

## Program Area Summaries and Recommendations

### Program Area: Accounting, Finance, Business, Marketing

#### Programs & Offerings

- Accounting
- Accounting Assistant
- Business Management
- eBusiness Certificate
- Fashion Marketing
- Finance
- Human Resources Certificate
- Marketing
- Paralegal
- Paralegal Post-baccalaureate Certificate
- Quality Management
- Real Estate
- Small Business Entrepreneurship
- Supervisory Management

#### By Degree Type

##### Two-Year Associate Degrees:

- Accounting
- Business Management
- Fashion Marketing
- Finance
- Marketing
- Paralegal
- Real Estate
- Supervisory Management

##### One-Year Technical Diploma Degrees:

- Accounting Assistant
- Small Business Entrepreneurship

##### Certificates (All types):

- eBusiness Certificate
- Human Resources Certificate
- Paralegal Post-baccalaureate Certificate
- Quality Management

### Student Enrollment Trends Accounting, Finance, Business, Marketing

	Program Area				Collegewide			
	FY0304	FY0405	FY0506	FY0607	FY0304	FY0405	FY0506	FY0607
Headcount (unduplicated)	3,322	2,985	3,044	3,300				
...% change from previous year	-----	-10.1%	2.0%	8.4%				
FTE	950	857	863	933	8,882	8,932	8,878	9,331
...% change from previous year	-----	-9.8%	0.7%	8.1%	-----	0.6%	-0.6%	5.1%
Average Credits Enrolled Per Student	8.6	8.6	8.5	8.5				
...% change from previous year	-----	0.4%	-1.3%	-0.3%				
Program Area Headcount as a % of Collegewide Total:					5.7%	5.3%	5.5%	5.9%
...% change from previous year					-----	-7.6%	3.6%	7.3%
Program Area FTE as a % of Collegewide Total:					10.7%	9.6%	9.7%	10.0%
...% change from previous year					-----	-10.3%	1.3%	2.9%

Several of the themes that run through this Academic Plan revolve around expertise found in this program area. Themes such as entrepreneurship, cross-disciplinary studies, global business, lean manufacturing processes, and business outreach all relate to the work of this area. It is expected that this area will grow its offerings in Entrepreneurship and develop offerings in introductory business to support other programs. This program group already leads the College in accelerated learning options. An enhanced focus on short-term skill-building sets of offerings as well as a growing emphasis on accelerated offerings will contribute mightily to the College need to serve a growing adult working population. Enrollments should continue to increase substantially here.

## Accounting, Finance, Business, Marketing Program Area Recommendations

1. Examine the numerous management education options offered by Madison College and clarify educational paths for students by differentiating or combining offerings.
2. Develop introductory Business courses and other relevant business courses for use in other program areas.
3. Reach across the District with course offerings to support entrepreneurial development and small business management.
4. Collaborate with Agriculture faculty to build programming in sustainable and entrepreneurial agriculture.
5. Establish career pathways in appropriate business related occupations.
6. Increase flexible delivery offerings (online, hybrid, accelerated) to serve working adults. Develop online associate degrees and certificate options.
7. Incorporate flexibility into course and program scheduling times and locations.
8. Build stronger partnerships with the Business Industry and Community Services (BICS) to serve more incumbent workers.
9. Coordinate with Adult Continuing Education (ACE) curriculum to initiate financial planning and financial literacy coursework.
10. Address greater need for cultural understanding, language training, and international business/marketing operations throughout business related curriculum.
11. Completely integrate Core Abilities skills and other “soft skills” in student learning to support development of knowledge workers.
12. Increase the numbers of articulation agreements and clear transfer opportunities in Business related areas.
13. Build curriculum modules that focus on short to-the-point training and skill building in the context of broader skill training.
14. Meet needs for programming in sales related training, non-store retail, and traditional retail training.
15. Create programming that effectively prepares workers for careers in finance and insurance.
16. Develop offerings in techno-marketing, business to business marketing and green marketing.
17. Explore the areas of digital marketing and communication.
18. Invest in the Madison College learning environment to build flexible physical space to complement flexible learning delivery strategies (movable walls, furniture, WIFI, pod casts on Web, etc.)
19. Ensure adequate funding for software purchases to maintain pace with the latest programs.
20. Offer continuing education and “specialty” offerings particularly in paralegal, real estate, and finance.
21. Incorporate offerings in Spanish into program curriculum for Spanish speakers.
22. Expand non-credit topic-specific courses around the entire District in collaboration with ACE and BICS.
23. Build relationships with District community services organization to offer management and related courses.

## Program Area: Agriculture & Natural Resources

### Programs & Offerings

- Basic Horticulture
- Farm Business & Production Management
- Laboratory Animal Technician
- Renewable Energy Certificate
- Veterinary Technician

### By Degree Type

#### Two-Year Associate Degrees:

- Laboratory Animal Technician
- Veterinary Technician

#### Less-Than-One-Year Technical Diploma Degrees:

- Basic Horticulture
- Farm Business & Production Management

#### Certificates (All types):

- Renewable Energy Certificate

## Student Enrollment Trends Agriculture & Natural Resources

	Program Area				Collegewide			
	FY0304	FY0405	FY0506	FY0607	FY0304	FY0405	FY0506	FY0607
Headcount (unduplicated)	398	391	417	458				
...% change from previous year	-----	-1.8%	6.6%	9.8%				
FTE	127	126	129	139	8,882	8,932	8,878	9,331
...% change from previous year	-----	-0.8%	2.4%	7.8%	-----	0.6%	-0.6%	5.1%
Average Credits Enrolled Per Student	9.6	9.7	9.3	9.1				
...% change from previous year	-----	1.0%	-4.0%	-1.9%				
Program Area Headcount as a % of Collegewide Total:					0.7%	0.7%	0.8%	0.8%
...% change from previous year					-----	1.0%	8.4%	8.7%
Program Area FTE as a % of Collegewide Total:					1.4%	1.4%	1.5%	1.5%
...% change from previous year					-----	-1.3%	3.0%	2.5%

Agriculture is one of the most important economic drivers in the Madison College District. The College, however, has few offerings in the field. The Veterinary Technician program is the only accredited program in the State and its enrollments dominate this segment. The Department of Labor laboratory sciences grants and the new WIRED initiative to build a program in Sustainable and Entrepreneurial Agriculture will help increase the College outreach here. The Madison College leadership role in renewable energy education should also enhance an important evolving industry. More thought should be given to other offerings – especially those short-term offerings (credit and non-credit) in selected emerging agriculture related topics. The College’s agriculture offerings should serve more than .8% of the College headcount.

## Agriculture & Natural Resources Program Area Recommendations

1. Develop programming in entrepreneurial and sustainable agriculture.
2. Investigate current offerings in Farm Business and potential new offerings to serve agriculture industries.
3. Take leadership in Renewable Energy and Biomass programming.
4. Develop and offer career pathways programming for laboratory technicians and animal caretakers.
5. Increase flexible delivery offerings – especially in new program areas.
6. Explore new and expanded facilities options such as a working farm or other “hands on” venue.

