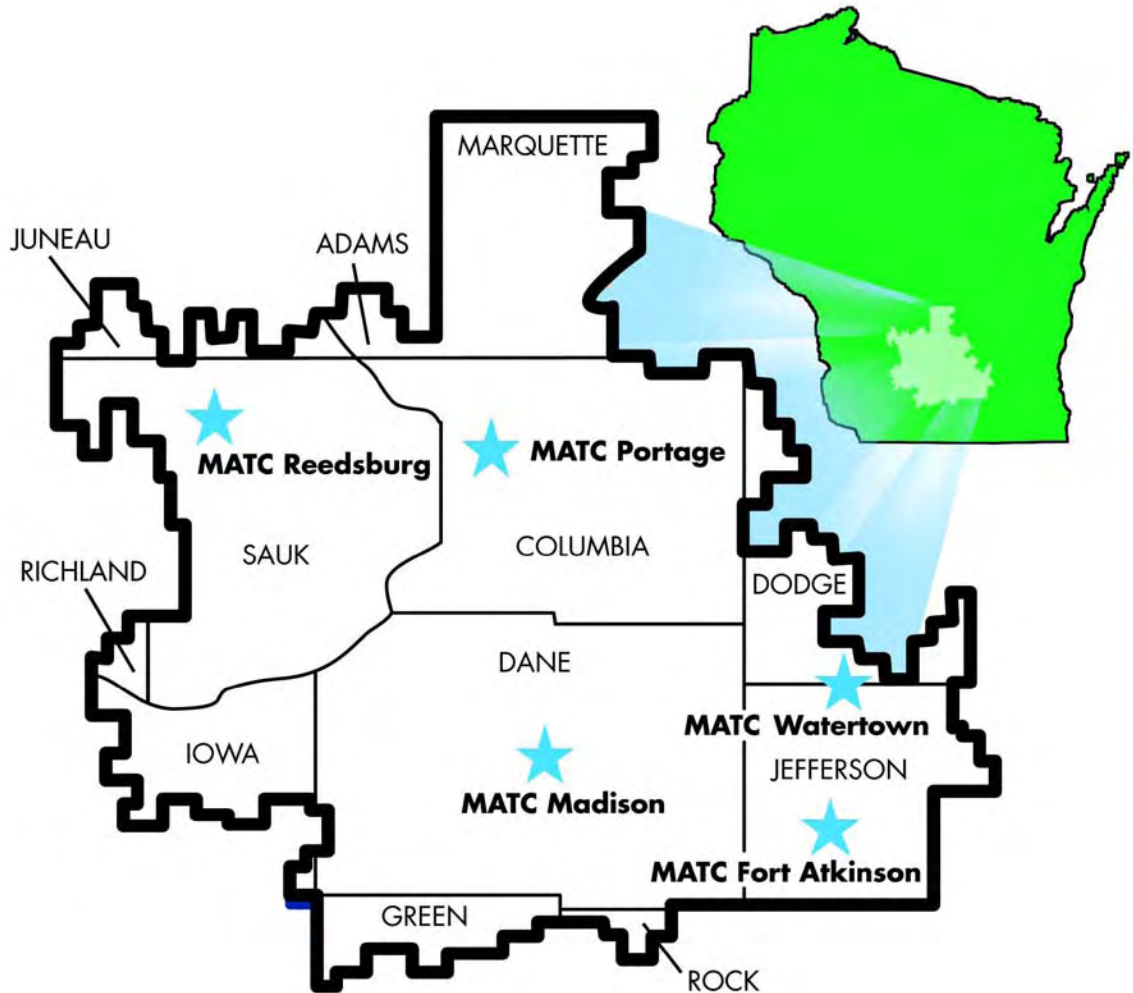


Organizational Section

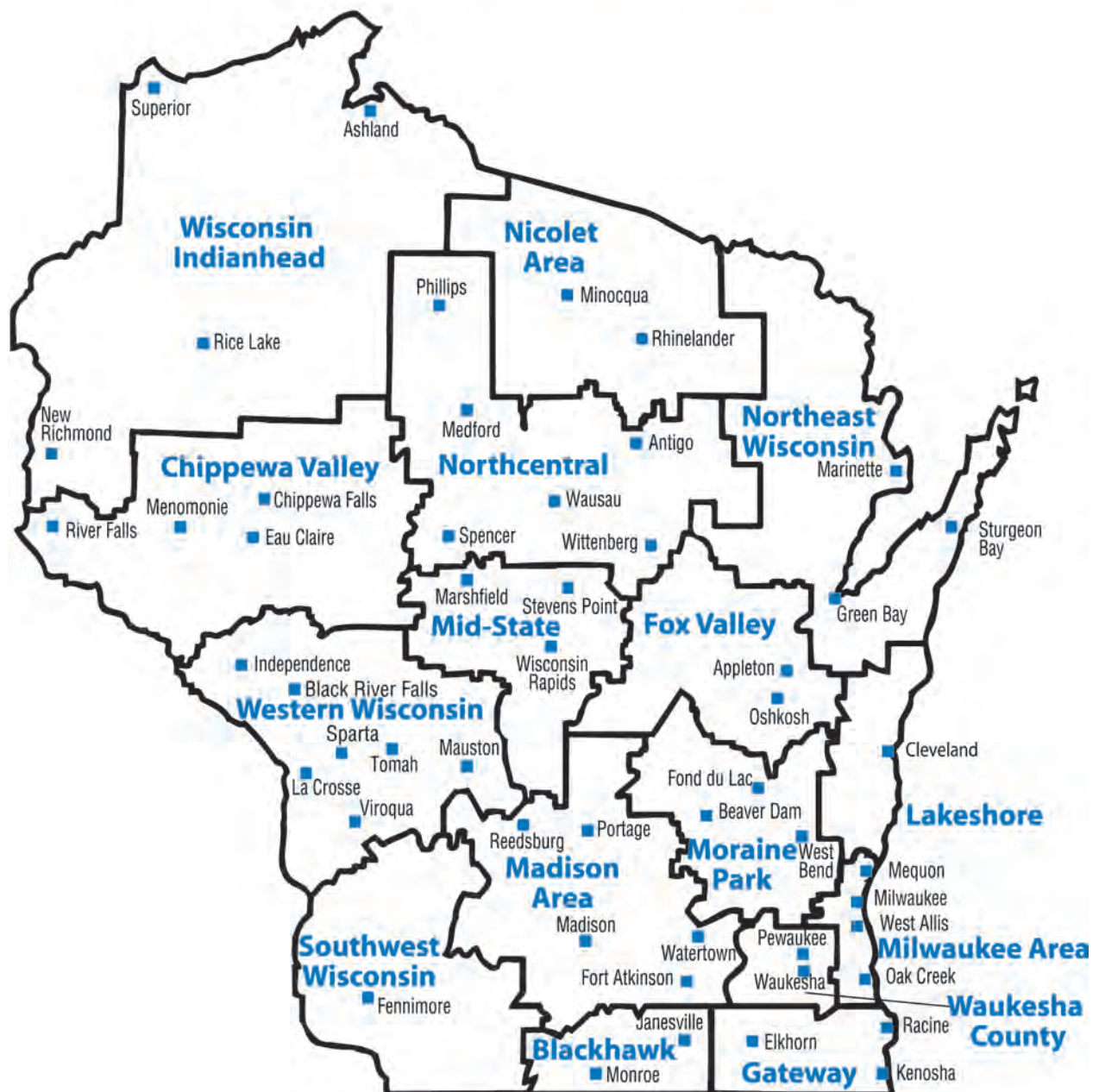


MADISON AREA TECHNICAL COLLEGE DISTRICT



The Wisconsin Technical College System showing the sixteen districts, which Madison Area Technical College is part of, is shown on the subsequent map.

