

Institutional Overview

O1 Distinctive Features

Chosen by the League for Innovation in the Community College as a Vanguard Learning College, Madison Area Technical College (MATC) is committed to being a quality-focused, student-centered, assessment-driven institution. MATC is one of sixteen public, two-year, non-profit technical colleges in the Wisconsin Technical College System (WTCS). As a WTCS institution, MATC has a dual role: providing inexpensive, accessible instruction to area residents and supporting the economic and workforce development needs of the region.

MATC is one of three WTCS colleges to offer a Liberal Arts Transfer program, which allows students to complete an associate degree in liberal arts or simply take college transfer courses before transferring to a four-year institution. MATC is the single largest source of students transferring to the University of Wisconsin-Madison and the University of Wisconsin System. Students not transferring may choose from one of over 140 degree credit programs that result in a degree, diploma or certificate.

In addition to its mission as a post-secondary institution, MATC plays a key role in the economic and workforce development in the region. Businesses are served directly by the College in two ways: (1) through degree/diploma programs producing graduates with degrees, technical certificates, or an apprenticeship in areas that meet local employer needs and (2) through contracted training with business and industry. Contracted training provides specific skill upgrades or basic worker literacy. MATC is recognized as one of the state's leading providers of customized training for employers.

The comprehensive nature of MATC's role in the community is summarized by the College's official Statements of Vision, Mission, and Values:

1. MATC's **Vision** is: "Transforming Lives, One at a Time."
2. The **Mission** of MATC reads: "Madison Area Technical College provides accessible, high quality learning experiences that serve the community."
3. MATC's **Values** are "Excellence, Respect, and Integrity."

O2 Scope of Educational Offerings

MATC offers five distinct types of learning opportunities to its students:

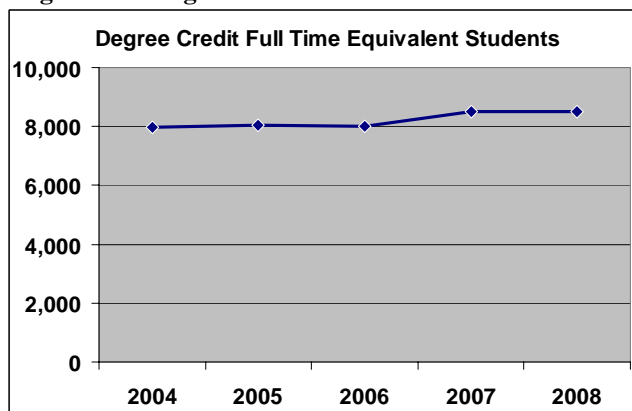
1. Post-secondary degree-credit programs and coursework
2. Adult Continuing Education (ACE) – self-enrichment educational offerings
3. Adult Basic Education (ABE) – instruction in academic topics below post-secondary level
4. English as a Second Language (ESL) – non-English learner instruction
5. Community Services – community safety or basic vocational support

MATC awards post-secondary credentials in the following categories:

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
4. Apprenticeships

The vast majority of credits taken and generating FTEs are in degree-credit courses as demonstrated in Figures O.1 and O.2. MATC actually reaches more students through its non-Degree credit courses, as seen in Figures O.3 and O.4. In both FTE and Headcount, the degree-credit numbers are increasing while the non-degree credit numbers are slowly decreasing. Despite the decline in non-degree students, MATC is firmly committed to supporting the success of underprepared students as well as an increasing number of non-Native English speakers

