

Category 2: Accomplishing Other Distinctive Objectives

CATEGORY 2 INTRODUCTION

Processes for Accomplishing Other Distinctive Objectives at Madison College exhibit a range of maturity levels. Several processes are moving toward the Integrated maturity rating, including expansion of economic workforce development, international education and grants; better trend data and comparative benchmarks; and cross-functional collaborations across the College to achieve key organizational objectives.

The College successfully implemented improvement projects to double the total yearly grants from \$3.5 to \$7.7 million between 2008 and 2012, increase trainee satisfaction with contract training from 8.05 in 2007-08 to 8.71 (out of 10) in 2011-12, increase the enrollment of international students at the College from 17 in 2008-09 to 120 in 2012-13, and start the first phase of the Framework for Comprehensive Internationalization tool to develop benchmarking tools for comparing international programs.

Future initiatives will focus on continuing programs after grant funds have run out and striving for “distinctiveness” in the next five years to the extent that tight economic times will allow.

An INTEGRATED process that demonstrates a stable, well-developed structure and is continually monitored and improved through analysis, innovation, and sharing is 2P1, which addresses designing and maintaining non-instructional processes, such as Madison College’s contracted training and workforce development services, as well as the International Education program.

ALIGNED processes that are stable, consciously managed, regularly evaluated for improvement and address the institution’s key goals and

strategies include 2P2 and 2P4. These processes address determining non-instructional objectives for external stakeholders and assessing the value of non-instructional objectives.

SYSTEMATIC processes that have clear goals, are proactive rather than reactive and target ineffective elements for improvement include 2P3, 2P5, and 2P6. These processes address communicating expectations concerning non-instructional objectives, determining relevant faculty and staff needs, and using those needs to readjust non-instructional processes.

2P1: Key non-instructional processes that serve stakeholders

Madison College values collaboration and innovation as the means to achieve key organizational objectives in support of student learning and external stakeholder needs. Two distinctive areas of focus, Workforce and Economic Development and International Education, exemplify this commitment and highlight the key systems and strategies that help achieve non-instructional goals. Grants and Community Partnerships are important supporting strategies that assist the College in achieving distinctive objectives.

Workforce and Economic Development services are primarily delivered by the Center for Community and Corporate Learning (CCL), the Center for Adult Learning (CAL) in Dane County, and the College’s Economic and Workforce Development Directors. Working with businesses and community organizations, these units meet workforce training and economic development needs by providing specialized, flexible, market-centered educational opportunities. Table 2.1 on page 38 describes key services provided by each unit.

| Unit | Key Workforce and Economic Development Role |
|--|--|
| Center for Community and Corporate Learning | Operational hub for Business and Industry Services and Continuing Education, providing a central point of contact for accessing the variety of contract services and non-credit training options offered by the College or developing new workforce training services. |
| Business and Industry Services | Industry and training liaisons work closely with employers to analyze training needs and recommend company-specific solutions, including customized training, business consulting and coaching, and specialized technical assistance. |
| Continuing Education Center | Provides a variety of non-credit courses for professional development and enrichment throughout the Madison College District, including licensing and certification courses and courses awarding continuing education units (CEUs) in a number of professional fields. |
| Center for Adult Learning | Collaborates with the Workforce Development Board of South Central Wisconsin to provide a clearly defined entry point to adults returning to work or school, underemployed workers, or dislocated workers in Dane County. Provides personalized services including assessment, skills training and career development support. |
| Executive Directors of Economic and Workforce Development | Regionally-based college administrators who provide leadership and management of economic and workforce development activities within a defined geographic area. Develop local community, business, and industry partnerships. |

Table 2.1 - Primary College Units Providing Workforce and Economic Development Services

Collaborations between these work units and businesses or the community ensure the College understands local economic and workforce development needs across the District and builds community awareness of Madison College services and possible partnerships to meet those needs. Meaningful investment in workforce and economic development directly impacts community exposure to and awareness of the services the College provides. Making personal connections in local communities and in various industries expands the College’s service area, increases the customer base, achieves business goals and addresses stakeholders’ needs. As a result, ongoing collaborations with localities, economic development organizations, and governmental agencies prove to be an essential business model for the College.