Map of Wisconsin Technical College Districts



BACKGROUND OF MATC DISTRICT

Madison Area Technical College was first chartered as the Madison Industrial School in 1912, enrolling 63 students in its first classes. In 1917, the federal Smith-Hughes Act provided additional funding for vocational education, and the Madison Industrial School became known as the School of Vocational Education. Attendance continued to grow as the result of state legislation enacted in 1933 requiring compulsory education until the age of eighteen, which served to increase the number of students enrolled in high school and opened space at the vocational schools for more adult students. These changes in focus resulted in another name change in 1937 to the Madison Vocational and Adult School. Increasing state control and budgetary difficulties led to legislation, enacted in 1965, requiring formation of vocational districts by 1970. The Area Vocational, Technical and Adult Education District No. 4 was legally organized on July 1, 1967, under the provisions of Chapter 292, Laws of Wisconsin 1965. Its name was changed in 1992 to Madison Area Vocational, Technical and Adult Education District; and in 1994 to Madison Area Technical College District.

The District is composed most of all five counties (Dane, Columbia, Jefferson, Marquette and Sauk) and parts of seven other counties (Adams, Dodge, Green, Iowa, Juneau, Richland and Rock). There are 225 municipalities and 40 public school districts within the District's boundaries. The District contains 4,414.48 square miles and had an equalized valuation for fiscal year 2007-2008 of \$68,923,169,014. The population in 2006 was 672,779. The District operates campuses in five cities: Fort Atkinson, Madison, Portage, Reedsburg and Watertown.



GOVERNANCE

The governing body of Madison Area Technical College District is the District Board, which consists of nine members. The members are appointed to three-year terms by the county board chairpersons of the twelve counties in the District who meet once a year to appoint three members. The District board membership categories include two employers, two employees, three additional members, one school district administrator and one elected official who holds a state or local office. The District board powers, which include the authority to levy property taxes and borrow monies, are established under the provisions of Chapter 38 of the Wisconsin Statutes. Current members of the MATC District Board are shown on the next page.

Madison Area Technical College District Board

FY 2008-2009



Jon R. Bales

*[School District Administrator]
Term Expires 6/30/09
Superintendent,
DeForest School District*



Josephine Oyama-Miller

*[Additional Member]
Term Expires 6/30/11
Owner, Big Mountain Enterprise*



Carousel Andrea Bayrd

*[Employee Member]
Term Expires 6/30/10
Civil Rights Attorney*



Vera M. Riley

*[Elected Official]
Term Expires 6/30/11
Town of Cross Plains Supervisor*



Janice K. Bultema

*[Employer Member]
Term Expires 6/30/09
Vice President of
Human Resources,
UW Hospital & Clinics*



Carolyn S. Stoner

*[Additional Member]
Term Expires 6/30/10
Retired*



James A. Cavanaugh

*[Employee Member]
Term Expires 6/30/09
President, South Central
Federation of Labor*



Joel D. Winn

*[Additional Member]
Term Expires 6/30/11
Foundation Executive Director,
Fort HealthCare*



Frances Huntley-Cooper

*[Employer Member]
Term Expires 6/30/10
Administrator, WI Department
of Workforce Development*

