

## AQIP Category 1: Helping Students Learn

### 1C1 Common Learning Objectives

The common learning objectives at MATC are the eight Core Abilities, which were developed by the Assessment Implementation Team. All students who graduate from MATC programs are expected to leave the institution possessing the skills outlined in the

Core Ability Indicators (Table 1.1) by completing the classes within their programs. These Core Abilities provide students with knowledge and skills that employers value and seek when choosing new employees and that are intended to help them succeed in any career they choose.

**Table 1.1 Common Learning Objectives: MATC Core Abilities**

Core Abilities	Indicators
<b>Communication</b>	<ul style="list-style-type: none"> <li>• Read and apply knowledge and ideas for purposes such as information gathering, appreciation, and enjoyment</li> <li>• Write clearly, concisely, and accurately in a variety of contexts and formats</li> <li>• Speak clearly, concisely, and accurately in a variety of contexts and formats</li> <li>• Listen attentively with respect and an open mind</li> </ul>
<b>Critical Thinking</b>	<ul style="list-style-type: none"> <li>• Understand and use effective strategies</li> <li>• Identify tasks</li> <li>• Evaluate information</li> <li>• Make decisions</li> <li>• Assess decisions</li> </ul>
<b>Ethics</b>	<ul style="list-style-type: none"> <li>• Recognize ethical responsibilities</li> <li>• Demonstrate ethical behavior</li> <li>• Examine how bias influences ethical behavior</li> </ul>
<b>Global and Cultural Perspectives</b>	<ul style="list-style-type: none"> <li>• Exhibit knowledge of basic global literacy including: geography, history, and similarities and differences among cultures</li> <li>• Express sensitivity towards and respect for the complex range of experiences of diverse peoples including ethnicity, gender, social class, religion, nationality and age</li> <li>• Recognize the interdependence of societies with world economies, political systems and the environment</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Perform computations using appropriate methods and/or technologies</li> <li>• Demonstrate knowledge and application of measurement</li> <li>• Read, interpret, and generate graphical information</li> <li>• Demonstrate knowledge and application of formulas</li> <li>• Demonstrate numerical and logical reasoning in professional and personal settings</li> </ul>
<b>Science and Technology</b>	<ul style="list-style-type: none"> <li>• Gather and apply data and information</li> <li>• Apply principles of science and technology</li> <li>• Demonstrate awareness of changing science and technology</li> </ul>
<b>Self-Management</b>	<ul style="list-style-type: none"> <li>• Manage stress in appropriate ways</li> <li>• Accomplish desired tasks in the time available</li> <li>• Recognize own strengths and potential for growth/life-long learning</li> <li>• Practice workplace etiquette</li> <li>• Effectively cope with change</li> </ul>
<b>Social Interaction</b>	<ul style="list-style-type: none"> <li>• Acknowledge and respect different opinions and ideas</li> <li>• Demonstrate constructive feedback skills</li> <li>• Contribute to team success</li> <li>• Resolve interpersonal conflicts effectively</li> </ul>

### 1C2 Aligning Student Learning Objectives with Mission, Vision, and Philosophy

MATC's mission, values, and vision reflect the institution's dedication to helping students learn:

- **Mission:** Madison Area Technical College provides accessible, high-quality learning experiences that serve the community.
- **Values:** Excellence, Respect, and Integrity
- **Vision:** Transforming lives, one at a time

MATC has adopted the Learning College principles as part of its philosophy. These principles guide the

activities of the College so that administrators, faculty and staff design and deliver programs and curriculum with the principles in mind. The six principles are as follows:

1. The Learning College creates substantive change in individual learners.
2. The Learning College engages learners in the learning process as full partners who assume primary responsibility for their own choices.

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3. The Learning College creates and offers as many options for learning as possible.
4. The Learning College assists learners to form and participate in collaborative learning activities.
5. The Learning College defines the roles of learning facilitators by the needs of the learners.
6. The Learning College and its learning facilitators succeed only when improved and expanded learning can be documented for learners.

The MATC District Board has adopted five End Statements that act as objectives for the College as a whole. In response to these End Statements, the College Council identified five goals, with associated outcomes, in its Three-Year Strategic Plan. Table 1.2 below provides the five End Statements and five goals of the Three-Year Strategic Plan. Both the Board End Statements and the Three-Year Strategic Plan are discussed in detail in Category 8. (See Figure 8.1 to see the alignment between the End Statements and the Three-Year Strategic Plan goals.)

**Table 1.2 End Statements and Three-Year Strategic Plan Goals**

Board of Trustees End Statements	Three-Year Strategic Plan Goals
All students achieve the learning necessary to be successful in their educational and career goals.	1. All students will succeed.
MATC prepares students for gainful employment and continuing education.	2. Opportunities and options for learning reflect the needs of students and clients.
MATC provides skilled workers that meet employer needs and the community's changing needs.	3. All who interact with MATC have positive experiences.
MATC provides open access and a welcoming environment for all students and members of the community in pursuit of lifelong learning opportunities.	4. Community, education, and business partnerships result in enhanced educational opportunities.
MATC proactively provides support and resources to the enhancement of collaborative community efforts to the extent resources will allow.	5. MATC continuously examines and improves its practices to support the goals of the College and meet the needs of stakeholders.

The College has various means to align the practices of the College with its mission, vision and goals. To ensure that all administrators, faculty and staff are practicing the Learning College principles, the College provides a strong professional and staff development program that focuses on the principles. The College also employs a coordinated department, program and unit strategic planning process, in which unit outcomes are aligned with Center outcomes, which are aligned with the Three-Year Strategic Plan goals.

The Learning Systems Quality Improvement Process (LSQIP) aligns program improvement with the Learning College principles and the College's mission, vision and philosophy through:

- Revision or creation of program outcomes (aligned with identified stakeholder needs)
- Review of program structure to reach those outcomes
- Assessment of outcomes for curricular revision
- Alignment of unit plans with Center/department and with the College's Three-Year Strategic Plan

Through implementation of the Core Abilities assessment process, the College aligns the learning expectations of all graduates with the College's

mission, vision, and goals. As part of this process, programs and departments assess whether students have achieved the general education outcomes (Core Abilities). Feedback is provided to programs and is used to review and revise the curriculum and teaching practices to assist students in meeting the general education outcomes.

Mandatory Assessment, Advising and Placement (MAAP), which was an AQIP project during MATC's first round of projects, is aligning the College's expectations regarding student success with the College's mission, vision, and goals. MAAP was one of the first initiatives to move the College from a philosophy of students having a right to fail to the College taking the responsibility for helping students succeed.

### **1C3 Key Instructional Programs, Delivery Methods and Technology Use**

All instructional programs are located within the Learner Success Division. Learner Success includes six separate Learning Centers: Arts and Sciences; Agriscience and Technology; Construction, Manufacturing, Apprenticeship and Transportation; Business and Applied Arts; Health and Safety Education; and Human and Protective Services.

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Within each of the instructional Centers are program clusters, which are sub-divided into the individual learning programs. Each learning program may offer varying levels of degrees, diplomas and certificates, depending upon the needs of the students and stakeholders. Table 1.3 shows the number of different

instructional certifications found in each program cluster by level of degree.

**Table 1.3 Level of Degree, Diploma or Certificate by Program Cluster\***

Program Cluster	Apprenticeship	Certificate	Less-Than-One-Year Technical Diploma	One-Year Technical Diploma	Two-Year Technical Diploma	Associate Degree	Total
Accounting and Finance				1		2	3
Agriculture & Natural Resources		1	1			2	4
Applied Arts		1		1		7	9
Applied Engineering		1				5	6
Arts & Sciences		3				2	5
Biotechnology & Electron Microscopy		2				2	4
Business and Marketing		4		1		6	11
Business Technology		7		2		4	13
College Preparedness & Academic Advancement						1	1
Construction	21					1	22
Education	1					1	2
Emergency Medical Services		3				1	4
Health Related Professions		2	6	4		7	19
Hospitality	1	5		3		5	14
Human Services						1	1
Information Technology		11				5	16
Manufacturing	5	1		1	2	1	10
Nursing		1	1	2		1	5
Protective Services			2	3		3	8
Transportation		1		2	3	3	9
<b>Total</b>	<b>28</b>	<b>43</b>	<b>10</b>	<b>20</b>	<b>5</b>	<b>60</b>	<b>166</b>

MATC also offers non-degree and/or non-credit instruction. Within the Learner Success Division is the Learner Development Center, which provides student academic-related services and support. One part of Learner Development is the College Preparedness and Academic Advancement Center (CPAAC), whose services include College Success, developmental education, English Language Learner and high school completion programs. Housed in another part of Learner Success are departments

dedicated to providing customized training, technical assistance for business and industry, and non-degree avocational learning.

Table 1.4 shows the enrollment headcount and the FTE history for each program cluster over the last four academic years. Headcount and FTE numerical changes and percentage changes are given for the time period between 2005-06 and 2008-09.

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**Table 1.4 Unduplicated Headcount and FTE Trends by Program Cluster**

Program Area	Data	YEAR				Δ Head Count	Δ %	Δ FTE	Δ %
		2006	2007	2008	2009				
Accounting, Finance, Business & Marketing	Headcount	4689	4994	4717	4585	-104	-2.7%		
	FTE	874.9	940.7	923.4	933.1			58.2	6.7%
Agriscience & Natural Resources	Headcount	536	499	537	497	-39	-6.7%		
	FTE	130.1	139.3	148.8	146.3			16.2	12.2%
Applied Arts	Headcount	3414	3375	3096	2923	-491	-15.0%		
	FTE	500.1	501.9	478.1	485.0			-15.1	-2.9%
Applied Engineering	Headcount	831	1293	1210	890	59	22.7%		
	FTE	185.2	205.3	237.4	210.2			25.0	15.0%
Arts & Sciences	Headcount	13283	14440	14070	13692	409	3.5%		
	FTE	3726.2	4029.9	4113.0	4275.1			548.9	14.2%
Business & Information Technology	Headcount	7033	6896	7349	6534	-499	-7.1%		
	FTE	694.4	686.7	726.7	704.6			10.2	1.5%
College Preparedness & Academic Advancement	Headcount	2996	2949	2775	2128	-868	-29.0%		
	FTE	247.1	259.8	251.1	190.7			-56.4%	-22.8%
Construction	Headcount	1313	1323	1340	1229	-84	-6.2%		
	FTE	186.3	210.3	213.6	184.5			-1.8	-0.8%
Education	Headcount	985	1076	1101	684	-301	-26.3%		
	FTE	83.4	84.5	78.2	67.9			-15.5	-19.3%
Hospitality	Headcount	1145	1158	1077	1101	-44	-3.6%		
	FTE	238.8	233.5	212.4	211.8			-27.0	-11.6%
Human Services	Headcount	143	159	164	191	48	30.8%		
	FTE	62.5	66.6	65.7	71.5			9.0	14.1%
Laboratory Sciences (Biotechnology & Electron Microscopy)	Headcount	103	99	104	100	-3	-2.7%		
	FTE	36.8	35.6	35.3	37.0			0.2	0.6%
Manufacturing	Headcount	1134	1226	1044	1043	-91	-6.8%		
	FTE	173.1	166.7	163.0	157.8			-15.3	-9.1%
Nursing & Health-Related Programs	Headcount	3549	4021	3673	4111	562	15.8%		
	FTE	697.1	784.1	730.2	822.9			125.2	17.9%
Protective Services and Emergency Medical Services	Headcount	7140	6305	6207	4883	-2257	-31.6%		
	FTE	419.7	409.7	421.2	362.4			-57.3	-13.7%
Safety Education	Headcount	4435	3746	3056	2717	-1718	-45.0%		
	FTE	59.7	54.5	50.1	47.4			-12.3	-22.2%
Transportation	Headcount	692	730	589	525	-167	-24.7%		
	FTE	236.9	249.9	239.0	221.7			-15.2	-6.1%
Adult & Continuing Education and Community Service	Headcount	4707	4676	4593	3299	-1408	-29.9%		
	FTE	328.2	296.9	346.4	215.0			-113.3	-34.5%
<b>Total Headcount (unduplicated)</b>		<b>42638</b>	<b>43589</b>	<b>41522</b>	<b>36925</b>	<b>-5770</b>	<b>-13.7%</b>		
<b>Total FTE</b>		<b>8881.1</b>	<b>9356.0</b>	<b>9633.7</b>	<b>9344.9</b>			<b>463.8</b>	<b>5.25%</b>

NOTE: data as of April 23, 2009

An analysis of the changes seen in headcount and FTE by program cluster reveals the following:

Total headcount has dropped by 13.7 percent (-5,770) since 2005-06 with the largest decreases coming from the non-degree and vocational training clusters. Among degree credit clusters, the Education cluster saw the largest decrease in headcount. Numerically, headcounts grew the most in Nursing and Health-related programs while most program clusters saw headcount decreases.

