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MARKET RESEARCH & ENROLLMENT MANAGEMENT

AT

**MADISON
AREA
TECHNICAL
COLLEGE
DISTRICT**

EDUCATIONAL NEEDS OF MATC STUDENTS AND COMMUNITIES

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**MARKET RESEARCH & ENROLLMENT MANAGEMENT
MADISON AREA TECHNICAL COLLEGE**

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MARKET RESEARCH & ENROLLMENT MANAGEMENT MADISON AREA TECHNICAL COLLEGE

EDUCATIONAL NEEDS of MATC STUDENTS AND COMMUNITIES

INTRODUCTION

This is one of six papers from a study designed to help Madison Area Technical College (MATC) strategically plan its market research and enrollment management. Findings, observations and suggestions here draw from and provide input to the other three papers:

- How MATC meets the educational needs of its students and communities
- Scenarios and Simulations
- MATC Enrollment Management Plan, Suggested Template
- MATC Focus Group Results, 11/15-19/2004
- Implications for MATC enrollment management

and while this paper is based on data and information provided by MATC staff and derived from other sources, along with extensive review of the research with MATC staff and community, the content is solely the responsibility of the contractor and paper's author, Chuck McIntyre.

Strategic planning begins with a look at where MATC is now: an evaluation of how well it serves its communities, performing its stated mission and carrying out its vision, philosophy, and values – how MATC is meeting the “educational needs of its students and communities.” The educational needs which MATC should meet are defined by the kinds of individuals who (will) live in the district's service area – all or part of 12 counties in South Central Wisconsin – and the needs that MATC as a comprehensive community college can fulfill – training in basic skills, transfer and workforce preparation. Evaluation of how well MATC meets those needs suggests implications for enrollment management.

This “scan” of educational needs reviews the environment external to MATC and covers events, trends and likely futures relevant to MATC planning – mostly, but not entirely, within the South Central Wisconsin service area – for the following categories:

- Demographics
- Culture and Environment
- Technology
- Economics and Jobs
- Public Policy
- Educational Policies, Practices, and Trends
- Community Commentary

DEMOGRAPHICS

Estimated population trends in the several-county South Central Wisconsin area provide MATC with a picture of its potential student markets or niches. The future enrollment of those students depends on MATC policies and practices.

Projections by the Wisconsin Department of Administration (DOA) for the next fifteen years (2005-2020), summarized in Appendix A, Table 1, show that:

- *MATC's area grows and will continue to grow more rapidly than Wisconsin as a whole.*
- *Population growth across the four "service areas" of the MATC district is uneven:*
 - *Greatest (and greater than Wisconsin generally) in the Madison "Metro" and northeast "Reedsburg" areas*
 - *Less (though equal to Wisconsin) in the northern, "Portage," and eastern, "Fort Atkinson/Watertown" areas*

While the variation in current growth rates that exists across the area will continue, growth in all areas will gradually slow toward 2020 (Chart 1).

Increases in the potential "college-age" population (here defined as 15+) between 2005 and 2020 are estimated at:

	<i>Change</i>	<i>%</i>
<i>"Metro" (Dane and Green Counties)</i>	+ 59,900	15%
<i>"Reedsburg" (Sauk and Juneau)</i>	+ 11,300	17
<i>"Portage" (Columbia and Marquette)</i>	+ 6,400	11
<i>"Ft. Atkinson/Watertown" (Jefferson and Dodge)</i>	+ 14,000	10

- *MATC population will age substantially, even in the Metro area.*

Growth (or decline) in overall MATC area age groups between 2005 and 2020 suggests a remarkable shift in the region's age profile:

	<i>Change</i>	<i>%</i>
<i><15</i>	17,500	12%
<i>15-24</i>	-4,900	-4%
<i>25-54</i>	5,500	2%
<i>55+</i>	90,700	52%

Source: Appendix A, Table 2.

**Chart 1. Percent Growth in 15+ Population,
MATC and Wisconsin, 2000-20**

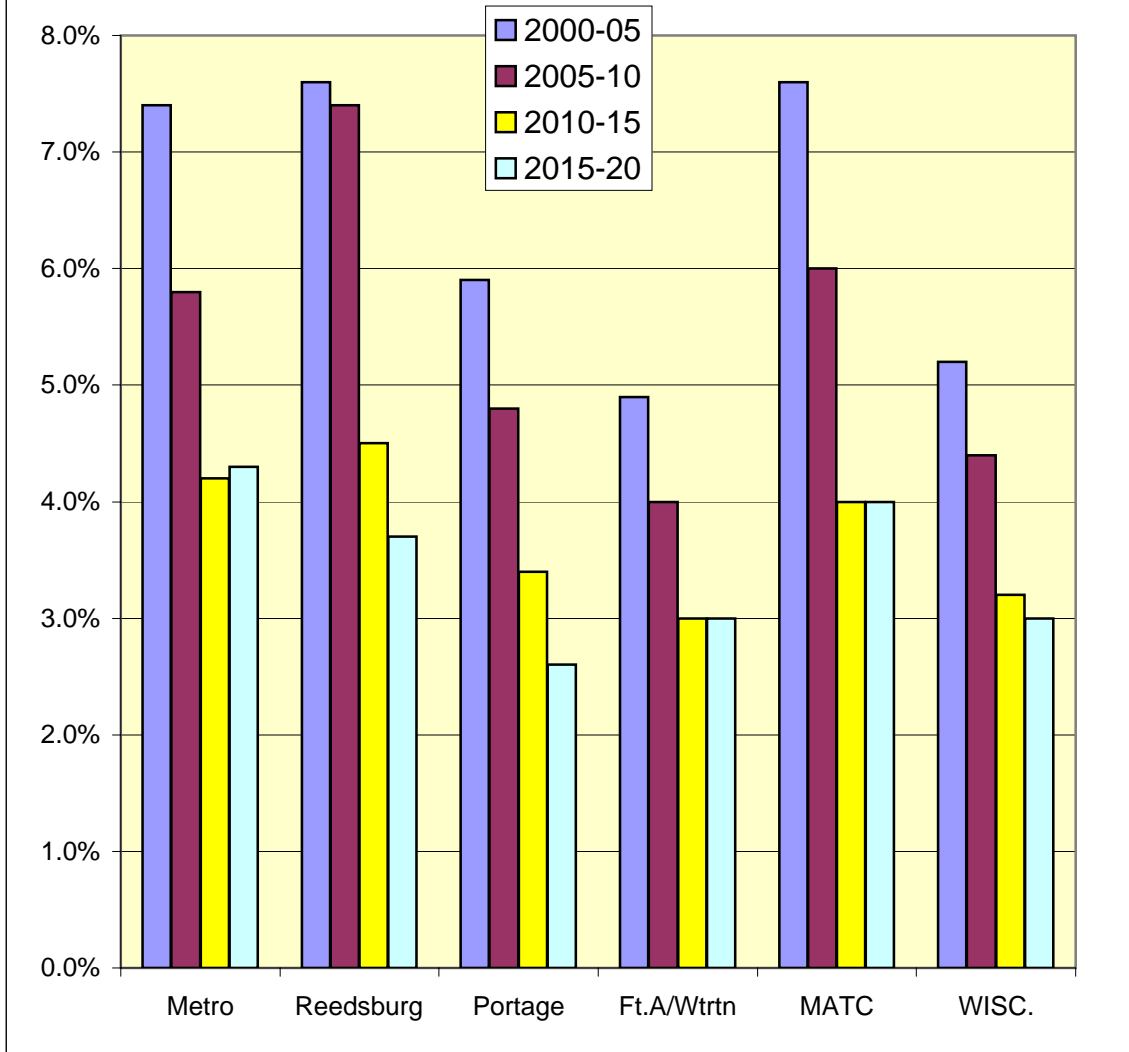


Chart 1. Percent Growth in 15+ Population, MATC and Wisconsin

	2000-05	2005-10	2010-15	2015-20
<i>Metro</i>	7.4%	5.8%	4.2%	4.3%
<i>Reedsburg</i>	7.6%	7.4%	4.5%	3.7%
<i>Portage</i>	5.9%	4.8%	3.4%	2.6%
<i>Ft.A/Wtrtn</i>	4.9%	4.0%	3.0%	3.0%
MATC	7.6%	6.0%	4.0%	4.0%
WISC.	5.2%	4.4%	3.2%	3.0%

Source: Wisconsin DOA.

CMcIntyre, 7/05
EducNeedsMATCChart1

Even the Metro area, the “youngest” of the four general MATC service areas, is expected to experience an increase in its 55+ population – from 19% to 27% of its total – while other age cohorts decline in their proportions of area residents. Numbers in the 25 to 54 year-old Metro age cohorts will be virtually unchanged over the 15 year period examined.

- *MATC population growth is driven far more by migrants – than by natural increase (births less deaths) – than is Wisconsin generally.*

Far more MATC growth (55%) is due to migration into the area than is the case for Wisconsin generally (42%). (See Appendix A, Table 3.) And, in MATC, just over one-half of growth in the Madison Metro and eastern (Ft. Atkinson/Watertown) service areas is attributable to migration, while fully three-fourths of growth in the northern (Portage) and northwestern (Reedsburg) service areas is attributable to migration.

DOA projects migration in both South Central Wisconsin and across the state generally to slow substantially, though it isn’t clear why this should be so.

- *While MATC’s service area population is rather homogenous relative to both the U.S. and Wisconsin as a whole, racial and ethnic minority populations in MATC’s area are growing rapidly and are projected to grow at more rapid rates than in both the U.S. and Wisconsin.*

Asians and Hispanics are the most rapidly growing racial and ethnic groups in the MATC population (Appendix A, Table 3). But despite the more-rapid growth rates for people of color, they will still comprise a smaller proportion (12%) of the population in the MATC area than in the balance of Wisconsin (15%) or in the U.S. (36%) by 2012.

Viewed another way, however, the growth of limited-English speakers in the MATC area is significant. Over the 10-year period 2002-2012, Asians and Hispanics (the majority of those needing English-as-a second language) comprise one-fourth of the area’s growth as displayed in Chart 2:

Chart 2

MATC Area Growth, 2002-12

	Number	%
Asian	9,325	10%
Black	7,600	8%
Hispanic	13,821	15%
Native American	378	0%
People of Color	31,124	34%
NonHispanic White	59,687	66%
Total	90,811	100%

Source: Appendix A, Table 4.