## Program Area: Applied Arts

### Programs & Offerings

- Animation – Concept Development
- College Transfer Art
- Graphic Design and Illustration
- Interior Design
- Photography
- Printing
- Printing & Publishing
- Visual Communications – Media Design
- Web Page Design

### By Degree Type

#### Two-Year Associate Degrees:

- Animation – Concept Development
- Graphic Design and Illustration
- Interior Design
- Photography
- Printing & Publishing
- Visual Communications – Media Design

#### One-Year Technical Diploma Degrees:

- Printing

#### Certificates (All types):

- Web Page Design

#### Other Instructional Offerings:

- College Transfer Art

## Student Enrollment Trends Applied Arts

	Program Area				Collegewide			
	FY0304	FY0405	FY0506	FY0607	FY0304	FY0405	FY0506	FY0607
Headcount (unduplicated)	1,287	1,328	1,349	1,480				
...% change from previous year	-----	3.2%	1.6%	9.7%				
FTE	399	421	427	432	8,882	8,932	8,878	9,331
...% change from previous year	-----	5.5%	1.4%	1.2%	-----	0.6%	-0.6%	5.1%
Average Credits Enrolled Per Student	9.3	9.5	9.5	8.8				
...% change from previous year	-----	2.3%	-0.2%	-7.8%				
Program Area Headcount as a % of Collegewide Total:					2.2%	2.4%	2.4%	2.6%
...% change from previous year					-----	6.1%	3.2%	8.6%
Program Area FTE as a % of Collegewide Total:					4.5%	4.7%	4.8%	4.6%
...% change from previous year					-----	4.9%	2.0%	-3.7%

This program area shows steady growth in both headcount and FTE. Madison College enjoys an excellent reputation for quality in the Applied Arts and already serves a strong number of students with other degrees or seeking a career change. Additionally, the transfer art courses provide a cost effective student focused path to the University system. The recommendation is to do more of the same. Design plays a key role in quality of life in the District and quality of life in turn leads to economic development and growth. This program area is well positioned to reach out even more to working professionals with cutting-edge skill upgrades. It is also a prime candidate for inter-disciplinary offerings with Business and Information Technology.

## Applied Arts Program Area Recommendations

1. Explore new programming in digital marketing communications.
2. Leverage Madison College expertise in applied arts to support the growth and development of the City of Madison downtown art community.
3. Negotiate additional articulation agreements with four year institutions in Applied Arts programs.
4. Introduce hybrid options and fast-track options to address changing student needs and provide some flexibility in space use.
5. Examine the market for each program in this program area and clarify the role of each in offering a comprehensive applied arts portfolio of offerings.
6. Determine how to offer access to specialized software applications on an as needed basis.
7. Merge disciplines to produce workers who can provide images in print, on video, and on the web.
8. Offer data management training for printing industry workers.
9. Determine how to obtain access to equipment that runs the latest software products because workers must have up-to-date technology skills to survive in a competitive industry.
10. Build multi-disciplinary programs because success requires knowledge in design, personal skills, technical skills, and business skills.
11. Consider new offerings in medical visualization and architectural visualization.
12. Develop continuing education offerings at convenient times or on the web for working professionals.
13. Design and offer new modularized curriculum in different interior design options, aging in place health care design, universal design, and home place dynamics.

## Program Area: Applied Engineering

### Programs & Offerings

- Architectural Technician
- Civil Engineering Technology
- Electrical Engineering Technology
- Electronics
- Mechanical Design Technology

### By Degree Type

#### Two-Year Associate Degrees:

- Architectural Technician
- Civil Engineering Technology
- Electrical Engineering Technology
- Electronics
- Mechanical Design Technology

## Student Enrollment Trends Applied Engineering

	Program Area				Collegewide			
	FY0304	FY0405	FY0506	FY0607	FY0304	FY0405	FY0506	FY0607
Headcount (unduplicated)	599	651	587	662				
...% change from previous year	-----	8.7%	-9.8%	12.8%				
FTE	189	212	183	203	8,882	8,932	8,878	9,331
...% change from previous year	-----	12.2%	-13.7%	10.9%	-----	0.6%	-0.6%	5.1%
Average Credits Enrolled Per Student	9.5	9.8	9.4	9.2				
...% change from previous year	-----	3.2%	-4.3%	-1.6%				
Program Area Headcount as a % of Collegewide Total:					1.0%	1.2%	1.1%	1.2%
...% change from previous year					-----	11.8%	-8.4%	11.6%
Program Area FTE as a % of Collegewide Total:					2.1%	2.4%	2.1%	2.2%
...% change from previous year					-----	11.5%	-13.2%	5.5%

All of these programs lead to what can be considered “gold collar” jobs. Another program area with an outstanding reputation, several programs have started significant work on Career Pathways with articulations to various baccalaureate degree options. These programs could begin to take the next steps in building career pathways. If the curriculum in any of these disciplines can be broken into modules that lead to recognized skill sets, those shorter offerings that will eventually lead to a degree may be more accommodating to a working adult who seeks a career boost. Additionally, these programs may wish to consider articulation or dual credit arrangements with interested District high schools to build career paths starting in secondary schools. Finally, it may be worth investigating the type of academic bridge that would have to be built to serve adults entering this programming after a significant break from school.

## Applied Engineering Program Area Recommendations

1. Complete the career pathways for students in Architecture Tech and Electrical Engineering Technology by partnering with high schools.
2. Build career pathways in Mechanical Design and Civil Engineering Technology by exploring the use of Project Lead the Way bridges from high schools and building bridges for returning adult learners.
3. Develop post-baccalaureate certificates in applied engineering disciplines.
4. Determine how to provide access to instructional software on an as needed basis. Explore a laptop rental program for all applied engineering students.
5. Build more dynamic computer systems support infrastructure.
6. Open facilities and provide faculty to enable more industry training opportunities.
7. Build cross-disciplinary opportunities into the curriculum, such as design, marketing, and sales.
8. Embrace and support non-traditional teaching methods.
9. Incorporate web-based engineering education, meetings and communication strategies.
10. Explore methods to accommodate working adult students in applied engineering programs.
11. Market programs to non-completers of engineering programs at four year institutions. Create career pathways that accommodate this marketing strategy.

## Program Area: Arts & Sciences

### Programs & Offerings

- Liberal Arts Transfer
- General Education
- International Education
- Internet Developer Certificate-IDC
- Journalism Certificate
- Technical Communications Certificate

### By Degree Type

#### Two-Year Associate Degrees:

- Liberal Arts Transfer

#### Certificates (All types):

- Internet Developer Certificate-IDC
- Journalism Certificate
- Technical Communications Certificate

#### Other Instructional Offerings:

- General Education
- International Education

## Student Enrollment Trends Arts & Sciences

	Program Area				Collegewide			
	FY0304	FY0405	FY0506	FY0607	FY0304	FY0405	FY0506	FY0607
Headcount (unduplicated)	11,310	11,415	11,270	12,130				
...% change from previous year	-----	0.9%	-1.3%	7.6%				
FTE	3,588	3,680	3,690	3,982	8,882	8,932	8,878	9,331
...% change from previous year	-----	2.6%	0.3%	7.9%	-----	0.6%	-0.6%	5.1%
Average Credits Enrolled Per Student	9.5	9.7	9.8	9.8				
...% change from previous year	-----	1.6%	1.6%	0.3%				
Program Area Headcount as a % of Collegewide Total:					19.5%	20.2%	20.3%	21.6%
...% change from previous year					-----	3.8%	0.3%	6.5%
Program Area FTE as a % of Collegewide Total:					40.4%	41.2%	41.6%	42.7%
...% change from previous year					-----	2.0%	0.9%	2.7%

The largest area in terms of student enrollment at the College has a critical role to play in helping to develop both knowledge workers and career pathways. The Core Abilities employers look for in employees have direct connections to general education and the easy transferability of liberal arts courses builds academic bridges to baccalaureate degree options. It is important to make certain the college transfer courses are available to support the career pathways students will follow at Madison College. Further, this unit will play a critical role in the new WTCS transition courses (called General College.) These developmental offerings as well as outreach like the Writing Center and proposed Mathematics Center build bridges from developmental education to college level academic work. That transition can have a profound affect on a student's future economic well-being. This area will also serve to prepare more and more students to enter four-year programs with pre-majors and other transitions smoothing offerings leading to greater student transfer success. Arts & Sciences will also play an important role in international education options and world language offerings. Continued enrollment growth should be expected here.

