

System Appraisal Follow-up

PROCESS:

Upon receipt of the Appraisal in the fall of 2005, AQIP Steering Team members held open sessions and scheduled visits to many faculty department meetings to inform colleagues of the results of the Appraisal. All members of the College Council were encouraged to read the Appraisal and provide feedback on areas where they would take action. The Executive Team assigned a College Council member to be the champion of each of the nine categories to follow up on efforts for improvements.

In the fall of 2006, a structure was created to identify items needing action and to begin updating the Systems Portfolio. A team leader, College Council champion, and a data collection team were identified for each Category. The teams worked through the spring of 2007. In January 2008, each Category team again reviewed the updated Systems Portfolio and made final changes prior to the Check-up visit.

ACTIONS TAKEN:

Attached is the summary of action taken on each Systems Portfolio question where an Opportunity for Improvement was indicated in the Systems Appraisal. Many of the results of the actions taken are further detailed in the updated Systems Portfolio. The College has made considerable progress on addressing process issues. It has advanced in data collection, but still has many opportunities to collect and analyze comparison data.

SUMMARY OF ISSUES AFFECTING FUTURE INSTITUTIONAL STRATEGIES:

Detailed process on the three issues identified in the System Appraisal can be found in category updates for Categories 1, 8, and 4. The following summarizes the actions taken.

1. Processes related to documenting student learning outcomes have improved with the development and implementation of a system of processes for assessment data collection and program improvement planning based on the data. Nearly all instructional programs and departments have developed learning outcome matrices and are beginning to assess learning competencies at the end of their program. Many have entered data into the LOAD database, with those programs that entered data beginning to make improvements based on an analysis of the results. Full implementation of the program outcome measurement process for all programs will take a couple more academic cycles to complete with one additional cycle to realize the effectiveness of improvements. However, the implementation of the process is fully deployed in many areas. The assessment process is clearly outlined in Category 1 of the Systems Portfolio. Assessment process accountability occurs during the Learning Systems Quality Improvement Process (LSQIP), the College's program review process, when programs are asked to explain their processes for data collection, data analysis, and improvement planning.
2. The second issue affecting future institutional strategies found in the Systems Appraisal was MATC's coordination of and process for quality improvement. This issue has been directly addressed with the implementation of the Six Sigma principles and DMAIC process known at MATC as Continuous Quality Improvement (CQI). The College Council, in cooperation with the AQIP Steering Team, coordinates and monitors the CQI process at MATC. The commitment of the College Council to this process and subsequent implementation of green belt trained CQI Mentors and the launching of 9 CQI teams is evidence that the College has taken this issue seriously and is working to deploy this improvement process across the institution.
3. The third future institutional strategic issue identified in the Systems Appraisal was the College's approach to succession planning. As described in Category 4, MATC takes seriously its commitment to increasing the diversity of its employees and has an affirmative action goal for administrators and faculty. The best way the College can assure that the values and commitment to continuous improvement are carried on is through the new leadership orientation and development process. In the first year of a leader's work at the College, each new leader is required to participate in Leadership Academy, during which they become well versed in AQIP and the principles of continuous improvement at the College. Additionally, all support staff and faculty have the opportunity, and are encouraged, to participate in a parallel leadership training academy that educates them about our quality commitment. These strategies represent the best solution to the issue of bringing many new leaders into the organization over the next five years and at the same time preparing current potential leaders to support the quality culture the College is working to create.