CULTURE AND ENVIRONMENT

Significant changes in values, lifestyles, family formation, language, and other factors affecting the quality of life – transportation time, air and water quality, child care and the like – can be expected as the South Central Wisconsin region grows and as local communities become older and more multi-cultural.

- *MATC's large service area can be described as made up of three distinctly different "cultures," across the broad 12-county area of South Central Wisconsin.*

In the southern part of MATC's service area, lies the metropolitan, urban area of Madison and adjacent areas of Dane and Green Counties: relatively young, diverse, and growing, half from migration into the area. At any given time, far more individuals from outside counties (including Green) commute into Dane to work, than the is the reverse.

A second kind of culture exists to the east of Madison in Jefferson and Dodge Counties, where the once rural area is changing to a combination of rural and "bedroom" communities, made up of individuals who are marginally older than Dane residents, and many of whom commute either to the east (Milwaukee) or to the west (Madison) for employment. Population growth in this area also is half due to natural increase (births less deaths) and half to net migration into the area. Development of Highway 26 south into Illinois, along with I-94 could spur area growth far beyond current estimates.

North and west of Madison is yet-another kind of setting – a distinctly rural area which includes the counties of Columbia, Marquette, Sauk and Juneau. This area and its communities are characterized by a much older and, in the western portion, rapidly-growing, population. Notably, three-fourth of this growth is comprised of mostly older migrants from outside the area, many from Eastern Europe. And, apart from Dane, Sauk is the only county in South Central Wisconsin for which the movement of job commuters is positive; i.e., more folks commute into, than leave, Sauk to work each day. The area is increasingly a tourist and retirement destination, and adequate health care and housing costs are becoming issues.

- *The Madison Metro area has become home to relatively more non-English speakers than elsewhere in Wisconsin.*

The Metro area experienced significant growth in non-English speakers during the 1990s, particularly among Hispanics – at a rate nearly twice that of the rest of Wisconsin (Appendix B). Continued rapid increases in numbers of both Asians and Hispanic (noted above) will continue the heavy area demand for English as a second language (ESL) instruction.

Also of major consequence to MATC is the future of transportation in South Central Wisconsin – on the one hand, the increasing cost to students for commuting and parking

and, on the other hand, the possible need for training of workers in the emerging logistics industry – trucking, shipping, warehousing and distribution. This potential results from the area’s confluence of major roadways in the region – I90, 94, 151, 39, 51, 14, 89 – and the possible future development of 26.

TECHNOLOGY

Like other regions of the United States, the implications of “virtual” entertainment, wearable or wireless handheld computers and other such devices in South Central Wisconsin are unclear, but students will be entering MATC far more conversant than ever before with *information technologies (IT)* – including hand-held devices (iPods, cell phones, instant messaging), laptops and video games – and with a greater need to understand not only the mechanics (and electronics), but also the moral and ethical ramifications of technological change.

A 2004 study by the Pew Charitable Trust found the following:

- Nine out of every ten young people (12 to 17 years-of-age) have Internet access, and one of every two of these individuals has broadband access. By comparison, just two of every three adults have Internet access.
- Three of every four of the “wired young” above are instant messaging – “Iming” – in contrast to two of every five adults.
- There is still a serious “digital divide,” between the “IT haves” and the “IT have nots,” defined largely by income and race (primarily Blacks).

Consequently, not only will younger students come to MATC with more skills and experience with IT, but they also will be accustomed to rapid and broad access to IT.

Among other IT developments,

- Print is gradually giving way to digital information storage and to tools such as the wireless tablet, a trend which may be led, not surprisingly, by Microsoft which is developing a portable keyboard with pen and speech capabilities (called OneNote).
- Web browser security difficulties, with spyware, viruses and the like, continue to be a major problem.

Other technological developments of importance to potential MATC training of expert technicians include work in energy, bio, and nano technologies.

Energy demand is beginning to outstrip supply because of the rapid development of China and India and little conservation in the U.S. Oil has recently increased to over \$65 per barrel and there is concern about capping greenhouse gases (mostly carbon dioxide) which may be causing global warming. Consequently, considerable work is underway to develop non-fossil fuel alternatives such as solar, hydrogen, wind, nuclear, clean coal and

biofuel. While less than 3% of motor fuels are currently derived from biofuels like ethanol, fully one of every eight tons of U.S. corn went into the production of ethanol during 2004.

Nanotechnology is a broad term describing work with solid materials at the nearly molecular level. Intel, for instance, uses nanotechnology to develop smaller and more powerful microprocessors. Other such work deals with film coatings (about 10,000 times thinner than a human hair) for application to optical devices like computer screens, bar code readers and solar panels.

Biotechnology firms often seek employees they describe as “expert laboratory technicians,” individuals who may be trained generally by colleges such as MATC and who can then be trained by the firm in its specific emerging applications.

ECONOMICS AND JOBS

Economic cycles are important to MATC enrollment planning largely because of:

- *Enrollment at MATC* : as the South Central Wisconsin economy improves (declines) and individuals in the labor market work (need retraining), MATC enrollment typically falls (rises), other things being equal.
- *Curriculum at MATC* : development of the regional South Central Wisconsin economy dictates labor market needs, which in turn, suggest useful curriculum change.
- *Funding for MATC* : as Wisconsin’s economy improves (declines), state general and local property taxes and MATC’s funding rise (fall) with consequent impact on the college’s ability to deliver programs and services.

While key, economic cycles are difficult to forecast and few agents do so for more than one or two years into the future. Consequently, MATC long-range planning may best proceed by identifying probable futures and building several plausible socioeconomic scenarios that, in some sense, define what is likely at national, state, and regional levels.

A recent poll of forecasters by the *Economist* (September 2005, but prior to effects of Hurricane Katrina) suggests that the modest worldwide recovery from the 2000-02 downturn has begun to slow and will continue to slow somewhat in 2005 (Chart 3).

While recovery from the 2000-02 downturn has been less robust than other recent recoveries, optimistic analysts argue that the U.S. is in a period of long-term growth – albeit at rates less than those of the late 1990s – to be interrupted only by some event or “wild card,” like a foreign financial crisis, stock market crash, oil crisis, energy crisis, or other unexpected shock to economic activity – like the September 2001 terrorist attacks on the East Coast or Hurricane Katrina on the Gulf Coast in August 2005.

Chart 3. Forecast of Economic Growth

	<i>Annual price-adjusted rate of GDP change</i>			
	2003	2004	2005	2006
U.S.	4.8%	3.7%	3.6%	3.3%
Euro area	2.0	1.3	1.3	1.7
Canada	1.6	3.3	2.7	3.0
Japan	4.4	1.3	1.7	1.7
Mexico	3.9	2.4	3.1	na

Source: Economist, September 3-9, 2005.

Analyses of the economic consequences of Hurricane Katrina that hit the U.S. Gulf Coast in August 2005 are very preliminary, but suggest that there will be a loss of several hundred thousand jobs in the near term and a possible slowing in GDP growth of one percentage-point. Federal relief efforts could run as high as \$150 billion. This in turn could have an impact on federal financial support for MATC and federal financial aid for MATC students. And to the extent that Wisconsin's economy is impacted, state aid to MATC and other technical colleges could be further constrained. Moreover, employment and prices in the South Central area of Wisconsin could be impacted as well. In short, MATC staff may want to alter the external conditions – assumed throughout the above work in the simulation model – as emerging conditions warrant.

For the long-term economy, the key appears to be how consumers and financial markets react, and are supported by central banks like the U.S. Federal Reserve (the Fed). Recently, the Fed has undertaken a series of interest rate – federal funds, bank overnight, borrowing rate – increases so as to prevent inflation. More rate increases are predicted, oil prices are high, and the Conference Board index of leading indicators has dropped in nine of the past 12 months, all factors signaling slower growth ahead.

Working with the “slower growth ahead” assumption for the U.S., the Wisconsin Department of Revenue (WDR) projects the state's employment growth to average more than 1.5% annually for “several years,” and nominal income growth at more than 5% annually (rates somewhat lower than experienced in the late 1990s):

Chart 4. Wisconsin Personal Income Growth:

2002	2.5%
2003	3.1
2004	5.5
2005	5.3
2006	5.3
2007	5.2
2008	5.7
2009	5.6

Along with expected annual inflation of two to three percent, this scenario suggests a generally healthy real growth of three percent annually across Wisconsin over the next five years.

SOUTH CENTRAL WISCONSIN SOCIOECONOMICS

Perhaps the most dramatic features of South Central Wisconsin's socioeconomics are its relatively low unemployment, continued growth, and the dramatic difference between the urban Madison labor markets and the surrounding rural markets – something akin to the differences in culture and population.

Labor market data in Chart 5 show that

- *Dane County consistently reports a lower unemployment rate than the state as a whole.*
- *Labor market experience of the semi-rural counties adjacent to Dane in the South Central region is more like that of the state as a whole.*
- *Recovery from the 2001-03 recession in the MATC service area has been modest and market activity has not returned to its 1999 peak*

Chart 5
Labor Markets 1992-2005

	Wisconsin	South Central		
		Total	Dane County	Other Counties*
<i>MAY 2005</i>				
<i>Labor Force</i>	3,032,366	445,264	282,905	162,359
<i>Employment</i>	2,893,532	429,565	274,142	155,423
<i>Unemployment</i>	138,834	15,699	8,763	6,936
<i>UNE Rate</i>	4.6%	3.5%	3.1%	5.4%
<i>UNE Rate, 2002</i>	5.3%	3.5%	2.6%	4.9%
<i>1999</i>	3.1%	2.0%	1.4%	3.4%
<i>1992</i>	4.3%	3.5%	2.2%	5.6%

Source: Wisconsin DWD (2005).

*Columbia, Dodge, Jefferson, Marquette, and Sauk

SOUTH CENTRAL WISCONSIN JOBS

The Wisconsin Department of Workforce Development (DWD) reports that among metropolitan areas in the state, the Madison metro area was least affected by the recent downturn – largely because fewer (10%) of Madison metro jobs are in manufacturing than is the case statewide (18%).