## Arts & Sciences Program Area Recommendations

1. Provide critical support to career pathways models by offering coursework that prepares students to enter the next academic level of study, including skill building in professional communications.
2. Consider building a writing across the curriculum program and/or a project based learning opportunities project to share best practices in developing writing, research, and critical thinking skills for knowledge workers.
3. Build pre-major pathways with UW-Madison in transfer areas of highest demand.
4. Create new courses in relevant areas and ensure the full transferability of those courses and all college transfer level courses.
5. Create an Madison College plan to transition to WTCS General College developmental courses; include curriculum assessment, teaching strategies, and student performance parameters.
6. Expand the writing centers at all campuses.
7. Increase offerings in occupation related language education and allocate resources to support, coordinate, and lead that effort.
8. Consider placement tests for world languages courses.
9. Consider expanding foreign language offerings in strategic languages such as Arabic and Chinese.
10. Expand flexible delivery options to support accelerated and online programs within Arts & Sciences and in other disciplines.
11. Experiment with class size related strategies or other ways of increasing faculty-student contact with an eye towards greater levels of student success.
12. Determine appropriate strategies to reduce class sizes in social science classes.
13. Create a Math and Science Learning Center that can serve liberal arts students on and off Madison College campuses.
14. Significant growth in Health related programming creates the need to increase natural science faculty and laboratory space.
15. Lead the creation of interdisciplinary coursework especially in the natural sciences, pre-Engineering, pre-and pre-business.
16. Offer interdisciplinary units in areas such as leadership, critical thinking, personal development, and cross-cultural communication. Build assessment strategies related to development of these "soft skills".
17. Investigate initiation of pre- major teacher education programming.
18. Increase the number and availability of multi-media classrooms to enhance teaching strategies.
19. Promote the integration of international programming through various strategies like the Global Studies Certificate.
20. Expand advising resources devoted to transfer students at Madison College.
21. Investigate methods to serve students who are on wait lists for Arts & Sciences courses.

# Program Area: Business & Information Technology

## Programs & Offerings

- Administrative Assistant
- Basic Medical Reception Skills Certificate
- Broadcast Captioning
- Business Software Applications Specialist
- Essential Office Skills Certificate
- IT–Cisco Certified Networking Associate (CCNA)
- IT–CompTia A+ Computer Essentials Certificate
- IT–Computer Systems Administration Specialist
- IT–Help Desk Support Specialist
- IT–Information Security Certificate
- IT–LAMP Open Source Development Certificate
- IT–Mainframe Programming Certificate
- IT–Microsoft® Certified Systems Administrator (MCSA) Certificate
- IT–Microsoft® Visual Studio.NET Certificate
- IT–Network Security Specialist
- IT–Network Specialist
- IT–Programmer/Analyst
- IT–VOIP/Convergence Certificate
- IT–Web Analyst/Programmer
- IT–Web Programming Certificate
- Judicial Reporting
- Medical Administrative Specialist
- Medical Transcriptionist
- Microsoft® Office Certificates
- Project Management Certificate
- Website Development Certificate

## By Degree Type

### Two-Year Associate Degrees:

- Administrative Assistant
- Broadcast Captioning
- IT–Cisco Certified Networking Associate (CCNA)
- IT–Computer Systems Administration Specialist
- IT–Help Desk Support Specialist
- IT–Network Security Specialist
- IT–Network Specialist
- IT–Programmer/Analyst
- IT–Web Analyst/Programmer
- Judicial Reporting
- Medical Administrative Specialist

### One-Year Technical Diploma Degrees:

- Business Software Applications Specialist
- Medical Transcriptionist

### Certificates (All types):

- Basic Medical Reception Skills Certificate
- Essential Office Skills Certificate
- IT–CompTia A+ Computer Essentials Certificate
- IT–Information Security Certificate
- IT–LAMP Open Source Development Certificate
- IT–Mainframe Programming Certificate
- IT–Microsoft® Certified Systems Administrator (MCSA) Certificate
- IT–Microsoft® Visual Studio.NET Certificate
- IT–VOIP/Convergence Certificate
- IT–Web Programming Certificate
- Microsoft® Office Certificates
- Project Management Certificate
- Website Development Certificate

## Student Enrollment Trends Business & Information Technology

	Program Area				Collegewide			
	FY0304	FY0405	FY0506	FY0607	FY0304	FY0405	FY0506	FY0607
Headcount (unduplicated)	4,405	4,423	4,507	4,404				
...% change from previous year	-----	0.4%	1.9%	-2.3%				
FTE	686	680	652	647	8,882	8,932	8,878	9,331
...% change from previous year	-----	-0.9%	-4.1%	-0.8%	-----	0.6%	-0.6%	5.1%
Average Credits Enrolled Per Student	4.7	4.6	4.3	4.4				
...% change from previous year	-----	-1.3%	-5.9%	1.6%				
Program Area Headcount as a % of Collegewide Total:					7.6%	7.8%	8.1%	7.8%
...% change from previous year					-----	3.3%	3.6%	-3.3%
Program Area FTE as a % of Collegewide Total:					7.7%	7.6%	7.3%	6.9%
...% change from previous year					-----	-1.4%	-3.5%	-5.6%

Both Business Technology and Information Technology enrollments should increase in the coming years. Business Technology serves one of fastest growing occupational areas of office support, administrative assistant, medical support, reporting services and other business support services. The low number of average credits for this program area is reflective of the short-term programming students in this area require. The challenge is to build career pathways by putting these short-term options together, while at the same time meeting the need for skilled workers in business support. Information Technology is poised to grow enrollments again. This area is at once in the heart of the “gold collar” job growth and at risk of continued outsourcing. Building knowledge workers is crucial for employers and employees in both Business Technology and Information Technology.

## Business & Information Technology Program Area Recommendations

1. Program area needs must inform a collaborative decision making process between academic programs and Information Technology Services in the planning and implementation for emerging technologies that are critical to support high level instruction in these areas.
2. Continue to define and build career pathways for business support workers.
3. Increase options to provide high quality, flexible, accessible courses to meet high demand for support workers and reporting workers.
4. Construct curriculum plans for retraining workers who move into this high demand area with different skill sets.
5. Build career pathways in information technology programs.
6. Identify short term skill needs and serve incumbent and entry level workers with certificate offerings.
7. Partner to create interdisciplinary coursework with business and organizational behavior offerings.
8. Explore the need for offerings including business process analysis and business management.
9. Enhance high level, soft skills training into curriculum for business support workers.
10. Increase online options in Information Technology courses – especially for working professionals.