Additional discussion of the design and operation of key processes used to meet the College’s economic and workforce development mission is included in 2I2.

International Education is a second distinctive objective for Madison College. All international education activities are developed and coordinated through the Center for International Education (CIE). The College’s commitment to this distinctive objective is evidenced by its staffing structure, which includes three permanent full-time employees and one part-time, grant-funded employee. Beginning in

2008, responsibility for all foreign student admissions at the College was centralized in the CIE office. Leadership recognized the need for a dedicated staff with expertise in the array of needs and documentation required to grow international enrollments while providing a safe and enriching experience for students. As discussed in more detail in the Results section, with this infrastructure in place, the College grew from eight international students in 2008 to 130 students in 2012.

Organizationally, CIE is housed within Learner Success but works college-wide to develop and coordinate delivery of a range of International Education offerings, including:

- Admission of international students.
- Study abroad programs.
- Internationalization of curriculum.
- A 15-credit Global Studies Certificate.
- Faculty professional development.
- Faculty exchanges.
- College-to-college relationships to establish study abroad programs to attract international students to Madison College.
- Meetings with international delegations (e.g. Fulbright Scholars, Sister City delegations), resulting from CIE status as a leading two-year college for international education.
- Unique foreign language offerings (e.g. Chinese, Arabic, Japanese).

In addition to dedicated CIE staff, the international education mission is supported through an International Education Fellow. This two-year rotating faculty position, coordinated through the College's Center for Excellence in Teaching and Learning (CETL), allows a 20% faculty release to further the goal of curriculum internationalization. The Fellow's project-oriented focus expands CIE's capacity to meet the long-term goal that every academic program at the College will identify and integrate global competencies into one or more courses.

Additionally, partnerships with other colleges and international education networks, such as the Illinois Consortium for International Studies and Programs, allow Madison College students to better match career interests and personal needs to a study abroad experience that may not be available directly through the College.

A key strategy for designing and establishing programs to carry out distinctive objectives is the strategic use of grants to launch programs or to meet a timely community need. Federal and foundation grants expand both the ability to respond to changing workforce development needs and to build international education experiences that meet the needs of both the College and students. Establishment of a centralized Grants Office in 2006, a formal grant approval process, and a 2011 mission expansion to include support for grant implementation have strengthened the College's ability to successfully procure grants and strategically plan for their effective use in meeting key organizational objectives.

2P2: Determining major non-instructional objectives for external stakeholders

Madison College identifies major non-instructional objectives through a number of methods. The key methods used to establish objectives are the College's strategic planning process, including the 3-Year Strategic Plan, the Academic Plan and the Unit Planning Process, and legislative mandates.

One of the two statutorily authorized purposes of the technical college system in Wisconsin is to "provide customized training and technical assistance to business and industry in order to

foster economic development and the expansion of employment opportunities." This objective is foundational to college planning and program offerings. However, the College determines how to fulfill this objective through a variety of means that provide better understanding of the changing needs of district communities. Key inputs include yearly employer-training-needs surveys performed by Business and Industry Services, employee and worker training satisfaction surveys, topical Lunch and Learn sessions with industry partners, and participation by Economic and Workforce Development Directors and other college leaders in regional economic development planning groups and the local workforce development board.

In 2002, the College established "Global and Cultural Perspectives" as one of eight Core Abilities every student should develop as part of an education at Madison College. This Core Ability was developed to reflect the importance of global awareness and cultural competence as workplace skills. Once established, the College began a systematic process to integrate global awareness and global competencies into instructional programs and student activities. This ongoing internationalization process was affirmed through the first Academic Plan in the recommendation to "Promote the integration of international programming through various strategies like the Global Studies Certificate." The Academic Plan is currently being revised, and international education at the College will be even more fully articulated through a dedicated section that describes strategic priorities for the Center for International Education and related programs.

