

AQIP Category 2: Accomplishing Other Distinctive Objectives

2C1 Other Institutional Objectives

Chapter 38 of the Wisconsin State Statutes authorized the creation of the Wisconsin Technical College System (WTCS) for one of two principle purposes. The first purpose is to provide occupational education, with additional information and results provided in Category 1. The second purpose, which is to “Provide customized training and technical assistance to business and industry in order to foster economic development and the expansion of employment opportunities,” forms the basis for Category 2. The College’s efforts to fulfill this purpose are primarily focused in three different units, with each unit supporting a different set of stakeholders and/or sector of the economy. These four areas include Business, Industry, and Community Services (BICS), the Business Procurement Assistance Center (BPAC), and the Regional Economic and Workforce Development Directors.

The Business, Industry and Community Services Department’s mission is “to build and sustain effective partnerships with businesses and organizations to meet their needs with high quality, innovative, market-driven employee development solutions.” BICS achieves its mission by providing customized training, technical assistance and skills assessment to business and industry district-wide.

The Business Procurement Assistance Center’s mission is to “provide technical and marketing assistance to Wisconsin businesses to empower entrepreneurs to compete in the government marketplace.” BPAC supports Wisconsin businesses and entrepreneurs seeking to win contracts from the federal government. BPAC provides group and individual business counseling sessions as well as procurement training events throughout the State of Wisconsin.

As a way to better coordinate and manage the economic and workforce development efforts of the College at the regional campuses, the College created a new position titled the Regional Economic and Workforce Development Director. This position’s goal is to provide the “overall leadership and management of an economic and workforce development region within the MATC District ...through the establishment of partnerships that encourage growth and visibility for the College.” By having a single position in charge of all economic

and workforce related initiatives in a single geographic area, the College is in a better position to understand community needs, enhance the potential for new collaborations and partnerships, ensure timely and effective delivery of service, allow for optimal communications to occur, and make the most efficient use of resources.

2C2 Alignment with Mission, Vision, & Philosophy

When the mission, vision and values statements of Madison Area Technical College were created, they were designed with the two statutorily mandated purposes in mind. Fostering economic development and expanding employment opportunities are a part of MATC’s mission to “provide accessible, high quality learning experiences that serve the community,” support the College’s vision of “Transforming lives, one at a time,” and are in line with the College’s values of “Excellence, Respect, and Integrity.”

In November of 2004, the College Council adopted the following Economic Development Mission Statement:

“Madison Area Technical College as an employer, purchaser, real estate holder, job creator, advisor/network builder and workforce developer assists area individuals, organizations and businesses to create and improve economic activity as part of a collaborative, long range commitment to develop communities and strengthen the regional economy.”

This Economic Development Mission Statement underpins the work of the three units focused on economic and workforce development and also guides the collaborative relationship building efforts of the College.

2C3 Supporting Helping Students Learn

The units working primarily in economic and workforce development support the concept of Helping Students Learn at different points along the learning path.

The Regional Economic and Workforce Development Directors serve as liaisons between the College and the community as well as business and industry. They serve as information conduits by supplying needs information to the learning

programs. Collaborative relationships develop or are strengthened as a result of this position’s input and knowledge of the College and business and industry. Their recommendations are strongly considered when determining the mix and availability of learning programs at the regional campuses.

The technical assistance, customized training and skills assessment services provided by the Business, Industry and Community Services (BICS) Department are many times considered either preparatory or supplemental to the instruction provided by the learning programs. Many of the trainings provided are adapted from instructional materials developed for the classroom by learning programs. Collaboration between BICS and learning programs has resulted in a number of customized training opportunities.

The Business Procurement Assistance Center is more directly concerned with supporting economic and workforce development than helping students learn. The service BPAC provides improves the regional economy through the generation of government procurement contracts. Some of the results include the retention and creation of jobs and the demand for new skilled workers. An MATC graduate can be the beneficiary of BPAC’s work because they may be able to find program-related employment.

The College participates in regional economic development planning with community leaders, permitting better alignment with the community’s long-term vision and plans. By understanding current and future workforce needs, the College is better able to adjust the learning programs and prepare students for jobs of the future. For example, one recent outcome of regional economic development planning was the initiation of Career Ladders, a project designed to create flexible learning modules for incumbent employees.

2P1 Determining Other Distinctive Objectives

MATC’s Other Distinctive Objective is mandated by state statutes. However, the College is allowed to determine how it will fulfill this objective. The College wished to implement a systematic approach that would permit it to meet the current and future economic and workforce development needs of the District. In order to develop this systematic approach the College Council created a cross-functional Economic Development Work Team. The Economic Development Work Team was given the charge to create an Economic Development mission statement, inventory current MATC economic development

activities, research the changing nature of work, identify Economic Development Best Practices used by 2-Year Community Colleges, and recommend strategies, initiatives, processes and outcome measures for improvement. The recommendations of the Economic Development Work Team were instrumental in the College’s re-organization, which resulted in the creation of dedicated positions focused on Workforce and Economic Development and the development of a Three-Year Strategic Plan that incorporates many Workforce and Economic Development outcomes.