Full-Time Equivalent (FTE) students rose overall by 5.25 percent during the four-year time period. Arts and Sciences and Nursing and Health-related programs had the largest numerical increases with the

largest losses again seen in the non-degree and vocational training clusters.

MATC, in the past, did not study the use of different or alternative delivery methods within key learning programs. The determination of how each program would serve its particular students was done by the Learning Center Dean, because it was felt that each Dean was closer to the learning program stakeholders and would, therefore, have a better understanding of their needs. This process resulted in a haphazard approach to alternative delivery methods. The College realized that a comprehensive approach to alternative delivery would best serve the institution by reducing duplication of effort and consolidating resources. This decision prompted the College to include in the Three-Year Strategic Plan one outcome

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related to alternative delivery (Courses and/or programs utilizing flexible learning strategies will increase by 50 percent over three years). Based on this outcome, a college-wide Flexible Learning CQI team was developed and is currently working on support processes for faculty.

Although MATC does not currently have data related to delivery methods by program, it does have data on method of instruction. MATC offers a variety of scheduling options beyond the traditional sixteen-week semester to meet the needs of students. Options include three-week intersession courses, focused eight-week courses, and evening and Saturday classes. Not only does the College offer scheduling options, but the faculty use various curriculum delivery methods as well. Table 1.5 shows the number of sections taught using both in-person and alternative delivery methods over time.

**Table 1.5 Number of Sections Taught by Delivery Method**

Delivery Method	2005	2006	2007	2008	Δ %
Accelerated	60	54	71	82	37%
Computer Delivered	4	5	37	82	1950%
Hybrid	0	0	0	3	300%
In-Person	4,735	4,679	4,671	4,708	-0.6%
Interactive Television	155	187	186	152	-1.9%
Online	283	283	376	462	63%
Short-Term	0	0	0	1	100%
Telecourse	30	22	12	4	-87%

While the vast majority of classes are held in person, the use of alternatives, such as accelerated learning and online courses are growing at a significant rate. From 2005 to 2008, there was an increase of 37 percent in the accelerated courses offered, a 63 percent increase in online courses offered, and a 1,950 percent increase in computer-delivered courses that are not online.

MATC offers hybrid courses that combine a face-to-face component and an alternative delivery method, which results in decreased in-class time for students.

**Table 1.6 Flexible Learning Options Headcount & FTE vs. In-Person Headcount & FTE, by Year**

		2005	2006	2007	2008	Δ%, 2005 to 2008
<b>Head Count</b>	Flexible Learning Options	4,489	4,532	6,094	6,958	55.8%
	In-Person	18,753	18,890	20,046	19,481	1.7%
	Total Headcount	23,242	23,422	26,140	26,439	12.0%
	Flexible Learning as a % of Total	23.9%	24.0%	30.4%	35.7%	
<b>FTE</b>	Flexible Learning Options FTE	563.0	613.7	865.1	974.7	83.5%
	In-Person FTE	7,486.1	7,386.4	7,625.5	7,573.2	1.2%
	Total FTE	8,049.0	8,000.2	8,490.0	8,497.9	6.7%
	Flexible Options FTE as a % of Total	7.0%	7.7%	10.2%	11.5%	

Prior to fall 2008, MATC did not have a specific course code for the hybrid delivery method; therefore, the number of hybrid courses is not documented before that time period.

The traditional classroom environment is also changing through access to multimedia tools. MATC has a total of 378 classrooms; 165 or 44 percent are equipped for multimedia presentations with equipment that may include a computer, LCD projector, document camera, VCR or DVD player, TV monitor and/or ceiling-mounted speakers. The MATC campuses have 56 mobile, computer-based projection systems available for classroom use. In addition to lecture classrooms, there are 106 computer classrooms or lab areas at the College, with approximately 2,500 desktop computers and 140 laptops available for student use.

Online education at MATC is growing. MATC has experienced significant growth in online course and program offerings. Some programs can be completed totally online: Advanced Medical Coding Specialist, Medical Coding Specialist, Optometric Technician, Supervisory Management/Leadership Development, Business Software Applications and Administrative Assistant. During academic year 2008-2009, approximately 700 instructors were actively using Blackboard, and approximately 1,750 unique class sections per semester utilized Blackboard online course management system. This increase use of the Blackboard system has resulted in 42 percent of MATC students using Blackboard during the 2008-2009 academic year.

All of these methods of instruction result in more flexibility for students. Students spend less time traveling to a location to attend a face-to-face class. It also means that time can be reallocated or redistributed according to changing priorities in a student's work or personal life. Table 1.6 shows the increase in numbers and FTE of degree-credit students enrolled in flexible learning options versus in-person instruction.

The College tracks enrollments in online, computer-delivered, accelerated, hybrid, and short-term courses. Additional flexible learning options have resulted in increased headcount: accelerated course headcount increased 87 percent and online increased 161 percent, while over the last four years face-to-face headcount decreased by six percent. FTEs for flexible learning options also increased: accelerated FTEs increased 50 percent, and online FTEs increased 158 percent. These flexible delivery strategies now account for 12 percent of the college degree-credit headcount and 6.7 percent of its FTEs.

Flexible options are most important to adult students. Access to higher education is increased dramatically when adult students (25 years and older) are offered flexible learning opportunities convenient to their work and personal lives. Understanding this, the College added the following outcome to the Three-Year Strategic Plan: Courses and/or programs utilizing flexible learning strategies will increase by 50 percent over three years.

#### **1C4 Preparing Students for a Diverse World**

MATC has adopted specific initiatives that prepare students to live in a diverse world. One initiative is the implementation of the Core Abilities (see Table 1.1), with its inclusion of the Core Ability *Global and Cultural Perspectives*. Faculty within degree-credit programs as well as selected courses within the Arts and Sciences Department assess and document student performance in this Core Ability.

The Equity Scorecard has helped MATC to examine the level of diversity and equity among student groups at the program, department and institutional levels. MATC began this project in the spring of 2004. The goal of this initiative is to gather minority student and staff data in four separate areas (access, retention, excellence and institutional receptivity) and make recommendations based on the patterns and trends seen within the data. This project has been dormant, but is now being re-invigorated.

MATC's Center for Excellence in Teaching and Learning (CETL) offers professional development opportunities to introduce faculty to the concepts of individual learning styles and challenges that diverse learners face in their efforts to be successful. The CETL mission statement states its responsibility to "facilitate change processes that provide dynamic, integrated support for the continuous improvement of learner-centered education." As a result, CETL staff members have been trained in systems and concepts designed to foster student success. Several Wisconsin

Technical College System (WTCS) educational certification courses offer new instructors the opportunity to develop skills related to preparing students for a diverse world.

- *Teaching Methods* introduces teachers to the concept of learning styles and focuses on designing learning activities that will address the various styles throughout a course.
- *Diversity in Education* focuses on the diverse learning needs of technical college students. *Guidance and Counseling* provides educators with an opportunity to understand the unique needs of students who face challenges from low socio-economic status to mental health issues.
- *Educational Psychology* offers faculty a clearer understanding of students' intrinsic and extrinsic motivations for pursuing their education, making lifestyle choices, and maintaining persistence.

Other CETL workshops that relate to diversity include:

- *Educational Diversity: Special Needs Students* workshop which provides educators the opportunity to learn about the differing perspectives and experiences of this population.
- *On Course* (Skip Down) workshop, a professional development activity for faculty to learn student-centered strategies to assist them to become aware of their individual learning styles and become active, responsible learners.
- *Universal Design of Instruction* workshop that seeks to provide specific tools to instructional designers and faculty as they create experiences that are accessible to every student.

When faculty develop new courses, they typically use the Worldwide Instructional Design System (WIDS) software program which asks teachers to consider various teaching strategies as they design their learning activities to meet the needs of diverse students. Additionally, CETL offers a wide array of printed materials, online information, and Webinars designed to raise faculty awareness of students' diverse needs.

Within the Learner Development Center is the Student Life Office, which provides students with opportunities to prepare them to live in a diverse world. The Volunteer Center, within Student Life, sponsors programs and provides resources to students to get involved in the community and on campus through civic activities. They promote volunteerism and service-learning through programs, such as Alternative Winter, Spring and Summer Break Trips; Santa's Wish List; and other community projects

where hundreds of MATC students are exposed to and assist with meeting a community need.

Through the MATC Global Horizons International Education Program, MATC received a Title VI grant for a project entitled "An Undergraduate International Studies and Foreign Languages Grant, Global Horizons Project." There are two major goals to this project: to revise and update international curriculum and to promote faculty expertise and capacity for instruction in languages and international culture. Some major accomplishments of this project include:

- Offering an Introduction to Mandarin Chinese course
- Developing new curriculum in international studies. Five new courses were developed: Renewable Energy for the Developing World, World Issues Journalism, Russian Literature in Translation, International Business in Fashion, and Martial Arts Fundamentals.
- Revising General Education courses: International Economics has been developed.
- Creating an Interdisciplinary Global Studies Certificate

Additional courses are being developed.

The credit-based College Success course includes units which focus on learning styles, interdependence and global and cultural perspectives, which are part of the *On Course* principles, created by Skip Downing.

## **1C5 Faculty Intellectual Freedom, Inquiry, Reflection and Respect**

The College fosters respect for differing and diverse opinions by acting consistently with its values of Excellence, Respect and Integrity and through the cross-functional design of college work teams. MATC fosters inquiry and reflection in several ways. The College has resources for new faculty, including a mentor program that pairs senior faculty with new faculty members. The MATC Foundation administers the Innovation Grants program to provide funding to students, faculty, and staff for the development and implementation of high quality, innovative projects that support Learning College principles and the MATC mission. Approximately half of the learning programs have implemented the new workload formula. Under the new formula, ten percent of a faculty member's workload is dedicated to professional development.

Collective bargaining agreements for both the full- and part-time faculty unions provide funds for

professional development opportunities. These funds are available through an application process. Full-time faculty are eligible, under certain conditions, for sabbatical funding as professional development opportunities.

The Center for Excellence in Teaching and Learning (CETL) fosters the systematic growth and development of the MATC college community. The CETL team combines staff with expertise in staff development, technology training, distance learning, instructional design, assessment, and instructional technology into a single unit charged with providing training and support for all employees. The CETL team collaborates with partners throughout the College to provide services and experiences related to teaching and learning. CETL's mission to foster systematic growth and development of MATC employees is accomplished by:

- Ensuring shared best practices in learning and teaching
- Staying abreast of current and future trends in teaching and learning
- Offering dynamic, service-oriented, integrated support to all employees for the improvement of learning
- Facilitating change processes that provide dynamic, integrated support for the continuous improvement of learner-centered education
- Facilitating scholarship, research and evidence in alignment with institutional planning and growth
- Acting as a catalyst for cultural change within the MATC community
- Providing resources through physical and virtual means

CETL currently offers a variety of workshops and/or courses ranging from personal development to renewal of teaching certification. The types of courses offered fall within the following categories:

- Professional Development Workshops
- Provisional Certification for Instructors
- Technology Training

Seminars, workshops and professional development opportunities are also offered through CETL to promote inquiry, reflection and respect. They include a college-wide Leadership Institute; *Seven Habits of Highly Effective People*; the WTCS certification courses *Curriculum and Course Construction*, *Philosophy of Vocational Education*, *Guidance and Counseling*, *Educational Diversity*, *Educational*

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*Psychology, and Educational Evaluation;* and copyright and classroom ethics workshops. Table 1.7 displays the diverse types, numbers of offerings and participants attending CETL-sponsored activities in the 2007-08 academic year. The full-time and part-

time faculty orientation and part-time faculty institute have recently been expanded and are continually being improved to better inform new faculty about the College's mission, goals, and values.