Question #	Systems Portfolio Question	Rating	Systems Appraisal Comments	MATC Improvements
1C3a 1C3b 1C3c	What are your key instructional programs? What delivery methods are used within these key programs? To what degree is technology used within the formal instructional context?	O	As demand for distance learning courses is projected to grow, MATC has an opportunity to increase enrollment by developing courses that use alternative delivery methods.	The College has hired a new Flexible and Emerging Learning Opportunities Director who will begin to look at the delivery method data. There was a small increase from 2004 to 2006 in Internet-delivered courses, which includes both online and E-Tech course categories. There has been a significant increase in Internet courses from 2006 (283) to summer and fall of 2007 (375) and in accelerated courses from 2006 (54) to summer and fall of 2007 (70). Degree credit headcount in flexible learning options has increased 46 percent over the last three years while face-to-face headcount increased only two percent. The FTE growth is at 73 percent. These flexible delivery strategies now account for 20 percent of the college degree credit headcount and eight percent of its FTE. These figures do not include the increase in hybrid learning strategies employed throughout the College. MATC does not track hybrid courses although some may be reported in the computer-delivered category. The lack of accounting for hybrid means these flexible learning enrollment numbers are almost certainly under-reported.
1P2b	How do you balance educational market issues with student needs in designing responsive academic programming?	OO	MATC recognizes the need to modify scheduling of classes for its two-year programs to accommodate the needs of its many part-time students.	A key strategic objective in the strategic plan for the past two years has been to increase flexible learning by 50%. A director has been hired to work with faculty on vision, training, and support for this.
1P3	How do you determine the preparation required of students for the specific curricula, programs, courses, and learning they will pursue?	OO	MATC recognizes the need for a standard college-wide process to determine if new students are adequately prepared for specific programs. The current placement instrument, the Mandatory Assessment and Placement Process (MAAP), is not appropriate for this purpose.	<p>This comment has been confusing to us. MATC is an open access college. Students can apply to a program and are accepted based on individual program requirements. Some have only a high school diploma and health, in particular, has much more. All students must complete the MAAP process before they can register for classes. At the same time, several waitlist programs do have admission requirements based on course prerequisites and test scores. Those students who do not meet the requirements have access to the appropriate remediation. During the past two years, MATC has fully implemented this in Math and Writing.</p> <p>The criteria for assessment of student preparedness and for course placement are determined by the faculty. Mathematics faculty have determined appropriate COMPASS/Asset scores for mandatory placement into all math courses. English and Reading faculty have determined appropriate COMPASS/Asset scores for mandatory placement into developmental and entry-level English courses, reading courses and reading intensive courses. All students are assessed and placed into the appropriate math, English, reading, or reading intensive courses based on their COMPASS/Asset scores and advising, unless a student transfers in college English or math credits with a grade of C or better.</p> <p>MAAP in Reading will be fully deployed by June.</p>

Question #	Systems Portfolio Question	Rating	Systems Appraisal Comments	MATC Improvements
2P1a	How do you determine your other distinctive objectives?	O	Other than indicating the Board's role, there was little evidence of a clear process for determining other distinctive objectives or how the strategic plans differ from helping students learn.	Note: The first time the portfolio was completed, this "other distinctive objectives" included both Econ Dev & Value-Based Org. This time, it focuses solely on Econ Dev. The context for Analysis focuses on Wisconsin State statutory authority in Chapter 38, combined with College Council adopted mission statement to Econ Dev & the Strategic planning process. Specifically in 2P1a. This section shows how the Board End Statements feed to the college council, who create the strategic plan which feeds to the individual unit plans. Also the section discussed the work of the 13-member cross-functional work team. Highlighting the Best Econ Dev practices in 2-year colleges. It was determined that College values, while key to culture, are not measureable, and are included in category #4
2P1b	Who is involved in setting these objectives?			Besides the groups identified above, this section focuses on the units within the college that have identified specific strategies to accomplish economic develop objectives such as BICS, BPAC, Regional Econ/Workforce Dev Directors & TEC Center.
2P2	How do you communicate your expectations regarding these objectives?	O	Although MATC has implemented several activities, policies & processes that communicate expectations to stakeholders, the communications are generic in nature and need to be coordinated with distinctive objectives.	The updated category #2 addresses the roll-out of the strategic plan and highlights the specific areas that address economic development.
2P3	How do you determine faculty and staff needs relative to these objectives?	O	Although MATC conducts an annual institution-wide assessment of objectives, it has yet to develop a systematic process for determining faculty and staff needs as it relates to those objectives.	The updated category #2 focuses on the new position descriptions that emphasize economic development efforts. It briefly touches upon Employee Evaluation/Professional Dev process.
2P4a 2P4b 2P4c	How are these objectives assessed and reviewed? Who is involved in assessing and reviewing these objectives? How is their feedback incorporated in readjusting the objectives or the processes that support them?	O	MATC could benefit from further defining its system for readjusting those objectives and associated planning and implementation processes.	The environmental scan report is reviewed each year when the strategic plan is updated. The College Council integrates economic development needs into its plan. In 2007 a study was conducted of future academic needs and economic development was a high priority.
2P5	What measures of accomplishing your other distinctive objectives do you collect and analyze regularly?	O	MATC collects data from multiple sources, but there is an absence of correlation amongst current measures. MATC may benefit by developing a more effective process of ensuring that measures are helpful and needed.	The measures from BICS, BPAC & Regional Econ/Work Directors & TEC Center are both quantitative & qualitative. They can be found in the updated portfolio.
2R1	What are your results in accomplishing your other distinctive objectives?	O	For most of MATC's current measures, the data indicates little evidence of upward trends. Additionally, as multiple factors being measured are in conflict (showing mixed signals), it may be best at this juncture to determine what has or has not changed in the associated processes and whether current measures are adequate and correlated.	Trend data has been included.