2P2 Communicating Expectations

The main communication tool regarding the College’s economic and workforce development efforts is the Three-Year Strategic Plan. This plan is posted on the MATC website, and serves as the main planning tool of the College. Since each unit must align their unit plan strategies with a Strategic Plan goal, each unit has an opportunity to contribute to the economic and workforce development efforts of the institution. The Strategic Plan goals and outcomes primarily related to economic and workforce development can be seen in Table 2.1.

Table 2.1 Strategic Plan Goals and Outcomes Related to Economic and Workforce Development

| Goals | Outcomes |
|--|--|
| Goal 2: Opportunities and options for learning reflect the needs of students and clients. | Outcome c: Accessible career pathways will be created by building curriculum modules in programs that lead to identifiable technical and/or academic skills, by entering into transcripted credit agreements with district high schools and by creating contextual basic skills instruction that enables transition to career programs. |
| Goal 4: Community, education, and business partnerships result in enhanced educational opportunities. | Outcome b: Three to five key strategic partnerships will be identified and an assessment and improvement model will be implemented. |

In addition to MATC’s stated commitment in the Three-Year Strategic Plan, the College also regularly communicates its role in supporting and enhancing the regions economic and workforce development to elected officials, community members and students through news releases, newsletters, and on the MATC Website. Through these communication venues external stakeholders learn about the College’s efforts and its results.

2P3 Determining Faculty and Staff Needs

The Unit Plan process is the primary method the College uses to gather the information required to determine faculty and staff needs relative to its economic and workforce development efforts. When a unit identifies a strategy for implementation, it also includes the resources needed to successfully carry out the implementation. The resources identified can include such items as funding, staff development, or support by an outside organization or internal unit. The internal units identified in this process are notified of the originating unit’s request along with a description of the strategy to be implemented.

Other methods of collecting faculty and staff needs related to economic and workforce development include facilitated discussions, program advisory committee meetings, and environmental scans. Information gathered through these methods is provided to the individuals most directly affected by the information.

Weekly reporting via an online discussion board and monthly face-to-face meetings create alignment, foster synergy and improved collaboration among the areas focused on Economic and Workforce Development initiatives. The sharing of knowledge and information regarding the internal and external environment and working more closely enhances the leveraging of resources.

2P4 Assessing and Readjusting Objectives

MATC is not able to adjust this objective as it is mandated by law. However, the College does assess and review its processes designed to support economic and workforce development on multiple

levels. Table 2.2 shows the various levels of assessment, the individuals or groups involved and the assessment method. For example, MATC requires inputs to its strategy from the President and the Director of Grants and Special Projects who both serve on boards of the regional planning body called “Thrive.” MATC has been a leader in the recent formation of this regional approach for the cities of the south central area of Wisconsin. Although the exact process varies by group, each group or individual reviews the relevant data and any associated materials, reviews the current and expected environment and then compares the measures against any targets. Once the measures have been reviewed and assessed, the group or individual decides upon an action. The action is communicated to the appropriate people and any revisions or changes are implemented. This process follows the Plan-Do-Check-Act cycle used for all projects and activities at MATC. The three main economic and workforce development units (BICS, BPAC, and EWD Directors) are business sensitive operations and need to adapt quickly. Therefore, their assessment and readjustment process occurs much more quickly and is in response to the current business environment.

A good example of readjusting to changing dynamics is the College’s reaction to the region’s loss of jobs by providing a comprehensive inventory of assistance to the dislocated worker. An Economic and Workforce Development Director compiled a list of services designed to respond rapidly to the changing needs of the community. This information was developed into a webpage, which is now prominently featured on the main page of the MATC website.