**Table 1.7 Staff Development Offerings, 2007-08**

Event	Sessions/ Courses Offered	Participants
Fall Convocation (August)	20	671
Fall Mid-Term Convocation (October)	11	352
Spring Convocation (January)	60	656
Spring Mid-Term Convocation (March)	34	631
Certification Courses	28	414
Professional Development Workshops	45	360
Technology Training	35	226
New Faculty Institutes (Full & Part-Time)	6	100
New Employee Orientation (PSRP & Administrative staff)	11	83
Tech Academy	84	390
PSRP Retreat	23	196
Faculty Mentor Program	4	54
Consultants/ Walk-Ins to CETL		720
Total Event Participants	361	4,853

(Source - CETL Annual 2008 Report-7/08)

The College recognizes that innovation efforts are an important component in any college dedicated to continuous quality improvement. As MATC responds to changing marketplace and workforce needs, it is imperative to drive innovation that leads to new learning opportunities, employee engagement, communication synergy, community connections, and college growth. Fostering of innovation has resulted in numerous grant awards and development of internal and external strategic partnerships. Two examples of such innovations are the Fusion Science Theatre and the Renewable Energy Certificate.

In addition, the College has invested in its intellectual climate with efforts to bring students and faculty together in service learning opportunities; in Math Club involvement that includes presentations by guest lecturers throughout the year; in opportunities for publication of the award-winning student newspaper, *The Clarion*; with the student literary journal, *The Yahara Journal*; and through other efforts housed in Student Life. The College has improved the intellectual climate with its involvement in the Delta Program at UW Madison, linking graduate students in the STEM disciplines with teaching experiences through teaching internships at MATC. Many other such opportunities exist, and new ones are being planned.

Intellectual freedom and intellectual property are acknowledged by the College in the full-time faculty contract. Section I of the contract is titled *Academic*

*Freedom*. The wording of the section is as follows: "The spirit and policy of this institution developed and sponsored under progressive administrative and teacher leadership, encourages the teaching, investigating and publishing of findings in an atmosphere of freedom and confidence." Also within the contract is language pertaining to intellectual property, which states, "The College is the owner and legal author of all Curricular Works...; accordingly, Curricular Works shall be considered works made for hire." However, "the author of a Personal Work is the owner and legal author of that Personal Work," and "the author of a Special Work is the owner and legal author of that Special Work."

## **1P1 Determining Student and Program Learning Objectives**

In 1994, MATC created the Core Abilities as the common student learning objectives for the College. In 2004, the Core Abilities were reviewed and revised by cross-functional Core Ability teams using quality improvement practices. Based on this review, the teams revised the original Core Abilities and developed rubrics to facilitate assessment. These Core Abilities are now aligned, developed and assessed in specific courses through out each program and department curriculum.

Program outcomes determine the competencies and objectives for each program course, which are documented in an outline of instruction and on the

program's Learning Outcomes Matrix (LOM) which is located on the web-based LOAD program. Program outcomes are developed or obtained through one of the following processes: national accreditation, statewide curriculum, advisory committees, or facilitated stakeholder outcome meetings. Many programs at MATC participate in either accreditation or certification processes. These processes are ongoing and occur in three, five, seven, or ten-year cycles depending on the program and the accrediting agency. Each new accreditation or certification cycle may introduce new curriculum changes and updates to specified learning objectives.

Advisory committees play a key role in developing and revising program learning outcomes on an ongoing basis. Advisory committees usually include employers, program graduates, current students, occupational experts, and MATC faculty and administration. Program advisory committee meetings are held biannually, at a minimum, to review and recommend changes in curriculum and to support and advise the program faculty on new trends in employment and technology in their respective occupations. Core Abilities are embedded in program outcomes and naturally fit in program curriculum instruction.

For each program, faculty develop a Learning Outcomes Matrix (LOM), which is a tool that links the program outcomes and Core Abilities to program courses to assist faculty in identifying gaps between the outcomes and Core Abilities. Through these identified gaps, either outcomes or objectives are identified for revision. A Learning Outcomes Assessment Database (LOAD) was deployed during the 2006-2007 academic year. The LOAD program allows MATC instructors to maintain and update their program outcomes, LOMs, and Core Ability and program outcome assessment information; report student learning outcomes assessment results; and provide program and course data on assessment. Collection of program data began in May 2007. The outcomes assessment data provided by LOAD is reported by programs in their LSQIP Portfolio assessment. An example of a LOAD Learning Outcomes Matrix from the Business Management can be viewed at the [MATC AQIP Systems Portfolio website](#).

Another method of determining program learning outcomes results from pre-major and 2+2 Articulation agreements. These agreements allow students to complete a specific two-year associate degree at MATC, which will then articulate to a specific four-year degree at a Wisconsin university.

The four-year degree institution dictates the two-year degree curriculum, keeping in mind accreditation standards in the design of the curriculum. For example, a pre-major agreement in Arts and Sciences offers guaranteed admission to the College of Engineering at the University of Wisconsin-Madison. An example of a program currently involved in a 2+2 Articulation Agreement is the MATC Electrical Engineering Technology Program with articulation to the Milwaukee School of Engineering (MSOE) for a four-year Electrical Engineering Degree.

Specialized learning outcomes may be developed if a program is an apprenticeship program, a program revising its program outcomes, a program with external accreditation and/or certification standards, or a program required to apply the new Structure for Associate Degrees dictated by the Wisconsin Technical College System.

Through reviewing, revitalizing or developing program outcomes at MATC, program instructors have found that many Core Abilities are embedded in program outcomes and naturally fit in program curriculum instruction. Degree-granting MATC programs have program outcome statements. All program outcomes for each program are shared with college stakeholders through the MATC web (A-Z, P – Program Outcomes), and instructors include specific learning outcomes targeted in their courses on individual syllabi and course outlines of instruction.

## **1P2 Designing New Programs and Courses While Balancing Market Issues**

A variety of internal and external sources provide the impetus for the development of a new program, including:

- Identification of an emerging occupation (e.g., Language Health Interpreter, Renewable Energy Certificate)
- A change in government regulations (e.g., Broadcast Captioning)
- An employer identified emerging need (e.g., Animal Lab Caretaker Certificate)

After a potential program has been identified, a standardized WTCS process is used to develop and implement the program. State approval is required at each step in the process. The process includes:

- Initial inquiry – identify target jobs and develop proposed program description
- Needs assessment plan – create and document a plan to administer the needs assessment survey

- Program investigation – conduct the survey and gather and analyze relevant data to support new program development
- Program implementation – develop a curriculum and determine costs and timeline of implementation

When approval is received for program implementation, the district must implement the program exactly as outlined in the plan. New occupational programs and those occupational programs intending to make major revisions to their curriculum may choose to create a Developing-A-Curriculum (DACUM) report. The DACUM identifies specific program learning outcomes and competencies. Each DACUM team includes ten to twelve expert workers, program graduates, advisory committee members, and faculty in the occupation who identify tasks and duties performed on the job, which in turn is used to develop the competencies required for that program.

A number of internal and external forces may serve as the impetus for designing program curriculum. Course design or redesign may occur as a result of:

- Advisory committee identification of new or revised skills needed in the marketplace
- Assessment results that indicate the need to more effectively deliver subject content to students
- Development of WTCS State Wide Curriculum for specific occupational programs
- A shift in technology
- A gap analysis of existing course offerings and offerings at other institutions for the same or similar program
- The Department of Workforce Development through Business, Industry, and Community Services (BICS) asking for courses for displaced workers

All courses must have an outline of instruction that documents course competencies as well as the criteria and conditions through which students demonstrate their level of achievement. Currently, 974 courses (64.5 percent) have an outline of instruction created using the Worldwide Instructional Design System (WIDS) software. Outlines of instruction are available to everyone through the MATC website in order to provide information about program and course content.

A new Course Portfolio process began implementation in March 2009. The Course Portfolios are electronic portfolios located on Blackboard sites for each Arts and Sciences

department or technical program. All full-time and part-time instructors from the respective programs or departments are enrolled in the courses they teach. Each Blackboard Course Portfolio site will include a folder for each course in the program or department. Minimum items for each course folder include the course outline of instruction, sample syllabi, list of textbooks and /or required course resources, course coordinator's contact information, along with other highly suggested resources, such as sample activities, assessments, labs, case studies, and PowerPoint presentations. The [Course Portfolio process](#) was developed by a CQI Team with the idea of providing an avenue for faculty collaboration, sharing and easier access to course documents. As of March 2009, there were 118 faculty trained as Course Portfolio coordinators, and 85 Blackboard Course Portfolio sites were developed.

The number of under-prepared students applying for admission to MATC is one large educational market issue currently affecting the College. The College Preparedness and Academic Advancement Center (CPAAC) provides a variety of developmental instruction, high school completion options, English Language Learner and supplemental services, all designed to serve the needs of a large population of under-prepared learners. Other services for under-prepared students include:

- Developmental coursework in math, writing, reading, and English Language Learner
- Developmental advising with a Personal Education Plan
- First-semester experiences in CPAAC, including orientation and career planning, designed to assist students to transition to degree programs
- Learning to Learn Camp, a first-semester experience for recent high school graduates, a week-long summer camp providing intensive instruction in study and affective skills coupled with follow-up classes the following fall
- Customized College Success classes for Automotive Technician (either 1 or 3 credits), Diesel Technician (2 credits), Criminal Justice (1 credit), and Recreational Management program students (1 credit)
- The creation of Learner Success teams, which include a Center advisor, a learner success advisor, a counselor and a disability resource advisor, for each of the Learning Program Centers

Another educational market issue is the large part-time student population. In fall 2006, part-time students made up 56.2 percent of degree-credit

students, with this percentage rising to 58 percent in spring 2007. Full-time students are defined as taking 12 or more credits per semester. Many of these students balance school with 30 or more hours of work per week along with family obligations. In order to meet the needs of the part-time student, the College is working to change its focus from the traditional two-year program to a curriculum and schedule that allows a longer completion time. Examples of programs that are making this shift include biotechnology, automotive technician, and nursing programs.

Student marketability is another educational market issue. By obtaining input from occupational program advisory committee members and local employers, the College is able to assess employer needs with respect to Core Abilities and their satisfaction with program graduates. Program graduates are also surveyed for satisfaction with the program. Using the information gathered, MATC revises the Core Abilities and program curriculum to better align with employer needs and expectations, improving the effectiveness and relevance of the students' educational experiences, thus increasing program graduate marketability.

### **1P3 Determining Required Student Preparation**

The College does not have a formal, standardized college-wide process to determine the preparation required of students for specific programs. Each program determines its own preparation requirements. Once students are admitted to the College, they must complete the mandatory assessment, advising and placement process before they can register for classes. If these students apply to one of several different programs with a waitlist, they go through a further review based on course prerequisites and test scores. Those students who do not meet the program requirements are assisted and directed to the appropriate remediation. The MAAP process has been enhanced to accommodate these students.

