresources/rights/righttoknow.shtm> The website includes a reference chart of information related to the Student Right-to-Know and Campus Security Act of 1990 as well as information required as a part of Title IV-mandated student notification requirements. This reference chart indicates the category of information and where the information may be accessed. If information is available online a link is provided to the information.

**Figure 2 MATC's Most Recent Program Participation Agreement (PPA), page 1 of a 15 page document, with a portion of page 2 showing programs covered by the PPA**

PPA, OPE ID: 00400700, PPA Expiration Date: 03/31/2009 Page 1 of 15



**UNITED STATES DEPARTMENT OF EDUCATION  
FEDERAL STUDENT AID  
CASE MANAGEMENT & OVERSIGHT**

**PROGRAM PARTICIPATION AGREEMENT**

Effective Date of Approval: The date on which this Agreement is signed on behalf of the Secretary of Education.

Approval Expiration Date: **March 31, 2009**

Reapplication Date: **December 31, 2008**

Name of Institution: **Madison Area Technical College**  
Address of Institution: **3550 Anderson Street  
Madison, WI 53704-2599**

OPE ID Number: **00400700**  
DUNS Number: **073849200**  
Taxpayer Identification Number (TIN): **391086718**

**The execution of this Agreement by the Institution and the Secretary is a prerequisite to the Institution's initial or continued participation in any Title IV, HEA Program.**

The postsecondary educational institution listed above, referred to hereafter as the "Institution," and the United States Secretary of Education, referred to hereafter as the "Secretary," agree that the Institution may participate in those student financial assistance programs authorized by Title IV of the Higher Education Act of 1965, as amended (Title IV, HEA Programs) indicated under this Agreement and further agrees that such participation is subject to the terms and conditions set forth in this Agreement. As used in this Agreement, the term "Department" refers to the U.S. Department of Education.


**SCOPE OF COVERAGE**

This Agreement applies to all locations of the Institution as stated on the most current ELIGIBILITY AND CERTIFICATION APPROVAL REPORT issued by the Department. This Agreement covers the Institution's eligibility to participate in each of the following listed Title IV, HEA programs, and incorporates by reference the regulations cited.

[http://eliecert.ed.gov/camp/owa/ppa\\_doc?ope=004007&id=2022](http://eliecert.ed.gov/camp/owa/ppa_doc?ope=004007&id=2022) 7/1/2003

- **FEDERAL PELL GRANT PROGRAM**, 20 U.S.C. 1070a et seq; 34 CFR Part 690.
- **FEDERAL FAMILY EDUCATION LOAN PROGRAM**, 20 U.S.C. 1071 et seq; 34 CFR Part 682.
- **FEDERAL DIRECT STUDENT LOAN PROGRAM**, 20 U.S.C. 1087a et seq; 34 CFR Part 685.
- **FEDERAL PERKINS LOAN PROGRAM**, 20 U.S.C. 1087aa et seq; 34 CFR Part 674.
- **FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT PROGRAM**, 20 U.S.C. 1070b et seq; 34 CFR Part 676.
- **FEDERAL WORK-STUDY PROGRAM**, 42 U.S.C. 2751 et seq; 34 CFR Part 675.