Going forward, job growth in South Central Wisconsin during this decade (2002-2012) is projected by DWD at a fairly robust 14% - among jobs requiring some post-secondary education (of the kind delivered by MATC) the rate is even higher: 18%. Data on annual job openings in Chart 6 show that:

- *Relatively more South Central job openings are due to growth (new economic activity) – as opposed to replacements – than is the case statewide.*
- *About half of all job openings this decade, whether in South Central or across the state generally, require some post-secondary education, and half of those require a baccalaureate degree or higher, the other half: associate, certificate or other kinds of training of the kind offered by MATC. Thus, MATC’s workforce preparation function is pertinent to about one-fourth of all South Central jobs.*

Chart 6
Annual Job Openings, 2002-2012

	Wisconsin		South Central	
	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>
Market Source:				
New Jobs	39,500	36%	6,000	39%
Replacements	70,500	64%	9,450	61%
Total	110,000	100%	15,450	100%
Required Education:				
BA+	23,100	21%	3,600	23%
AA, Cert., Voc.	31,900	29%	3,680	24%
<PSE, OJT	55,000	50%	8,170	53%
Total	110,000	100%	15,450	100%

*Sources: DWD (2005).
Appendix C.*

Further examining South Central job projections, we find that the most active sectors are:

- Business and Office Support
- Healthcare
- Education

These three sectors alone, among the 21 identified by DWD, account for one of every five job openings estimated for 2002-12 in South (Chart 7 and Appendix C).

Some 1,200 job openings per year are expected in South Central in the sector of *Business*, including managers and operators. All these jobs require some post-secondary education, roughly half are new jobs, and half are replacements for individuals leaving existing positions. Nine of ten jobs for managers and business and finance operators require baccalaureate degrees.

Chart 7

**South Central Wisconsin, 2002-12
Job Openings per Year**

	Total 2002-12	% Chg.	BA+	PSE, <BA	PSE+	PSE+%	<PSE
Managers	600	17%	550	50	600	100%	
Bus&FinOperators	580	17%	500	80	580	100%	
CompSci&Math	400	31%	400		400	100%	
Architect & Engineer	220	8%	140	80	220	100%	
Life, Phys, Soc Scientist	170	14%	140	30	170	100%	
Comm&SocServices	310	15%	240	70	310	100%	
Teachers, Educators	1,090	19%	850	220	1,070	98%	20
Legal workers	80	22%	70	10	80	100%	
Art/Design/ShowBiz	120	14%	70	50	120	100%	0
Healthcare	1,400	30%	560	580	1,140	81%	260
Protective Services	380	16%		150	150	39%	230
Food Prep & Serv	1,750	12%		220	220	13%	1,530
Building & Grounds	630	16%		40	40	6%	590
Personal Care/Service	460	23%	30	100	130	28%	330
Sales	1,800	15%	50	160	210	12%	1,590
Office Support	2,270	6%		510	510	22%	1,760
Farm/Fish/Forestry	0	9%		0	0		0
Construct/Extract	680	21%		360	360	53%	320
Install/Maintain/Repair	500	14%		450	450	90%	50
Producers/Manufacturers	1,290	6%		300	300	23%	990
Transportation	720	14%	0	220	220	31%	500
TOTAL	15,450	14%	3,600	3,680	7,280	47%	8,170
%	100%		23%	24%	47%		53%

Source: Wisconsin DWD (2005).

CMcIntyre, 9/05
JobsxEducSCSUM02-12

Among labor market skills requiring baccalaureates, DWD projections show that two out of every three job openings in the South Central region will be in three sectors:

- Education
- Healthcare
- Business (managers and operators)

Specific jobs in these sectors for which demand in South Central is highest, include:

***Chart 8. Highest Numbers of Specific Job Openings
in South Central Wisconsin Requiring Baccalaureates***

	<i>Openings per Year 2002-2012</i>
Registered Nurses	340
Secondary School Teachers	160
General and Operating Managers	150
Elementary School Teachers	140
Business Operations Specialists	140
Computer Systems Analysts	120
Accountants and Auditors	110
Pre-School Teachers	70
Middle School Teachers	70

Jobs requiring *some post-secondary education, but less than baccalaureate training* – leading to associate degrees, certificates or, simply, the acquisition of key skills and knowledge: the mission of MATC – are mostly (more than two of every three openings) in the following sectors:

- Healthcare
- Business (office support)
- Installation, Maintenance, and Repair
- Construction and Extraction
- Manufacturing and production
- Education
- Food Preparation and Service
- Transportation

Healthcare is the most rapidly growing sector, at 36% over the 10-year 2002-12 period or double the South Central average, for jobs requiring some post-secondary education, but less than a baccalaureate degree (Chart 9). Two of every three of 580 annual openings in Healthcare will be in new jobs, one a replacement. The skills cluster most in demand, home health aids, is obviously entry-level, short-term training in character. Other high demand health skills include Licensed Vocational Nurses, medical and dental assistants, and medical records technicians. A related skill cluster also expected to be in demand is the Social and Human Service Assistant.

Following closely in overall demand is a skill set, ***First Line Supervisors/Managers***, that cuts across a variety of firms and industries: office, sales, production and manufacturing,

Chart 9
Postsecondary, but less than
Baccalaureate Training **South Central Job**
Openings per Year
2002-2012

Customer Service Representatives	230
Truck Drivers (heavy tractors/trailors)	170
Teacher Assistants	150
Carpenters	140
General Maintenance and Repair	140
Executive Secretary/Administrative Assistants	130
Home Health Aids	120
Chefs/Cooks	120
First-Line Sales Supervisors/Managers	110
First-Line Office Supervisors/Managers	110
First-Line Supervisors/Managers of Production	100
Electricians	80
Licensed Vocational Nurses	70
Social and Human Service Assistants	70
Medical Assistants	70
First-Line Food Supervisors/Managers	70
Plumbers/Steamfitters	70
Auto Mechanics	70
Cosmetologists	60
Welders	60
Dental Assistants	50
First-Line Construction Supervisors/Managers	50
First-Line Supervisors/Managers of Mechanics	50
Insurance Claims Adjustors	40
Vocational Education Teachers	40
Medical Records Technicians	40

Source: Wisconsin DWD (2005).

food, construction and mechanics – all told, nearly 500 job openings per year in South Central. These are journey(wo)men workers in each career area, who are moving into managerial capacities for the first time and who need training in personnel supervision and in an assortment of other managerial skills.

Another “on-the-job” training need is represented by the *Customer Service Representative* (CSR), for which annual job opportunities in South Central are estimated at 230 annually. Like First-Line Supervisors, CSRs often are current employees whose skills suggest they would ably represent their employers, but who may need some specific added skills and represent a training and upgrading challenge.

Besides the heavy on-going demand for *teachers*, there are an estimated 150 South Central job openings each year for *teaching assistants*, along with an estimated 40 openings for *vocational education teachers*, most of whom need less-than-baccalaureate teaching skills, their content knowledge derived largely from direct experience.

Among the **construction trades**, carpenters, electricians, plumbers/steamfitters and welders will be in demand; openings for these four crafts totaling an estimated 350 per year in South Central.

The demand for drivers of heavy, long-haul trucks will be high in South Central, estimated at 170 job openings yearly, just as it is all over the U.S. And for South Central, this demand could increase and expand to a variety of other skills – involved with freight handling, warehousing and distribution – if the area becomes a **logistics** center, as some predict. Besides basic driving skills, truckers in many cases are independent operators, owning their own trucks and in need of small business skills. For those expanding their operations to a fleet, advanced business skills are a requisite.

Another high demand area is that of **maintenance and repair workers**, who often require some technical training beyond high school – either long-term on-the-job training, post-secondary education, or both. For instance, as the electronics of automobiles advance, *auto mechanics* increasingly require highly-skilled electrical and mechanical training beyond high school.

PUBLIC POLICY

A variety of public policy issues at all levels – federal, state and local – can be cited as important to MATC’s planning.

Perhaps one of the most important of these policy issues currently, however, is the issue of local property tax levy constraints. While there is obvious concern in Wisconsin about local property tax levies, the Governor recently vetoed a levy limit for the state’s technical colleges because “...it restricts economic development and hinders educational attainment and job training.” Moreover, he added that a levy limit would “...require students to pay more...or reduce...course availability...” This policy clearly applies to MATC.

Also an on-going concern for MATC planning are possible changes to federal policies regarding the funding of community colleges and student financial aid what with the currently-large deficit, continuing conflict in Iraq, and emerging obligations for the reconstruction of the Gulf Coast – some estimate the federal cost at more than \$150 billion – following Hurricane Katrina.

EDUCATIONAL POLICY, PRACTICE AND TRENDS

As concerns about (1) student competencies, (2) proper use of learning technologies, (3) expanding competition, and (4) institutional accountability grow, community colleges confront new *challenges and opportunities*.

Much recent research and discussion about community college education focuses on:

- shifting from teaching to learning paradigms
- longer-term education (interspersed with work) as opposed to shorter-term job training
- imparting knowledge and meaning, rather than just data and information
- active, rather than passive, learning
- cooperative or collaborative, rather than competitive, learning approaches.

Many community colleges like MATC are adopting a “*learning college*” paradigm, which typically embodies, among other things:

- Collaboration (within MATC and with South Central Wisconsin communities, agencies and firms)
- Adequate support for staff development and for applications of technology
- Appropriate facilities and equipment: technology infrastructure, active learning rooms (see below), and other support
- Attention to assessment: identification and measurement of learning outcomes: needed skills and knowledge
- Formation of groups – “communities” – of learners, both in- and out-of-class

For MATC and other community and technical colleges, a major challenge is to *teach* information technology and to *teach using* information technology (IT). Other IT challenges facing community colleges include:

- Choices involving the balance of face-to-face versus distance learning, with the latter increasingly a choice between Interactive Television (ITV), Interactive Video Classes (IVC) and/or online instruction. And for the latter, the question of how to balance the, often preferred by community colleges, option of the “hybrid” course – taught partly online, partly face-to-face.
- The choice to develop college IT systems using “open source” code software, often developed in consortia, with internal staff, or simply to outsource the work to outside contractors.
- Whether to teach using gaming and simulation, a trend just beginning in higher education.
- *IT tools are even changing the pedagogy of face-to-face instruction.*

Classroom instruction is delivered increasingly in a mode where, say, the faculty member lectures, student groups gather to research the Internet on wired or wireless equipment in the same classroom, they then problem-solve, discuss, and present their findings/conclusions within and across the groups, then the faculty member may lecture once again – all in the same hour or two and in the same classroom.