The criteria for assessment of student preparedness and for course placement are determined by the faculty. Mathematics faculty have determined appropriate COMPASS scores for mandatory placement into all mathematics courses. English faculty, in conjunction with Reading faculty, have determined appropriate COMPASS scores for mandatory placement into developmental and entry-level English courses, reading courses and reading intensive courses. After assessment, students are placed into the appropriate mathematics, English,

reading, or reading intensive courses based on their test scores and advising. Transfer students have their transcripts reviewed and are waived from the process if they can demonstrate successful completion of college English or math with a grade of C or better. Students with University of Wisconsin-Madison placement scores are also waived from the process. The College currently MAAPs students in reading for all history and music courses, Introduction to Psychology, Survey of Astronomy, EMT Basic, and first semester courses in the Early Childhood program. For fall 2009, this list will include all chemistry and biology courses and first semester courses in the Human Services program.

The College has recently implemented an assessment for world language courses. Students taking courses at the level above French 1 or Spanish 1 are required to take Webscape, an online test for foreign language placement. Also, English language learners are required to take the ELL COMPASS test for placement into the College's ELL courses.

Within an individual learning program, faculty members may utilize supplemental information to determine student preparation. Among the factors that faculty use to determine student preparation, in addition to high school or equivalent certificate, include:

- Standard prerequisites for sequenced courses (e.g., French 1 is a prerequisite for French 2)
- Advisory committee recommendations
- Certification standards set by industry standards
- National standards set by national accreditation boards
- State mandates
- Evidence-based data such as ACT/Compass scores
- Appropriate preparation taken from other programs, past experience, or accepted standard sequences from similar programs
- Minimum grades in specific courses

### **1P4 Communicating Expectations**

The Enrollment Center is the initial unit that communicates expectations. This communication occurs through several venues:

- On-line information providing students with admission procedures and deadlines, assessment requirements, availability of programs, credit for prior learning, financial aid policies, international student policies and procedures, online orientation, transfer of MATC credits,

student rights and responsibilities, course availability and course descriptions.

- A printed “Credit Course Descriptions” booklet with the current semester schedule of courses.
- Brochures that outline the potential careers and course requirements of each program are available at each MATC campus and online.

The Learner Success Centers communicate their expectations through documents created by the instructors of each course, which may include outlines of instruction, providing students with the competencies, linked Core Abilities, conditions and criteria for each course. These outlines can be found linked with each course on the MATC website. Instructors will also list their program and course outcomes, learning objectives, and Core Abilities on their course syllabi.

The Learner Development Center communicates expectations to students through face-to-face informational group sessions throughout the year. Some of these sessions include:

- Jump Start – an informational session on admissions, registration, financial aid, program prerequisites, career resources, and other services.
- Group tours – a brief overview and walking tour of the College.
- Career Pathways - designed for high school students, current MATC students and anyone who is interested in going back to school for that second or third career. Each Career Pathways event highlights the hands-on, interactive learning available at MATC.
- Experience MATC - sessions where prospective students meet instructors, MATC students and other prospective students; learn about MATC's most popular offerings; and get information on choosing a career, applying to MATC and receiving financial aid.
- Regional Campus visit – informational sessions and tours for prospective students.
- Self-guided tour – information packet allowing self-directed exploration of the Truax campus.
- College Spotlight – a college-wide event in which potential students can explore the different career programs offered at MATC. Potential students and parents can visit with instructors, current students, graduates and a variety of student services staff. Breakout sessions on affording college and parent information are offered.

Each May-June and each December, MATC holds orientation sessions for incoming students who have applied to MATC programs. During the general orientation session, students become acquainted with college expectations, receive a brief overview of college policies and register for classes with the help of advisors. During the occupational and Liberal Arts Transfer program sessions, program instructors and Center advisors meet with students to discuss specific program requirements and expectations.

## **1P5 Program Selection and Discrepancies in Preparedness**

Students are assisted in selecting a program and determining their preparedness for college-level courses through the Advising and Career Resources Center (ACR) and Counseling Services. Within the ACR, students can self-assess, explore career information and access information about various learning options. Through Counseling Services, students receive career counseling and participate in career planning groups. All students can utilize the services of these centers through e-mail, by phone, and in person. Disability Resource Services (DRS) and Learner Success advisors can provide academic advising to those students with unique needs, such as identified special needs students and at-risk students. Advisors and counselors within these offices help students select programs and courses by working with them to develop personal education plans which will guide them through their academic careers at MATC.

On the Counseling Services Website, there is an interactive module called "Smart Start Focus Session," which is a college readiness tool to help students prepare themselves for college. The session covers five major areas in which students may need preparation: academic readiness, financial readiness, support network, health and wellness and attitude. During peak registration times, when it is difficult for counselors and advisors to meet with all incoming students, students review the Focus module after they have completed their COMPASS testing while they are waiting for their results.

Within the Learner Success Centers, both Center advisors and full-time instructors act as academic advisors for students. Each Center has been assigned an administrative coordinator (academic advisor) who keeps the Center's students updated on their progress toward an associate degree or certificate and, within Liberal Arts Transfer, provides transfer information. Liberal Arts Transfer students also have access to the Transfer Information System (TIS), a

website with transfer information on all of the colleges within Wisconsin. Students can type in the name of a transfer institution and a course name and find out if the comparable course at MATC transfers to that institution.

The Mandatory Assessment, Advising and Placement (MAAP) project assesses and addresses the discrepancies between the necessary and the actual preparation of students in mathematics, English and reading-intensive courses. As of Fall 2008, the College had fully implemented MAAP. The MAAP team developed a website that provides a step-by-step process for faculty to use as they make decisions to MAAP their course(s). Program students undergo the process as a part of their first-year experience. Students not associated with a program but who are enrolling in mathematics, English and reading-intensive courses are also required to meet prerequisites. In both cases, the assessment results are used to advise students to take courses appropriate to their academic skill levels. Students desiring to take a mathematics course who need additional review before the start of the course may attend a 20-hour math booster workshops at the developmental, occupational/ associate or college transfer level.

In Fall 2008, the College participated in the Foundations of Excellence® in the First College Year self-study process, which has a link to AQIP. As a result of this process, the First Year Experience Coordinator, along with faculty from nine programs, advisors and counselors, is in the process of developing a pilot project for Fall 2009. As part of this project, first-semester students will be assessed for their affective skills in areas such as academic discipline, commitment to college, general determination, social activity, steadiness, and study skills, using ACT's Student Readiness Inventory. Based on the results of the inventory, students will be encouraged to access resources and services of the College that address their needs. The faculty in the nine programs will act as coaches, monitoring the students' progress in addressing those needs throughout their first semester.

The College Preparedness and Academic Advancement Center (CPAAC) houses the Learning Centers at the Truax Campus and the Downtown Education Center, which provide assistance to students in subject areas and English Language Learner (ELL) classes. CPAAC also coordinates supplemental instruction for required courses that have a high attrition rate through a peer tutoring system, which provides group tutoring sessions on the course material. The Testing and Tutoring Center

within Learner Development also hires peer tutors to work with students one-on-one. In the fall of 2008, there were 116 peer tutors who served 560 tutees. Additionally, the College has begun offering tutoring and advising for math and engineering students in the Math and Engineering Lab, staffed by MATC faculty and an advisor from UW-Madison. This effort is funded through a grant in partnership with the UW-Madison College of Engineering.

## **1P6 Determining and Documenting Effective Teaching and Learning**

MATC uses a variety of methods to assess the effectiveness of the instruction being provided to students. The college-wide or learning center-wide assessment strategies include the following:

- The College's program assessment process, LSQIP, uses a set of Guiding Principles and criteria that reinforce the Learning College Principles while assessing the quality of program and instructional support. LSQIP documents outcomes assessment data for programs. Improvements are made to teaching and learning based on the data.
- Faculty Professional Growth Plans provide a systematic method for assessment of faculty, while professional development opportunities support and reinforce the use of the Learning College principles. The new faculty workload has ten percent of time and effort dedicated to professional development.
- By state statute, all degree-credit faculty must be certified by the WTCS in order to teach. The certification classes are intended to expose all faculty to a common set of standards for educational excellence.
- Faculty members are encouraged to attend conferences and carry out benchmarking practices to ensure that effective teaching practices are incorporated into the classroom.
- All faculty undergo a probationary review that includes observation of classroom teaching and data gathered using a student opinion of instruction survey.
- Most non-probationary faculty voluntarily administer the student opinion of instruction survey in order to revise curriculum or teaching methods to improve student learning.
- Faculty use formative assessment tools such as Classroom Assessment Techniques (CATS) and Strengths, Opportunities for Improvement and Insights (SII) to determine the effectiveness of the instruction.

- The College assesses the general education learning outcomes (Core Abilities) and program outcomes on a rotating basis. Three-year Core Ability assessment data will be available during fall of 2009. As of July 2008, 95 percent of MATC programs have developed program outcomes with this information available to stakeholders online.
- The LOAD database allows programs to update program outcomes and document program outcomes and Core Abilities assessment data.

Within the Arts and Sciences Center, the Arts and Sciences Curriculum and Assessment Team has been central to the assessment of course outcomes and Core Abilities. Standard summative assessment tools have been developed and deployed for course outcomes or Core Abilities in Psychology of Human Relations and Written Communications. In the program areas, the Accounting faculty implemented a common final exam for *Principles of Accounting I*. This has been a very effective way for Accounting faculty to insure that all students completing this foundational course have the background and achievement level to be successful in *Accounting 2*.

The expectations of effective teaching and learning are communicated to full- and part-time faculty, administrators and staff through workshop sessions, certification courses, and through regular faculty meetings. Both full- and part-time faculty attend Convocation, which is used as a common meeting time to communicate college expectations. New faculty members participate in learning institutes designed to meet their specific needs and are provided a manual for reference purposes. In these institutes, experts and consultants present a wealth of information on a variety of topics including curriculum and assessment processes. MATC has a mentoring program where senior full-time faculty member mentor new full-time faculty for one year and senior part-time faculty mentor new part-time faculty for one academic semester. Recent improvements to the mentoring program have positioned it to be a more consistent vehicle for communicating expectations. Regular department and Learning Center meetings are also used to communicate expectations. Other communication venues include:

- The LSQIP Guiding Principles and assessment criteria, a means of communicating the College's expectations of how a high performing program or unit operates.
- The Employee Resources page on the MATC Website.

- The Center for Excellence in Teaching and Learning, which assists faculty to enhance their teaching methods, provides support, and shares best practices.

## **1P7 Building a Course Delivery System**

MATC traditionally uses a sixteen-week semester to build its course delivery system. In this system, course offerings from the previous year are used as a base for planning future course offerings. Faculty and administrators also schedule classes based on previous course demand and the changing needs of programs due to the number of students admitted, faculty availability, and changing requirements for the program.

In order to build a more effective and efficient course delivery system, the College has been implementing innovations to the sixteen-week semester. Student need, along with faculty and administration demand, acts as a catalyst for creating these innovations. For each new course type, faculty and administrators identify students' needs and assess the learning that can occur within the parameters of the new course type. The new course delivery system at MATC now includes:

- Interim courses: three-week courses between spring semester and summer school
- Variety of delivery formats offered by programs and through modularized job training efforts
- Eight-week courses: allows students to take two courses over the sixteen-week semester and remain full-time
- Late-start classes: allows students to enroll in a related lower-level course if, after two weeks, it is determined that they are under-prepared for the higher-level course
- Accelerated classes: reduced in-class hours and collaborative learning online to encourage student responsibility
- ITV classes: courses taught via audio-video connection between campus locations
- Online courses: courses fully offered online
- Hybrid courses: 33 percent or more of the face-to-face requirement replaced by online or other out-of-class experience

For each of these courses, student demographics, satisfaction and needs data is collected. A correlation study regarding student success between the face-to-face sixteen week courses and these alternative format courses is being completed.