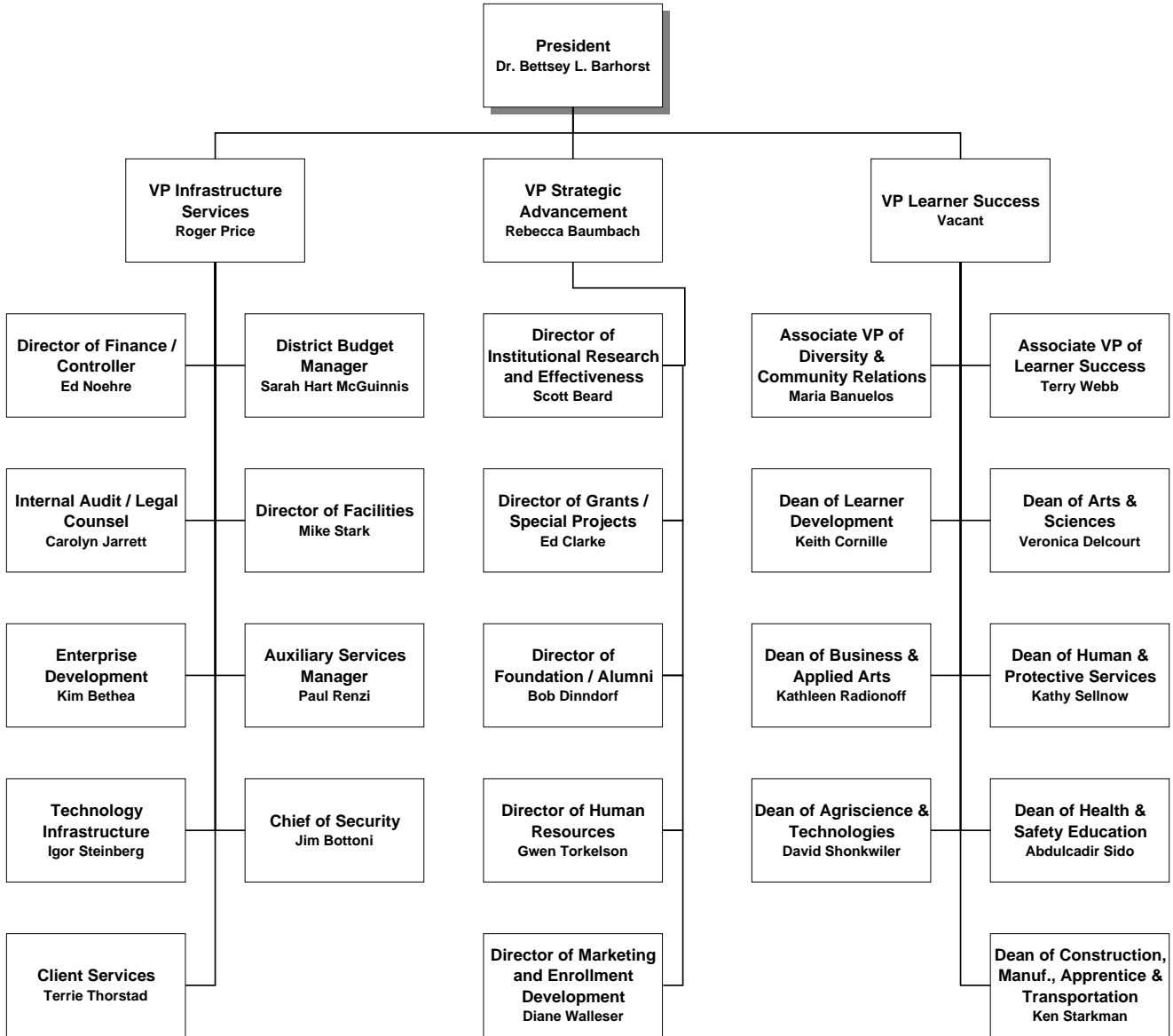


Bettsey L. Barhorst

*President
Madison Area Technical College*

FY 2008-2009 Board Officers were not elected at time of printing.

**Madison Area Technical College
Organizational Structure**



ORGANIZATIONAL STRUCTURE

The current organizational structure is intended to proactively support the college's strategic goals; encourage and facilitate a cross-functional focus on learning; further develop a strong administrative team; and allow the President, Bettsey Barhorst, to redirect time to more strategic matters. Three Vice Presidents, Debra Derr, Roger Price, and Becky Baumbach, report directly to the President and oversee the functions of Instruction, Infrastructure, and Strategic Planning. The College Council is composed of those four individuals, plus others chosen to represent more specific functional areas across the institution.

The role of the Council includes:

- Establish and approve administrative procedures, with final responsibility resting with the President
- Establish strategic directions for the college, in conjunction with the MATC District Board, including establishing parameters for ongoing operational issues such as overall FTE goals
- Develop annual and long-range plans and resource allocations/reallocations for the college based on the strategic directions and the budget parameters set by the District Board
- Set appropriate accountability measures and timelines
- Monitor strategic progress of the college
- Exercise planning and budget authority to: set the budget parameters (within the District Board's goals) for Financial Resources to design an institutional budget template; approve annual budget for submission to the District Board; review and approve three-year operational plans, ensuring they are in alignment with MATC's strategic focus and budgetary parameters

The additional members of the College Council as of May 1, 2008 are:

Maria Banuelos, Associate Vice President, Diversity & Community Relations

Kim Bethea, Director of Enterprise Development

Ed Clarke, Director of Grants & Special Projects

Keith Cornille, Dean of Learner Development

Sarah Hart McGuinnis, District Budget Manager

Ellen Hustad, Assistant to the President/District Board and College Council Coordinator/Recorder

Joe Lowndes, President, Full-Time Teachers' Union Local 243

Nancy McMahon (Alternate: Michael Kent), Interim President, Part-Time Teachers' Union, Local 6100

Annie Neuberger, President, PSRP Union, Local 3872

Kathy Sellnow, Dean of Human & Protective Services

Michael Stark, Director of Facilities Services

Gwen Torkelson, Director of Human Resources

Diane Walleser, Director of Marketing & Enrollment Development

Terry Webb, Associate Vice President for Learner Success

SERVICES

The college offers 121 associate degree and technical diploma programs. These include 56 associate degree, five two-year technical diploma, 19 one-year technical diploma, 14 less-than-one-year technical diploma, and 27 apprenticeship programs. In addition, MATC offers two college transfer associate degrees (Associate in Sciences and Associate in Arts), five advanced technical certificates and numerous other types of certificates, Basic Skills Education, and Adult Continuing Education. (Please see the complete list beginning on page 128.)

Programs of instruction include those leading to associate degrees, technical diplomas or certificates. Other courses are provided for upgrading basic skills and satisfying general interests or professional development needs. A minimum of 60 credits is required for completion of an associate degree program, with a minimum of 36 of those credits being in technical studies. The remaining credits are taken in occupational supportive courses (arts & sciences or electives). The objective of Associate of Applied Arts or Associate in Applied Science programs is to prepare students for entry into or advancement in an occupation.

Technical diploma programs are designed to prepare students in occupational skills necessary for employment. These programs may be two years, one year, or less than one year in length.

College transfer programs (Associate in Applied Arts and Associate in Applied Science) provide courses comparable to those generally required in the first two years of a baccalaureate degree program, enabling students to transfer to a four-year college or university.

Vocational technical development courses are designed to serve one of two functions for students: (1) to provide classes which remove deficiencies in entry skills to enable students to be eligible for the vocational or technical programs of their choice; or (2) to strengthen and refresh academic competencies to increase the likelihood of success in vocational or technical studies.

The Adult Basic Skills offerings provide students and the general public the opportunity to review, relearn or improve basic academic skills such as reading, writing or study skills. High school equivalency degrees, such as GED and HSED, and English Language Learners (ELL) education (formally English as a Second Language/ESL) are also offered.

In addition to these programs of study, avocational courses or community service classes are offered. Also, by cooperating with industry and business, public and private agencies, community groups and other institutions of learning, MATC is able to sponsor and develop a wide variety of institutes, seminars and workshops. Avocational courses are non-job-related, non-credit, personal development, enrichment or recreational courses.

The Commission on Institutions of Higher Education, North Central Association of Colleges and Schools (NCA) accredits Madison Area Technical College. Programs and courses are approved by the State of Wisconsin Technical College System Board (WTCS). The NCA gave candidate status to MATC in 1966 and accreditation in the spring of 1969. MATC was given continued ten-year accreditation in 1973, 1983 and 1993. The most recent accreditation in 2001 will continue as the college continues to move toward applying the Academic Quality Improvement Process (AQIP) model as the method for re-accreditation. Selected programs are also accredited by the related professional organizations.

MATC's educational programs are excellent and set program standards nationwide. Feedback from both students and employers validate the quality of education and training provided at MATC. This pinnacle of quality is maintained by an ongoing evaluation and advisory process. Programs and service areas produce a self-assessment portfolio which is reviewed by peers and (when requested) external experts. The results are reviewed by management and advisory committees and guide in the creation of the program and services area's improvement plan, which is shared with the Wisconsin Technical College System (WTCS) through the Quality Review Process (QRP). Each program also has an advisory committee comprised of experts in the field, educators, employers and students. These committees provide feedback and suggestions to ensure that the offerings of MATC are up-to-date and meet the constantly changing needs of graduates and employers.