## Program Area: College Preparedness & Academic Advancement (CPAA)

### Programs & Offerings

- Adult Basic Education
- Developmental Education
- High School Options
- English Language Learners (ELL)
- Individualized Technical Studies

### By Degree Type

#### Other Instructional Offerings:

- Adult Basic Education
- Developmental Education
- High School Options
- English Language Learners (ELL)
- Individualized Technical Studies

## Student Enrollment Trends

### College Preparedness & Academic Advancement

Note: Headcount and FTE for FY0607 are not yet complete

	Program Area				Collegewide			
	FY0304	FY0405	FY0506	FY0607	FY0304	FY0405	FY0506	FY0607
Headcount (unduplicated)	5,670	5,599	5,944	5,653				
...% change from previous year	-----	-1.3%	6.2%	-4.9%				
FTE	523	521	542	512	8,882	8,932	8,878	9,331
...% change from previous year	-----	-0.4%	4.0%	-5.5%	-----	0.6%	-0.6%	5.1%
Average Credits Enrolled Per Student	2.8	2.8	2.7	2.7				
...% change from previous year	-----	0.9%	-2.0%	-0.7%				
Program Area Headcount as a % of Collegewide Total:					9.8%	9.9%	10.7%	10.1%
...% change from previous year					-----	1.6%	7.9%	-5.9%
Program Area FTE as a % of Collegewide Total:					5.9%	5.8%	6.1%	5.5%
...% change from previous year					-----	-0.9%	4.7%	-10.1%

There is no more crucial area to serve the Madison College future population than CPAA. From building the most basic skills for economic survival to offering transitional programming to highly paid and highly skilled technical and health programs at Madison College, this unit is asked to do a great deal of the important work at the College. It is expected that this program area's headcount and FTE will continue to grow as a percentage of the Collegewide total. The focus on student transitions from basic education to college level programming will affect the operations of this program area. The continuing increase in the number of international immigrants to the Madison College district should cause a significant increase in ELL offerings. Finally, the growing number of disabled students attending Madison College points to the need for a comprehensive plan to meet their needs.

## College Preparedness & Academic Advancement Program Area Recommendations

1. Continue to improve college practices in basic education, remedial, and developmental education to increase the number of students transitioning from those courses to credit programs, certificates and transfer courses.
2. Address the barriers to access reflected in declining headcount in ELL instruction.
3. Create a Madison College plan to transition to WTCS General College developmental courses; include curriculum assessment, teaching strategies, and student performance parameters.
4. Continue the focus on student academic preparedness by doing the following:
  - a. Build better bridges with high school faculty and community based organizations to communicate the preparedness levels needed to succeed in Madison College programs.
  - b. Fully implement the Mandatory Assessment Advising and Placement initiative, including the ABE comprehensive assessments, and offer the appropriate assessments to District High School students.
  - c. Design programs specifically targeting young minority students at risk of lacking appropriate academic preparation.
  - d. Link high-level ELL and ABE programming directly to occupational and transfer programs. Offer pre-program student status to students enrolled in these courses – especially for those on program wait lists.
  - e. Assess the effectiveness of high school completion options and programs.
  - f. Continue curriculum articulation work between CPAAC and the other academic Centers.
5. Recognize students enrolled in CPAAC courses as Madison College students.
6. Build a comprehensive Learning Center, including outreach sites that can support all students in all programs. Assess the faculty and staff needs to support those Learning Center sites.
7. Create more hybrid and online options for students in Adult Basic Education and ELL.
8. Build a comprehensive master plan to support students with disabilities.
  - a. Use the principles of universal design in learning strategies and academic work product.



## Construction Program Area Recommendations

1. Build bridges with refresher courses to support student success. Coursework needs to address academic preparedness, computer / technology literacy, and employability soft skills.
2. Offer content-based English language instruction to individuals whose native language is not English. Courses should be offered to incumbent workers to insure workplace safety and to prospective students preparing for careers in the construction trades.
3. Offer advanced training options beyond the one-year diploma programs currently available in Construction / Remodeling and Cabinetmaking & Millwork. (i.e. 2 year diploma or Advanced Technical Certificate in Finish Carpentry).
4. Continue working with the Joint Apprenticeship Committees and Associated Builder's and Contractors to clearly define apprenticeship career pathways for the construction trades.
5. Develop new courses in construction management.
6. Emphasize problem solving skills in construction curriculums.
7. Develop offerings in emerging technologies such as lean construction, green building, computerized numerical control (CNC), renewable energy, and others.
8. Encourage more cross disciplinary / cross cluster collaboration with other disciplines (i.e. Mechanical Design, Plastics, and Wood industries) in the development of new courses.
9. Offer continuing education to serve contractor licensing needs. (Currently, plumbers are state-licensed, and work is in progress to require licensing for electricians and contractors. Continuing education is required for license renewal.)
10. Employ alternative delivery strategies such as self-directed curriculum to better serve students.
11. Serve working adult students using hybrid and online courses.
12. Incorporate cultural competency into all construction trades curricula.
13. Continue funding and staff support for efforts aimed at diversifying apprenticeship and workforce participation in construction. (i.e. Tools for Tomorrow, Construction Workforce Diversity Alliance, START program and others.)
14. Provide enhanced support for students in programs, such as ELL assistance, tutoring, etc. to impact retention and success.
15. Create facilities space to support expansion in construction training. All programs currently lack adequate facilities to meet student needs. Areas of highest priority are: construction, plumbing, painting, welding, and electrical.
16. Explore more opportunities for live work projects with community partners such as Habitat for Humanity, Rebuilding Together, K-12 school districts with home building projects, etc.
17. Encourage the use of shared faculty / facilities / equipment across program disciplines to maximize college resources.
18. Seek ways to grow resources through grants, foundation fund-raising, partnerships, etc.

## Program Area: Education

### Programs & Offerings

- Early Childhood Education

### By Degree Type

#### Two-Year Associate Degrees:

- Early Childhood Education

## Student Enrollment Trends Education

	Program Area				Collegewide			
	FY0304	FY0405	FY0506	FY0607	FY0304	FY0405	FY0506	FY0607
Headcount (unduplicated)	266	178	178	164				
...% change from previous year	-----	-33.1%	0.0%	-7.9%				
FTE	85	67	64	61	8,882	8,932	8,878	9,331
...% change from previous year	-----	-21.2%	-4.5%	-4.7%	-----	0.6%	-0.6%	5.1%
Average Credits Enrolled Per Student	9.6	11.3	10.8	11.2				
...% change from previous year	-----	17.8%	-4.5%	3.4%				
Program Area Headcount as a % of Collegewide Total:					0.5%	0.3%	0.3%	0.3%
...% change from previous year					-----	-31.2%	1.6%	-8.8%
Program Area FTE as a % of Collegewide Total:					1.0%	0.8%	0.7%	0.7%
...% change from previous year					-----	-21.6%	-3.9%	-9.3%

Early Childhood Education is the only formal education offering at Madison College. The need for specialists in early childhood has been demonstrated time and again to be a social good, and this Plan also demonstrates the growing need for workers in childcare and social assistance occupations. The College should consider offering other education related offerings. Education is the second largest industry by employment in the Madison College District, yet less than one percent of our students are enrolled in the subject area. There is a great deal of childcare and some early childhood education being offered through ACE that is not reflected in this data. Enrollment in education related programming should increase at Madison College.

## Education Program Area Recommendations

1. Partner with high schools to create robust career pathways in early childhood education.
2. Partner with Arts & Sciences to investigate pre-major teacher education programming.
3. Offer more continuing education training to meet the needs created by greater regulation and accreditation of child care industry.
4. Offer blended delivery options to align with workshop type offerings.
5. Plan how to provide greater access to full-time workers and workers with children.
6. Anticipate higher demand for child care administrator credential.
7. Increase in demand for workers in this field will increase need for faculty and facilities space.
8. Design offerings that recognize the need for bilingual workers.
9. Expand locations for early childhood education district-wide by using contracted agencies spaces.