MATC is also developing an infrastructure and support system which will better support this innovative course delivery system. That infrastructure includes:

- A college-wide interactive television system
- Improved on-line, hybrid and video support by the Department of Technology Services
- Enhanced staff development opportunities available through CETL
- An increased number of classrooms with instructional technology equipment (e.g., computers, and smart classrooms)
- Supplementing distance education offerings with CISCO's Telepresence beginning FY 2010
- An upgraded communication systems that is more efficient and user-friendly

**1P8 Monitoring and Revising Curriculum**

MATC uses the Learning Systems Quality Improvement Process (LSQIP) as its main method of monitoring the currency and effectiveness of its curriculum. Every five years, each unit undergoes a LSQIP assessment. The LSQIP assessment is a comprehensive review of data, trends, processes, improvements attempted, and results for the previous five years. The LSQIP Guiding Principles provide the framework for gathering information and monitoring the processes outlined in the principles. The assessment criteria found within each of the LSQIP Guiding Principles are based on Baldrige Award and AQIP criteria. At the end of LSQIP, programs and units receive a LSQIP Assessment Report, which documents a program or unit's strengths and opportunities for improvement. The aim of this report is to assist learning programs and service units to focus their improvement efforts. Table 1.8 provides a comparison between the AQIP Categories and the LSQIP Guiding Principles and themes found within each Guiding Principle.

**Table 1.8 Comparison of AQIP Categories and LSQIP Guiding Principles**

AQIP Category	LSQIP Guiding Principle	Criteria Themes
1 – Helping Students Learn	1 – Enhancing Student Learning	Learner Centered Environment
		Relevant, Meaningful Curriculum
		Assessing Teaching & Learning
		Improving Teaching & Learning
2 – Accomplishing Other Distinctive Objectives	2 – Stakeholder Needs	Those Being Served
3 – Understanding Students' and Stakeholders' Needs		Understanding Student & Stakeholder Needs
9 – Building Collaborative Relationships		Creating & Maintaining Relationships
6 – Supporting Institutional Operations	3 – Continuous Improvement	Meeting Identified Needs
8 – Planning Continuous Improvement		Planning
		Doing
		Checking
4 – Valuing People	4 – Valuing People	Acting
5 – Leading and Communicating		Collaborative Work Environment
		Understanding Employee Needs
		Employee Support Processes
7 – Measuring Effectiveness	5 – Accountability	Future Needs
		Measures
		Documenting Progress
		Using Data Effectively
		Sharing Results

Individuals and groups that contribute to the LSQIP process include the following:

- Program advisory committees or service unit advisory groups that provide ongoing feedback
- Learning program faculty and staff teams or service unit personnel
- Program dean or service area supervisor
- LSQIP Review Team
- Institutional Research and Effectiveness (provides data and coordinates the process)

To see the specific criteria related to curriculum currency and effectiveness found in each Guiding Principle visit the [MATC AQIP Systems Portfolio website](#).

In addition to [LSQIP](#), the College uses several other methods to monitor the currency and effectiveness of the curriculum. External accreditation and certification agencies dictate standards and essentials that provide clear direction for curriculum content by specifying the knowledge and skills required to complete selected programs at MATC. In each new cycle of accreditation

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and certification, the agencies provide new or revised essentials and standards for programs to address and incorporate into their curriculum, thereby assisting programs to revitalize their curriculum. Every learning program is required, by State statute, to have an advisory committee composed of business and industry professionals from the local area, with the purpose to assist “in preparing course materials, in developing instructional methods and vocational guidance programs.”

WTCS has established procedures to change, suspend, or discontinue programs statewide. The decision to change, suspend or discontinue a program may be initiated by either the College or the WTCS Systems Office. Recommendations from both the College and WTCS Office are forwarded to the WTCS State Board. To discontinue a program, the WTCS Board uses the following criteria:

1. The program has been modified or combined with another program which resulted in at least a change in the program number.
2. Evaluation findings indicate the program is not meeting its stated objectives.
3. Labor market projections indicate a decrease in occupational needs.
4. Enrollment, ability to attract students, retention, placement and other variables indicate the program is not meeting objectives.
5. The district staff, the local district board, or a WTCS education director has recommended discontinuance.

### 1P9 Determining Student/ Faculty Support Needs

MATC has initiatives and functional areas that are specifically tasked with supporting learning for students and faculty. Table 1.9 outlines these areas.

**Table 1.9 Learning Support by User**

Provider	Mission and User	Activities
First-Semester Experience	Build the skills necessary for success in college-level courses of newly admitted program students	<ul style="list-style-type: none"> <li>• Orientation experience for all newly-admitted program students with advising, information and registration in summer and New Student Daze the week before classes begin</li> <li>• Skill building opportunities for targeted students: (i.e. Learning to Learn Camp, 8- or 16-week <i>College Success</i> course or 1-credit <i>Study Skills</i>)</li> <li>• Pilot project that includes administering the Student Readiness Inventory to students in nine programs</li> <li>• Pilot project that pairs a New Student Seminar, in which faculty act as the students' advisor, with introductory courses in Arts and Sciences and Automotive Technician</li> </ul>
Testing and Tutoring	Place students in appropriate courses & academic support for all courses	<ul style="list-style-type: none"> <li>• Determines students' math, reading, English and ELL competency by administering the COMPASS test and placing students in appropriate-level courses</li> <li>• Provides peer tutoring by paid student employees</li> </ul>
College Preparedness and Academic Advancement (CPAAC)	Provide college preparatory instruction and support for students at the remedial and developmental levels	<ul style="list-style-type: none"> <li>• Offers GED and High School Equivalency Diploma (HSED) instruction</li> <li>• Provides supplemental instruction for students enrolled in courses with high attrition rates through the use of student group tutors</li> <li>• Provides tutoring in the Truax Learning Center, focusing on general education courses</li> <li>• Provides English Language Learner instruction</li> <li>• Provides developmental advising with a Personal Education Plan</li> </ul>
Pre-College and Transition Programming	Assist middle/ high school students' transitioning into MATC programs and developmental-level learners at MATC	<ul style="list-style-type: none"> <li>• Provides pre-college academic and career development at area middle and high schools</li> <li>• Oversees Tech Prep career pathways and other Tech Prep initiatives, such as Bridge to Math Success and curriculum alignment with high schools</li> <li>• Provides advising within CPAAC to support transitioning to MATC</li> <li>• Provides advising within the Centers to support under-prepared students</li> </ul>
MATC Writing Center	Provide writing support for students and faculty who request writing assistance	<ul style="list-style-type: none"> <li>• Assists faculty to design writing projects and assessment forms</li> <li>• Provides in-class explanation of Writing Center activities and services</li> <li>• Gives in-class presentations re: various writing tasks (i.e., thesis statement, organization, research skills, and documentation) upon request</li> <li>• Provides one-on-one supplemental instruction in writing</li> <li>• Provides informational handouts on specific writing tasks upon request</li> <li>• Maintains a Virtual Writing Center online via the MATC website</li> </ul>

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Provider	Mission and User	Activities
Libraries	To determine and support the media needs of students, faculty and staff	<ul style="list-style-type: none"> <li>• Assigns a librarian to each department to help build journal, book, video and database resources</li> <li>• Provides in-class "how-to" sessions re: library resources upon request</li> <li>• Provides faculty Blackboard support</li> <li>• Places materials on reserve for specific courses and students</li> <li>• Provides interlibrary loan services</li> <li>• Provides walk-up or one-on-one research assistance</li> <li>• Maintains website that allows students to access online research materials</li> <li>• Provides space for open computer lab, Learning Center and Writing Center</li> </ul>
Center for Excellence in Teaching and Learning	Provide professional development opportunities for faculty and staff	Offers a variety of workshops and/or courses within the following categories: <ul style="list-style-type: none"> <li>• Professional Development Workshops</li> <li>• Provisional Certification for Instructors</li> <li>• Technology Training</li> </ul>

The Learner Development Center has several offices that support the learning and development of students. The services of the offices of First-Year Experience, Testing and Tutoring, College Preparedness and Academic Advancement, and Pre-College and Transition Programming are described in Table 1.9. Table 1.10 briefly describes other services available to students within the Learner Development Center.

**Table 1.10 Learner Development Center Student Support**

Department	Mission	Activities
Counseling	Support student life and personal skills development	<ul style="list-style-type: none"> <li>• Accepts students through teacher-, staff- or self-referral</li> <li>• Conducts workshops about study skills and life skills, stand alone and in class</li> <li>• Teaches College Success courses in eight- or sixteen- week sessions</li> <li>• Provides academic skill building information through the Jump Start or Focus sessions</li> <li>• Sees students one-on-one to provide information about life and personal skills issues</li> </ul>
Advising	Support career development	<ul style="list-style-type: none"> <li>• Accepts students either through teacher-, staff- or self-referral</li> <li>• Conducts workshops about career planning and exploration, stand alone and in-class</li> <li>• Provides 1-on-1 information about career planning &amp; academic skill building</li> </ul>
Disability Resource Services	Support academic needs of students with disabilities	<ul style="list-style-type: none"> <li>• Determines students' academic needs based on the disability</li> <li>• Works with faculty to modify curriculum or teaching styles in order to accommodate students' disabilities</li> <li>• Provides academic accommodations (i.e., testing accommodations, alternative media, classroom accommodations, adaptive/ assistive technology, computer hardware and/or software)</li> </ul>

### 1P10 Aligning Co-curricular with Curricular Learning Objectives

Student organizations throughout the College promote the Core Abilities of *Communication*, *Social Interaction* and *Critical Thinking*. Student organization leaders have a set of responsibilities and are assessed for growth and leadership development based on the Core Abilities. Each organization has a three-year plan that uses the Strengths, Opportunities

for Improvements and Insights (SII) assessment tool to assess all organizational functions and needs. Table 1.11 shows a selection of student organizations, their activities or goals, and associated Core Abilities.

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**Table 1.11 MATC Student Organizations with Associated Core Ability**

Organization	Lead Organizer	Participants	Activity or Goal	Core Ability
Executive Leadership Team	Student led	Interested student club members	Representative body for over 40 clubs. Provides leadership development activities, educational programs and conferences	<ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Social Interaction</li> </ul>
Leadership	Student Life Office	Interested Students	Provide leadership education and skill development opportunities	<ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Social Interaction</li> </ul>
Program & Activities Council	Student led	Interested Students	Plans and coordinates a variety of student activities for the MATC student body	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Self-Management</li> </ul>
Phi Theta Kappa Honor Society	Student led	Academically high achieving two-year college students	Recognizes and encourages scholarship and service through an international honor society	<ul style="list-style-type: none"> <li>• Critical Thinking</li> </ul>
Student Activities Board	Shared governance: students and administration	One member from each student organization	Is responsible for allocating student fees, preparing and presenting a long-term plan to the MATC Board	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Critical Thinking</li> <li>• Self-Management</li> </ul>
Student Ambassadors	Student Life Office	Students nominated and selected by faculty/ staff	Exemplify and put into practice the vision, mission, and values of the College at various events and tours	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Global &amp; Cultural Perspectives</li> </ul>
Student Senate	Student governed	Elected student representatives	Represents and advocates for the needs of students enrolled in diploma and degree programs	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Global &amp; Cultural Perspectives</li> </ul>
The Clarion	Student led	Interested students and faculty	Publishes a bi-weekly student newspaper	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Self-Management</li> </ul>
United Common Ground	Student led	Interested students	Develops, implements and hosts events on social issues, multiculturalism and global awareness	<ul style="list-style-type: none"> <li>• Global &amp; Cultural Perspectives</li> <li>• Social Interaction</li> </ul>
Volunteer Center	Student led	Interested students	Provides resources for students to become involved in community service	<ul style="list-style-type: none"> <li>• Global &amp; Cultural Perspectives</li> </ul>
Yahara Journal	Student led	Interested students and faculty	A student journal of creative writing and art; also sponsor events that assist the growth of writing and visual arts at MATC	<ul style="list-style-type: none"> <li>• Communication</li> </ul>

MATC currently has over 40 student clubs with missions that align with the Core Abilities of *Social Interaction*, *Global and Cultural Perspectives* and *Communication*. All clubs must be in accordance with the MATC Student Activities Board “Club Policies and Guidelines.” MATC’s clubs fit into three categories: networking organizations, special interest groups and program-affiliated clubs. Membership in a club is a part of a student’s activity record and provides evidence of student development.