MATC fosters a cooperative environment to provide a better opportunity for individuals and to encourage economic development in the communities that we serve. Our ability to respond to a changing environment allows the individuals and businesses we serve to continue to grow and expand. The training provided by MATC is essential for an adequately trained workforce to enable economic development. The resources utilized by MATC are an investment in the economic health of the service area.

DISTRICT MISSION, VALUES, VISION AND GOALS

Mission:

Madison Area Technical College provides accessible, high quality learning experiences that serve the community.

Values:

Excellence, Respect, and Integrity

Vision:

Transforming lives, one at a time.

Goals:

1. All students will succeed.

- Students will academically succeed in their first 15 enrolled credits as measured by the number of students who complete coursework with a C or better.
- MAAP (Mandatory Advising, Assessment and Placement) will be fully implemented by June 30, 2008.
- Within 3 years, all students will participate in a First Semester Experience activity.
- The percentage of students from racial/ethnic minority populations will reflect the racial/ethnic minority population of the MATC district as measured through annual enrollment data.
- All students, regardless of race, ethnicity, gender, disability and/or economic level will succeed at the same rate as evidenced by success rates in all courses students are registered for as of the 10th day of the semester.
- Students enrolled in developmental courses at Level 2 and above will transition to degree credit courses in three semesters or less.

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

- Enrollments will increase to 9,230 FTE's* in technical, transfer and apprenticeship courses. Enrollments will increase to 35,587 head count in adult basic education, adult continuing education, community service and contract training by 2010.
- Courses and/or programs utilizing flexible learning strategies will increase by 50% over 3 years.
- Accessible career pathways will be created by building curriculum modules in programs that lead to identifiable technical and/or academic skills.
- Career pathways will be designed and built by entering into transcript credit agreements with MATC district high schools.
- Educationally disadvantaged adults will experience contextual basic skills instruction that transitions to career pathways leading to employment and bachelors' degrees.
- Over 4 years, an annual increase of 10% of students will successfully transfer to the four year college of their choice.
- According to the academic plan, MATC will increase the number of students in occupations of greatest need.

3. All who interact with MATC have positive experiences.

- Overall student satisfaction with MATC students will be above the national norm as measured by the Noel Levitz survey and other methods.
- Student satisfaction on admission and registrations processes will be above the national norm as measured by the Noel Levitz survey and other methods.

- Employees of MATC perceive a positive work environment as compared to the national norm on the PACE survey or other methods.
- Companies contracting with MATC for training will indicate a “very satisfied” rating on surveys. A 25% increase of repeat and new contract clients will occur within 3 years.
- The average community perception rating of MATC will increase to “A” based on responses from the Dane Track perception questions and other methods.
- MATC will provide a safe and healthy environment for all stakeholders.
- MATC employee diversity will reflect the population in the community in order to promote a welcoming environment.

4. Community, education and business partnerships result in enhanced educational opportunities.

- Within the next three years, 23% of recent graduates of district high schools will come directly to MATC.
- MATC will increase external resources by 15% annually through grants and foundation partnerships.
- Staff will engage in cultivating partnerships through increased memberships in external organizations.
- Key, strategic, collaborative partnerships will be identified and assessed for improvement.

5. MATC staff are innovative and seek continuous improvement.

- All newly hired employees are innovative, demonstrate professional excellence, cultural competence and exemplify continuous improvement practice.
- Innovation is valued as demonstrated through support, recognition and reward each semester.
- Employees will demonstrate innovation and continuous improvement practices as evidenced through annual employee assessment beginning in June 2007.
- Student learning will improve as a result of learning outcomes assessment.
- Application of AQIP principles and continuous improvement practices result in improvements demonstrated by CQI project results.

*FTE=30 credits over a one-year period

PERFORMANCE MEASURES

MATC has chosen the “balanced scorecard” approach to strategic management. The balanced scorecard is a measurement system and a management system that enables organizations to clarify their vision and strategy and translate them into action. It provides feedback around both internal business processes and external outcomes in order to continuously improve strategic performance and results.