2P3: Communicating expectations regarding non-instructional objectives

The primary means of communicating the College's broad goals and objectives is through the 3-Year Strategic Plan. Individual units enhance and operationalize the College's strategic objectives through the Unit Planning Process. Since each unit must align unit plan outcomes with strategic plan goals, each unit has an opportunity to contribute to the economic and workforce development efforts of the College, as

well as to advance the global awareness educational mission.

Other communication tools include Matters and Convocation, which inform staff of college priorities, initiatives, and supporting activities. Through these communication strategies, staff learn about new grants that support objectives, special workforce training throughout the District, international education activities and campus events, and various college collaborations with employers and other community partners. Additionally, staff have opportunities at Convocations to participate in professional development activities to build skills in teaching global competencies or to become involved in study abroad programming.

2P4: Assessing the appropriateness and value of non-instructional objectives

The College's other distinctive objectives are reviewed in a number of ways. Some distinctive objectives, such as workforce training, are mandated by the state; however, these objectives are still reviewed in terms of effectiveness and continuous improvement. Other distinctive objectives are reviewed through several of the systematic planning and assessment processes at the College, including the Unit Planning Process, AQIP and the strategic planning process. Through these processes, the College makes decisions about the effectiveness and direction of activities, such as international education, and objectives are refined accordingly. Grants are automatically reviewed for value and appropriateness through the grant approval process, which specifically examines the match between a grant and the College's strategic priorities.

Review and assessment happens college-wide, though certain stakeholders are more directly

involved. The Executive Team drives strategic planning and thus determines appropriate distinctive objectives for the College to pursue. Advisory committees often play a key role in identifying workforce training needs, and recently reinforced the value of the global competency in a survey. More than 75% of surveyed advisory board members indicated that global competency was very important or important to students' career education. Assessment and review also takes place in the work units most directly pursuing these objectives, such as Business and Industry Services and the CIE.

2P5: Determining faculty and staff needs relative non-instructional objectives

Primarily, units with a central role in workforce development and the CIE determine faculty and staff needs related to international education and workforce training, particularly in relation to taking on additional activities and responding to emergent needs. At times, other departments closely supporting distinctive objectives, such as Grants Development, might also assess faculty and staff needs on an ongoing basis. Finally, faculty assigned to workforce development or CIE projects identify their own training and resource needs, and if possible, CETL addresses these needs internally. When these needs require specialized external training and professional development, CETL may provide funding.

2P6: Incorporating faculty and staff needs in readjusting non-instructional objectives

The Unit Planning Process is the primary system for making adjustments based on staff needs. Equipment, staffing, and facilities needed to carry out these activities can be requested as part of the budget development process through the Unit Planning Process.

When grants are used to implement new programs or processes, the grants development process includes assessment of staffing needs, methods for carrying out activities and managing the project, and evaluation of outcomes. When allowable, these costs and opportunities are built into the grant budget.

Finally, if it is unclear whether resources are sufficient to undertake a specific project, a decision is often made at the Executive Team level on whether to reallocate staff or other resources in support of the effort.

Measures used to assess performance of international education efforts are primarily based on numbers of students participating in IE activities. These results are shown in trend format under 2R3 below.

2R2: Performance Results for Accomplishing Non-Instructional Objectives

Table 2.2 displays Fiscal Year 2012 performance results on several key measures for workforce development outcomes. The results show a high degree of success for graduates entering employment as well as a high degree of

2R1: Measures of accomplishing major non-instructional objectives and activities

Table 2.2 lists key measures and results of economic and workforce development objectives. These measures are typically reviewed monthly by service areas and shared quarterly with the Associate Vice President for Learner Success, who shares key information with the Executive Team. A summary of key benchmarks and results are reviewed annually by the Board of Trustees as part of a formalized performance monitoring process.

satisfaction with training. Employers are also highly satisfied with the acquired skills of Madison College graduates and trainees. Trend data provided in 2R3 offers better context for assessing several of these measures.