Table 2.2 Assessment, Review and Adjustment of Economic/Workforce Development Processes

| Level | Groups Involved | Measures or Inputs | Outcome or Action |
|-----------------|---|--|--|
| College-Wide | <ul style="list-style-type: none"> • Executive Team • College Council • Board of Trustees | <ul style="list-style-type: none"> • Appropriate Goals & Outcomes from Three-Year Strategic Plan • Appropriate Measures from College Balanced Scorecard • Periodic reports from BICS & BPAC | <ul style="list-style-type: none"> • Identification of targets • Reaffirmation or revision of the Goals, Outcomes or Measures • Strategy approval or revision |
| Learning Center | <ul style="list-style-type: none"> • Economic & Workforce Development Council • Learner Success Symposium • Leadership Council | <ul style="list-style-type: none"> • Environmental scan • Employment & industry trend reports • Demographic projections • Enrollment trends • Employment Forecasts | <ul style="list-style-type: none"> • Recommendations for strategy implementation or revision • Recommendations for new Goals, Outcomes or Measures |
| Department/Unit | <ul style="list-style-type: none"> • Advisory Committees • Unit Planning Teams | <ul style="list-style-type: none"> • Stakeholder conversations • LSQIP program data sheets • Industry-specific journals & reports | <ul style="list-style-type: none"> • Unit plan revision • Personal Development Plan revisions |

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2P5 Measures

As MATC examines its economic and workforce development progress on a number of levels, it is difficult to list all the measures currently used by all

the different units, departments, and divisions of the College. Therefore, Table 2.3 only shows the measures associated with College-wide operations or the three primary units responsible for economic and workforce development.

Table 2.3 Measures & Results of Economic & Workforce Development Efforts

| Area or Unit | Measures (2P5) | Results (2R1) | Comparable Results (2R2) |
|--|--|--|---|
| College-wide | College Balanced Scorecard: 1. Percentage of graduates placed in a program-related job 2. Percentage of employers indicating satisfied or very satisfied overall rating for contract training 3. Percentage of employers indicating satisfied or very satisfied overall rating for MATC graduates | 1. 74.7% overall employed in program-related jobs 2. 95.5% employers satisfied or very satisfied with contract training 3. 80% employers satisfied or very satisfied with MATC graduates | 1. 77% - WTCS statewide average 2. N/A 3. 79% employers satisfied or very satisfied with MATC graduates |
| Business, Industry and Community Services | 1. Percent of Contract Revenue by organization type 2. Number of unduplicated employees served 3. Number of unduplicated participants served 4. Number of businesses served 5. Number of new customers 6. Contract revenue generated 7. Grant revenue secured 8. Indirect cost recovery | 1. See Figure 2.1 below 2. 5,398 unduplicated employees served 3. 10,019 unduplicated participants served 4. 290 businesses served 5. 107 new customers served 6. \$1,613,727 contract revenue generated 7. \$210,000 grant revenue secured 8. \$465,165 indirect cost recovery | 1. Unknown 2. Unknown 3. Unknown 4. Unknown 5. Unknown 6. Unknown 7. Unknown 8. Unknown |
| Business Procurement Assistance Center | 1. Number of businesses served 2. Number of procurement training events 3. Number of initial counseling sessions 4. Number of follow-up counseling sessions 5. Number of contracts awarded to BPAC-assisted businesses 6. Dollar value of contracts awarded to BPAC-assisted businesses 7. Overall satisfaction with BPAC services | 1. 1,000+ businesses served 2. 52 procurement training events 3. 389 initial counseling sessions 4. 1,805 follow-up counseling sessions 5. 5,426 contracts awarded 6. \$753.4 million: value of awarded contracts 7. 96.2% satisfaction rate with BPAC services | 1. Unknown 2. Unknown 3. Unknown 4. Unknown 5. Unknown 6. Unknown 7. N/A |
| Regional Economic and Workforce Development Directors | 1. Qualitative Measures 2. Growing collaborative partnerships 3. Effective & sustainable relationships with stakeholders | Available upon request. (Refer to Quarterly Reports) | Unknown |

2R1 Results

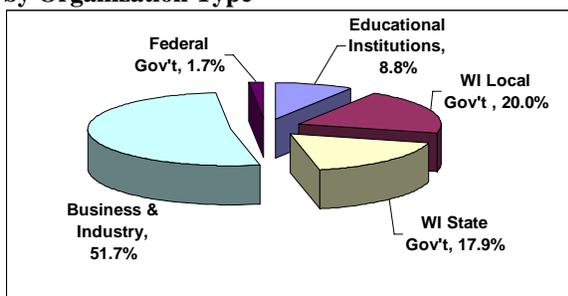
The results for the College-wide efforts as well as the three major economic and workforce development initiatives can be seen in Table 2.3 and Figure 2.1. Individual program or unit results may be available upon request.

information, see Table 2.3. Much of the available comparison data comes from the Wisconsin Technical College System Client Reporting System Reports. The [WTCS Client Reporting System](#) collects data from each of the 16 technical colleges and provides preformatted reports on a variety of measures at the college-wide, program cluster, and individual program levels.