In addition, in January of 2007, the District Board adopted five goals, or End Statements, to guide the board and the college in decision making and measuring progress. The following are the Board End Statements:

- All students achieve the learning necessary to be successful in their educational goals.
- MATC prepares students for gainful employment and continuing education.
- MATC provides skilled workers that meet employer needs and the communities’ changing needs.
- MATC provides open access and a welcoming environment for all students and the community in pursuit of lifelong learning opportunities.
- MATC proactively provides support and resources to the enhancement of collaborative community efforts to the extent that resources will allow.

Integration of the Board End Statement Scorecard and MATC Scorecard are intended to measure performance in these four categories:

- Teaching and Learning
- Quality and Effectiveness
- People
- Financial

The scorecard approach is one way that MATC is putting assessment into practice. For the last three years, MATC has used the scorecard approach. MATC initially implemented its college Scorecard using MS Excel and posted it manually to the web. MATC’s goal was and is to use Cognos Scorecard software to: 1) automate the process of scorecard development and maintenance, and 2) to take advantage of the metric management tools offered in the Cognos Business Intelligence tool set. This will not be functionally available for college use until June 2008. The vision is to create a system of aligned metrics which are connected to a data warehouse built from information extracted from our Oracle/PeopleSoft enterprise system.

As noted earlier in this section (see page 21), the college has chosen to participate in the Academic Quality Improvement Process (AQIP) as one of the new options for North Central Association of Colleges and Schools (NCA) accreditation, which should result in further improvements in performance measuring. Every college or university participating in AQIP creates and maintains a Systems Portfolio, a concise description of the organization's fundamental systems for getting its work done and its goals accomplished.

The Systems Portfolio is organized around nine AQIP Criteria. Each category includes context, process, results and improvement items, which pose questions asking:

- How does your organization approach its key systems?
- How do you design robust processes to consistently to achieve your goals?
- How broadly have you implemented an effective approach across your different departments, operations and locations?
- How do you measure your processes and evaluate your results?
- How do your results and trends compare with those of other organizations that are trying to achieve similar goals?
- How do you use information about your processes' performance results to improve your own approaches?
- How do you learn to improve continuously from your experience with these processes?
- How effectively are your processes meeting your students' and other stakeholders' needs?

The AQIP Criteria are:

- Helping Students Learn
- Accomplishing Other Distinctive Objectives
- Understanding Students' and Other Stakeholders' Needs
- Valuing People
- Leading and Communicating
- Supporting Institutional Operations
- Measuring Effectiveness
- Planning Continuous Improvement
- Building Collaborative Relationships

Another part of the AQIP process involves the creation of a limited number of "Action Projects" which the institution must maintain and share three or four updates annually on the progress or completion of each project. Action Projects are based on new opportunities or target systems and processes that have served it poorly in the past. The Project must make a serious and visible difference to performance, embody challenging but attainable goals, stretch the organization to learn and to excel in new ways and focus on both efficiency and benefits to students and other stakeholders. MATC's past and current Action Projects and purpose of new projects are listed below:

Past Action Projects

- Mandatory Assessment, Advising and Placement (MAAP)
- Equivalent Instructional Support for Part-Time Instructors
- Continuous Quality Improvement (CQI) Mentor Team
- Admission Continuous Improvement Culture
- Market Research
- Data Warehouse

New Action Projects

- Application Cycle Time - At every step of the process, applicants to restricted programs will know the status of their application and will be satisfied that the application process is timely, user-friendly, transparent and consistent.
- Communication – Employee understanding and perception of college communication will be improved.

- Course Portfolio – Document a process for developing and distributing course portfolios; Finalize a list of the minimum components to be included in a standard course portfolio; Pilot the course portfolio process with selected departments or programs by June 2008.
- Culture - The project will be successful when the following scores from the following items are improved to meet or exceed the norm according to the PACE survey.
- Discreet Registration – Reduce the time to complete registration for specific identified programs of study.
- Flexible Learning – A support process exists for Flexible Learning students: processes that are timely, accurate, flexible and adaptive.
- Room Scheduling – Provide a reliable, real-time, accessible means to determine room availability at college owned facilities with ability to request a reservation. The process to determine room availability must be simple and accessible.
- Transitioning Developmental Students – 70% of developmental students from the Downtown campus who declare an intention to transition within a year and students from the Truax campus who do not yet have program codes who receive interventions actually transition into a degree-credit course within two years.
- Student Retention

MATC has engaged in all AQIP process (Strategy Forum, Annual Updates, Systems Portfolio and Appraisals and Quality Checkup visits) for a seven-year period. Throughout this period, the organization worked collaboratively with AQIP to ensure that MATC is committed to quality improvement as well as meets compliance with the Higher Learning Commission's Criteria for Accreditation.