Ramifications for the configuration and equipping of such “active learning” spaces are significant. Such spaces replace the old tablet-arm chair lecture room where students sit in rows and passively listen, for the most part, to a faculty member. Work at community colleges similar in function to MATC shows that the new “*active learning space*” should be designed to have:

- *moveable stations* (chairs, and tables or group stations in appropriate shapes) that can be rearranged to suit any needed learning configuration
- *access* at all room stations to *computer capability* and to the *Internet/Intranet*
- *a rich variety* of presentation and discussion *media*, easily accessible in the same building, if not built into the room
- *portable equipment* configurations in which working components may be easily moved to and from learning stations or vice versa
- *faculty offices* located *nearby* or even *adjacent* to learning spaces in some disciplines

The area (assignable square feet or ASF) per station needed for the “learning space” must be greater than the traditional lecture class chair provision (in most cases, by 50%), but less than the area needed for traditional, fixed stations of, say, a chemistry lab.

A number of specific external events and trends in education also are important for MATC :

- The *number and prior preparation of younger MATC students* is problematic. As noted elsewhere, South Central demographics will result in the number of high school graduates declining beginning at the end of this decade and those entering MATC are more often likely to be limited-English speakers.
- *UW policies* on fees, admissions and remediation should impact the number and kind of future MATC enrollments. Recent budget proposals and apparent agreements suggest that UW admissions are becoming increasingly more restrictive and fees relatively higher, with the result that relatively more young students – who complete high school – will attend MATC .
- The activities of *other post-secondary education providers* (competitors or collaborators) are important to MATC, since several exist in South Central Wisconsin.

Among these other providers are:

- other public community colleges and four-year institutions,
- proprietary institutions, non-profits and agencies (University of Phoenix, Jones International, the U.S. Military, community-based organizations, and the like), and
- business and industry (McDonalds, GM, Cisco, Oracle, Harcourt, and others).

In MATC's region, Cardinal Stritch, Madison Cosmetology, and Herzing College are MATC's major "competitors" for students training in less-than-Baccalaureate degree programs (Appendix D). Stritch offers a small, but increasing number of general Associate degrees and Herzing offers both associate and "three year" Baccalaureate degrees primarily in business and computer and information technology, though predominately for Males.

Also of consequence for MATC lower division transfer work are the 14 UW lower division satellites across Wisconsin. These are typically small, less-than-1,000 student institutions where tuition and fees are comparable to those at MATC.

Four-year "collaborators" include UW (Madison, Whitewater and Baraboo campuses), Concordia, Edgewood, and Upper Iowa University (UIU) – the latter three private institutions. In 2003, UIU signed an articulation agreement with MATC to improve transfer. While UIU's main campus is in Fayette, Iowa, it also has extended operations in Madison.

Among virtual, online competitors (collaborators?), the University of Phoenix, American Intercontinental (AIU), DeVry, FMU Online, and Kaplan stand out. All, except DeVry, offer undergraduate and lower division work. AIU offers an accelerated online associate degree within 13 months. Phoenix utilizes block scheduling, one class at a time, four per semester.

COMMUNITY COMMENTARY

Focus group meetings were held with six community groups, two in Madison and four in each of the outlying communities served by MATC during November 2004. Individuals from outside the college were invited to attend the focus groups by MATC and, as expected, participated with some prior knowledge of MATC programs – though the amount of their knowledge varied significantly.

Individuals participating in these community focus groups come from a variety of backgrounds, including both the public and private sectors (Appendix E). The number of participants in each group vary from a low of four to a high of 15, averaging at just over eleven (67/6). Both State and local governmental agencies are represented, along with local public (K-12) schools and the University of Wisconsin – agencies from(to) which MATC receives(sends) students and with whom it should collaborate. The contractor and author, Chuck McIntyre, who directed the group discussions; his interpretation of the proceedings appears in Appendix E.

In general, community representatives corroborate the objective findings above. The communities served by MATC are quite different from one another, and the educational needs of local residents vary as well. The “Community Commentary” in Appendix E details these differences, noting for instance, the heavy foreign immigration into South Madison, on the one hand, and the stable older communities of Columbia and Marquette counties, on the other hand.

Members of all communities generally agree on MATC’s role and the need, especially in the more rural communities surrounding the Madison metropolitan area, for the college to be a major player in local cultural and economic development. MATC is regarded as a “quality job trainer,” but could be more flexible and do far more partnering with area firms, with more training at work sites.

MATC’s image is “good,” but isn’t yet entirely “socially acceptable,” and must be more than “an extension of high school.” The college needs to “tout” what it does and market more using alumni. Despite its good image, community members report that it’s tough to find information about specific MATC programs at the college, and one focus group member notes “I can’t figure out its Web site.” [These comments are similar to those of students.]

Shortages of healthcare workers and teachers are mentioned most frequently as needs which MATC may help address. Most individuals are aware of the long wait lists that exist to enter nursing and some other health training programs. Some members of communities outside Madison question “MATC Madison’s” commitment to its satellite campuses.

MATC is seen as having an important role in retraining individuals whose jobs in local business and industry have been eliminated because of technological change and/or globalization. Also mentioned frequently is the need for better training of local small business entrepreneurs in all kinds of skills: personnel, finance, law, regulations, planning, marketing, and the like.

More programs for the elderly – sometimes retired, sometimes working and in need of skills upgrading, especially in IT – are proposed by the community focus groups for MATC, as is the need for the college to be more flexible around the varying schedules of those potential students who are young and old, single and married, commuting and place-bound. About three of every four potential MATC students are working, full- or part-time, and the cost and time spent commuting to and from class, along with child care and work, looms as a significant deterrent to MATC attendance.

Consistent with much of the above is survey research by Interact Communications (2002) which found that three of every five responding area residents rated MATC a “good value” – quality instruction at a low cost (nearly half had actually attended). Moreover, two of three were familiar with MATC and three of four had actually received the college’s class schedule – though only one-half of those who received it found it

“useful.” Like an earlier Leede survey (2000), one of five respondents had visited MATC’s Web site.

Other earlier surveys of the MATC community by Golden & Associates (2000, 1998), though somewhat limited by sampling and response bias, found similar (to Interact) levels of awareness about MATC, though awareness was relatively low in the Fort Atkinson and Watertown areas. MATC was seen primarily as a technical training institution, where enrollment was attractive because of its low cost, career training and convenience (close to home, low cost).

More recent research by Interact (2003) with area high school student focus groups revealed a majority perception that MATC was primarily for “technical careers,” afforded good job prospects at less expense, but, for a minority of group participants, MATC was for “less prepared” students and “too much like high school.” Asked about marketing, students preferred real, but humorous, approaches, though priorities differed among high schools.

Interviews of community leaders by Thiel Design (2003) showed that Wisconsin technical colleges (of which MATC is one) are viewed on the positive side as providing access in flexible ways to job skill training. On the negative side, by contrast, interviewees – employers, educators and taxpayers – feel the technical colleges need to:

- teach more “soft” skills (presentation, communication, etc.)
- improve their image
- be more flexible
- be less autonomous
- be more accountable

APPENDICES

A. Demographics

B. Language

C. Jobs

D. Competitors and Collaborators

E. Community Commentary

**APPENDIX A.
DEMOGRAPHICS**

APPENDIX A, TABLE 1

TOTAL POPULATION PROJECTIONS, MATC AREAS AND WISCONSIN

	2000	2005	Chg.	%Chg.	2010	Chg.	%Chg.	2015	Chg.	%Chg.	2020	Chg.	%Chg.
Dane	426,526	455,927	29401	6.9%	480,573	24646	5.4%	503,017	22444	4.7%	527,534	24517	4.9%
Green	33,647	34,906	1259	3.7%	36,093	1187	3.4%	37,259	1166	3.2%	38,474	1215	3.3%
<i>"Metro"</i>	460,173	490,833	30660	6.7%	516,666	25833	5.3%	540,276	23610	4.6%	566,008	25732	4.8%
Columbia	52,468	54,434	1966	3.7%	56,366	1932	3.5%	58,135	1769	3.1%	59,753	1618	2.8%
Marquette	14,555	15,052	497	3.4%	15,579	527	3.5%	16,035	456	2.9%	16,293	258	1.6%
<i>"Portage"</i>	67,023	69,486	2463	3.7%	71,945	2459	3.5%	74,170	2225	3.1%	76,046	1876	2.5%
Sauk	55,225	58,121	2896	5.2%	60,930	2809	4.8%	63,520	2590	4.3%	65,821	2301	3.6%
Juneau	24,316	25,640	1324	5.4%	27,677	2037	7.9%	28,635	958	3.5%	29,449	814	2.8%
<i>"Reedsburg"</i>	79,541	83,761	4220	5.3%	88,607	4846	5.8%	92,155	3548	4.0%	95,270	3115	3.4%
Dodge	85,897	88,192	2295	2.7%	90,565	2373	2.7%	92,842	2277	2.5%	94,882	2040	2.2%
Jefferson	75,767	79,030	3263	4.3%	82,161	3131	4.0%	85,178	3017	3.7%	88,302	3124	3.7%
<i>"Ft.A & Wtn"</i>	161,664	167,222	5558	3.4%	172,726	5504	3.3%	178,020	5294	3.1%	183,184	5164	2.9%
MATC+	768,401	811,302	42901	5.6%	849,944	38642	4.8%	884,621	34677	4.1%	920,508	35887	4.1%
Wisconsin	5,363,715	5,563,896	200181	3.7%	5751470	187574	3.4%	5,931,386	179916	3.1%	6,110,878	179492	3.0%
*MATC	653,995	692,371	38376	5.9%	736,285	43914	6.3%						
*MATC 18+	497,250	540,358	43108	8.7%	580,255	39897	7.4%						

Sources: Wisconsin DOA (2005).

*MATC staff (2005).