Grant awards in support of distinctive objectives provide another measure of performance. Figure 2.1 on page 42 shows that federal and state grant revenue for economic development and workforce training activities between 2008 and 2012 provided both a significant amount of funding to carry out these activities, as well as significant alignment between this strategic

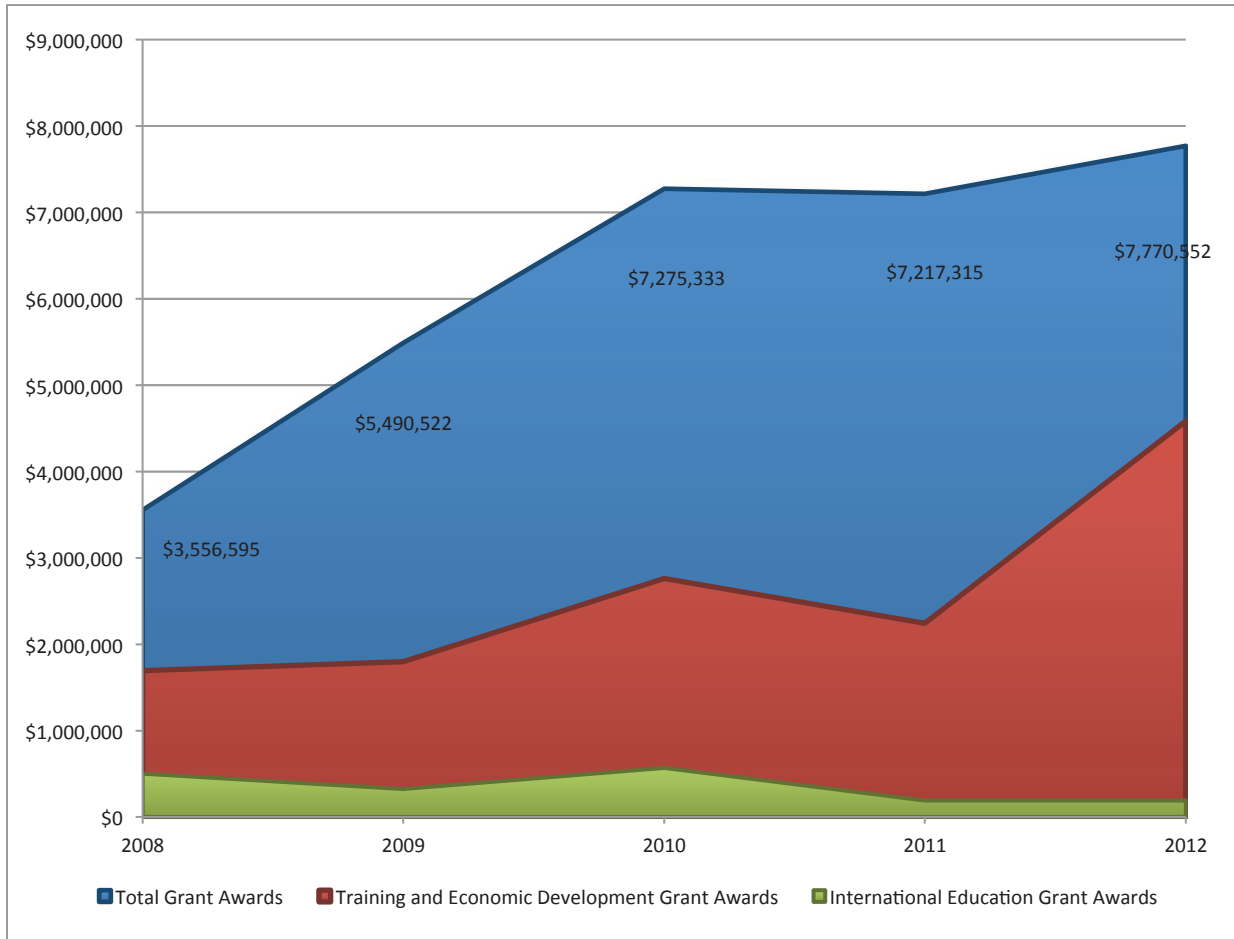
Table 2.2 - Measures and Results of Economic and Workforce Development Efforts