2R2a	Regarding 2R1, how do your results compare with the results of peer institutions?	O	MATC has identified the need to develop broader comparisons with other organizations, inside and outside of the educational community. In general the college would benefit by exploring alternative data sources, increased data gathering, and analyses.	Data exists for comparison among other Wisconsin technical colleges regarding BICS, however it is difficult to compare "apples-to-apples" given the different demographics and structures.
2R2b	How do they compare, if appropriate, with other higher education institutions and organizations outside of the education community?			
2R3a	How do your results in accomplishing other distinctive objectives strengthen your overall institution?	O	Clearly, MATC is making efforts to strengthen the institution, but a significant amount of the information presented did not directly relate to this category and the 2nd and 3rd Strategic Initiatives. The college may benefit by developing more relevant data sources and by considering other factors impacting their initiatives.	By focusing on economic development activities, the College enhances the economic vitality of our community. Supporting the creation of local employment opportunities and the growth of entrepreneurial activity as well as producing a high quality, well-trained workforce, the business community can flourish and compete in the global marketplace. With a robust local economy, funding and support of the College continues to strengthen.
2R3b	How do they enhance your relationship with the community(s) and region(s) you serve?			
2I1	How do you improve your systems and processes for accomplishing your other distinctive objectives	S	The creation of the Economic Development Work Team is an appropriate response to MATC's second strategic initiative: improving the economy of the region.	Although, MATC received a "S" in this category. It is important to show continuous improvement. We received an "S" last time because of the formation of the 13-member cross-functional work team on Econ Dev. This Improvement section now highlights what happened next and highlights the work that the College conducted to improve the "systems and processes" including re-org, creation of Econ Dev/Workforce Integration Council, revised position descriptions for Deans dedicating to econ dev, newly created "Econ Dev/Workforce Directors and BPAC's LSQIP for identifying specific improvement areas.

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3P2b	How do you maintain a relationship with your students?	O	MATC does extensive marketing to perspective students and provides many services for current students, but there appears to be no methods for measuring the effectiveness of these efforts.	First Semester Experience Assessment project conducted 0708; Academic Coordinators assigned to every center. Career Pathway strategies established. New Customer Relationship Management (CRM) System will allow ongoing communication with students.
3P3a	How do you identify the changing needs of your key stakeholder groups?	O	Although MATC uses several means to define the changing needs of external stakeholder groups, the efficacy of the methods is not yet known. Various teams are currently responsible for analyzing data and information about key stakeholder groups' needs. The College could benefit from a more systematic approach to this work. It may be beneficial to cast a broader net to identify needs of groups and individuals not already identified by the College.	Conducted market research study of both primary and secondary data for use in developing enrollment and marketing plans. Annual DaneTrak Survey. Surveys at recruiting events.
3P3b	How do you analyze and select a course of action regarding these needs?			Used modeling tool to project impact of various enrollment strategies.
3R2	What are your results for the building of relationships with your students?	O	MATC has collected multiple measures of student relationships, with several indicating possible opportunities for improvement. Processes need to be defined to evaluate results as they relate to targets.	College Scorecard. Alternative Spring breaks where faculty and students participate. College team appointed to assess Noel Levitz 2005 survey and prioritize and recommend changes. Learner Success reorganized. Associate Dean of Retention created. Administrative Coordinator for every center. Integration Councils established. Annual Student Stakeholder Conversation with Board of Trustees. Guarantee Transfer Agreement with UW Madison and Whitewater.
3I1	How do you improve your current processes and systems for understanding the needs of your key student and other stakeholder groups?	O	MATC has identified it lacks a systematic method of collecting student and stakeholder needs data, analyzing and defining student and stakeholder needs beyond those at the department level.	Established Integration Councils. College Council received CQI training. CQI mentors received green belt training. College Council determined 5 projects and 5 projects were selected based on staff input through Vital Focus Project. BICs establishing CRM system. On-line survey monkey for Industry Needs survey. Email and electronic newsletters and flyers to customers.
3I2a	With regard to your current results for understanding the needs of your key student and other stakeholder groups, how do you set targets for improvement?	O		College Council met in summer retreat to review current data and set targets for improvement. Quality Improvement Training established. Green Belts trained. College Administrators received basic training for SixSigma. Enrollment Center measuring effectiveness and establishing measurable work standards.
3I2b	What specific improvement priorities are you targeting and how will these be addressed?			College 3 year Strategic plan provides focus for unit planning. 10 CQI projects. Metrics established for customer contact areas. Public website is being redesigned to focus more on targeted audiences. Call center abandoned rates are being monitored and new goals established.
3I2c	How do you communicate your current results and improvement priorities to students, faculty, staff, administrators, and appropriate stakeholders?			Convocation. MATC Matters, College Council, President's Advisory Council, Timetable with feature stories, Personal visits to District High School Boards by College President and Board of Trustees Representative. Increased media exposure.