APPENDIX A, TABLE 2

POPULATION PROJECTIONS BY AGE, AREA, MATC, WISCONSIN

	<i>Madison Metro</i>		<i>Reedsburg</i>		<i>Portage</i>		<i>Ft. Atkin/Watertn</i>		<i>MATC</i>		<i>Wisconsin</i>	
	<i>2005</i>	<i>2020</i>	<i>2005</i>	<i>2020</i>	<i>2005</i>	<i>2020</i>	<i>2005</i>	<i>2020</i>	<i>2005</i>	<i>2020</i>	<i>2005</i>	<i>2020</i>
Number												
<15	88,160	103,160	16,266	16,691	12,749	12,922	31,749	33,688	148,924	166,461	1,105,086	1,164,321
15-24	85,769	86,029	10,960	9,781	8,748	7,314	23,935	21,421	129,412	124,545	819,107	758,570
25-54	219,775	222,664	34,722	36,413	29,528	29,732	72,975	73,693	357,000	362,502	2,351,786	2,331,147
55+	94,685	151,405	21,813	32,385	18,461	26,078	38,563	54,382	173,522	264,250	1,287,917	1,856,840
Total	488,389	563,258	83,761	95,270	69,486	76,046	167,222	183,184	808,858	917,758	5,563,896	6,110,878
	<i>Madison Metro</i>		<i>Reedsburg</i>		<i>Portage</i>		<i>Ft. Atkin/Watertn</i>		<i>MATC</i>		<i>Wisconsin</i>	
	<i>2005</i>	<i>2020</i>	<i>2005</i>	<i>2020</i>	<i>2005</i>	<i>2020</i>	<i>2005</i>	<i>2020</i>	<i>2005</i>	<i>2020</i>	<i>2005</i>	<i>2020</i>
Percentage												
<15	18%	18%	19%	18%	18%	17%	19%	18%	18%	18%	20%	19%
15-24	18%	15%	13%	10%	13%	10%	14%	12%	16%	14%	15%	12%
25-54	45%	40%	41%	38%	42%	39%	44%	40%	44%	39%	42%	38%
55+	19%	27%	26%	34%	27%	34%	23%	30%	21%	29%	23%	30%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Source: Wisconsin DOA (2005).

McIntyre, 9/05

APPENDIX A, TABLE 4												
POPULATION CHANGE, RACE & ETHNICITY 1997-2012												
	1997		2002			2007			2012			
	#	%	#	Chg.	%Chg.	#	Chg.	%Chg.	#	Chg.	%Chg.	%
MATC												
Asian	11817	2%	17365	5548	47%	21750	4385	25%	26690	4940	23%	4%
Black	14544	2%	20190	5646	39%	23835	3645	18%	27790	3955	17%	4%
Hispanic	11946	2%	22526	10580	89%	29427	6901	31%	36347	6920	24%	5%
Native Amer'n	2785	0%	2423	-362	-13%	2614	191	8%	2801	187	7%	0%
PeopleofColor	41092	7%	62504	21412	52%	77626	15122	24%	93628	16002	21%	12%
NH White	568724	93%	604602	35878	6%	634359	29757	5%	664289	29930	5%	88%
Total	609816	100%	667106	57290	9%	711985	44879	7%	757917	45932	6%	100%
WISCONSIN (OUTSIDE MATC, in 000s)												
Asian	67	1%	82	14	22%	105	24	29%	134	29	28%	3%
Black	274	6%	293	18	7%	310	17	6%	327	17	5%	6%
Hispanic	142	3%	186	44	31%	222	35	19%	257	35	16%	5%
Native Amer'n	39	1%	43	3	9%	45	3	7%	48	3	6%	1%
PeopleofColor	523	11%	603	81	15%	682	79	13%	766	84	12%	15%
NH White	4121	89%	4185	64	2%	4279	93	2%	4376	97	2%	85%
Total	4644	100%	4789	145	3%	4961	172	4%	5142	181	4%	100%
WISCONSIN (in 000s)												
Asian	79	2%	99	20	25%	127	28	28%	161	34	27%	3%
Black	289	6%	313	24	8%	334	21	7%	355	21	6%	6%
Hispanic	154	3%	209	55	36%	251	42	20%	293	42	17%	5%
Native Amer'n	42	1%	45	3	7%	48	3	7%	51	3	6%	1%
PeopleofColor	564	11%	666	102	18%	760	94	14%	860	100	13%	15%
NH White	4690	89%	4790	100	2%	4913	123	3%	5040	127	3%	85%
Total	5254	100%	5456	202	4%	5673	217	4%	5900	227	4%	100%
UNITED STATES (in 000s)												
Asian	9870	4%	11801	1931	20%	14013	2212	19%	16409	2396	17%	5%
Black	33060	12%	35480	2420	7%	37476	1996	6%	39617	2141	6%	13%
Hispanic	30924	11%	37940	7016	23%	44345	6405	17%	50632	6287	14%	16%
Native Amer'n	2031	1%	2195	164	8%	2329	134	6%	2462	133	6%	1%
PeopleofColor	75885	28%	87416	11531	15%	98163	10747	12%	109120	10957	11%	34%
NH White	196341	72%	200219	3878	2%	203656	3437	2%	207338	3682	2%	66%
Total	272226	100%	287635	15409	6%	301819	14184	5%	316458	14639	5%	100%
Source: MATC R&P (2003).									CMcIntyre, 7/05			

**APPENDIX B
LANGUAGE**

APPENDIX B							
Table 1. CHANGE IN NON-ENGLISH SPEAKERS, 1990-2000							
MADISON METRO AREA		1990		2000		Chg.	%Chg
LANGUAGE			%		%		
Only English		319,632	94%	363,563	91%	43,931	14%
Spanish		5,510	2%	15,313	4%	9,803	178%
Other Indo-European		9,100	3%	10,488	3%	1,388	15%
Asian Language		5,839	2%	10,179	3%	4,340	74%
Other		1,303	0%	1,515	0%	212	16%
Total		341,384	100%	401,058	100%	59,674	17%
ABILITY TO SPEAK ENGLISH (LESS THAN VERY WELL)							
			%		%		
Spanish		1,707	31%	7,173	47%	5,466	320%
Other Indo-European		1,924	21%	2,385	23%	461	24%
Asian Language		3,123	53%	5,289	52%	2,166	69%
Other		350	27%	436	29%	86	25%
Total		7,104	33%	15,283	41%	8,179	115%
WISCONSIN (OUTSIDE MADISON METRO)							
LANGUAGE							
Only English		3,947,864	94%	4,289,798	93%	341,934	9%
Spanish		70,421	2%	153,465	3%	83,044	118%
Other Indo-European		134,732	3%	114,231	2%	-20,501	-15%
Asian Language		27,876	1%	51,268	1%	23,392	84%
Other		8,857	0%	12,253	0%	3,396	38%
Total		4,189,750	100%	4,621,015	100%	431,265	10%
ABILITY TO SPEAK ENGLISH (LESS THAN VERY WELL)							
			%		%		
Spanish		26,693	38%	69,524	45%	42,831	160%
Other Indo-European		39,525	29%	34,351	30%	-5,174	-13%
Asian Language		17,689	63%	26,653	52%	8,964	51%
Other		2,285	26%	3,099	25%	814	36%
Total		86,192	2%	133,627	3%	47,435	55%
WISCONSIN							
LANGUAGE							
Only English		4,267,496		4,653,361		385,865	9%
Spanish		75,931		168,778		92,847	122%
Other Indo-European		143,832		124,719		-19,113	-13%
Asian Language		33,715		61,447		27,732	82%
Other		10,160		13,768		3,608	36%
Total		4,531,134		5,022,073		490,939	11%
ABILITY TO SPEAK ENGLISH (LESS THAN VERY WELL)							
			%		%		
Spanish		28,400	37%	76,697	45%	48,297	170%
Other Indo-European		41,449	29%	36,736	29%	-4,713	-11%
Asian Language		20,812	62%	31,942	52%	11,130	53%
Other		2,635	26%	3,535	26%	900	34%
Total		93,296	2%	148,910	3%	55,614	60%
<i>Source: MATC R&P (2003).</i>				<i>PopProjEngSpkg1900-2000</i>			

APPENDIX C
JOBS

APPENDIX C, TABLE 1
EMPLOYMENT PROJECTIONS, SOUTH CENTRAL WISCONSIN
BY SKILL AND EDUCATION, 2002-2012

<i>Job Group</i>	<i>Estimated Employment</i>				<i>Annual Average Openings</i>			<i>Average Wage</i>
	<i>2002</i>	<i>2012</i>	<i>Chg.</i>	<i>% Chg.</i>	<i>New</i>	<i>Replace</i>	<i>Total</i>	
Install/Maint/Repair	13,790	15,730	1,940	14%	180	320	500	35,572
w BA+								
w PSE	12,560	14,350	1,790	14%	170	280	450	34,171
w <PSE	1,230	1,380	150	12%	10	40	50	30,433
Producers	40,710	43,170	2,460	6%	290	1,000	1,290	28,767
w BA+								
w PSE	9,500	10,260	760	8%	80	220	300	34,862
w <PSE	31,210	32,910	1,700	5%	210	780	990	27,852
Transportation	20,220	22,730	2,510	14%	240	480	720	25,836
w BA+	40	40	0	0%	0	0	0	47,962
w PSE	5,880	7,100	1,220	21%	120	100	220	41,486
w PSE	14,300	15,590	1,290	9%	120	380	500	23,989
TOTAL	392,440	449,300	56,860	14%	5,870	9,580	15,450	36,616
w BA+	90,380	107,910	17,530	19%	1,820	1,780	3,600	52,066
w PSE	99,960	117,070	17,110	17%	1,650	2,030	3,680	36,481
w PSE	202,100	224,320	22,220	11%	2,400	5,770	8,170	26,605

Source: Wisconsin DWD (2004).