| Area or Unit | Measures | Results (Fiscal Year 2012) |
|---|---|---|
| College-wide | <ol style="list-style-type: none"> 1. Percentage of graduates placed in employment within six months of graduation 2. Percentage of employers indicating satisfied or very satisfied overall rating for Madison College graduates | <ol style="list-style-type: none"> 1. 87.9% 2. 97.7% (2009 results) |
| Business and Industry Services | <ol style="list-style-type: none"> 1. Contract revenue generated 2. Number of companies served 3. Number of employees trained 4. FTEs generated 5. Grant revenue secured 6. Employer satisfaction with training 7. Employee satisfaction with training | <ol style="list-style-type: none"> 1. \$1,196,897 2. 78 3. 2,169 4. 132.7 5. \$366,234 6. 91.5% 'satisfied' or 'very satisfied' 7. 8.71 (10 pt. scale) |
| Continuing Education | <ol style="list-style-type: none"> 1. Annual Continuing Education enrollment 2. Number of Continuing Education sections run 3. Number of revenue generating Adult Education Courses 4. Revenue generated from Adult Continuing Education Courses | <ol style="list-style-type: none"> 1. 14,205 2. 1,382 3. 1,484 4. \$438,891 |
| Economic and Workforce Development Directors | Generally qualitative measures documenting collaborative partnerships developed, effective relationships with stakeholders, business needs met through facilitating program development with other college departments | Results are reported in narrative format on a quarterly basis. |

objective and fund development efforts, averaging 46% of all funds received in this period. Similarly, though funding in support of International Education activities represents a much smaller share of overall grant funds awarded, averaging 5% of grant funds received,

the graph shows consistent attention to this strategic objective.

Figure 2.1 – Total Grant Revenue, Economic Development/Workforce Training, International Education



In addition to trend data provided for international education activities in 2R3, additional quantitative and qualitative measures that indicate a strong and effective program include:

- Seventy internationalized courses.
- Ten MOUs with international colleges in seven countries.
- Twenty-five short-term and semester-length study abroad opportunities in nineteen countries available to Madison College students.
- Range of destinations in developed and developing world available to meet the

career needs, personal interests and time availability of two-year college students

- Occupationally focused learning opportunities, such as Renewable Energy in Costa Rica, or Fashion Marketing in Milan.
- Two-week to full-semester programs.
- Six years of successive selection for CCID/Department of State placement of international student cohorts as part of the Community College Initiative program.
- Consistently positive CCID external review of programs and financial management.

Program strength is also indicated by the recognition the CIE receives from international education agencies; the College was also selected by the Department of State to model best practices for study abroad programs to other community colleges across the nation through structured training sessions. The Director of CIE was awarded the CCID Werner Kubsch Award for a "community college educator who has demonstrated outstanding achievement in international education related to community colleges, and to the betterment of international relations" based on his work developing IE programs at Madison College.

2R3: Comparative results for accomplishing distinctive objectives

Comparisons of measures for assessing performance on distinctive objectives remain limited because colleges have different business models and provide different types of training relevant to their area.

Similarly, the field of International Education is only beginning to develop consistent measures for assessing program and institutional effectiveness. Madison College will be piloting the Framework for Internationalization in the coming year, a self-assessment rubric developed by Community Colleges for International Development (CCID), of which Madison College President Barhorst is a board member. CCID also plans to develop benchmarking tools to allow comparison between institutions, which would follow the successful piloting of the Framework. Additionally, the Center for International Education has agreed to participate in a Ph.D project with the goal of developing benchmarks for international education programs.

The College does utilize trend data as a measure of performance on distinctive objectives. Table 2.3 shows a five-fold increase in the number of international students enrolled since 2008, which was the first year that admissions for

Table 2.3 - Headcount, International Students and Study Abroad Students

| Academic Year | International Students | Study Abroad Students |
|---------------|------------------------|-----------------------|
| 2008-09 | 17 | 50 |
| 2009-10 | 57 | 41 |
| 2010-11 | 89 | 90 |
| 2011-12 | 101 | 49 |
| 2012-13 | 120 | 82 |

international students were handled through the Center for International Education rather than the College’s central admissions office. This steady enrollment increase demonstrates CIE’s ability to develop specialized programs to attract and support international students. The picture with study abroad participation is a little harder to interpret. The numbers notably fluctuate from year to year. Surveys of students about study abroad experiences indicate high levels of satisfaction.