Question #	Systems Portfolio Question	Rating	Systems Appraisal Comments	MATC Improvements
4P2a	How do you recruit, hire, and retain employees?	OO	The portfolio does not indicate the College has a succession planning process.	The College has implemented a Leadership Academy to identify potential leaders and provide an opportunity for development.
4P2b	How do you orient all employees to your organization?			
4P4b	How do you reinforce this training?	O	It is unclear if professional development activities are readily available to part-time faculty.	Professional development activities are available to part-time faculty as well as full-time faculty. Development offerings are provided at a variety of times and locations, using both face-to-face and online methods to make the opportunities more accessible.
4P6a	How do you design and use your personnel evaluation system?	O	MATC has changed its processes relating to parts of its personnel evaluation system which has the potential to improve personnel performance. It is unclear if the feedback from personnel evaluations is tied to individual professional growth and development plans.	Each evaluation process includes development of an individualized professional growth and development plan.
4P6b	How does this system align with your objectives in Category 1, Helping Students Learn, and in Category 2, Accomplishing Other Distinctive Objectives?			
4P8a	How do you determine key issues related to the motivation of faculty, staff, and administrators?	O	MATC collects data from an internal survey conducted every three years. MATC can maximize the effectiveness of the survey results by utilizing results to systematically make changes in the college environment.	The CQI Culture team has been chartered. This team will use the survey results to measure improvement in developing a collaborative culture. Following the 2008 survey, listening sessions were held at all campuses to follow-up on results.
4P8b	How are these issues analyzed and how is a course of action selected?			
4R2 4R3	What are your results in processes associated with valuing people? What evidence indicates the productivity and effectiveness of your faculty, staff, and administrators in helping you achieve your goals?	OO	There appear to be no significant results to indicate valuing people. As reported, MATC doesn't collect direct measures of productivity & effectiveness of personnel and has no results for its hiring and work processes. There appear to be no significant results to indicate valuing people. As reported, MATC doesn't collect direct measures of productivity & effectiveness of personnel and has no results for its hiring and work processes.	The results for valuing people have been expanded and were submitted for inclusion in the updated portfolio. The results for productivity and effectiveness have been expanded and were submitted for inclusion in the updated portfolio.

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5P3b	How do you use teams, task forces, groups, or committees to recommend or make decisions, and to carry them out?	O	Incorporating looped feedback within the cycle may enhance the decision-making processes and systems within the College.	Work teams and units are involved in the development and analysis of alternatives and solutions and the implementation of solutions. The actual decisions are approved by the area program leader, manager, college council, or board depending on the issues. The 6 sigma process is new and used for college-wide improvements. These decisions are made by the team after it is charged by the college council and follows the DMAIC process. Systems Integration Councils make recommendations to the VP of Learner Success and to College Council.
5P5b	How does communication occur among institutional levels?	O	As evidenced in the information provided, it appears that many of the processes are one-way forms of communication from leadership down to employees and do not provide solid examples of methods by which vital information flows upward.	A Communications improvement team is working on this.
5P7a	How are leadership abilities encouraged, developed and strengthened among faculty, staff, and administrators?	O	The multiple opportunities for appointed and self-nominated individuals to participate in leadership training appears to be limited to administration, with staff/faculty having fewer opportunities that are not clearly defined.	Leadership academy participation, six sigma mentor training, team leader roles, and team membership, systems integration council leadership and membership are open to all college employees. Union leaders have the bargained ability to appoint members to college wide teams. Faculty have a new bargained process for self selection of department chair/program director roles. They also have bargained tuition reimbursement for continued training. Leadership staff are developed through a leadership competency assessment process which is part of the annual performance review process.
5P7b	How are leadership best practices, knowledge, and skills communicated and shared throughout your			Three year Leadership Academy program.
5P8a	How do your leaders and board members ensure that your mission, vision, and values are passed on during leadership succession?	OO	The lack of a leadership succession plan and its associated activities could have a negative impact on the future of the College.	The early retirement process provides advance notice of vacancies which leads to an assessment of what is needed for the position and informs the position search process. Positions are posted nationally to increase the pool of candidates in order to increase the diversity of the organization. Competencies linked to the mission, vision, and values, have been identified and are assessed in the hiring process through questionnaires, interviews, exercises, and forums. New leaders participate in the leadership academy, which reinforce mission, vision, and values (MVV). Performance appraisal systems, including a 360 and a two year probationary period ensure that MVV are carried out.
5P8b	How is your leadership succession plan developed?			