Figure O.1 Degree-Credit FTE



Madison Area Technical College

May 2009

Figure O.2 Non-Degree Credit FTE

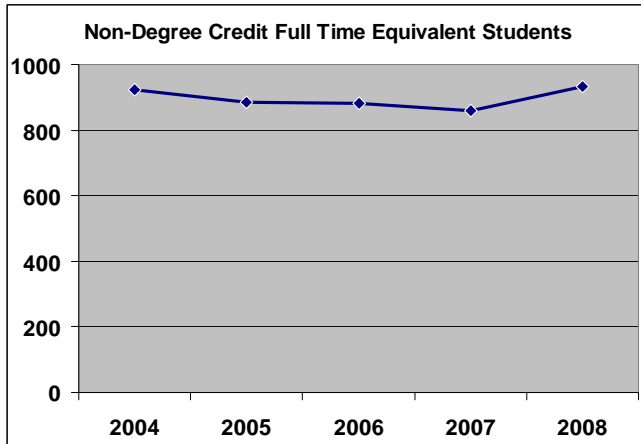


Figure O.3 Degree-Credit Unduplicated Headcount

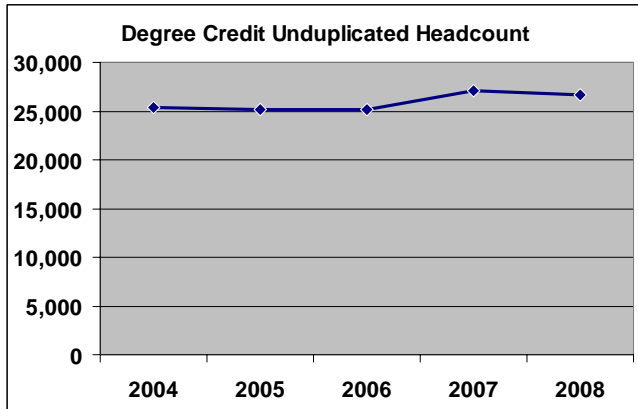
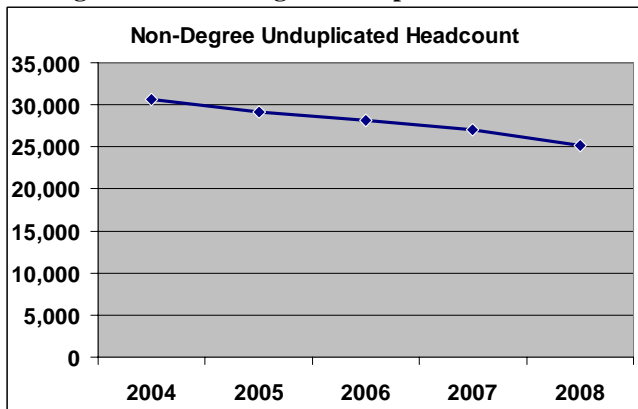


Figure O.4 Non-Degree Unduplicated Headcount



O3 Market Served, Target Populations, & Students' Needs and Requirements

MATC serves a District encompassing 12 whole or partial counties in south central Wisconsin (4,325.8 miles²) with campuses in Madison, Fort Atkinson, Portage, Reedsburg, and Watertown (see Figure O.5). The total District population was approximately

717,000 in 2007 (see Table O.1). Approximately 2/3 of the District population resides in Dane County with a 1/4 of the population residing in the counties of Jefferson, Sauk, or Columbia. The remaining population resides in Adams, Dodge, Green, Iowa, Juneau, Marquette, Richland, or Rock Counties.

Figure O.5 MATC District

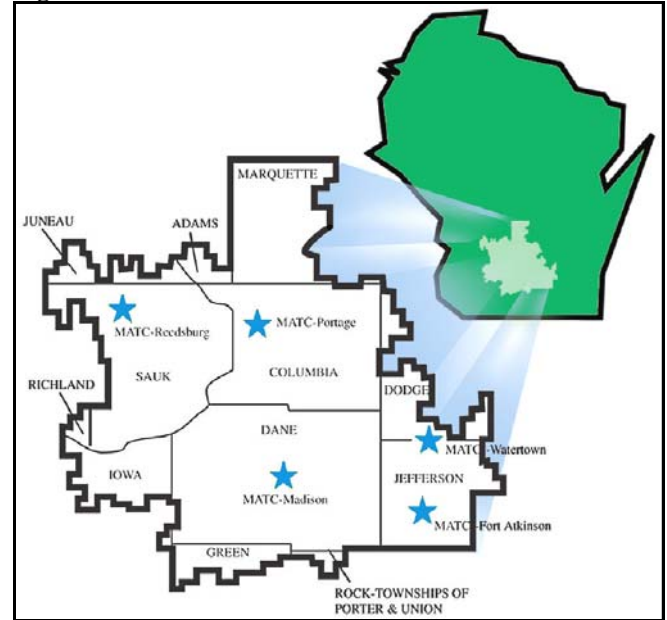


Table O.1 District Population

County	2007 Population	Percentage
Dane	475,924	66.39%
Jefferson	74,032	10.33%
Sauk	59,748	8.33%
Columbia	56,865	7.93%
Dodge	16,911	2.36%
Marquette	15,502	2.16%
Green	6,632	0.93%
Juneau	3,505	0.49%
Iowa	3,095	0.43%
Adams	2,948	0.41%
Richland	1,510	0.21%
Rock	214	0.03%
Total	714,065	100.00%

MATC enrolled 41,494 total unduplicated students in 2007-08; 26,719¹ students enrolled in degree-credit courses and 25,183¹ students engaged in non-degree courses. Full-time equivalent (FTE) enrollment for 2007-08 was 9,430.2 with 8,497.8 FTEs (90.1%) generated by the degree credit students. Table O.2 shows the number of enrollments and FTEs generated by several different types of students. 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. The Community Service decreases may be a result of a slowing

Madison Area Technical College

May 2009

economy while the College has made a conscious decision to decrease the amount of Adult Continuing Education courses as these are non-credit, non-vocational courses.