Results for accomplishing objectives related to workforce development can be seen in Table 2.4, which provides trend data for the FTEs, headcount, and contract revenue generated measures for BIS. The data show a fair amount of volatility in all three measures over time, but revenues over the last three years indicate a slowly increasing trend. They also indicate that headcounts alone are not a good indicator of the level of revenue generated by training.

Table 2.4 – Business and Industry Training FTEs, Headcount, and Contract Revenue Generated

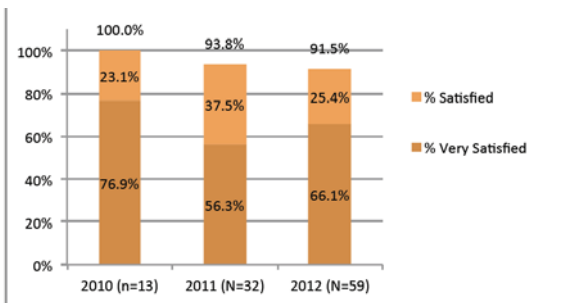
| | | 2008 | 2009 | 2010 | 2011 | 2012 |
|-----------------------------------|-----------|-------------|-------------|-------------|-------------|-------------|
| Training Program Grants | FTEs | - | 40.1 | 14.3 | 35 | 34.4 |
| | Headcount | - | 390 | 414 | 1032 | 932 |
| 38.14 Contracts | FTEs | 223.2 | 154.8 | 126 | 123.9 | 98.3 |
| | Headcount | 4117 | 2955 | 1583 | 1825 | 1297 |
| Contract Revenue Generated | | \$1,516,903 | \$1,455,968 | \$1,022,992 | \$1,071,926 | \$1,196,897 |

Figures 2.2 and 2.3 provide solid evidence of consistently highly rated training experiences by both workers and employers, though as the response rate for employers has risen, the overall satisfaction for that group has declined slightly.

Figure 2.2 - Contract Training: Trainee Satisfaction

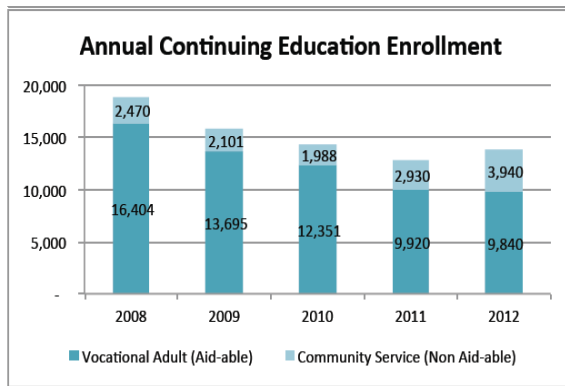


Figure 2.3 - Employer Satisfaction Contract Training



Trend data for Continuing Education (Figure 2.4) shows a long-term downward trend in total adult enrollments.

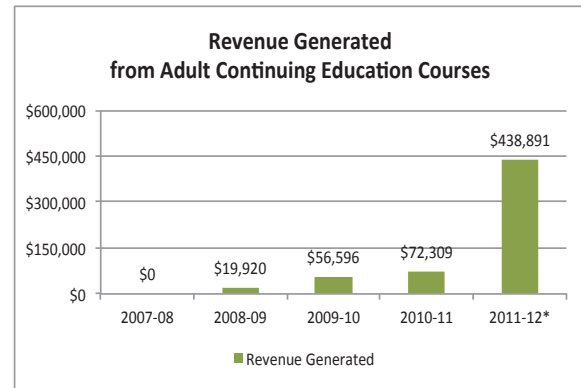
Figure 2.4 - Annual Continuing Education Enrollment



At the same time, Figure 2.5 shows the financial impact of the recent expansion of revenue generating continuing education courses that

more closely align with the College’s credit offerings.