5P9	What measures of leading and communicating do you collect and analyze regularly?	O	Using perception instruments, such as direct opinion survey tools, to assess the effectiveness of leading and communicating may be limiting. These tools suffer from a high degree of variation; it may be well advised to validate the findings with other measures that indicate a high degree of correlation.	Additional new measures include unit plan participation and percentage of goals focused on each strategic goal = all units and efforts and moving the college in the same direction.
5R1	What are your results for leading and communicating processes and systems?	OO	PACE survey results related to spirit of cooperation, values being practiced, and motivation remain low. This is a serious issue for MATC since it places so much emphasis on values; confidence in decision-making at all appropriate levels is essential.	The overall results of the survey were 3.66 on the organizational climate which includes formal influence, communication, collaboration, org. structure, work design, and student focus. Results on communication alone were 3.42. This is very consistent with the national norm and positive performance. It is in the "consultative" range on the PACE scale. 4.0 would put the college in the highest, "collaborative" category. 6 sigma teams are working on communication and collaboration as 2 improvement projects.

Question #	Systems Portfolio Question	Rating	Systems Appraisal Comments	MATC Improvements
6P4	How do your key student and administrative support areas use information and results to improve their services?	O	While MATC describes collecting information to improve services, it is unclear if common methodologies are used to actually improve services. An opportunity exists for best practices to be shared and institutionalized, bringing a consistent data foundation and review process to the College.	Support service areas use data and information gathered at the college level and at the service level to identify areas for improvement. Based on the information and trend analysis of information, administrative and support staff review current practices and programming, identify opportunities for improvement, implement changes to existing services and procedures, and then assess the impact of those changes.
6P5	What measures of student and administrative support service processes do you collect and analyze regularly?	O	MATC collects large amounts of data from a variety of sources in connection with its support services. However, development of more targeted data analysis processes may provide the College an opportunity to focus on the most critical areas in need of improvement.	Measures , results and comparisons that MATC currently uses in evaluating and monitoring student processes have been clearly defined and standards for performance have been set.
6R1	What are your results for student support service processes?	O	The report does not clearly delineate how the effectiveness of processes for student support service directly impacts fulfilling the mission.	Student satisfaction surveys, trend analysis, retention and enrollment are used to determine effectiveness of student processes.
6R2	What are your results for administrative support service processes?	O	MATC has developed a balanced scorecard for business operations, including the most important quality indicators for the area. A similar scorecard should be developed for other areas, especially Student Services.	Measures , results and comparisons that MATC currently uses in evaluating and monitoring administrative processes have been clearly defined and standards for performance have been set.
6R3	Regarding 6R1 and 6R2, how do your results compare with the results of other higher education institutions and, if appropriate, organizations outside of the education community?	O	Comparisons of results with higher education institutions and other organizations could provide very helpful benchmarking information regarding the real extent of MATC's results.	Measures are compared to various national standards including Noel Levitz Student Satisfaction Inventory, Help Desk Institute, NASFAA's Standards of Excellence Review Program and Association of College and Research Libraries (ACRL) - Standards for Libraries in Higher Education.