Table O.2 Duplicated¹ Headcount and Unduplicated FTE, 2007-08

Student Type	Student Enrollment	FTE
Degree Credit	26,719	8,497.8
Adult Basic Education	4,659	338.3
Adult Continuing Education	2,470	64.4
Community Service	16,688	377.4
English Language Learners	1,366	152.3
Total Unduplicated Headcount¹	41,494	9,430.2

¹ – Students may be counted in more than one type.

While the majority of MATC students are employed while they attend MATC, the College serves students preparing to enter a technical career and students wishing to improve job skills or pursue additional higher education elsewhere. MATC also helps under-prepared students gain the skills necessary to succeed at college-level work.

In 2007-08, 6,025 students or 12 percent of total enrollment were enrolled in either ABE or ELL courses. ABE serves the dual roles of providing targeted remediation to students in programs and basic reading, writing, and math developmental education at the elementary or secondary levels. Although non-English speakers are increasingly a part of the population, ELL course attendance dropped 456 students from 2003-04 to 2007-08 or 25 percent. ESL courses are attended by non-English speakers from around the world at levels beginning with basic reading and writing up to preparatory coursework for post-secondary education.

In 2007-08, Adult Continuing Education (ACE) served 2,470 students while Community Service enrolled 16,688 students (Table O.2). ACE courses allow the College to address a diverse range of community requests for self-enrichment educational opportunities. These courses are typically short-term in nature and are often delivered off campus, making them convenient to attend. Community Service courses provide needed training to community groups and individuals for vocational and skills upgrading purposes. Both ACE and Community Service courses serve a wide age range of adult learners.

Table O.3 shows the ages of students attending the various instructional areas at MATC in 2007-08. The modal age of 19-years-old is true for all degree-credit instructional areas but there is some modal age variation in the Adult Basic Education, Vocational

Adult, and Adult Continuing Education areas. The lower mean age of students enrolling in Liberal Arts Transfer and older age for those attending Associate Degree and Vocational Diploma programs indicates the more recent high school graduates gravitate toward Liberal Arts while the other degree programs are more populated by incumbent workers seeking to upgrade skills or advance their careers.

Table O.3 Student Ages, 2007-08

Instructional Area	Mean	Median	Modal
Liberal Arts Transfer	24.6	21	19
Associate Degree	29.3	25	19
Vocational Diploma	28.1	25	19
All Degree Credit	27.8	24	19
Adult Basic Education	29.8	27	18
Vocational Adult	41.1	39	23
Adult Continuing Education	42.2	40	24
MATC Total	34.5	30	19

In order to better serve our stakeholders, the students and stakeholders are segmented into four groupings for needs identification: prospective students, current students, community groups, and business and industry organizations. These four groups are defined and their requirements, expectations and needs are outlined in Category 3.

04 Collaborations with Other Organizations

MATC has school-to-career articulation agreements with all of the 44 public high schools in the district. Information regarding which high school courses are eligible for college credit is available online (see: <http://matcmadison.edu/matc/offering/youthprogram/s/advanced.shtm>) or through the College Preparedness and Academic Advancement Center. Further advanced standing options are available through the Wisconsin Youth Apprenticeship Program or Youth Options.

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, where students complete an Associate Degree at MATC and transfer to seamlessly complete a bachelor's degree at the partner institution. MATC also maintains sister college relationships with institutions such as Fermanagh College in Northern Ireland. This collaboration allows MATC students to participate in international learning experiences.

As a key player in the region's economic and

Madison Area Technical College

May 2009

workforce development, MATC is a partner with a wide range of businesses, industries and governmental and community based organizations (CBO) in support of this work. Examples of the partnerships currently in place include:

- Industry associations such as the Wisconsin Hospitals Association and Wisconsin Entrepreneurs Network
- CBOs such as Centro Hispano, Urban League of Madison, and South Central Wisconsin Workforce Development Board
- Educational partners such as the Center on Wisconsin Strategy (COWS) and University of Wisconsin-Extension
- Governmental partners such as various city Chambers of Commerce and the Wisconsin State Department of Workforce Development.