Figure 2.5 - Revenue Generated from Adult Continuing Education Courses



2R4: How performance results of distinctive objectives strengthen the overall organization

Strong performance carrying out the College’s distinctive objectives strengthens the overall organization in numerous ways. Coordinating and aligning workforce and economic development activities throughout the District improves the College’s ability to understand and address the needs of diverse communities and populations. The College uses this information to offer the right mix of education and training options that impact overall enrollments.

Success in securing grants to build programs and provide innovative workforce training has provided both a vehicle to engage community partners in new ways and impacted the community’s perception of the College. One example of this is the development of the Center for Adult Learning, established through a Department of Education Fund for the Improvement of Postsecondary Education (FIPSE) grant. In response to the large number of unemployed and dislocated workers as a result of the economic downturn, the College designed a new model for delivering training and supportive services in close collaboration with the Workforce Development Board of South Central Wisconsin. The result was an extremely high rate of successful training completions and placement into employment. This educational model has been nationally

recognized as a best practice. The success of this effort not only brought the College additional grants by which it was able to adapt the model for different audiences, it changed the relationship between the College and the Workforce Development Board from a customer/contractor relationship to a truly collaborative partnership that is more effective in serving community needs.

The College has received both national and international attention as a leader in international education among two-year colleges. The establishment of the Community College Sustainable Development Network through a Department of State grant allows the College to expand STEM focused study abroad and service learning options for students and to create opportunities to partner with other colleges. In addition, the local community and potential students, parents and employers view Madison College as innovative and globally focused. Media coverage on the College's diverse and innovative programs improves the public's image of the College and, in turn, strengthens public support. This strong level of support was instrumental in passing the second largest building referendum in Wisconsin history in 2010.

2I1: Recent improvements for Accomplishing Other Distinctive Objectives

Restructuring of the disparate workforce and economic development services into the Center for Community and Corporate Learning in 2010 has created efficiencies in cross-promotion of services, merged marketing, shared training facilities and a joint Customer Relations Management and registration site. The result is both better alignment with college programs and goals and a clearer point of contact for customers. Additionally, quarterly meetings between CCL staff and the Economic and Workforce Development Directors ensures information sharing between all parties, and the collective knowledge and expertise of the group is harnessed to design training and services that will best meet community needs across the District.

Establishing clear roles and increasing visibility of the Economic and Workforce Development

Directors in the Northern region and Eastern region of the District has extended the College's ability to connect with the needs of employers and local communities. It also positions the College to develop partnerships that allow an increasingly significant role in each region's development. Economic Development Directors serve as liaisons to external stakeholders throughout their region. The Directors work to carry out the College's strategic plan and mission regarding economic and community development. As such, these positions provide an increasingly critical interface with the business community by identifying the specific and current needs of local organizations and working with other departments in the College to design relevant solutions.

2I2: Selecting processes to improve and setting performance targets for Accomplishing Other Distinctive Objectives

Placement of Business and Industry Services and the Continuing Education Center under the umbrella of the Center for Community and Corporate Learning is a good example of how infrastructure supports economic and workforce development results. In addition to the process improvements identified in 2I1, the CCL structure allows for synergy of services, planning, communication and cross-training of staff that provides a coordinated and efficient response to district workforce training needs. Stakeholder needs determine which unit within the CCL delivers the service and help ensure an appropriate training structure and format. CCL and its units approach workforce training development as a consultative team, drawing on the knowledge and skills of all members. This approach reduces competition among the units for the same customers and establishes an environment where innovative thinking can thrive and solve problems. Maintaining a joint CCL unit plan, in addition to individual business unit plans, provides a means to both define the unique work of each unit as well as the collaborative work of the Center.

The College's continuing commitment to funding staff positions in the Center for International Education provides the stability necessary for continued growth of international

programs and activities, which supports the global awareness Core Ability. In order to achieve a truly internationalized campus, international students must be part of the student body. Without the support provided by the CIE, evidence shows that it would be difficult to build these enrollments. Likewise, two-year college students are less likely to seek out or have access to viable study abroad experiences without a

carefully developed structure that builds interest and meets their unique support needs.