Question #	Systems Portfolio Question	Rating	Systems Appraisal Comments	MATC Improvements
7P3a	How do you determine the needs and priorities for comparative information and data?	O	MATC is in the beginning stages of identifying and utilizing comparative data and is developing the ability to incorporate comparative data from local and national sources.	Use of market share comparative data contributed to development of Enrollment Management Plan and will be utilized in assessing desired outcomes in enrollment.
7P3b	What are your criteria and methods for selecting sources of comparative information and data within and outside the education community?			IPEDS peer colleges identified (upper midwest, urban, community colleges) are utilized for comparative analysis purposes for reporting in the areas of financial aid, graduation and retention rates, marketing data; College Scorecard, LSQIP and Academic Plan all presented with comparative data.
7P4a	How, at the institutional level, do you analyze information and data regarding overall performance?	O	MATC has developed and recently implemented an integrated system to aide in analyzing performance data. Although this system has just gone into effect it has the potential to aid in the effective distribution and analysis of data in the College.	Phase 1 of Balanced Scorecard and Equity Scorecard implemented and integrated into institutional planning and measurement processes; Phase 2 planning and foundational work underway to enhance analysis of scorecard data through drill-down capabilities.
7P4b	How is this analysis shared throughout the organization?			Point-in-time Cognos reports are currently "pushed out" to appropriate users, primarily providing improved operational management information to make earlier decisions related to course enrollment/instructor hiring needs; these reports also provide over time analysis to assist enrollment planning.
7R1	What is the evidence that your system for measuring effectiveness meets your institution's needs in accomplishing its mission and goals?	OO	Although results are gathered through multiple means, only anecdotal indicators of improvement have been recorded. It may be beneficial to focus future events on instilling the importance of measuring effectiveness amongst targeted employee groups.	Improvement of measures has been first priority. After a year's cycle, improvements will be documented.
7R2	Regarding 7R1, how do your results compare with the results of other higher education institutions and, if appropriate, organizations outside of the education community?	O	MATC largely bases its current results on internal and system-wide findings. But with the integration of comparative data like the National Community College Benchmark database, MATC will greatly improve its ability to analyze its performance against that of other higher education institutions.	With regard to PACE, precisely because the survey instrument has not allowed adequate comparison of MATC results to those of similar institutions nationally, MATC will be moving to administer an alternative employee climate in the future.
7I1	How do you improve your current processes and systems for measuring effectiveness?	O	MATC had identified the need for improving the assessment of its measurement systems. The College is planning and implementing changes to its measurement systems that may benefit from a focus on making information clear and simple for end users, and more clearly identifying performance targets to aid in prioritization of efforts.	Recent upgrade to more robust software system utilizing Cognos reporting tools will allow broader scope look at factors impacting performance and will soon provide improved access for end users; following rollout to end users, MATC plans to undertake focus groups with targeted employee groups to determine how useful data is and what additional needs users have; in turn, this feedback will determine future refinements and improvements to the data system
7I2a	With regard to your current results for measuring effectiveness, how do you set targets for improvement?			
7I2b	What specific improvement priorities are you targeting and how will these be addressed?			
7I2c	How do you communicate your current results and improvement priorities to students, faculty, staff, administrators, & appropriate stakeholders?			

Question #	Systems Portfolio Question	Rating	Systems Appraisal Comments	MATC Improvements
8P5	How you select measures and set performance projections for your institutional strategies and action plans?	O	MATC reviews measures multiple times and at multiple levels during its planning cycle, but it may be useful to define how departments below the board develop measures that assist in defining progress on the college mission, vision, and strategic goals.	Board End Statements inform the Three-Year Strategic Plan. The Three-Year Strategic Plan informs the unit plan of each individual unit. Each unit connects their goals and outcomes with one of the goals and outcomes of the Three-Year Strategic Plan. The College Council reviews all planning processes annually and makes adjustments accordingly. The planning system integrates the operational plans for academic programs, diversity, enrollment, facilities, finance, quality improvement and technology. Unit plans are collected in order to assess outcome achievement levels and to ensure measures are being used and tracked by units, departments and supervising administrators. LSQIP prompts measures on 5 criteria.
8P7	How do you ensure faculty, staff, and administrator capabilities will be developed and nurtured to address requirements regarding changing institutional strategies and action plans?	O	Two Convocation Days are used annually for training on institutional priorities, but these two days do not reach all employees and appear inadequate for determining needs for implementing processes. Continuous improvement planning would seem to dictate that developing and nurturing capabilities should be ongoing processes that include just-in-time learning opportunities, rather than being just episodic.	The College now has four Convocation days that are required for all faculty and staff. Selected sessions are also available during the evening or online. Staff development and certification courses run throughout the year. Just-in-time training is provided to employees requiring new skills related to technology use (i.e., PeopleSoft, Cognos Reports, etc.) and processes (i.e., Unit Plans, LSQIP, Employee Time Reporting, etc.). The Personnel Annual Assessment process identifies individual employee training and personal development needs. Employees may also volunteer to become a member of the CQI Mentor Corps. CQI Mentors are trained and then have the opportunity to work with a variety of work teams and units to improve processes and systems. A CETL (Center for Excellence in Teaching and Learning) has been formed and provided enhanced, accessible space for drop-in support anytime.
8R1	What are your results for accomplishing institutional strategies and action plans?	O	The scorecard will become more effective as targets for the remaining categories are defined, additional comparative and trend data are found, and more targeted measures are developed.	Targets for all measures have been selected, with the exception of Educational Attainment by Job Classification. Comparative data are included for 15 of the 20 measures. Trend data is available and shown in the online version of the College Balanced Scorecard. The Three-Year Strategic Plan is included in this category also. Targets have been selected for many of the outcomes, especially for those that are more quantitative in nature. Comparisons are included for those outcomes where comparative data is available. In both the College Balanced Scorecard and the Three-Year Strategic Plan, the outcomes have been modified or changed in order to facilitate better measurement and/or more effective monitoring. Outcomes may also be modified if the outcomes goal has been met.