## Program Area: Hospitality

### Programs & Offerings

- Baking/Pastry Arts
- Barber/Cosmetologist
- Barber/Cosmetologist (Apprenticeship)
- Culinary Arts
- Destination Management Certificate
- Food Service Production
- Health Club Technician Certificate
- Hotel & Restaurant Management
- Meeting & Event Management
- Meeting & Event Management Certificate
- Nail Technician Certificate
- Recreation Management: Activity/Fitness Leader
- Recreation Management: Facility Operations Specialist

### By Degree Type

#### Two-Year Associate Degrees:

- Culinary Arts
- Hotel & Restaurant Management
- Meeting & Event Management
- Recreation Management: Activity/Fitness Leader
- Recreation Management: Facility Operations Specialist

#### One-Year Technical Diploma Degrees:

- Baking/Pastry Arts
- Barber/Cosmetologist

#### Less-Than-One-Year Technical Diploma Degrees:

- Food Service Production

#### Apprenticeship:

- Barber/Cosmetologist (Apprenticeship)

#### Certificates (All types):

- Destination Management Certificate
- Health Club Technician Certificate
- Meeting & Event Management Certificate
- Nail Technician Certificate

## Student Enrollment Trends Hospitality

	Program Area				Collegewide			
	FY0304	FY0405	FY0506	FY0607	FY0304	FY0405	FY0506	FY0607
Headcount (unduplicated)	722	704	688	677				
...% change from previous year	-----	-2.5%	-2.3%	-1.6%				
FTE	229	220	234	230	8,882	8,932	8,878	9,331
...% change from previous year	-----	-3.9%	6.4%	-1.7%	-----	0.6%	-0.6%	5.1%
Average Credits Enrolled Per Student	9.5	9.4	10.2	10.2				
...% change from previous year	-----	-1.5%	8.8%	-0.1%				
Program Area Headcount as a % of Collegewide Total:					1.2%	1.2%	1.2%	1.2%
...% change from previous year					-----	0.3%	-0.7%	-2.6%
Program Area FTE as a % of Collegewide Total:					2.6%	2.5%	2.6%	2.5%
...% change from previous year					-----	-4.5%	7.0%	-6.5%

Leisure, Hospitality, Culinary and Personal Services are big business in the Madison College District. As the population ages, the demand for personal services increases, and the expectation of employees is that they be multi-skilled. The Madison College Culinary and Baking/Pastry Arts programs serve an ever increasing number of students returning to college to build a skill or fulfill a lifelong dream. Recreation and Facilities managers are in demand throughout the District. Every data element about industries and occupations supports the prediction of healthy continued growth in these industries.

## Hospitality Program Area Recommendations

1. Design career pathways through the Hospitality business, i.e. entry worker to manager.
2. Determine how to serve the growing Latino population that is entering the hospitality related fields now.
3. Emphasize the importance of communication skills throughout the hospitality areas; students need to learn excellent communication skills to compete effectively.
4. Recognize and plan to include sustainable practices in hospitality industry training.
5. Design appropriate career and training pathways for chefs, bakers, food service workers and other hospitality workers.
6. Train bilingual personal care workers.
7. Culinary facilities at Madison College Truax are outdated and must be remodeled.
8. Investigate establishment of a full service hospitality facility to serve the community and train students.
9. Modular curriculum and flexible delivery formats should be offered to serve working adult students.
10. Offer training leading to professional certifications in appropriate areas.
11. Integrate business training into program curriculum.
12. Articulate with high schools and four year colleges/universities to build recognized pathways for meeting and event planners.

## Program Area: Human Services

### Programs & Offerings

- Human Services Associate

### By Degree Type

#### Two-Year Associate Degrees:

- Human Services Associate

## Student Enrollment Trends Human Services

	Program Area				Collegewide			
	FY0304	FY0405	FY0506	FY0607	FY0304	FY0405	FY0506	FY0607
Headcount (unduplicated)	138	132	143	160				
...% change from previous year	-----	-4.3%	8.3%	11.9%				
FTE	62	65	62	67	8,882	8,932	8,878	9,331
...% change from previous year	-----	4.8%	-4.6%	8.1%	-----	0.6%	-0.6%	5.1%
Average Credits Enrolled Per Student	13.5	14.8	13.0	12.6				
...% change from previous year	-----	9.6%	-12.0%	-3.4%				
Program Area Headcount as a % of Collegewide Total:					0.2%	0.2%	0.3%	0.3%
...% change from previous year					-----	-1.6%	10.1%	10.7%
Program Area FTE as a % of Collegewide Total:					0.7%	0.7%	0.7%	0.7%
...% change from previous year					-----	4.3%	-4.0%	2.8%

Social Assistance workers are expected to be the second highest growth occupation in Dane County and the first in the rural counties. This program addresses a portion of that need. As the District population changes, the need for human services workers that reflect that population change with it. This is an excellent area for Career Pathways work as increasingly high credentials are needed for advancement. New certification requirements may create a need for incumbent worker training.

## Human Services Program Area Recommendations

1. Build clear career pathway models from entry workers to graduate degrees.
2. Recognize clear need for multiple language skills in human services professionals.
3. Offer program specific and continuing education to meet emerging certifications in human services fields.
4. Recognize time of day schedule variations may attract older working students.

## Program Area: Laboratory Sciences (Biotechnology & Electron Microscopy)

### Programs & Offerings

- Bioinformatics Certificate
- Biotechnology Intensive Post-baccalaureate Certificate
- Biotechnology Laboratory Technician
- Biotechnology Post-baccalaureate Certificate
- Electron Microscopy

### By Degree Type

#### Two-Year Associate Degrees:

- Biotechnology Laboratory Technician
- Electron Microscopy

#### Certificates (All types):

- Bioinformatics Certificate
- Biotechnology Intensive Post-baccalaureate Certificate
- Biotechnology Post-baccalaureate Certificate

## Student Enrollment Trends Laboratory Sciences

	Program Area				Collegewide			
	FY0304	FY0405	FY0506	FY0607	FY0304	FY0405	FY0506	FY0607
Headcount (unduplicated)	121	88	103	99				
...% change from previous year	-----	-27.3%	17.0%	-3.9%				
FTE	36	33	37	36	8,882	8,932	8,878	9,331
...% change from previous year	-----	-8.3%	12.1%	-2.7%	-----	0.6%	-0.6%	5.1%
Average Credits Enrolled Per Student	8.9	11.3	10.8	10.9				
...% change from previous year	-----	26.0%	-4.2%	1.2%				
Program Area Headcount as a % of Collegewide Total:					0.2%	0.2%	0.2%	0.2%
...% change from previous year					-----	-25.2%	18.9%	-4.9%
Program Area FTE as a % of Collegewide Total:					0.4%	0.4%	0.4%	0.4%
...% change from previous year					-----	-8.8%	12.8%	-7.4%

The “bio-economy” is one of the most important emerging economic drivers in the District. Madison College already has internationally recognized laboratory programs in biotechnology/bioinformatics and electron microscopy. The offerings provided by these departments should be expanded and strengthened to continue to meet the rapidly growing needs of the region’s biology and related industries. Workforce development grants have already been secured to finance a major expansion of training for laboratory technicians in various steps on a career pathway. The post-baccalaureate pathway seems a good fit for both of these offerings. The College also needs some version of a general laboratory science pathway – perhaps with different specialty options.

## Laboratory Sciences Program Area Recommendations

1. Expand laboratory science technician training to meet anticipated needs in Bio-related industries.
2. Design and offer post-baccalaureate training in Electron Microscopy.
3. Design and offer career pathways for laboratory sciences technicians.
4. Determine whether additional programming in Biotechnology related areas is needed.
5. Integrate instruction in nanotechnology into appropriate program areas.
6. Introduce business concepts such as total quality management in laboratory science curriculum.
7. Provide background in the science of molecular sciences, genetics, and associated techniques to laboratory sciences students.
8. Offer more flexible alternatives; hybrid and weekends may be best choice.