O5 Faculty and Staff Base

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 also known as the “Paraprofessional and School-Related Personnel,” (PSRP) are represented by AFT Local 3872. MATC employed 381 full-time and 852 part-time PSRP in the fall of 2007. There were 73 full-time and no part-time administrators in the fall of 2007. As a part of management, administrators are not represented by a union. Table O.4 shows the number of full-time and part-time employees by type.

Table O.4 Full- & Part-Time Employees by Type

Employee Type	Full-Time	Part-Time
Faculty	415	1,080
PSRP	381	852
Administrators	73	0
Total	869	1,932

Source: IPEDS, Fall 2007

O6 Facilities, Finances, Technology and Regulatory Environment

The College owns and operates 14 separate buildings throughout the District on 215.55 acres. The buildings have a total area of 1,277,886 ft², and have a replacement value of \$157,312, 859. 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. (See

Figure O.5). MATC also rents or leases space from over 125 locations in order to provide services and non-degree instructional content.

The College operates under many fiscal policies and regulations mandated by law and monitored by the WTCS System Office. Annual fiscal reporting requirements include accounting practices, cash management, risk management and independent audits. Long-term financial planning includes bonding issues, budgetary basis fund balance, and capital expenditures. 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.

MATC offers a growing number of courses and programs using various instructional technologies, including accelerated, online, interactive TV (ITV) and short-term courses. Online course offerings have the largest alternative delivery method enrollments at 9.6 percent with short-term courses following at 4.8 percent and hybrid courses at 1.9 percent of the enrollment. ITV only accounts for 0.9 percent of the total enrollment but is important as it is used at the regional campuses to provide access to courses not normally available. 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.

A number of technology initiatives and platforms support instruction and operations. MATC uses Blackboard as its classroom management system. More faculty members and courses are being supported by this software every year. The College created its own Learning Outcomes Assessment Database (LOAD) software, but is currently searching for a better solution. MATC classifies more than 70 of its 300+ classrooms as “smart” classrooms, allowing instructors to integrate technology into the curriculum. Plans are to increase the number of high tech classrooms annually. Finally, MATC uses PeopleSoft enterprise software in order to integrate a number of business processes and systems. MATC is the lead college in a three-college consortium, known as the “Southwest Consortium” (SWC), which shares a common implementation of PeopleSoft. The College is in the process of implementing web-based reporting tools. The College has also implemented a web portal system that will enable student self-service and improve employee access to information.

Regulatory Environment:

Madison Area Technical College

May 2009

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. It provides the legal framework for the operation of technical colleges, including the ability to levy taxes. Chapters TCS 1 through TCS 17 of the Wisconsin Administrative Code cover Board membership, facilities construction, budget creation, tuition and fees, and instructor competency. Federal regulations affecting the College include, but are not limited to, Title VI and VII of the Civil Rights Act, ADA, Age Discrimination in Employment Act, Family Rights and Privacy Act, Drug-Free Schools and Communities Act, Family and Medical Leave Act, Equity in Athletics Disclosure Act, OSHA, and Copyright Act of 1973.

MATC is accredited by the Higher Learning Commission. Several instructional programs have achieved professional accreditation from specialized accreditation agencies.

O7 Competing Institutions

MATC is finding itself in greater competition for students every year. A majority of the new competition comes from proprietary institutions offering online content. Table O.5 shows the names and locations of some of the competing institutions with active operations in Madison, Wisconsin. Rather than seeing these and other institutions as competitors, MATC has worked to create partnerships with many of the institutions listed, resulting in increased educational opportunities for MATC students.

Table O.7 Competing Post-Secondary Institutions

Institution	Location	Institution	Location	Institution	Location
Cardinal Stritch	Milwaukee	Madison Cosmetology College	Madison	UW Colleges-Baraboo/Sauk County	Baraboo
Concordia University	Mequon	Madison Media Institute	Madison	UW-Madison	Madison
Edgewood College	Madison	Maranatha Bible College	Watertown	UW-Whitewater	Whitewater
Herzing College	Madison	University of Phoenix	Milwaukee	Viterbo College	La Crosse
Lakeland College	Sheboygan	Upper Iowa University	Fayette, IA	Lakeside School of Massage Therapy	Madison
Franklin University	Columbus, Oh	Milwaukee School of Engineering	Milwaukee	Carroll College	Waukesha

O8 Key Opportunities and Vulnerabilities

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. Based on the most recent retreat (June 2008), the following items form the basis for the College Council's priorities 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. Measurable outcome statements have been developed for these priorities.

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
4. Increasing employee diversity to reflect community demographics

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 (i.e., governmental support, alumni support, corporate donations, etc.)
4. Replacing key experienced employees, lost through retirement or resignation, with comparably skilled replacements