8R3	Regarding 8R2, how do your projections for your strategies and action plans compare with those of other higher education institutions and, if appropriate, organizations outside of the education community?	O	MATC is in the early stages of identifying comparisons as such has not presented comparison results.	Comparison data is being used from a variety of sources, depending on the availability of comparison data for other institutions similar to MATC. At the present time comparison data is being collected from IPEDS, CCBenefits and the WTCS Client Reporting and QRP (state Quality Review Process) reporting systems. The College is also a member of the National Community College Benchmark Project (NCCBP) but this source has not provided comparative data as yet. Comparative institutions are selected based on their similarity to Madison Area Technical College in terms of their location, size, programs offered, public/private status, etc. The main comparison group for MATC remains the other fifteen Wisconsin technical colleges, which is used by both the WTCS and IPEDS. MATC is currently exploring the use of a more diverse group of comparison institutions based on the Carnegie Classification System.
8R4	What is the evidence that your system for planning continuous improvement is effective?	O	Only citing that there are survey responses from participants in the LSQIP process, MATC fails to present substantive evidence regarding the effectiveness of Planning Continuous Improvement.	PACE results for three questions are cited (use of data in decision-making, appropriate institutional organization, use of problem-solving techniques), which all show an increase in employee satisfaction. College monitors the satisfaction with continuous improvement processes such as LSQIP, Unit Planning and Budget Planning. Anecdotal evidence indicates that satisfaction is increasing. Employee participation is also cited as evidence. The number of employees directly involved in continuous improvement projects has increased since 2001.