## Program Area: Manufacturing

### Programs & Offerings

- CNC Specialist Certificate
- Custodial Services
- Electrician (Industrial)
- Industrial Maintenance Technician
- Injection Mold Set-Up
- Machine Tooling Technics
- Machinist Apprenticeship
- Maintenance Mechanic/Millwright
- Plastics Technology
- Tool and Die
- Welding

### By Degree Type

#### Two-Year Associate Degrees:

- Plastics Technology

#### Two-Year Technical Diploma Degrees:

- Industrial Maintenance Technician
- Machine Tooling Technics

#### One-Year Technical Diploma Degrees:

- Welding

#### Less-Than-One-Year Technical Diploma Degrees:

- Custodial Services

#### Apprenticeship:

- Electrician (Industrial)
- Injection Mold Set-Up
- Machinist Apprenticeship
- Maintenance Mechanic/Millwright
- Tool and Die

#### Certificates (All types):

- CNC Specialist Certificate

## Student Enrollment Trends Manufacturing

	Program Area				Collegewide			
	FY0304	FY0405	FY0506	FY0607	FY0304	FY0405	FY0506	FY0607
Headcount (unduplicated)	1,257	1,174	1,174	1,336				
...% change from previous year	-----	-6.6%	0.0%	13.8%				
FTE	241	246	208	205	8,882	8,932	8,878	9,331
...% change from previous year	-----	2.1%	-15.4%	-1.4%	-----	0.6%	-0.6%	5.1%
Average Credits Enrolled Per Student	5.8	6.3	5.3	4.6				
...% change from previous year	-----	9.3%	-15.4%	-13.4%				
Program Area Headcount as a % of Collegewide Total:					2.2%	2.1%	2.1%	2.4%
...% change from previous year					-----	-3.9%	1.6%	12.6%
Program Area FTE as a % of Collegewide Total:					2.7%	2.8%	2.3%	2.2%
...% change from previous year					-----	1.5%	-14.9%	-6.2%

Manufacturing is a crucial piece of the employment and economic development infrastructure in the District. The question is not whether Madison College should have offerings in manufacturing; it is what should those offerings be? More and more outsourcing, technological automation, and the need to operate in a lean environment changed the nature of manufacturing work. Advanced manufacturing training stresses the need for workers with problem-solving and critical thinking skills. The new and changing technologies increase the need for workers to maintain the equipment. The emphasis on process improvement and statistical control demand workers with more sophisticated knowledge of mathematical tools. All of these changes conspire to suggest changes in this area that reflect the changing manufacturing environment. Incumbent workers need training; manufacturers need trainers and facilities to train and experiment with product innovations. Madison College could develop some significant partnerships in this important program area.

## Manufacturing Program Area Recommendations

1. Re-focus manufacturing related programming towards advanced manufacturing and determine how to make that programming available at all regional campus sites.
2. Address space and facilities challenges related to expanding training options in manufacturing-related programs.
3. Build career pathways in manufacturing related programs – focus on modularized instruction.
4. Build self-paced curriculum opportunities and student support systems to complement them.
5. Recognize the higher skill levels demanded from manufacturing workers – need for incumbent worker training is increasing.
6. Partner with manufacturers in training and even in new product development.
7. Offer more blended/online courses to meet the needs of incumbent workers.
8. Obtain modern manufacturing cells with robotic machines and labs for motor controls, electronics, and industrial maintenance.
9. Recognize that facilities and equipment issues at Truax campus are critical; in present configuration there is no room to expand and equipment is not up to date.
10. Integrate curriculum for common technical skills (such as electronics or alternative fuels) across programs and program areas.
11. Build customized bridges for ELL students to manufacturing curriculum.
12. Build curriculum to incorporate manufacturing core abilities skills into programs.
13. Offer instruction in lean manufacturing and six sigma quality.
14. Offer programs in non-traditional class times and hours.

## Program Area: Nursing & Health-Related

### Programs & Offerings

- Advanced Medical Coding Specialist
- Associate Degree Nursing
- CBRF Caregiver
- Clinical Laboratory Technician
- Dental Assistant
- Dental Hygienist
- Dietetic Technician
- Health Unit Coordinator
- Language Interpreter for Health Services
- Mammography Certificate
- Medical Assistant
- Medical Coding Specialist
- Medication Assistant
- Nursing Assistant
- Occupational Therapy Assistant
- Optometric Technician
- Patient Care Assistant
- Phlebotomy
- Physical Therapist Assistant
- Polysomnography
- Practical Nursing
- Radiography
- Respiratory Therapist
- Restorative & Rehabilitation Therapy Aide
- Surgical Technologist
- Therapeutic Massage

### By Degree Type

#### Two-Year Associate Degrees:

- Associate Degree Nursing
- Clinical Laboratory Technician
- Dental Hygienist
- Dietetic Technician
- Occupational Therapy Assistant
- Optometric Technician
- Physical Therapist Assistant
- Radiography
- Respiratory Therapist

#### One-Year Technical Diploma Degrees:

- Advanced Medical Coding Specialist
- Medical Assistant
- Practical Nursing
- Surgical Technologist

#### Less-Than-One-Year Technical Diploma Degrees:

- CBRF Caregiver
- Dental Assistant
- Health Unit Coordinator
- Language Interpreter for Health Services
- Medical Coding Specialist
- Nursing Assistant
- Therapeutic Massage

(continued in next column)

#### Certificates (All types):

- Mammography Certificate
- Polysomnography

#### Other Instructional Offerings:

- Medication Assistant
- Patient Care Assistant
- Phlebotomy
- Restorative & Rehabilitation Therapy Aide

## Student Enrollment Trends Nursing & Health-Related

	Program Area				Collegewide			
	FY0304	FY0405	FY0506	FY0607	FY0304	FY0405	FY0506	FY0607
Headcount (unduplicated)	3,100	3,120	3,142	3,527				
...% change from previous year	-----	0.6%	0.7%	12.3%				
FTE	690	729	694	777	8,882	8,932	8,878	9,331
...% change from previous year	-----	5.7%	-4.8%	12.0%	-----	0.6%	-0.6%	5.1%
Average Credits Enrolled Per Student	6.7	7.0	6.6	6.6				
...% change from previous year	-----	5.0%	-5.5%	-0.3%				
Program Area Headcount as a % of Collegewide Total:					5.3%	5.5%	5.7%	6.3%
...% change from previous year					-----	3.5%	2.3%	11.1%
Program Area FTE as a % of Collegewide Total:					7.8%	8.2%	7.8%	8.3%
...% change from previous year					-----	5.1%	-4.2%	6.5%

The Health area is projected to have the greatest need for employment in the foreseeable future. Almost every program area Madison College offers should see growth. In order to meet these needs clear career pathways need to be laid so workers can simultaneously work and prepare for advancement into the next level of medical profession. Excellent starts have already been made here in Nursing related programming. Additionally the demographic changes dictate that older workers will need to be recruited to fill needs in some key areas. Alternative scheduling and delivery will help meet that need.

## Nursing & Health-Related Program Area Recommendations

1. Significant growth requires expansion of facilities, recruitment of qualified faculty, and increased clinical placement opportunities.
2. Partner to construct new health care training centers and clinical facilities with local health care training community.
3. Construct career pathways in health related associate degree programs, e.g. Phlebotomy→CLT→CLS.
4. Expand Nursing Assistant and Medical Assistant enrollment at all campus locations.
5. Engage in a focused effort to diversify the faculty and students engaged in health care programming.
6. Increase enrollment to meet demand in the following health related fields that show a shortage of workers now and projections for the shortage to increase in the future:
  - a. Advanced Medical Coding
  - b. Associate Degree Nursing
  - c. Clinical Laboratory Technician
  - d. Dental Assistant
  - e. Medical Assistant
  - f. Medical Coding Specialist
  - g. Nursing Assistant
  - h. Occupational Therapy
  - i. Physical Therapy Assistant
  - j. Practical Nursing
  - k. Respiratory Therapist
  - l. Surgical Technologist
7. Increase the number and availability of multi-media classrooms and student access to computers to effectively teach new technologies.
8. Build more interdisciplinary opportunities between Health programs and between other disciplines e.g., Clinical Lab Tech and Biotechnology.
9. Partner with the District health care community to make full use of simulators and health care training centers.
10. Investigate offerings in Integrated Medicine blending traditional and complementary medical training.
11. Offer refresher courses and continuing education for medical professionals across all health related occupations.
12. Cross train health care workers to be more marketable in smaller hospitals.
13. Expand weekend, evening, accelerated, part-time and non-traditional offerings.
14. Employ new student success strategies to serve ELL students and other recent immigrants.
15. Facilities must be open longer hours on weekends to serve continuing education students and new markets of working adult students.