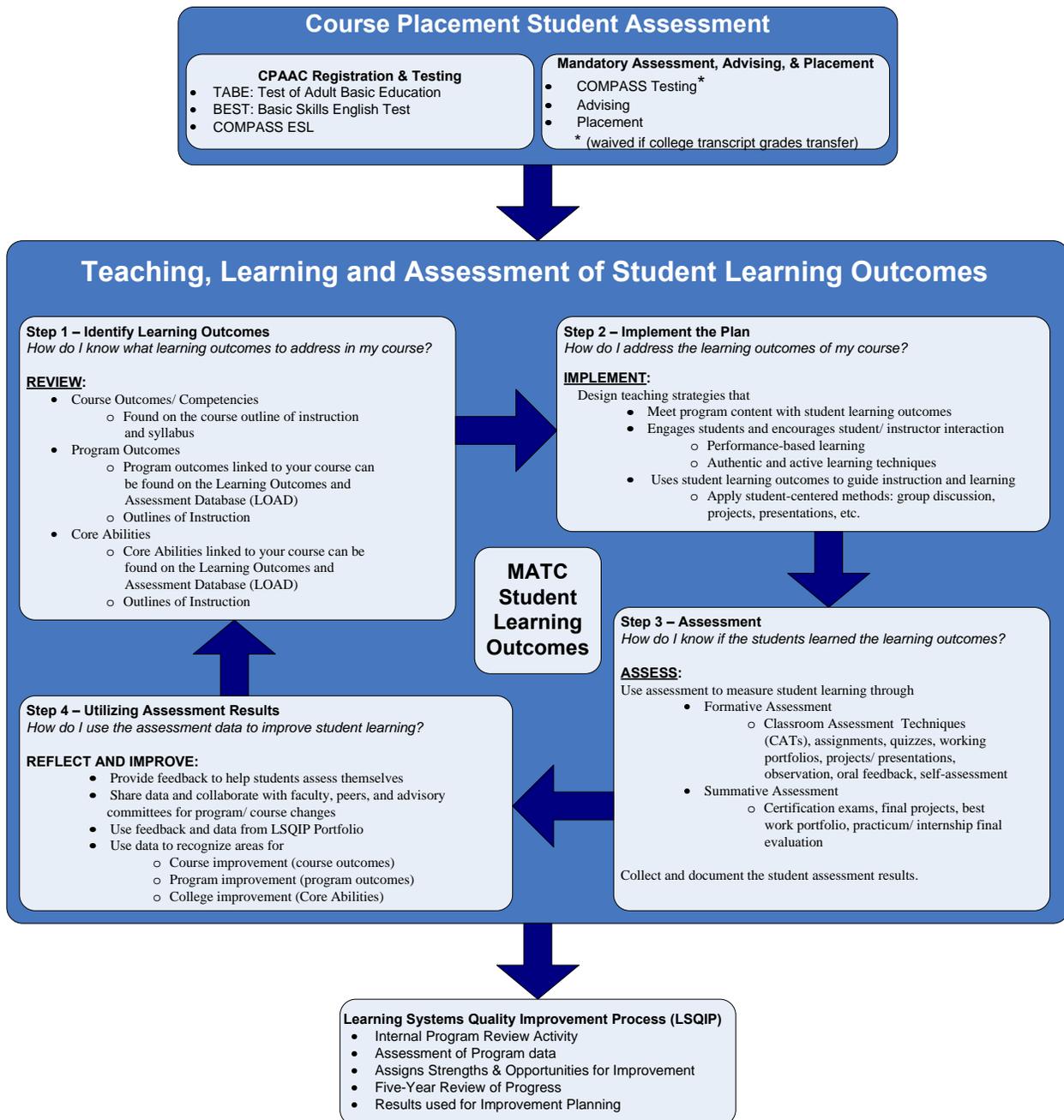
The Athletics, Fitness and Health Department houses the Health Education Center, AODA, the MATC Fitness Center and Athletics. This department is aligned with the Core Ability of *Self Management* by providing opportunities for students to participate in activities and programs that promote physical, recreational and mental well-being. The MATC Performing Arts program is aligned with the Core Abilities of *Social Interaction* and *Global and Cultural Perspectives*. This program allows students to work on all aspects of play production.

### 1P11 Determining Student Assessment Processes

MATC uses various processes for student assessment. MATC created the Plan to Assess Student Learning Outcomes in order to provide a comprehensive method of student assessment throughout the entire time that a student is enrolled at MATC. A visual representation of MATC’s assessment processes can be found in Figure 1.1.

Teams that contribute in an ongoing manner to advising, developing, implementing, and/or supporting the student assessment process model include the Assessment and Curriculum Mentor Team; the Mandatory Assessment, Advising and Placement (MAAP) Team; and the Arts and Sciences Course-Level Learning Outcomes Assessment Team. Each team has a specific charge, expected outcomes and a timeline for the completion of its work. These work teams have contributed to the development of learning outcomes and the processes for the assessment of these outcomes college-wide and in the classroom.

Figure 1.1 MATC Student Assessment Model



Through the work of these teams, an assessment culture has been established at the College. MATC recently redesigned or created positions that support and refine the processes for student assessment of learning. These positions include:

- Institutional Research and Effectiveness Manager** - Builds college-wide energy, commitment and follow through on implementing continuous quality improvement at multiple levels of the College by:

- o Coordinating LSQIP and AQIP continuous improvement processes and activities
- o Establishing a data collection, analysis and reporting structure, including student learning outcomes data

- MAAP Coordinator** - Coordinates, implements and assesses the Mandatory Assessment, Advising and Placement process

- **CETL Assessment Consultant** – Supports instructional assessment practices by collaboratively:
  - Training individuals and small groups in the design and implementation of assessment systems
  - Providing technical assistance with the development of student learning assessment measures and outcomes, Core Abilities, data collection, and management of the LOAD database
  - Coordinating the Assessment and Curriculum Mentor Team
- **CETL Curriculum Consultant** – Supports curriculum development practices by collaboratively:
  - Training individuals and small groups in performance based course design
  - Providing technical assistance with the development and updating of course Outlines of Instruction.
  - Coordinating the Assessment and Curriculum Mentor Team
- **CETL Assessment Fellow** – full-time faculty members given 20 percent release time to:
  - Work with the Assessment and Curriculum Consultants to coordinate the Assessment and Curriculum Mentor Team
  - Support and foster faculty classroom assessment best practices
- **CETL Curriculum Fellow** – full-time faculty members given 20 percent release time to:
  - Works with the Assessment and Curriculum Consultants to coordinate the Assessment and Curriculum Mentor Team
  - Provides support and fosters faculty curriculum/ classroom best practices.

The WTCS also provides processes that contribute to student assessment and may contribute to changes in programs or courses. These processes include an Employer Summary Survey Report and a Six-Month and Longitudinal Graduate Follow-Up Survey that provide data to programs concerning information on employer satisfaction and the employability of MATC graduates.

## **1P12 Student Preparedness beyond MATC**

MATC uses a variety of sources to discover how prepared students are for further education or employment. The sources include:

- Evaluation of student performance in capstone courses, final projects, portfolios, internships, or fieldwork
- Assessment of Core Abilities achievement
- Six-month graduate job placement rate
- Five-year longitudinal graduate follow-up survey
- Four-year employer survey
- Advisory committee feedback
- Accreditation agency feedback
- Program specific surveys and focus groups
- Licensure or certification results
- Joint Administrative Committee on Academic Programs (JACAP) review of transfer student success rates
  - National Clearinghouse data for transfer students
  - Transferability of credits through articulation agreements

## **1P13 Student Performance Measures Regularly Collected and Analyzed**

MATC collects and analyzes the following measures of student performance:

- Learning outcomes assessment results at the Core Ability, course and program levels
- Academic achievement and/or success
- Student success on certification or licensure exams
- Student success on the job through employer surveys and placement rates
- Transfer students' six-year success rates at University of Wisconsin System institutions

Programs annually analyze five-year trend data provided by the LSQIP process. Upper and lower performance levels are provided to aid in the analysis. The following information is collected and analyzed at the program level:

- Age breakdown
- Program enrollment
- Total and core course FTE
- Program and core course retention rate
- Minority participation rate
- Minority participation by race/ethnicity

- Program graduates
- Full-time and part-time student participation
- Placement in program-related work
- Participation by gender
- Graduate satisfaction rating
- Core course success – “C” or better
- Core course success – “B” or better
- Average graduate full-time salary/month
- Average graduate part-time salary/hour
- Current MATC district and state market share
- Five-year MATC district and state market growth

An example of the trend data provided to programs can be found at the [MATC AQIP Systems Portfolio website](#).

Other measures of student performance and success are provided by the Wisconsin Technical College System through its Quality Review Process (QRP) Scorecard. Occupational and apprenticeship programs are provided a QRP scorecard. Scorecards are under development for Liberal Studies, Basic Education, Learner Development, and Student Services. Each program has its own scorecard with measures specific to its needs. QRP scorecards for programs include data showing measures, targets and thresholds for:

- Course completion
- Special population course completion
- Minority population course completion
- Second-year retention
- Third-year retention
- Third-year graduation
- Fifth-year graduation
- Job placement rates for all employment
- Job placement rates in related employment
- Non-traditional gender enrollment-measured for all but less than one-year programs.

An example of a QRP scorecard can be found at the [MATC AQIP Systems Portfolio website](#).

**1R1 Common Student and Specific Program Learning Objectives Results**

The various tables in this section reflect data gathered on the eight common learning objectives, or Core Abilities and examples of data gathered on program outcomes.

Table 1.12 shows the number of degree-credit programs at MATC, how many of them are using the Learning Outcomes Assessment Database (LOAD) and how many of them have developed program outcomes.

**Table 1.12 Degree Credit Programs in LOAD and with Program Outcomes**

Year	Total Number of Degree-Credit Programs	Percentage of Degree-Credit Programs in LOAD	Percentage of Programs with Program Outcomes
2006-07	91	97.8%	97.8%
2007-08	94	94.7%	94.7%
2008-09	89	98.8%	97.8%

Table 1.13 shows how many programs are actively collecting data on Core Abilities or program outcomes.

**Table 1.13 Outcomes Assessment Data on LOAD Learning Programs Student Assessment Data**

Year	Programs in LOAD	Programs Reporting Program Outcomes/ Core Abilities Data
2006-07	89	47.2%
2007-08	89	53.9%
2008-09	88	46.6%

A&S Departments Student Assessment Data		
Year	A&S Departments in LOAD	A&S Departments Reporting Core Abilities Data
2006-07	12	25%
2007-08	12	50%
2008-09	12	16.7%

There is a decrease in the number of programs and Arts and Sciences courses that are reporting assessment data. Starting in 2006-2007 and continuing through 2007-2008 academic year, many MATC programs transitioned to either a new WTCS statewide curriculum or a new mandated WTCS associate degree credit format causing gaps in outcomes assessment data. Due to this change in many program's curriculum, the established outcomes assessment for program courses was disrupted. The Assessment Consultant is currently working with programs to review their Learning Outcomes Matrices and identify new assessments in the program courses.

The assessment process for Core Abilities includes a rubric with four levels of skill development (Beginning, Developing, Accomplished, and

Exemplary). The rubric was initially used by some MATC instructors starting in the 2005-2006 academic year. In the future, MATC plans to report aggregate data on all of the eight Core Abilities collected from degree-credit programs and general education courses. An example of an occupational program's (Clinical Laboratory Technician) LOAD database results can be found at the [MATC AQIP Systems Portfolio website](#). The Learning Outcomes Assessment Database can be accessed through the [MATC website](#). For accreditors wishing to access the LOAD program, please use the following : User Name: 2345678; Password: temp. All program outcomes and Core Abilities data can be viewed by selecting the top header: Data Analysis. To view a PDF Tutorial for the LOAD program, select LOAD Tutorial link on the Welcome page in the LOAD program.