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**APPENDIX C, TABLE 2
EMPLOYMENT PROJECTIONS, SOUTH CENTRAL WISCONSIN
JOBS REQUIRING BACCALAUREATE PLUS**

<i>BA+ Job Groups</i>	<i>Estimated Employment</i>				<i>Annual Average Openings</i>			<i>Average Wage</i>
	<i>2002</i>	<i>2012</i>	<i>Chg.</i>	<i>% Chg.</i>	<i>New</i>	<i>Replace</i>	<i>Total</i>	
Teachers, Educators	19,580	22,830	3,250	17%	380	470	850	\$52,692
Healthcare	11,140	14,390	3,250	29%	330	230	560	\$77,894
Managers	14,370	17,010	2,640	18%	270	280	550	\$72,743
Bus&FinOperators	14,310	16,900	2,590	18%	260	240	500	\$48,741
CompSci&Math	9,000	11,770	2,770	31%	280	120	400	\$53,635
Comm&SocServices	5,270	5,860	590	11%	100	140	240	\$38,639
Architect & Engineer	4,940	5,380	440	9%	40	100	140	\$57,336
Life, Phys, Soc Sci	4,130	4,720	590	14%	50	90	140	\$45,883
Legal workers	1,970	2,450	480	24%	50	20	70	\$56,295
Art/Design/ShowBiz	3,340	3,940	600	18%	30	40	70	\$40,686
Sales	1,360	1,570	210	15%	20	30	50	\$62,958
Personal Care/Serv	930	1,050	120	13%	10	20	30	\$21,389
Transportation	40	40	0	0%	0	0	0	\$47,962
Protective Services								
Food Prep & Serv								
Building & Grounds								
Office Support								
Farm/Fish/Forestry								
Construct/Extract								
Install/Maint/Repair								
Producers								
TOTAL	90,380	107,910	17,530	19%	1820	1780	3600	\$52,066

Source: Wisconsin DWD (2004).

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APPENDIX C, TABLE 3

**EMPLOYMENT PROJECTIONS, SOUTH CENTRAL WISCONSIN
JOBS REQUIRING MATC WORKFORCE PREPARATION, 2002-12**

<i>PSE, <BA TRAINING</i> <i>Job Groups</i>	<i>Estimated Employment</i>				<i>Annual Average Openings</i>			<i>Average Wage</i>
	<i>2002</i>	<i>2012</i>	<i>Chg.</i>	<i>% Chg.</i>	<i>New</i>	<i>Replace</i>	<i>Total</i>	
Healthcare	10,940	14,880	3,940	36%	390	190	580	\$33,779
Office Support	17,580	19,710	2,130	12%	200	310	510	\$32,574
Install/Maint/Repair	12,560	14,350	1,790	14%	170	280	450	\$34,171
Construct/Extract	9,040	11,140	2,100	23%	210	150	360	\$47,294
Producers	9,500	10,260	760	8%	80	220	300	\$34,862
Teachers, Educators	5,240	6,380	1,140	22%	110	110	220	\$26,123
Food Prep & Serv	5,770	6,260	490	8%	50	170	220	\$24,557
Transportation	5,880	7,100	1,220	21%	120	100	220	\$41,486
Sales	4,350	5,040	690	16%	70	90	160	\$55,579
Protective Services	3,420	3,940	520	15%	40	110	150	\$39,202
Personal Care/Serv	2,210	2,750	540	24%	50	50	100	\$28,066
Bus&FinOperators	2,900	3,300	400	14%	30	50	80	\$40,348
Architect & Engineer	2,910	3,120	210	7%	10	70	80	\$39,270
Comm&SocServices	1,310	1,760	450	34%	50	20	70	\$26,416
Managers	1,800	2,010	210	12%	20	30	50	\$53,718
Art/Design/ShowBiz	1,450	1,560	110	61%	10	40	50	\$34,424
Building & Grounds	970	1,120	150	15%	20	20	40	\$34,933
Life, Phys, Soc Sci	1,250	1,400	150	12%	10	20	30	\$31,630
Legal workers	660	760	100	15%	10	0	10	\$36,071
CompSci&Math	0	0	0	0%	0	0	0	
Farm/Fish/Forestry	220	230	10	5%	0	0	0	\$35,112
TOTAL	99,960	117,070	17,110	17%	1650	2030	3680	\$36,481

Source: Wisconsin DWD (2004).

CMcIntyre, 7/05

**APPENDIX D
COMPETITORS AND COLLABORATORS**

**APPENDIX D
MATC COMPETITORS AND COLLABORATORS**

GENERAL INFORMATION				
Enrolls	Started	Curriculum	UG T&F	Location
MATC	23,984	1912	Transfer, tech, ...<BA	\$3,680 Madison
Cardinal Stritch University	6,785	1937	LibArts, TchrPrp....docs	\$15,360 Milwaukee
Concordia University	5,152	1881	LibArts, TchrPrp....MAs	\$16,400 Mequon
Edgewood College	2,455	1927	LibArts, TchrPrp....MAs	\$16,050 Madison
Herzing College	419	1948	Tech, ...BAs	\$12,240 Madison
Lakeland College	4,019	1862	LibArts, TchrPrp....MAs	\$14,900 Sheboygan
Lakeside School of MT				
Madison Cosmetology C.				
Madison Media Institute				
Maranatha Bible College	831	1968	LibArts, TchrPrp....MAs	\$8,450 Watertown
UW Madison	41,588	1849	LibArts, TchrPrp, PhD, Prof.	\$5,866 Madison
UW Whitewater	10,817	1868	LibArts, TchrPrp, <PhD	\$4,816 Whitewater
UW Baraboo				
UW Lower Division Satellite	<1,000		Lower Division Lib.Arts	\$3,200 14 sites in State
Upper Iowa University	5,576	1857	LibArts, TchrPrp....MAs	\$16,556 Fayette, Iowa
DeVry Institute	140	1992	No undergraduate, MAs	\$9,510 Waukesha

GRADUATES								
1997			2002			Growth in <BA		
<AA	AA	BA+	<AA	AA	BA+	#	%	
MATC	1,119	1,141	0	1,413	1,168	0	321	14%
Cardinal Stritch University		173	572		194	608	21	12%
Concordia University	14	4	544	8	27	569	17	94%
Edgewood College			225			244	0	0%
Herzing College		141	0		57	67	-84	-60%
Lakeland College			544			599	0	
Lakeside School of MT	74			55			-19	-26%
Madison Cosmetology C.	42			95			53	126%
Madison Media Institute	73	0		18	47		-8	-11%
Maranatha BBC	1	6	82	0	17	106	10	143%
UW Madison			5,438			5,866	0	
UW Whitewater		2	1,550		12	1,777	10	500%
UW Barrabos							0	
UW Lower Division Satellite								
Upper Iowa University	9	23	889	0	17	1,011	-15	-47%
DeVry Institute								

APPENDIX E
COMMUNITY COMMENTARY

APPENDIX E COMMUNITY COMMENTARY

BACKGROUND

To supplement the quantitative data gathered in this Market Research and Enrollment Management study for Madison Area Technical College (MATC), the contractor has collected qualitative input from meetings with 17 focus groups during held the week of November 15-19, 2004 at six MATC campuses in and around Madison. (Meetings also were held by the contractor with MATC staff during that same week and during an earlier visit by the contractor in July 2004 in order to outline the project, identify needed data, discuss issues and develop next steps.)

The 17 focus group meetings were held at:

- Truax
- Downtown (Madison)
- Reedsburg
- Portage
- Fort Atkinson
- Watertown

with

- MATC students
- community members
- MATC staff

Focus group participants for the “community” were invited and selected by MATC so as to be generally representative of their constituents. Group discussions were led by the contractor, Chuck McIntyre, who also took notes. This report is based on these notes and his recollections. However, the observations and views expressed below are solely those of the contractor and should not be attributed to any specific group nor to any individual among those who participated. Observations in “quotations,” however, are direct quotes from the focus group participants.

The focus groups were the usual small size, averaging just under nine participants (151 total individuals in 17 groups as depicted in Chart A, and thus provide for excellent discussion and interaction, facilitated by the contractor, but also aided – in the humble judgment of this contractor – by the excellent food, refreshments and accommodations provided by each host campus.

Chart A

FOCUS GROUP TYPE, SIZE AND LOCATION, 11/15-19/04

Group	Location						
	Truax	Down-Town**	Reeds-Burg	Portage	Fort Atkinson	Water-town	Total
Staff	3/25*	5	4	10	10	10	39
Students	2/13	-	10	9	13	5	50
Community	9	9	12	4	15	13	62
Total	22	14	26	23	38	28	151

*Numerous meetings have been held with MATC staff at Truax, but none conducted in "focus group" format.

**Community members met in a focus group with MATC staff at the Downtown center.

Focus group meetings were held with the six community groups, two in Madison and four in each of the outlying communities served by MATC. Individuals from outside the college were invited to attend the focus groups by MATC and, as expected, participated with some prior knowledge of MATC programs – though the amount of their knowledge varied significantly.

Individuals participating in these community focus groups come from a variety of backgrounds, including both the public and private sectors (Chart B). The number of participants in each group vary from a low of four to a high of 15, averaging at just over

Chart B

COMMUNITY FOCUS GROUP AFFILIATIONS AND LOCATIONS, 11/15-19/04

Purpose	Location						
	Truax	Down-Town	Reeds-Burg	Portage	Fort Atkinson	Water-Town	Total
State/Local Government	0	1	2	2	1	2	8
Education (not MATC)	0	0	3	0	3	1	7
Non-Profit Agency	2	3	2	0	4	3	14
For-Profit Firm	5	5	2	0	5	3	20
Other (CofC, etc.)	1	0	2	1	1	1	6
MATC staff	1	5	1	1	1	3	12
Total	9	14	12	4	15	13	67

eleven (67/6). Both State and local governmental agencies are represented, along with local public (K-12) schools and the University of Wisconsin – agencies from (to) whom MATC receives (sends) students and with whom it should collaborate.

On the side of those using MATC-trained talent, about half of the focus group participants represent non-profit agencies, the other half profit-making firms. Participants generally have extensive experience in their communities, knowledge of current and expected future trends/needs in the area, and definite views about how MATC may best serve these educational needs and the overall role the college should play in these communities.

The following summarizes results of the six focus group meetings, organized around the basic questions posed by the facilitator:

1. Where is your community headed – what are the significant trends?
2. What role does (should) MATC play in your community?
3. How may MATC best serve your area?

Similar questions, but the communities differ in most respects as do their specific educational needs and the possible role(s) that MATC should play.