## Program Area: Protective Services & EMS

### Programs & Offerings

- Criminal Justice–Law Enforcement
- Criminal Justice–Law Enforcement Academy
- Emergency Medical Technician–Basic (EMT-B)
- Emergency Medical Technician–Intermediate Technician (EMT-Intermed. Tech.)
- Emergency Medical Technician–Paramedic
- Fire Protection Technician
- Fire Service Certification
- Motorcycle Driving
- Paramedic Technician (2-year)

### By Degree Type

#### Two-Year Associate Degrees:

- Criminal Justice–Law Enforcement
- Fire Protection Technician
- Paramedic Technician (2-year)

#### One-Year Technical Diploma Degrees:

- Criminal Justice–Law Enforcement Academy
- Emergency Medical Technician–Basic (EMT-B)
- Emergency Medical Technician–Intermediate Technician (EMT-Intermed. Tech.)
- Emergency Medical Technician–Paramedic
- Fire Service Certification

#### Other Instructional Offerings:

- Motorcycle Driving

## Student Enrollment Trends Protective Services & EMS

	Program Area				Collegewide			
	FY0304	FY0405	FY0506	FY0607	FY0304	FY0405	FY0506	FY0607
Headcount (unduplicated)	972	925	919	989				
...% change from previous year	-----	-4.8%	-0.6%	7.6%				
FTE	308	296	308	302	8,882	8,932	8,878	9,331
...% change from previous year	-----	-3.9%	4.1%	-1.9%	-----	0.6%	-0.6%	5.1%
Average Credits Enrolled Per Student	9.5	9.6	10.1	9.2				
...% change from previous year	-----	1.0%	4.7%	-8.9%				
Program Area Headcount as a % of Collegewide Total:					1.7%	1.6%	1.7%	1.8%
...% change from previous year					-----	-2.1%	1.0%	6.5%
Program Area FTE as a % of Collegewide Total:					3.5%	3.3%	3.5%	3.2%
...% change from previous year					-----	-4.4%	4.7%	-6.7%

Emergency Preparedness training has become the duty of the nation's community and technical colleges. This program area needs to take the lead in driving this programming across the College. Continuing needs to increase the numbers of protective service personnel and emergency medical technicians will drive enrollment growth in this program area. Serious issues with existing facilities are holding back even more growth in training for emergency preparedness and protective services.

## Protective Services Program Area Recommendations

1. Create an emergency preparedness/homeland security training unit that uses expertise in disciplines throughout the College.
2. Address serious facilities and equipment issues associated with increasing and modernizing protective services and emergency preparedness training.
3. Create evening sections of criminal justice training.
4. Create career pathways in associate degree programs.
5. Investigate offering associate degree in Paramedic.
6. Provide career pathways options offering EMT Basic or Paramedic programming to Nursing students and creating pathways for EMT students to health care careers.
7. Offer flexible delivery alternatives to meet continuing education requirements of protective services professionals.
8. Address need for professional EMS workers as Wisconsin transitions from volunteer EMS to varied EMS careers.
9. Establish up-to-date simulation labs.
10. Plan to serve greater numbers of students as protective services curriculum cross trains fire and law enforcement students in beginning EMT.
11. Determine role of alternative delivery in serving incumbent EMS workers for continuing training.

## Program Area: Safety Education

### Programs & Offerings

- Group Dynamics
- Multiple Offender
- Responsible Beverage Server
- Traffic Safety
- Under Age Alcohol and Other Drug Education

### By Degree Type

#### Other Instructional Offerings:

- Group Dynamics
- Multiple Offender
- Responsible Beverage Server
- Traffic Safety
- Under Age Alcohol and Other Drug Education

## Student Enrollment Trends Safety Education

	Program Area				Collegewide			
	FY0304	FY0405	FY0506	FY0607	FY0304	FY0405	FY0506	FY0607
Headcount (unduplicated)	5,963	5,326	4,435	3,748				
...% change from previous year	-----	-10.7%	-16.7%	-15.5%				
FTE	65	66	60	54	8,882	8,932	8,878	9,331
...% change from previous year	-----	1.5%	-9.1%	-10.0%	-----	0.6%	-0.6%	5.1%
Average Credits Enrolled Per Student	0.3	0.4	0.4	0.4				
...% change from previous year	-----	13.7%	9.2%	6.5%				
Program Area Headcount as a % of Collegewide Total:	10.3%	9.4%	8.0%	6.7%				
...% change from previous year	-----	-8.1%	-15.4%	-16.4%				
Program Area FTE as a % of Collegewide Total:	0.7%	0.7%	0.7%	0.6%				
...% change from previous year	-----	1.0%	-8.5%	-14.4%				

The enrollment in this area is largely dictated by state laws and the judicial system. Most of the offerings are court-ordered or are required by law. This area serves many District residents with very little staff and a dedicated faculty. The College needs to give more thought to how to continually improve the access to important offerings in this area throughout the District.

## Safety Education Program Area Recommendations

1. Expand class schedule alternatives throughout the District.
2. Address scheduling classroom practices related to scheduling classes at all campuses.
3. Build stronger partnerships with appropriate agencies in the regional campus areas.
4. Determine need for new course offerings in Safety Education.
5. Expand recruitment of part time instructors.
6. Determine whether to add a full-time instructor position.

## Program Area: Transportation

### Programs & Offerings

- Agricultural Equipment Technology
- Auto Collision Repair & Refinish Technician
- Auto Collision Repair & Refinishing Technician
- Automotive Custom Painting Certificate
- Automotive Technician
- Automotive Technology
- Diesel & Heavy Equipment Technician
- Diesel Equipment Technology
- Motorcycle, Marine & Outdoor Power Products Technician

### By Degree Type

#### Two-Year Associate Degrees:

- Agricultural Equipment Technology
- Automotive Technology
- Diesel Equipment Technology

#### Two-Year Technical Diploma Degrees:

- Auto Collision Repair & Refinishing Technician
- Automotive Technician
- Diesel & Heavy Equipment Technician

#### One-Year Technical Diploma Degrees:

- Auto Collision Repair & Refinish Technician
- Motorcycle, Marine & Outdoor Power Products Technician

#### Certificates (All types):

- Automotive Custom Painting Certificate

## Student Enrollment Trends Transportation

	Program Area				Collegewide			
	FY0304	FY0405	FY0506	FY0607	FY0304	FY0405	FY0506	FY0607
Headcount (unduplicated)	375	389	400	426				
...% change from previous year	-----	3.7%	2.8%	6.5%				
FTE	212	227	231	243	8,882	8,932	8,878	9,331
...% change from previous year	-----	7.1%	1.8%	5.2%	-----	0.6%	-0.6%	5.1%
Average Credits Enrolled Per Student	17.0	17.5	17.3	17.1				
...% change from previous year	-----	3.2%	-1.0%	-1.2%				
Program Area Headcount as a % of Collegewide Total:					0.6%	0.7%	0.7%	0.8%
...% change from previous year					-----	6.7%	4.5%	5.4%
Program Area FTE as a % of Collegewide Total:					2.4%	2.5%	2.6%	2.6%
...% change from previous year					-----	6.5%	2.4%	0.1%

The Transportation area is in the midst of some fundamental changes in technology and in expectations of its workforce. Steady gains in enrollment demonstrate the growing demand for workers in this area. The changing technology in motor vehicles provides challenges for incumbent worker training, faculty professional development, and facilities and equipment housing. There are shortages of workers in the field now and these shortages will grow over time – especially in more rural areas. Transportation, renewable energy, electronics, and business are prime candidates for inter-disciplinary offerings. Continued enrollment growth should be expected.