**Figure 3 MATC's Most Recent Eligibility and Certification Renewal (ECAR), page 1 of a 8 page document**

Eligibility and Certification Approval Report.		Page 1 of 1														
 <span style="font-size: small;">START HERE GO FURTHER FEDERAL STUDENT AID</span>																
<b>UNITED STATES DEPARTMENT OF EDUCATION</b> SCHOOL PARTICIPATION MANAGEMENT DIVISION <b>ELIGIBILITY AND CERTIFICATION APPROVAL REPORT</b>																
DATE PRINTED: 12/05/2006		PAGE A - 1														
<hr/> NAME AND ADDRESS OF INSTITUTION: Madison Area Technical College 3550 Anderson Street Madison, WI 53704-2599																
TYPE OF INSTITUTION: Public																
CONGRESSIONAL DISTRICT: 02		ACTION DATE: 06/30/2003														
DEPARTMENT REGION: 05		ACTION: Reapprove Elig/Full Cert														
SCHOOL PARTICIPATION TEAM: 05																
<hr/> <table border="0" style="width: 100%;"> <tr> <td>OPE ID: 00400700</td> <td>FEDERAL PELL GRANT ID: 004007</td> </tr> <tr> <td>TIN: 391086718</td> <td>FEDERAL FAMILY EDUCATION LOAN ID: 004007</td> </tr> <tr> <td>IPEDS ID: 238263</td> <td>FEDERAL DIRECT STUDENT LOAN ID:</td> </tr> <tr> <td>DUNS NBR: 073849200</td> <td>FEDERAL PERKINS LOAN ID: 004510</td> </tr> <tr> <td></td> <td>FEDERAL SCHOOL CODE: 004007</td> </tr> <tr> <td></td> <td>FEDERAL WORK STUDY ID: 004510</td> </tr> <tr> <td></td> <td>FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT ID: 004510</td> </tr> </table>			OPE ID: 00400700	FEDERAL PELL GRANT ID: 004007	TIN: 391086718	FEDERAL FAMILY EDUCATION LOAN ID: 004007	IPEDS ID: 238263	FEDERAL DIRECT STUDENT LOAN ID:	DUNS NBR: 073849200	FEDERAL PERKINS LOAN ID: 004510		FEDERAL SCHOOL CODE: 004007		FEDERAL WORK STUDY ID: 004510		FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT ID: 004510
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WAIVER(S):	PROGRAM PARTICIPATION AGREEMENT															
*** End of Waivers ***	EFFECTIVE DATE: 07/14/2003															
	EXPIRATION DATE: 03/31/2009															
<hr/> THE INSTITUTION IS ELIGIBLE TO APPLY FOR PARTICIPATION IN THE FOLLOWING PROGRAMS AUTHORIZED UNDER THE HIGHER EDUCATION ACT OF 1965, AS AMENDED:																
TITLE I: Y	TITLE IV: Y	TITLE VII: Y	TITLE X: Y	TITLE XIII: Y												
TITLE II: Y	TITLE V: Y	TITLE VIII: Y	TITLE XI: Y	TITLE XIV: Y												
TITLE III: Y	TITLE VI: Y	TITLE XI: Y	TITLE XII: Y	TITLE XV: Y												
<hr/> <b>TITLE IV STUDENT FINANCIAL ASSISTANCE PROGRAMS</b>																
	APPROVAL		APPROVAL													
PROGRAM	CERTIFIED	DATE	PROGRAM	CERTIFIED	APPROVAL DATE											
FWS Com Serv	Y	08/13/1965	FWS Priv Sec Empl	Y	08/13/1965											
FWS Job Loc Dev	Y	08/13/1965	FFEL Staff	Y	08/13/1965											
FFEL Staff Unsub	Y	08/13/1965	FFEL PLUS	Y	08/13/1965											
<hr/> <a href="http://eligcert.ed.gov/zapp/owa/ccar?ope=004007">http://eligcert.ed.gov/zapp/owa/ccar?ope=004007</a>																
				12/5/200												