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9P1	How do you create, prioritize, and build relationships with the:	O	The report notes that, except for mandated relationships, MATC has no formal process for the development of relationships. It has been using an informal process to create, prioritize, and build relationships as outlined in the portfolio. By breaking down the process into its component parts, the institution may now have information that could prove helpful in devising effective ways to generate and maintain beneficial partnerships in order to formalize the development process.	The institution has moved to develop a process to initiate strategic partnerships by starting to collect and centralize partnership data in each of the eleven collaborative relationships categories. This collection, cleaning and centralization of data will be carried out over the next three to five years. In addition, a steering committee continues to work on defining and categorizing the different levels of partnerships that the college has in place.
9P1a	• educational institutions and other organizations from which you receive your students			
9P1b	• educational institutions and employers that depend on the supply of your students and graduates that meet these organization's requirements			The institution has a systematic process for the development and implementation of educational partnerships (public and private) from articulations to formal transfer agreements (currently have transfer agreements with UW-Madison and UW-Whitewater). In addition, a K-12 education committee has been formed and meets to address and prioritize educational efforts among MATC and the 46 school districts within our geographical area.
9P1c	• organizations that provide services to your students			
9P1d	• education associations, external agencies, consortia partners, and the general community with whom you interact			The college has initiated four community councils of color in the four ethnic minority targeted areas. These councils have prioritized and submitted major areas of work that they would like to see the college focus on. Members of the councils assist and collaborate with MATC by serving on hiring/interview committees, participating as members on Program Advisory Committees and assisting with other efforts and initiatives of the college.
9P2	How do you ensure the varying needs of those involved in these relationships are being met?	O	Although MATC collects multiple measures, the use and value of data in a systematic way to inform decision-making is unclear. MATC should consider including local measures in its environmental scanning.	Continued and open communication with partners is the best way to ensure needs are being met. The tools that are used to initiate partnerships articulate the method by which we ensure needs are being met. These include memoranda of understanding, articulation agreements, DACUM (ensures state-wide curriculum standards), budget process, marketing, focus groups, stakeholder meetings, DaneTrak, local demographics, etc.
9P3	How do you create and build relationships within your institution? How do you assure integration and communication across these relationships?	O	MATC values internal collaborative relationships as demonstrated by the use of cross-functional work teams. However, a more strategic and forward-thinking approach could prove effective. PACE results point to challenges for MATC's culture of collaboration. College-wide professional growth regarding opportunities may be considered to foster internal relationships.	MATC has a culture in which collaborative internal relationships are created, sustained and expanded as needed. The major mechanisms for fostering internal relationships are cross-functional work teams. MATC empowers and monitors 38 work teams to carry out key college-wide projects. Union leaders are included in key decisions by participating in executive leadership groups. A model for faculty participation has been implemented - the Systems Integration Councils, which are, by nature, more strategic, cross-functional and forward-thinking. The Councils are: Academic Policy Planning & Implementation, Economic Workforce Development, Learner Preparedness & Success, Life Long Learning and Professional Development.

9P4	What measures of building collaborative relationships do you collect and analyze regularly?	O	MATC collaboration efforts may benefit by further developing effectiveness measures. An opportunity exists for the College to build measures as it develops clear processes to determine success at meeting outcomes. The report did not show examples of effective collaboration within the Learning Units (e.g., new course or program development, learning communities, shared resources). Targeted collaborative relationships include regional business and industry (i.e., economic development players).	MATC has engaged in CQI projects. As we make this transition, the DMAIC charter process (based on Six Sigma) has been used for new collaborations, allowing the college to be intentional with regard to effectiveness measures. Curriculum development efforts (under Learner Success) provide opportunities for cross-college collaboration among departments in the development of new courses/certificates such as bilingual Certified Nursing Assistant, bilingual Emergency Medical Training, bilingual hospitality training, bilingual Supervisory Management, etc.
9R1	What are your results in building your key collaborative relationships?	O	MATC currently tracks few definitive measures of its collaborative relationships, but the data in Figure 4.5 indicate potential projects that could improve internal collaborations. The opportunity exists to more fully develop measurement processes.	As we move to categorize and define key collaborative partnerships over the next three to five years, analyzing and tracking results will be aligned with the strategic goals of the college. The college has significant partnerships resulting in the eleven categories that include, but are not limited to: UW Whitewater, UW Madison articulation agreements, John Deere, Meriter Hospital, Campus Community Partnerships, Workforce and Economic Development agencies, Community Councils of Color, grants, etc.
9R2	Regarding 9R1, how do your results compare with the results of other higher education institutions and, if appropriate, organizations outside of the education community?			Benchmarking will be included as we define key collaborative partnerships and undertake a measurement process over the next three to five years.
9I1	How do you improve your current processes and systems for building collaborative relationships?	OO	The portfolio notes that MATC needs to develop a process for using data that are being collected on a regular basis to aid in defining its next steps in building and improving collaborative relationships and setting goals. To use quality improvement to advantage, measurable targets should be put in place.	In order to understand the depth and breadth of the partnerships MATC will be moving, over the next three to five years, to complete a district-wide inventory of all of the collaborative partnerships within the eleven categories identified in our portfolio. "Smarter Partnerships," an online tool (see http://www.lgpartnerships.com/) we will use to review and inform the assessment our partnerships.
9I2a	With regard to your current results for student learning and development, how do you set targets for improvement?			Targets for improvement in student learning and development are aligned with the strategic goals of the college, Academic Plan, Board End Statements and District Plan.
9I2b	What specific improvement priorities are you targeting and how will these be addressed?			
9I2c	How do you communicate your current results and improvement priorities to relationship partners, faculty, staff, administrators, and appropriate students and stakeholders?			Communication of current results are done based on the strategic goals which includes partnerships/collaborations, diversity/equity scorecard, student success, community reports via open meetings, etc.