MATC Truax Campus – North Madison/Dane County

The Truax Campus, located in north Madison, is the main MATC operation, enrolling nearly 18,000 at any one time. This campus serves mostly Dane County and has grown gradually over the recent five years, mostly among part-time students.

The participants in this focus group represented both profit and non-profit organizations and most appeared to be at least moderately knowledgeable about MATC's mission and operations.

Where is your community headed – what are the significant trends?

Discussion by the focus group meeting at the Truax Campus in north Madison, centers around broad Dane County trends. Participants feel that the county faces a looming labor shortage. (Significantly, Dane's unemployment rate is relatively low – lower than the rest of Wisconsin – having topped out at just 2.5% at the height of the recent downturn in 2002.) Roughly three of every four new jobs in Dane are in small businesses and agencies. "Soft" client or customer skills in these operations are noted as a major priority. While not a particular strength, participants see "technology" gaining in the area. Continued area growth also requires more individuals trained in the skilled construction trades and in construction management.

A Chamber of Commerce director notes that he spends much of his time with small business owners attempting to help them survive, particularly during their start-up years.

The skills involved in this are quite varied, ranging from marketing, fiscal and accounting to personnel, legal and regulatory knowledge.

Since it is at the confluence of three Interstate highways and two U.S. highways, the area can develop as a “logistics” center – dealing with the import, warehousing and distribution of goods – for the south-central region of Wisconsin. The major arteries: I-94 extending east to Milwaukee and I-90 extending south into Illinois and to Chicago. Many different kinds of skills and knowledge, ranging from technological literacy to truck driving – including transportation, supply-chain, and inventory management – are required in this broad industrial category.

While younger than the surrounding counties, Dane County still has significant numbers of seniors, many of whom are interested in returning to or continuing work past “traditional” retirement ages and require upgrading, typically in information technology. In some cases, seniors are working as a necessary supplement to inadequate retirement incomes. It is noted that some of the outlying suburbs of Madison appear to be “disenfranchised,” that is, lacking services and jobs.

What role does (should) MATC play in your community?

MATC interacts well with local firms, particularly in training skills for business and marketing and the college is good at “meeting students where they’re at,” presumably, helping them in the skill levels appropriate for their needs. MATC’s training in information technology skills, short term training and apprenticeship are rated highly, but it seems the college could (should) partner more with employers at their work sites.

MATC’s image is “good,” but isn’t yet “socially acceptable,” and must be more than “an extension of high school.” The college needs to “tout” what it does and market more using alumni. Despite its good image, it’s tough to find information about specific MATC programs at the college, and one focus group member notes “I can’t figure out its Web site.” [Note similarities to student comments.]

How may MATC best serve your area?

- Provide more training for small business entrepreneurs.
- Explore the merits of “internships,” said by the group to be “desired” by local businesses.
- “Help place” students in jobs and/or transfer situations. No such service – a commonplace at most four-year higher education institutions – currently exists at MATC.
- Monitor local economic trends and provide industry-specific training – like, say, in logistics – where the educational need is indicated.

- Market more actively, communicating what MATC does and touting its quality programs. The college should “document why the MATC graduate is a good worker” and promote more success stories.
- Improve use of the college’s Web site as a tool for marketing.

MATC Downtown Campus – “South” Madison/Dane County

The MATC Downtown Center hosts a “joint” focus group composed of individuals from the “south” Madison community and a number of MATC staff. (The MATC Downtown Center is located in a large, old building near the State Capitol, in an area that has changed recently from low income residential to largely commercial with a modest amount of high-end housing. Residential growth is taking place to the south of this campus.)

Community members in this focus group represent both profit and non-profit firms and agencies serving the downtown and south Madison area. Discussion by this group emphasizes the needs of specific cohort groups within the overall population.

Where is your community headed – what are the significant trends?

There is significant immigration into Dane County on the part of both Hispanics and Southeast Asians, particularly into areas south of downtown Madison. These individuals bring either no basic skills or some college, and generally exhibit poor English skills. The Downtown Center concentrates on English as a second language (ESL) for these students, many who pursue careers in the health professions.

A recent trend in this area is the increasing interest – particularly on the part of minorities – in starting “their own small businesses.” This trend results from minorities coming to believe that “the lifetime guarantees of employment with a single firm and with benefits packages – including social security – are no longer the job market model.” Skills of all kinds, as well as product ideas, are required to “make such dreams a reality,” including small business “incubation” and soft client skills, as well as IT and general literacy.

Note is made of the burgeoning Latino populations in the greater Madison area who, despite their priority for education, have disproportionate high school drop-out rates and “shamefully low” college participation. Also noted is the problem that significant numbers of young Asians, even those with some post-secondary education, are unable to find permanent employment in the area. Specific groups such as the Hmong, coming with little or no education in their native countries, aren’t reached by most MATC communications, despite efforts to do so.

A major problem for the African American community is the high prison rate for this population cohort. (Wisconsin has one of the highest incarceration rates of any state in

the U.S.). Another group of individuals in difficulty are low income fathers who face difficulties obtaining employment and who often possess minimal basic skills.

What role does (should) MATC play in your community?

MATC Downtown provides substantial training in English as a second language (ESL) and in the health professions.

While good at outreach, MATC needs to employ more effective ways of connecting with minorities and delivering services to the elderly.

How can MATC best serve your area?

- Conduct more training at the workplace in partnership with employers.
- Provide education and training, serving as an “incubator,” for area small business entrepreneurs.
- Better communicate the notion that MATC is far more than “just high school plus;” i.e., better marketing of the college and what it does.
- Train more in the “soft,” but necessary skills of business, such as customer relations and interpersonal communications.

MATC Reedsburg Campus – Sauk and Juneau Counties

A dramatic contrast to South Madison is the environment surrounding the MATC satellite campus in Reedsburg. Reedsburg is small town of 8,500 people in Sauk County, about 60 miles or just over one hour (by auto) northwest of Madison, at the southern edge of the Wisconsin Dells, a popular vacation and retirement area. It is a rural area of rolling, wooded hills, and lakes. Largest county manufacturers make iron, glass, print, plastics and valves. Largest non-manufacturers provide tourism/gaming, mail orders, groceries, governmental services, and health care.

The Reedsburg campus enrolls 3,400 students, a number that has been declining over the past five years – though full-time equivalents (FTE) have increased, suggesting increased student academic loads, perhaps because of the enrollment of more younger students in the general education core. The facility of 20,000 assignable square feet (ASF) is judged by staff to be inadequate and [likely] constrains possible enrollment growth. The campus offers courses at other area sites, including Baraboo, Wisconsin Dells, and Spring Green, as well as through the usual satellite campus ITV menu.

Among the affiliates of community members at the Reedsburg focus group meeting on 11/17/04 are both non-profits and profits, including a representative of the Ho Chunk Casino, an Indian resort and Sauk County’s largest employer. In addition, two staff

members of the University of Wisconsin (UW) Baraboo campus – located to the east, midway between Reedsburg and Portage – are present, as are a State Assembly representative from the area, Chamber of Commerce director, and local school administrator, among others.

Where is your community “headed” – what are the significant trends?

Sauk County area economics are felt to be a function of relatively fast growth [some say the “fastest rate” in Wisconsin], increasing security – fire departments are shifting from voluntary to paid – and health needs, increased tourism, and career changes toward “manufacturing-averse” small businesses.

Demographic growth is primarily among the elderly and retirees, many of whom need to continue working to supplement inadequate pensions. Immigration, surprisingly, is a demographic factor for the area, with most of these individuals: elderly and coming from the countries of Eastern European.

Juneau County, immediately to the north of Sauk, experiences high unemployment, causing some population movement into Sauk County, a net importer of commuters who reside elsewhere but enter the county to work in relatively low-paying service jobs in health and tourism – there is “little manufacturing here.”

At one time the Dells was a summer vacation destination; now it operates year-round. Like most developing retirement/vacation areas of the country, housing prices are increasing rapidly and adequate health care is an issue, particularly with the low-paying service jobs. And skilled labor is scarce; the Ho Chunk Casino “reports” an employee count of 1,350, while it tries to fill another 1,500 jobs.

What role does (should) MATC play in your community?

The college is a major trainer of health personnel, but with the demand for health services and desire on the part of many area individuals to undertake health careers, MATC could do “much, much more.”

Representatives of UW Baraboo express a willingness to partner more closely with MATC-Reedsburg. (Also, presumably, with MATC-Portage.) How this would take place isn’t made clear, however.

How can MATC best serve your area?

- It seems that post-secondary education is “stuck in a model for high school graduates,” and does not operate in a “business to business” mode. MATC needs more flexibility if it is to serve the “huge untapped market” for fast-track, on-site training. This would (could) involve closer partnering with the workforce development agencies.

- Develop credit for on-the-job experience and training – using student portfolios – so as to eliminate some of the redundant and seemingly unnecessary training that takes place in some of MATC’s programs.
- “My firm likes to promote from within, so we are in need of training in supervisory skills and MATC could fill this niche.” As it stands now, most of this participant’s employees who need such training either attend Cardinal Stritch, the UW or train with online programs.
- Add more training programs in non-nursing as well as nursing health specialties. Market the non-nursing opportunities, which generally are not well known by potential health workers.
- Develop programs in retirement living for the elderly.

Portage Campus – Columbia and Marquette Counties

The Portage Campus of MATC is some 27 miles (as the crow flies) to the east of Reedsburg, but about 33 miles by auto; or 36 miles (37 minutes by auto) directly north of Madison. This campus serves primarily students from the counties of Columbia and Marquette, enrolling 2,700 at the Portage facility (a building of 12,537 ASF), along with 34 other locations in the area. Like Reedsburg, academic loading at Portage has increased in recent years, suggesting more work by younger students who tend to enroll full-time, rather than part-time.

Both counties served by the MATC Portage Campus – especially Marquette – are beset by high rates of unemployment and low average incomes, compared to most other regions of Wisconsin. In contrast to Sauk, both Columbia and Marquette counties experience a net outflow of workers; i.e., residents who work in other counties. “Roughly half” of all Columbia County workers commute to Madison for their jobs. Marquette additionally has almost no urban population, but very few of its rural residents live on farms.