# Appendix: Student Complaint Processes

Figure 4 General Student Complaint Process

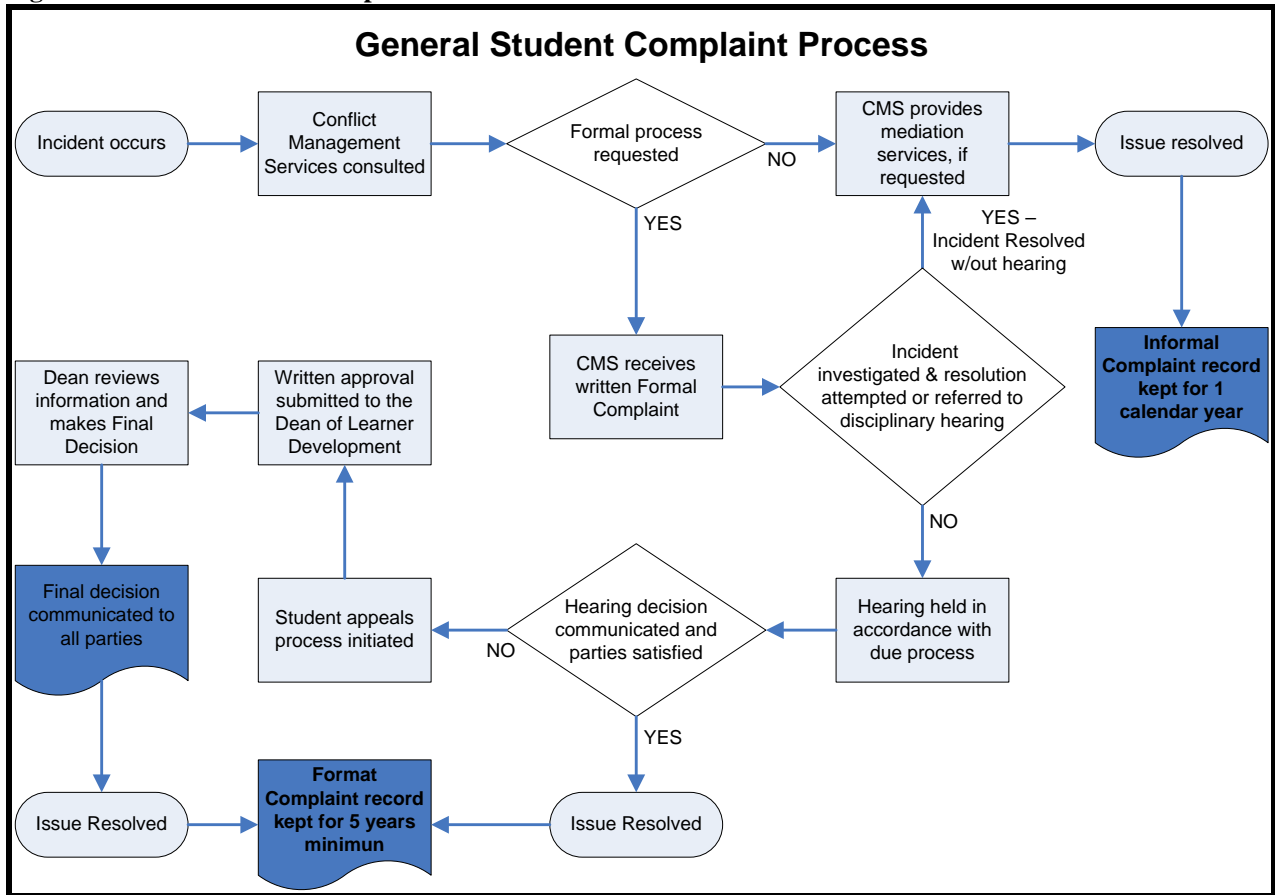


Figure 5 General Academic Misconduct Process

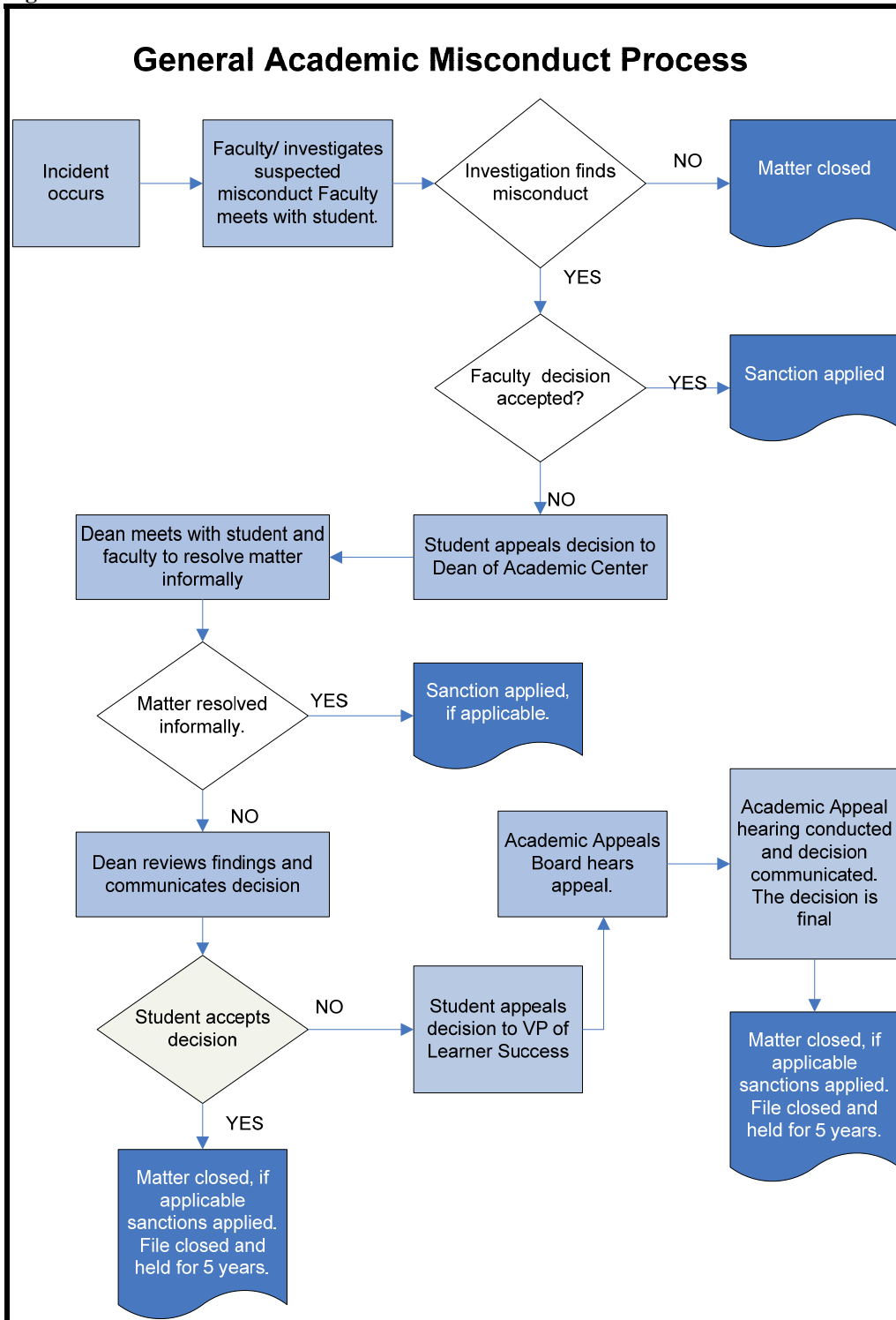


Figure 6 General Grade Dispute Appeal Process