MATC collects employer ratings of recent graduate performance in the Core Abilities and employer ratings of the future importance of the Core Abilities, based on data published in the 2004-2005 Employer Survey Summary Report, which is the most recent data available. The [New Employer Survey](#) will be completed in Fall 2009, and new data will be available Spring 2010.

**1R2 Evidencing Acquired Knowledge and Skills**

The tables and data within this section provide evidence that the graduates of MATC's occupational programs and Liberal Arts Transfer students have acquired the knowledge and skills base required by MATC and its stakeholders for awarding associate degrees and diplomas or for transferring to four-year institutions. The tables reflect grade point averages, graduation rates, performance on licensing exams and employer satisfaction, all indicators of whether students have acquired knowledge and skills for awarding associate degrees and diplomas.

Table 1.14 provides a summary of graduation rates for MATC, WTCS average graduation rates, and best WTCS graduation rates, based on IPEDS data (completions with 150 percent of program length). A comparison of three-year graduation rates shows that MATC is graduating more students now than previously but that the College's graduation rate has been below the state average, with the exception of the most recent year. One explanation for the low rate is that MATC is one of only three technical colleges in the state that has a liberal arts transfer program and many students are transferring to other higher education institutions before graduation.

**Table 1.14 MATC Three-Year Graduation Rate vs. WTCS Average and Best Graduation Rates**

Graduation Rate Summary	2004	2005	2006	2007
MATC Graduation Rate	34%	33%	33%	42%
WTCS Best Graduation Rate	59%	57%	61%	60%
WTCS Average Graduation Rate	44%	43%	42%	39%

Note: Date is start of cohort tracking Source: IPEDS

Table 1.15 shows the 2007 first-time, full-time student transfer rates and the retention rate for full-time students for MATC compared to the WTCS average rate and WTCS best rate. All information comes from the Integrated Post-Secondary Education Data System (IPEDS). The data indicate that MATC students are transferring to four-year universities at a greater rate than the average for the Wisconsin Technical College System. MATC full-time students are also being retained at a higher rate than the average WTCS retention rate. MATC does not have the highest rates in either measure. However, MATC has the second highest transfer-out rate and the fifth highest retention rate of all colleges within WTCS.

**Table 1.15 2007 MATC Transfer and Retention Rate vs. WTCS Peers**

	Transfer	Retention
MATC	30%	69%
WTCS Best	42%	76%
WTCS Average	10%	62%

Source: IPEDS

Table 1.16 shows the average first year GPA (2005 – 2007) for MATC, WTCS average, and WTCS best results as well as second year retention rate (fall 2006) of WTCS students transferring to the University of Wisconsin System. MATC's transfer student average GPA matches or exceeds the WTCS average GPA although it does not have the highest first year average GPA. MATC has the highest second year retention rate for students transferring to the University of Wisconsin System. These results indicate that the College is preparing students with the knowledge and skills to succeed in a four-year university setting.

**Table 1.16 MATC vs. WTCS Best and Average 1<sup>st</sup> Year GPA and 2<sup>nd</sup> Year Retention**

First year Ave. GPA	2005	2006	2007
MATC	2.8	2.8	2.9
WTCS Best	3.1	3.0	3.1
WTCS Average	2.8	2.8	2.8
Second Year Retention Rate			
MATC*			77%
WTCS Average			68%

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Table 1.17 shows MATC student performance on licensing exams for those programs at MATC that require certification or licensure, comparing the exam pass rates of the MATC programs to the national exam pass rates, where applicable. Six of the nine programs have exam pass rates that exceed the

national rate. Two of the remaining three programs have exam passing rates that are near or equal to the national pass rates. The high pass rates on these licensing exams indicate that MATC students have acquired the knowledge and competencies to award them the appropriate degrees and diplomas.

**Table 1.17 National Exam Pass Rate Comparison, Selected Programs**

Year	Veterinary Technician		Dental Hygiene		Occupational Therapy Assistant		Practical Nurse		Registered Nurse	
	MATC	Nat'l	MATC	Nat'l	MATC	Nat'l	MATC	Nat'l	MATC	Nat'l
2007	93.3%	69.4	89.2%	96.9%	93%	86%	83%	86%	75%	87%
2008	98%	72%	85.7%	95.9%	100%	83%	85%	85%	89%	86%
Year	Respiratory Therapist		Optometric Technician		Clinical Laboratory Technician		Radiography			
	MATC	Nat'l	MATC	Nat'l	MATC	Nat'l	MATC	Nat'l		
2007	100%	78.8%	69%	50%	86%	78%	95%	90/8%		
2008	100%	77.9%	100%	72%	93%	78%	95%	91%		

The 2007 Five-year Longitudinal Study of MATC Graduates provides information about graduate perceptions and experiences five years after graduation. There were 2,564 surveys mailed to MATC graduates with 979 responses, resulting in a 38 percent response rate. Of those who responded, 93 percent were employed in Wisconsin, and 71 percent were employed in a program-related job. The average annual salary of the graduates grew from \$29,544 in 2002 to \$41,277 in 2007. On average, MATC graduates realized an annual salary growth rate of 7.9 percent and 40 percent overall salary growth rate over the five year period. The employment and salary growth rate is an indication that the graduates were prepared with the knowledge and skills necessary to succeed in the workforce. Looking back on their experience at MATC, 94 percent of the respondents stated that they found technical college training very important, important or somewhat important, and 96 percent would definitely or may recommend MATC to others.

expectations, which provides evidence of the graduates' acquired knowledge and skills in relation to the job. This data is collected every five years and is due to be updated in 2010. The 2004-05 Employer Survey data indicate that MATC graduates are meeting or exceeding the employers' expectations in most key attributes related to their jobs, particularly in the areas of problem solving, computer and organizational skills. It also reflects the idea that employers believe that a majority of these key attributes will become more essential in the future, especially computer skills. To see more results of the 2004-2005 Employer Survey Summary Report visit the [MATC AQIP Systems Portfolio website](#).

MATC collects information from employers about how well MATC graduates meet employer

The Employer Survey also collects data related to their overall satisfaction with recent MATC graduates. Table 1.18 shows a comparison of employers' overall satisfaction with recent MATC graduates in 1996-1997, 2000-2001, and 2004-2005. The data show that employers are highly satisfied with the graduates' education and are confident that the students have acquired the knowledge and skills required to do their jobs.

**Table 1.18 Employer Satisfaction with MATC Graduates**

Question	1996-97 Results	2000-01 Results	2004-05 Results
Percentage of employers answering "Satisfied" or "Very Satisfied:" <i>How satisfied are you with the graduate's technical college education?</i>	94%	99%	98%
Percentage of employers answering "Yes:" <i>Would you recommend graduates of this program to another employer?</i>	90%	93%	93%
Percentage of employers answering "Confident" or "Somewhat Confident:" <i>How confident are you that the learning outcomes of the program match the occupational knowledge needed in the field?</i>	N/A	99%	99%

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## 1R3 Associated Student Learning Processes Results

One of the processes associated with helping students learn is the process of developing and discontinuing new courses and programs. Table 1.19 shows the number of new programs developed between 2007

and 2008 by Center. Table 1.20 shows the discontinued programs between 2007 and 2008 by Center.

**Table 1.19 New or Expanded Programs and Certificates, by Center, 2007 to 2008**

Center	New/Expanded Programs & Certificates	Reason for Change	Alternative Delivery Method, if applicable
<b>Agriscience &amp; Technologies</b>	<p><b>4 new certificates:</b></p> <ul style="list-style-type: none"> <li>• IT – Java Professional Developer</li> <li>• IT – PHP Professional Developer</li> <li>• IT – iPhone Applications Development</li> <li>• Electronic Assembler</li> </ul>	Meet market needs and technology changes; expand access; provide career ladder with additional coursework	One semester of intensive training
<b>Arts and Sciences</b>	<p><b>4 new certificates:</b></p> <ul style="list-style-type: none"> <li>• Ethnic Studies</li> <li>• Creative Writing</li> <li>• Technical Communications</li> <li>• Journalism</li> </ul> <p><b>1 new program</b></p> <ul style="list-style-type: none"> <li>• Engineering Transfer</li> </ul>	Respond to student and faculty interests; provide clear pathway for students interested in engineering careers	Courses may be in-person, hybrid format, or online
<b>Business and Applied Arts</b>	<p><b>3 new certificates</b></p> <ul style="list-style-type: none"> <li>• Money and Banking Services</li> <li>• Sales Academy</li> <li>• Retail Management</li> </ul> <p><b>1 program renovation</b></p> <ul style="list-style-type: none"> <li>• Printing – Technical Diploma</li> </ul> <p><b>9 certificates in progress</b></p> <ul style="list-style-type: none"> <li>• Small Business – Latino Focus</li> <li>• Small Business/ Entrepreneurship</li> <li>• Property Management</li> <li>• Green Meetings</li> <li>• Insurance</li> <li>• Integrated Marketing and Media Production</li> <li>• Hospitality – entry level, Latino focus</li> <li>• Para-Financial Planner</li> <li>• Interior Design – Home Staging</li> </ul>	Expand student options and meet industry demand	Depending on the program/ certificate, in-person, hybrid format, and online
<b>Construction, Manufacturing, Apprenticeship and Transportation</b>	<p><b>2 certificates in progress</b></p> <ul style="list-style-type: none"> <li>• Industrial Maintenance</li> </ul>	Separating industrial maintenance into two different curriculum tracts	In-person
<b>Health and Safety Education</b>	<p><b>2 new certificates</b></p> <ul style="list-style-type: none"> <li>• Phlebotomy</li> <li>• Dietary Manager</li> </ul> <p><b>1 new program</b></p> <ul style="list-style-type: none"> <li>• Physical Therapy Assistant</li> </ul>	Move from hybrid to in-person due to lab-based training; meet industry needs by offering degree-based offerings; offer complete program at MATC	Depending on the program/ certificate, in-person and online
<b>Human and Protective Services</b>	<p><b>3 new certificates</b></p> <ul style="list-style-type: none"> <li>• Human Services, Short-Term – Bilingual</li> <li>• Preschool Credential Certificate – Bilingual</li> <li>• Homeland Security</li> </ul>	Industry demand, expand training options for incumbent workers, and opportunity to create a pathway to associate degree programs	In-person

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**Table 1.20 Discontinued/ Suspended Programs, by Center, 2007 to 2008**

Center	Programs Suspended/ Discontinued	Reason
<b>Agriscience &amp; Technologies</b>	<b>2 certificates</b> <ul style="list-style-type: none"> <li>• Web Programming Advanced Technical Certificate</li> <li>• VOIP/Convergence Certificate</li> </ul>	Consistent low enrollment
<b>Business &amp; Applied Arts</b>	Printing (Associate Degree)	Consistent low enrollment and program/ curriculum changes

Analysis of student success rates is another type of evidence that MATC uses to show that students are learning. Figure 1.2 shows the five-year percentage course success trends for degree-credit students in four different degree types. Course success is defined as those students who attained a grade of C or better. The chart indicates that students taking mainly program-related courses are more successful than students taking the college transfer and general education courses. Students in the occupational associate degree, two-year technical diploma and one-year technical diploma programs have a success rate between 80 and 87 percent over the entire five year period although there has been a slight decrease over the past two years. Liberal Arts Transfer students have a success rate that ranges between 73 and 70 percent and again a slight decrease is seen in the past two years.