Largest area manufacturers are, in Columbia: plastics, cheese, batteries, and glass; in Marquette: poultry, millwork, wiring, machinery and plastics. Largest non-manufacturers providing services are, in Columbia: hospitals and clinics, schools, government, and corrections; in Marquette: government, schools, gasoline service and social services.

While the focus group at this site is small, those who participate reflect a variety of experiences in workforce training, education and local economic development.

Where is your community “headed” – what are the significant trends?

The area is increasing as a tourist and retirement destination, and while local manufacturing continues to be a significant part of a modestly-growing economy, its complexion is changing.

A typical scenario is the manufacturing firm that originally hired workers to manually operate machines and now, because of technological change, needs much more highly-trained workers – versed in information technology, robotics, and other new and emerging skills required in a re-tooled manufacturing environment. Thus, older workers need to be retrained or the firm must recruit new workers with the requisite skills.

Earnings and incomes in this area have not kept pace with those elsewhere in Wisconsin. Consequently, the population faces financial barriers (not the least of which is the cost of transportation) when considering retraining and education choices. “Half of those visiting area job centers,” typically for skills retraining, do not know how to use a computer – a marked disadvantage for competing in the area labor market.

What role does (should) MATC play in your community?

The Portage Campus plays an important role in educating individuals from the area who because of family and job obligations prefer not to – or simply aren’t able to – commute to classes in Madison or elsewhere.

Very few complete educational programs – that enable individuals to train and become employed – are available at the Portage campus. Even the few that are available are not generally known to community members. MATC has a “marketing problem” to overcome, as well as a more comprehensive curriculum schedule to implement, if it is to serve its community.

With continued, but changing emphasis on manufacturing in the area, MATC could (should?) expand its plastics program to include other high demand job training areas of industrial maintenance, manufacturing processes and robotics.

It seems as though MATC can’t itself “retool quickly enough” to meet the needs of a changing business climate, however. For instance, “a local real estate school trains individuals in two weeks,” whereas at MATC this is a one-year program. Herzog College offers medical coding in far less time than MATC, but charges three times the tuition and requires a substantial commute from the Portage area.

How can MATC best serve your area?

- Offer more evening and weekend classes.
- React more quickly and with greater flexibility – in its delivery – to meet rapidly changing industrial needs.

- Expand the Portage Campus to include a comprehensive manufacturing technology center.

Fort Atkinson Campus – Jefferson County

The Fort Atkinson Campus of MATC is located in south central Jefferson County, some 31 miles southeast of Truax and, if traveling by auto on US-12, about 42 minutes driving time.

Besides the city of Fort Atkinson, this campus serves a roughly 20-mile radius in south Jefferson, including the communities of Fort, Jefferson, Whitewater, Cambridge, Deerfield, Lake Mills, Johnson Creek and Palmyra.

Recent estimates show Jefferson County growing at a slightly higher rate (2% between April 2000 and January 2002) than Wisconsin as a whole (1.7%), and equal to the U.S.-wide rate. Leading this growth are the county's two largest cities, Fort Atkinson at 2% and Whitewater at 3.4%. Since Whitewater sits on the Jefferson-Dodge County line, part of its population is in Dodge. (More on this below.)

More of Jefferson's growth is natural (births less deaths) – than due to immigration, in contrast to other non-metropolitan areas of Wisconsin. In general, Jefferson residents commute to Dane (west) and Waukesha (east) counties for professional jobs and Dodge County residents commute into Jefferson, the former dominated by manufacturing, Jefferson by retail and manufacturing. Three of every 10 County jobs are in relatively-high paying manufacturing occupations, followed by trade and transportation, health and education, and leisure and hospitality, the latter jobs mostly low-paying.

The large (15) Fort Atkinson community focus group is evenly split between individuals from local profit and non-profit organizations, along with representatives of local education, UW Whitewater, and a community foundation.

Where is your community headed – what are the significant trends?

Among the fastest growing of Jefferson County populations are Hispanics, whose reported 4% proportion of the county's population may actually be nearly 8%. The rural, middle-class character of the population is changing. ESL is becoming more important, and the county is emerging as something of a tourist destination.

A recent survey of county employers shows that they are most interested in training their employees in leadership, supervision, a positive work ethic and customer relations. Four of every five new county jobs are in small business, generating a high demand/need for training in entrepreneurship, startup, legal, human resource skills, and the like.

Local public school planning is directed toward the “quality of life” in the area, emphasizing two goals: (1) incorporating career planning earlier, in middle school, and (2) ensuring that all graduates are eligible for some postsecondary education. These schools are subject to many state and federal mandates (such as No Child Left Behind) and rely on the Fort Atkinson MATC Campus as a partner, especially in conferring high school equivalencies.

The controller of one firm reports that productivity is key to its success and that continual training – “keeping current” – is necessary to support that, but that training is expensive what with the travel and time away from task involved. Another industry representative describes “fewer folks on the floor” – as technology changes – but needing higher-level and different skills such as IT, robotics, and problem-solving as greater use is made of “clean rooms” and more sophisticated laboratory situations.

Discussion of increasing area health delivery needs settled on the “sore point” of Fort Atkinson’s ADN program having been shifted to Watertown even though the availability of clinical facilities in Fort Atkinson, it is argued, is “roughly twice” that of Watertown and the local need for health practitioners is substantial.

What role does (should) MATC play in your community?

MATC Fort Atkinson should take care of business needs “through the contracting of seminars and short courses.” This, however, appears to “compete” with MATC’s role in educating students who will transfer to UW and other four-year institutions.

Several focus group members refer to MATC Fort Atkinson as a “good partner,” in a variety of educational endeavors, ranging from short-term seminars to long-term training programs. The satellite campus has been particularly helpful in responding to training for specific business skills, often in supervision and customer service. However, focus group members also express doubts about MATC Madison’s commitment to its local satellite campus, citing, for instance, lack of support for borrowing/gifting strategies which constrains the campus from developing its facilities and, therefore, its full potential.

In a related comment, a UW-Whitewater representative notes that students “can’t get their general education at Fort Atkinson” so as to transfer to UW. Moreover, a broader problem is that, for a variety of reasons, baccalaureate recipients are leaving Wisconsin for states like Minnesota. There is a net “brain drain.”

Since there is a high degree of concern about a looming labor scarcity, it isn’t clear to local community members why there should be waiting lists for occupational training, especially in nursing and other health professions, at MATC.

How can MATC best serve your area?

- While there aren’t many specific suggestions regarding what MATC can do to best serve its area from this focus group, several members cite solving some of the above

problems as priority if the college is “indeed committed” to serving the local community.

Watertown Campus – Jefferson and Dodge Counties

The MATC Watertown Campus is 22 miles north of Fort Atkinson – about 35 minutes driving time, depending on traffic, via WI-26 still largely a two-lane road. Watertown is somewhat more distant from Truax in Madison, a 39 mile, 47 minute drive via I-94 and WI-26. The Campus is located just south of the county line separating Dodge from Jefferson – the city of Watertown lies in both counties. About 10 miles to the east is the county line of Waukesha County.

At present, about 4,000 more individuals commute daily from Jefferson east to Waukesha, than the reverse – about twice the net commuting pattern west to Dane County. By contrast, Jefferson is a net recipient of 2,500 commuters from Dodge, to the north, which reports the lowest average home values and per capita personal income in the region.

Like the community focus groups at other satellite campuses, the Watertown group represented a broad mixture of local government, education, non-profit agencies and profit firms, along with several MATC staff. The usual questions are discussed.

Where is your community headed – what are the significant trends?

The community is growing steadily and moderately at “about 1% yearly.” [According to recent reports by Wisconsin DOA Demographic Services, the Watertown community may actually be growing at about twice that rate.] Growth seems to be “evenly distributed,” and as the number of local residents – many of whom commute elsewhere to work (see above) – increases, there will inevitably be parallel increases in business and industry. The county is “prime” for business start-ups, what with its “low wage labor and lots of available facilities.”

With growth, there is more diversity and fewer old, traditional families. Consequently, the “character” of the community and its educational needs are changing.

Despite the recent economic downturn and “area job loss,” there seems to be a continuing need expressed by local business for both “hard and soft” skills. Critical thinking skills are cited. Also, writing, observation and descriptive skills are said to be “critically needed.”

There is group consensus that “today’s” employees have less of a work ethic – sometimes expressed in terms of less commitment to the businesses’ mission – than did “yesterday’s.” How to solve this problem isn’t clear, however. In general, supervisors deal with “three kinds” of employees: the older, committed; the relatively reliable, intelligent, but not yet committed; and those who “aren’t committed to anything.” There

also is consensus in this focus group that virtually all jobs today also require more skills than did yesterday's, particularly IT skills.

Local increases in the demand for health care training result not only from the need for more workers, but also from the increased skills required of each job.

What role does (should) MATC play in your community?

MATC Watertown has developed a "very positive community image" for its strong Adult Continuing Education (ACE) programs. As the local population ages, there will be continuing and, likely, increasing demand for educational programs in (1) vocational basic skills (often in IT) for seniors, (2) avocational ACE, and (3) specific skills for volunteer work like, say, hospice.

MATC should take the lead for technical skill training in the community. In manufacturing technology, for instance, high schools may train students in basic skills, but it is MATC that will train them in the higher level skills that are becoming more relevant as the worksite becomes more automated. Many students leave high school "without any real direction," frequently changing jobs, in need of some advice or counseling.

The community college is the educator of "last resort," but relevant, with about $\frac{3}{4}$ of its offerings in applications, $\frac{1}{4}$ in theory – a marked contrast to the UW where the reverse is the case: $\frac{3}{4}$ theory, $\frac{1}{4}$ application.

The college generally has been highly rated by the local community, but in order to continue that way, MATC must "stay with the curve." This likely will involve "more worksite training" than is currently provided.

How can MATC best serve your area?

- Increase ACE for area seniors, including more non-degree ESL and other language programs – and at senior centers to enhance accessibility.
- Provide students with more flexibility in admissions, registration, course scheduling and delivery, and program accessibility.
- Reduce program "waiting lists."
- Better coordinate clinical opportunities – lacking in the Watertown area – with the arts and basic science portions of the CNA, LPN, and ADN programs.