2R2 Results Comparison

Many of the measures used by the College are not comparable with other educational or non-educational institutions or organizations. This is because the measures used are unique to MATC or information was not available for comparisons. For those measures for which MATC has comparison

Figure 2.1 BICS Percentage of Contract Revenue, by Organization Type



2R3 Strengthening and Enhancing the Institution

By focusing on economic development activities, the College enhances the economic vitality of our community as well as enhances its relationships with the community, business and industry, local and municipal governments and non-profit community based organizations. Producing a high quality, well-trained workforce and supporting the creation of local employment opportunities and the growth of entrepreneurial activity permits the business community to flourish and compete in the global marketplace. However, should an economic downturn occur the College is able to provide Rapid Response services to employees of companies that are closing or laying off workers. For example, MATC is currently working with approximately 100 dislocated workers per week with anticipation of soon serving an additional 300 workers per week. There are more than 30 companies waiting for Rapid Response services in anticipation of layoffs.

The College is viewed as an integral part of the overall community's economic engine, encouraging the business community to network and build relationships with MATC. Through this work the College gains insights into "real world" business

challenges, sees where curriculum could be adjusted, and acts proactively in adapting to the changing needs of business and industry.

As a result of the networking and relationship building the College has done, two new initiatives are beginning. MATC is in the process of creating the Minority Business Resource Center, which will provide all of the current MATC services, but with a focus on the unique circumstances created by minority ownership. The second initiative is the development of a Career and Employment Center. The Career and Employment Center will be a partnership with employers that will support a student's transition from the College into program-related jobs.

2I1 Improving Systems and Processes

After the Economic Development Work Team researched and reported on the "Best Economic Development Practices in Two-Year Colleges," the College began to create a system that would demonstrate its "Top-down commitment to economic development throughout the college system" by ensuring greater alignment within the College in its efforts regarding economic and workforce development. The changes that resulted from this commitment occurred throughout the College and on every level. Also, MATC has done an analysis of areas covered by its Regional Economic and Workforce Development Directors and has identified a gap in the southwest area of the MATC district. Therefore, in August 2009, a new position is being added to serve the economic and workforce development needs of this area. Table 2.4 provides a summary of systems and processes created to improve the College's efforts in economic and workforce development.

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Table 2.4 Improvement Systems and Processes

| Impact | Activity | Primary Stakeholders | Expected Improvements |
|--------------------------|--|--|--|
| College-wide | Re-organization of the College to create academic clusters and re-align reporting structure Active involvement in Thrive | All College employees President and Grants Director | Create economies of scale, reduce redundancy, and permit more flexible, responsive processes Current knowledge of reports needs |
| Learner Success | Enhance services and leverage existing resources by aligning the economic and workforce activities for a single point of contact for industry | Learner Success Administrators, BICS, BPAC, Regional Campuses, | Improved customer experiences and provide a comprehensive inventory of services |
| Regional Campuses | Conduct a regional needs assessment to develop a new program portfolio and initiatives Expand economic development activities and services to the regional campuses MATC representative on Workforce Development Boards collaborating for rapid response to changing community needs Creation of an additional economic development director position Minority Business Resource Center to foster economic development activity within the minority business community | Economic and Workforce Development Executive Directors (3), Campus Managers (2), regional campus faculty and staff | Improved customer experiences |
| Unit Level | Utilize the College's program review process (LSQIP) to enhance awareness and efforts to address economic and workforce development needs | All instructional and service units at MATC | Improve alignment between College processes and systems, increase accountability, and document unit progress |

2I2 Setting Targets, Improvement Priorities, and Communicating Results

College-wide targets are set by the College Council during its annual Strategic Retreat, normally held in the summer of each year. These targets are incorporated into the Three-Year Strategic Plan. Division- and unit-level targets are normally created during the annual unit planning process. The targets and measures of the division- and unit-level unit plans must be aligned with at least one of the goals and outcomes of the Three-Year Strategic Plan.

As shown in Table 2.1, there are two major outcomes related to the economic and workforce development efforts of the College. These improvement priorities are creating accessible career pathways and identifying and improving key collaborative partnerships. Both the College Council and Economic and Workforce Development Systems Integration Council felt that addressing these two issues would provide the most effective change and results for the College. The Economic and Workforce Development Systems Integration Council (SIC) has been working on a plan to address the issue of accessible career pathways. The team of College personnel who examined Category 9, as a part of the Systems Portfolio update process, has created a recommendation for addressing the identification and improvement of key collaborative partnerships. The College Council will receive these recommendations

and decide on an implementation plan during the 2009-10 academic year.

The improvement priorities have been communicated to all College stakeholders in a number of ways. The Three-Year Strategic Plan is available in print format or online from MATC for any interested person. Updates or revisions regarding the goals, outcomes or its associated activities are communicated through all-staff in-services, in the MATCMatters employee electronic newsletter, in press releases and media packets, and in selected marketing and informational materials about the College available to both internal and external stakeholders.