In May 2005, MATC submitted its Systems Portfolio for review by the Higher Learning Commission. The College received feedback, in the Systems Appraisal Report, in early October 2005, which indicated that MATC is in compliance with all the criteria for accreditation:

“The Systems Appraisal team concluded that Madison Area Technical College has presented evidence that it complies with each of the Five Criteria for Accreditation and each of their Core Components. Although the Systems Appraisal does not in itself constitute a review for continued accreditation, the team’s conclusion upon reviewing your Portfolio against the Criteria will serve as a telling piece of evidence during the Commission’s next scheduled AQIP review of your institution for Reaffirmation of Accreditation.”

The final step in the accreditation process is the AQIP Quality Checkup visit. AQIP reviewers made a site visit to MATC during the week of April 23-25, 2008 to affirm the accuracy of MATC's online Systems Portfolio, review Action Projects, assure continuing organizational quality improvement commitment and confirm MATC's compliance with accreditation expectations. The Reaffirmation of Accreditation is scheduled for August 2008 and then again in 2015. These meetings offer opportunities for the visitors to interact with personnel from MATC to assess the strength and direction of our commitment to quality improvement. This should be instrumental in making sure that consistent, appropriate performance measure data is available into the future.

LEGAL DESCRIPTION
OF MADISON AREA TECHNICAL COLLEGE DISTRICT

Columbia County less the portion of the School District of Markesan; Dane County less the portion of the Barneveld School District and the Pecatonica Area School District; Jefferson County less the portion of the Oconomowoc Area School District, the Palmyra-Eagle Area School District, and the School District of Kettle Moraine; Marquette County less the portion of the School District of Princeton and the School District of Markesan; Sauk County less the portion of the School District of Hillsboro, the School District of Ithaca, and the School District of Weston; plus the portion of the School District of Wisconsin Dells in Adams County; the Columbus School District, the Randolph School District and the Watertown Unified School District in Dodge County; the School District of Belleville, the School District of New Glarus and the Oregon School District in Green County; the Wisconsin Heights School District, the Mount Horeb Area School District and the River Valley School District in Iowa County; the School District of Reedsburg, the School District of Wisconsin Dells, and the School District of Wonewoc and Union Center in Juneau County; the River Valley School District and the School District of Wonewoc and Union Center in Richland County; and the Oregon School District and the Stoughton Area School District in Rock County.

Madison Area Technical College - Madison

Truax Airpark - Main District Campus, 3550 Anderson Street, Madison, Wisconsin 53704
884,882 square feet

Downtown Education Center, 211 North Carroll Street, Madison, Wisconsin 53703
204,158 square feet

Commercial Avenue Education Center, 2125 Commercial Avenue, Madison, Wisconsin 53704
110,078 square feet

Fire Service Education Center, 1750 Pearson Street, Madison, Wisconsin 53704
14,056 square feet

Madison Area Technical College - Fort Atkinson

827 Banker Road, Fort Atkinson, Wisconsin 53538
19,290 square feet

Madison Area Technical College - Portage

330 Collins Street, Portage, Wisconsin 53901
15,655 square feet

Madison Area Technical College - Reedsburg

300 Alexander Avenue, Reedsburg, Wisconsin 53959
19,782 square feet

Madison Area Technical College - Watertown

1300 West Main Street, Watertown, Wisconsin 53098
24,441 square feet

Leased space in four facilities totals 19,765 square feet.

Grand Total Square Footage = 1,312,107

The District rents additional space in public school buildings and other facilities to provide instruction.