**Figure 1.2 Degree Credit Student Course Success**

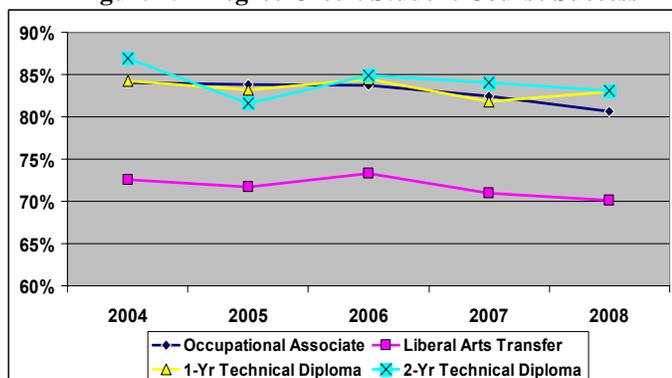
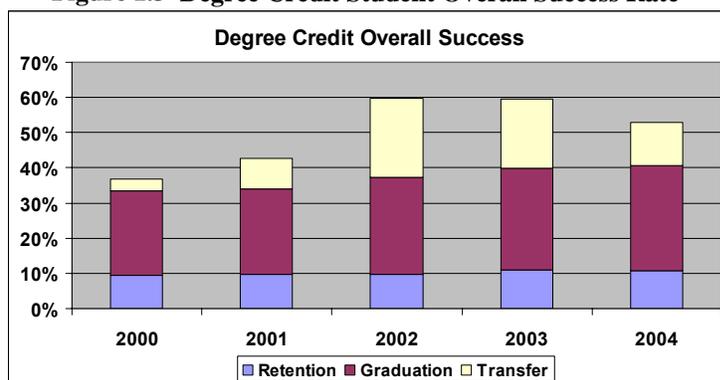


Figure 1.3 shows the overall student success rate of degree-credit students at MATC. Overall student success is defined as the total of the graduation rate, retention rate and transfer rate for a first-time students entering in the fall semester, four years after first enrollment. This data excludes programs less than one year in length and apprenticeships. As the data show, the overall success of MATC students has been increasing since 2000. This is particularly due to the increase in graduation rate for the student cohorts over time. The 2004 transfer rate appears to be low, but this may be more due to the collection process than to student transfers. Transfer data

comes from the National Student Clearinghouse so time lags inputting student transfer data and students waiting to transfer are largely responsible for the decrease seen in 2003 and 2004.

**Figure 1.3 Degree Credit Student Overall Success Rate**



The Mandatory Assessment, Advising and Placement (MAAP) process is another method used to help students learn effectively. Success rates for English and math courses have improved since implementation of mandatory placement. The placement policy requires students taking any level of mathematics to have a “C” in the prerequisite course or to place into their desired course based on their COMPASS math score (or UW Placement). Students taking an English course are required to have a “C” in the prerequisite course or place into their desired course based on their COMPASS writing, reading, and E-Write scores (or UW Placement). Reading placement is now in effect for several courses requiring students enrolling in a college-level history course, Introduction to Psychology, Music History, or first semester Early Childhood program courses to have a “C” in English 1 or Written Communication or to place into their desired course based on their COMPASS reading score (or UW Placement).

Since the implementation of mathematics mandatory placement, the following tables compare enrollment for three semesters and success for two semesters in the first three Arts and Sciences mathematics courses and the highest level CPAAC mathematics course.

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Table 1.21 shows a comparison of similar populations, so fall semester is compared to fall semester and spring to spring since the populations of students between fall and spring tend to have different key characteristics.

**Table 1.21 MAAP-assisted enrollments in Algebra courses**

Course	Spring 2007	Fall 2007	Spring 2008	Fall 2008
Basic Algebra	178	257	168	273
Elementary Algebra with Applications	505	703	486	781
Intermediate Algebra	376	400	365	381
College Algebra	229	276	218	246

When mandatory mathematics placement went into effect in Spring 2006, there was a downward shift in credit enrollments from Spring 2005. This trend has continued. “Downward shift” means that student enrollment in developmental-level math courses has increased because of the new placement requirement. However, this shift has been followed by increased success rates overall for students.

Table 1.22 shows the success rates in mathematics courses between Spring 2007 and Spring 2008 and Fall 2007 and Fall 2008.

**Table 1.22 MAAP-assisted Algebra Course Success Rates**

Course	Spring 2007	Fall 2007	Spring 2008	Fall 2008
Basic Algebra	75%	69%	80%	74%
Elementary Algebra with Applications	59%	65%	55%	62%
Intermediate Algebra	68%	65%	56%	67%
College Algebra	62%	71%	76%	66%

Table 1.23 shows MAAP assisted enrollments in English courses in Spring 2007 and Spring 2008 and Fall 2007 and Fall 2008 for Written Communications and English 1.

**Table 1.23 MAAP-assisted enrollments in English courses**

Course	Spring 2007	Fall 2007	Spring 2008	Fall 2008
English 1	650	1137	704	1022
Written Communications	552	786	453	795

Table 1.24 shows the success rates in college level English courses between Spring 2007 and Spring 2008 and Fall 2007 and Fall 2008. As with math, similar semesters are used in order to compare similar populations.

**Table 1.24 MAAP-Assisted English Course Success Rate**

Course	Spring 2007	Fall 2007	Spring 2008	Fall 2008
English 1	64%	70%	58%	71%
Written Communications	66%	66%	65%	66%

The MAAP coordinator also examines the success of students who complete developmental-level courses and then take entry-level credit courses. Table 1.25 shows the success rates of students who took the developmental level 3 course, *Elementary Algebra with Applications*, before enrolling in *Intermediate Algebra*, compared to those who were placed directly into the course. Table 1.25 also shows the success of students who completed *Elementary Algebra with Applications* after successfully completing the developmental level 2 course, *Basic Algebra*, compared with students who were placed directly into the course. The data continues to show that students who enroll in a developmental course are as successful as or more successful than students placing directly into the course.

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**Table 1.25 Math Course Success: Developmental Course Completers vs. Directly Enrolled**

		<b>Elementary Algebra Success Rate</b>	
<b>Basic Algebra Taken</b>	<b>Elementary Algebra Taken</b>	<b>Student Completed Basic Algebra First</b>	<b>Student Directly Enrolled in Elementary Algebra</b>
Fall 2006	Spring 2007	70%	67%
Spring 2007	Fall 2007	70%	70%
Fall 2007	Spring 2008	52%	62%
Spring 2008	Fall 2008	71%	70%
		<b>Intermediate Algebra Success Rate</b>	
<b>Elementary Algebra Taken</b>	<b>Intermediate Algebra Taken</b>	<b>Student Completed Elementary Algebra First</b>	<b>Student Directly Enrolled in Intermediate Algebra</b>
Fall 2006	Spring 2007	60%	59%
Spring 2007	Fall 2007	67%	64%
Fall 2007	Spring 2008	57%	57%
Spring 2008	Fall 2008	69%	62%

It is very difficult to look at similar data for English due to several changes in the curriculum and course offerings in the past two years. The numbers of students enrolling in the college-level courses from developmental-level courses are small due to these changes. The Arts and Sciences and CPAAC English departments have analyzed data for the past several years and have made significant changes to the curriculum and an effort to better align their courses. In the fall of 2008, the Arts and Sciences English department offered *Introduction to College Writing*, a transitional course designed to strengthen writing skills for students planning to enroll in *English 1*. The English department in CPAAC also changed curriculum in its writing courses. The highest level course, Academic Writing 5 & 6, provides a more rigorous developmental course to prepare students for program courses and for the transitional English course. Success data from these course changes will not be available until after Spring semester 2009. Faculty are also looking at data tracking students from one course to the next in an effort to identify why students may not be progressing on in the writing sequence.

MAAP is focusing on implementing a mandatory college reading level for reading intensive courses. Currently, a college-level reading score is required for English 1, Written Communications, Introduction to Psychology, all History, Music History, and first semester courses in Early Childhood. In Fall 2009, all biology, chemistry, and first semester courses in the Human Services program will also require a college reading level. Due to the variety of courses and programs students move to after taking a reading class, it is hard to track significant numbers of students to determine success in future classes. However, although the numbers are small, the data collected on students moving from a reading course

to *Introduction to Psychology* indicates that students who have taken a reading course are not doing as well as students who score directly into the psychology course based on their COMPASS reading score. The Arts and Sciences and CPAAC reading departments are working to improve the developmental courses so that successful completion will improve success of students in future college-level courses. The two departments are also looking at better course alignment, cut score validation, and the development of other methods of instruction and assistance to address the needs of the students.

### 1R4 Comparison of Results

Comparisons of MATC's results with national norms and Wisconsin Technical College System peers are included throughout the Results section of this Category. MATC compares the results of its developmental instruction in math and English with reported national norm results. The national norm for successfully completing a college-level mathematics course after completing a developmental course ranges from 41 to 77 percent. MATC's results for these students over the past three semesters ranged from 57 to 69 percent, which is within the national range of results. The national norm results for successfully completing a college-level English course after completing a developmental English course ranges from 64 to 91 percent. As mentioned previously, it is hard to evaluate the success of developmental students moving to college English at MATC in the past two years, due to the changes in course offerings. The small numbers available for a comparison saw a range of 68 to 78, which is within the national range but is shifted toward the lower end of the range.

## **1I1 Improving Current Processes and Systems**

Improvements in student learning processes at the institutional level may be initiated by a variety of inputs: an assessment of current progress, exposure to best practices identified by other institutions or consultants, or state system initiatives. When a need for improvement has been identified, the College Council creates a team of faculty and administrators and provides them with a formal charge. The team investigates the issue and makes recommendations for action. The implementation of the improvement is normally then assigned to the appropriate institutional office and supported by staff designated for these positions. Recent examples of improvements designed and implemented in this fashion include the Core Abilities process, the Learning Systems Quality Improvement Process (LSQIP) and the process to develop new program outcomes.

A Continuous Quality Improvement process has been developed utilizing the Six Sigma DMAIC process (define, measure, analyze, improve, control) and a corps of Six Sigma trained CQI mentors. The CQI mentors work with each improvement team as a way for MATC to implement standardized process improvement in the College. This process change is due to the result of an AQIP Action Project: Continuous Quality Improvement Mentor Corps chartered Fall 2006. For more information about the CQI Mentors, see Category 8.

## **1I2 Setting Targets, Improvement Priorities and Communication**

MATC looks at current results for student learning and development at various levels throughout the organization. Depending on the measure, targets for improvement may be set by different offices, groups or external agencies. Within the College, targets for improvement are prioritized and set by the College Council during its annual planning retreat. The improvements are then incorporated into the Three-Year Strategic Plan. Outcomes and measures are created for each improvement goal, based on input from the work of specific work teams, the College Balanced Scorecard and data-based reports. The current targeted improvements can be found in their entirety in Category 8. The College communicates its current results and improvement priorities through the following means:

- Progress reports on the Three-Year Strategic Plan, as well as College Balanced Scorecard, are provided to the College Council and Board of Trustees throughout the year.

- Progress reports and any revisions to the Three-Year Strategic Plan are provided to employees during the Fall Convocation at the start of the unit planning cycle.
- Notable achievements throughout the year are provided to the public through news releases and during presentations to specific stakeholder groups while employees receive the information through MATCMatters, the internal electronic newsletter.

At the college level, the AQIP Steering Team created [CQI Teams](#) (Continuous Quality Improvement) to assess college processes and recommend improvements. The current CQI Projects related to student learning are:

- Flexible Learning
- Course Portfolio
- Student Retention
- Transitioning Developmental Students

At the program/Learning Center level, the LSQIP process provides the basis for organizational self-assessment. The process serves three important roles:

- To help improve performance practices, capabilities and results
- To facilitate communication and sharing of best practices
- To serve as a working tool for understanding and managing performance

The goals of the process are to deliver increased value to students and stakeholders and to improve overall effectiveness and capability.

At the classroom level, course improvement is built into the curriculum development process through the inclusion of assessment tools and through the College CQI project on Course Portfolios. The MAAP initiative is a former AQIP Action Project that provides ongoing support for course improvement and student learning.

Another aspect of improving student learning focuses on improving teaching (in addition to improving curriculum). To this end, our Center for Excellence in Teaching and Learning (CETL) provides a multitude of professional development opportunities for full- and part-time teachers. Among these opportunities are classes, workshops, one-on-one mentoring and training, and resources and materials to improve teaching. Topics can include teaching strategies, technology training, and the Wisconsin Technical College System Certification courses.