## Transportation Program Area Recommendations

1. Recognize the increasing importance of core ability skills in worker success in the transportation industry.
2. Build new faculty expertise and cross-discipline instruction in alternative fuels, electronics, and other emerging areas.
3. Build learn to learn and research skills so workers can keep up with ever changing technology.
4. Create career pathways for transportation workers.
5. Determine how to expand auto technician programming to evening and weekend hours.
6. Integrate business skills into transportation programs.
7. Solve facilities and space issues that restrain customized training growth.
8. Offer part-time program sections in evenings and weekends.
9. Consider bilingual instruction in Spanish.
10. Determine how to increase growth rates in alternative delivery strategies.

## Program Area: Adult Continuing Education (ACE)

### Programs & Offerings

Includes non-degree credit courses in aid codes 42, 47, 60 – excluding Safety Education (See separate listing for Safety Education)

### Student Enrollment Trends Adult Continuing Education

	Program Area				Collegewide			
	FY0304	FY0405	FY0506	FY0607	FY0304	FY0405	FY0506	FY0607
Headcount (unduplicated)	17,616	17,105	16,632	16,262				
...% change from previous year	-----	-2.9%	-2.8%	-2.2%				
FTE	384	360	353	352	8,882	8,932	8,878	9,331
...% change from previous year	-----	-6.3%	-1.9%	-0.3%	-----	0.6%	-0.6%	5.1%
Average Credits Enrolled Per Student	0.7	0.6	0.6	0.6				
...% change from previous year	-----	-3.4%	0.8%	2.0%				
Program Area Headcount as a % of Collegewide Total:					30.3%	30.3%	29.9%	29.0%
...% change from previous year					-----	-0.1%	-1.2%	-3.2%
Program Area FTE as a % of Collegewide Total:					4.3%	4.0%	4.0%	3.8%
...% change from previous year					-----	-6.8%	-1.3%	-5.1%

This program area represents not only ACE but all types of continuing education (low credit offerings) and community services (no state aids) offerings. The primary units that offer these classes are ACE and BICS. Headcount continues to shrink, but has not changed much as a relative percentage of headcount served at the College. This area continues to make meaningful contributions to the FTE at the College in spite of declining enrollments. Recommendations are for a closer alignment of offerings between ACE and BICS.

## Adult & Continuing Education Program Area Recommendations

1. Standardize ACE curriculum throughout the District.
2. Align ACE and BICS functions to provide a clear economic and workforce development training portfolio of offerings.
3. Determine appropriate service level (offerings, enrollment, pricing, etc.) for ACE “lifelong learning” course offerings.

## **Program Area: Business, Industry, and Community Services (BICS)**

### Programs & Offerings

#### Customized Training services offered in:

Leadership and Supervision  
Manufacturing  
Health  
Computer Technology Applications  
Quality  
Adult Basic Education  
English Language Learners (ELL)  
Occupational Spanish

#### Career Pathways Training Services

Employability Skills  
Biotechnology and Laboratory Sciences  
Manufacturing  
Healthcare  
Career Mapping

#### Technical Assistance Services:

Occupational Testing  
Test Proctoring  
Document Translation  
Survey Development  
Employee Skill Assessment  
Workplace Educational Skill Analyses

*Note: This is not an all inclusive list.*

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## **Student Enrollment Trends** **Business, Industry, and Community Services**

# **UNDER CONSTRUCTION • DATA MINING**

BICS provides educational services directly to business and industry using a customized, just-in-time training approach. Additionally, BICS is the College leader in workforce development initiatives. That combination of services makes BICS a vital part of the work of the College. BICS depends on the support and collaboration of all the other Learner Success units at the College to complete its mission. This unit has played a leadership role in Madison College's design and implementation of career pathways. The College needs to take the next step in this progression – that is to truly integrate the career pathways work BICS is doing and the customized training work it does day to day with the work of the rest of Learner Success.

## Business, Industry, and Community Services Program Area Recommendations

1. Form career pathways teams including BICS representatives, faculty, and administrators to build complete pathways for specific identified industries that demonstrate clear paths to advancement for students.
2. Align ACE and BICS functions to provide a clear economic and workforce development training portfolio of offerings.
3. Build stronger partnerships with the Learner Success Centers to serve more incumbent workers.
4. Expand non-credit topic-specific courses around the entire District in collaboration with ACE.
5. Create specific enrollment targets for 38.14 and 38.24 offerings.

## **Program Area: Learner Development**

Programs & Offerings

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### Student Enrollment Trends Learner Development

## **UNDER CONSTRUCTION • DATA MINING**

Support for students aiming to achieve their educational goals is an essential element that provides the foundation for all Madison College academic programming and services. The Madison College Learner Success services plans provide for orientations, advising, assessment, and placement, career services, tutoring, academic support, and other specialized student support systems. Student Life guides students' educational growth, providing them with opportunities to apply what they've learned in the classroom or challenging them to explore new possibilities through participation in student clubs, newspapers, the Phi Theta Kappa Honor Society, Student Senate, and many other experiences that promote leadership and a sense of College community. Athletics plays a key role in offering learning experiences that complement academic studies. The emphasis in this area is on flexibility in services and programming, creating safe accessible and welcoming learning environments, creating a meaningful college experience for students, and creating health and wellness support to enhance student success

## Learner Development Program Area Recommendations

1. Create flexible programs, services and classes that reflect diverse learner needs.
  - a. Learner Development staff will create and enhance virtual student support services to students and the community in face-to-face, online and other various delivery options and workshops.
  - b. Flexible learning options will be explored, created and delivered.
  - c. Teaching methods will ensure the learner is engaged in all Learner Development courses.
  - d. Information literacy is addressed as a learning competency for students.
  - e. Universal design pedagogy will be infused into teaching and offerings.
2. Through collaboration encourage the creation of secure, safe, accessible, and welcoming learning environments that will enhance student success.
  - a. Strategies and action plans will be developed to meet the physical space needs that support and enhance the student learning environment.
  - b. Environments (physical and virtual) will foster a sense of community.
  - c. Creation of Learner Success Centers which provides one-stop academic support for students.
  - d. Virtual services/environments will be secure, and education will be provided to learners in order to support their use of these technologies.
3. Continue to develop and implement programs and services which foster a meaningful college experience.
  - a. Assess and improve the first year of college experience to enhance the learner's ability to succeed.
  - b. Develop comprehensive career services (career exploration and employment services) which will be available to and support all students, regardless of location.
  - c. Provide integrated and comprehensive advising services including development of college transfer center.
  - d. Support pre-college and transitional programming that enables career growth in students through meaningful pathways.
  - e. Provide comprehensive retention programs that address non-academic services which foster student success.
4. Create health and wellness programs and services which support the retention and success of students.
  - a. Host a college summit to discuss student health care and wellness trends and needs.
  - b. Create strategies and action plans to enhance wellness and health education activities for students throughout the district.
  - c. Explore student health insurance options and identify multiple coverage plans that support students financial and health care needs.
  - d. Pursue community partnerships that create health and dental clinics for Madison College students.