

## AQIP Category 3: Understanding Students' and Other Stakeholders' Needs

### 3C1 Key groups of students and stakeholders

MATC categorizes and defines its students and stakeholders in the following four groupings:

- Prospective Students have not yet matriculated to MATC, may or may not have indicated an interest in MATC or are in the admissions process. Prospective students are segmented into traditional (typically 18-24 years of age) and non-traditional (students 24-years-old plus) students. Traditional students generally attend MATC in order to gain a first-time career or transfer to a four-year college, while non-traditional students may enroll for wider range of reasons including college transfer, retraining, enhancing current skills, GED or HSED completion, ESL courses, pursuit of a new career, or enrichment courses.
- Current Students are enrolled in a course and/or program and are segmented by educational intent and/or needs. The subgroups of current students are: 1) program-enrolled students; 2) undeclared/ undecided enrolled students; 3) students taking credit courses; 4) students taking non-credit courses; 5) state-defined special population students; 6) students under-prepared for college level English, math and reading, and 7) students enrolling in Business, Industry and Community

Services (BICS) credit and non-credit contract classes, and Business Procurement Assistance Center (BPAC) clients.

- Community Groups are organizations and agencies within the twelve-county MATC district. Examples include: community-based organizations; state and local legislators; taxpayers; alumni; grant providers; donors; education institutions; and Economic/ Workforce Development Boards.
- Business and Industry are organizations that individually or jointly purchase education or training services or employ MATC students and graduates. Business and industry partners include the following sectors: manufacturing, healthcare, government, educational organizations, non-profits, professional associations, public safety agencies, finance and insurance, economic development organizations, and other agencies.

### 3C2 Requirements and Expectations

Table 3.1 summarizes some key requirements and expectations of different student and stakeholder groups.

**Table 3.1 Identified Needs of Stakeholder Groups**

Stakeholder	Requirements and Expectations	Methods Used to Identify Needs
<b>Prospective Students</b>	<ul style="list-style-type: none"> <li>• Receive information in a timely &amp; friendly manner</li> <li>• Enrollment services (admissions, registration, financial assistance)</li> <li>• Receive support to achieve their educational goals</li> <li>• Receive employability skills and career knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Focus group research</li> <li>• Campus visit evaluations</li> <li>• Graduate report</li> <li>• Enrollment Management Plan</li> <li>• College Success/ Career Pathways for Success courses</li> </ul>
<b>Current Students</b>	<ul style="list-style-type: none"> <li>• Access to current technology, guidance, advising, tutoring &amp; disability resource services</li> <li>• Financial assistance available</li> <li>• Employability skills training</li> <li>• Job placement and career advising available</li> <li>• Clean, safe, up-to-date facilities</li> <li>• Treated with respect</li> <li>• Supported in completing educational goal (Degree, Diploma, etc.)</li> <li>• Qualified instructors</li> <li>• Access to library services</li> <li>• Flexible course offerings &amp; scheduling to fit lifestyle &amp; work needs</li> </ul>	<ul style="list-style-type: none"> <li>• Front Desk survey</li> <li>• Admissions survey to assess services</li> <li>• SSI – Student Satisfaction Inventory</li> <li>• Mandatory Assessment, Advising &amp; Placement</li> <li>• Event &amp; workshop evaluations</li> <li>• Student Development &amp; Success database</li> <li>• Student Involvement database</li> <li>• Advising &amp; Career Resources assessment</li> <li>• Disability Resource Service review</li> <li>• BICS course evaluations</li> </ul>
<b>Community Groups</b>	<ul style="list-style-type: none"> <li>• Appropriately use tax dollars</li> <li>• Accessible district-wide education in high demand focus areas</li> <li>• Provide an economically viable workforce</li> <li>• Up-to-date course curriculum</li> <li>• Participate in boards and advisory committees</li> <li>• Provide information about MATC programs and services</li> <li>• Increase access to information for non-English language groups</li> </ul>	<ul style="list-style-type: none"> <li>• Stakeholder meetings</li> <li>• Advisory committees</li> <li>• MATC membership in community organizations</li> <li>• Community outreach opportunities</li> <li>• Community-based partnership meetings</li> </ul>

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Stakeholder	Requirements and Expectations	Methods Used to Identify Needs
<b>Business and Industry (B&amp;I)</b>	<ul style="list-style-type: none"> <li>• Up-to-date relevant programs that meet business &amp; industry standards</li> <li>• Credentialed faculty with relevant industry experience &amp; knowledge</li> <li>• Innovative on-demand training options in multiple delivery formats</li> <li>• College and program information available online</li> <li>• Provide a good return on investment</li> <li>• Participate in boards and advisory committees</li> </ul>	<ul style="list-style-type: none"> <li>• Program advisory committees</li> <li>• Stakeholder conversations</li> <li>• Contract training evaluations</li> <li>• College environmental scanning</li> <li>• National trends research</li> <li>• Trade associations</li> <li>• Industry Needs Online Survey</li> <li>• Industry Partnerships</li> <li>• Consortium and Multi-recipient training</li> <li>• Economic &amp; Workforce Board feedback</li> <li>• BPAC customer contact</li> </ul>

### **3P1 Identifying Changing Needs of Students**

MATC uses a variety of data sources to identify the changing needs of students. Each student engagement activity has been developed with a specific outcome in mind. If an activity achieves its outcome, it is assessed for potential expansion in terms of times, number of events, location, etc. Other activities are as follows:

- Data reports from Institutional Research and Effectiveness (see resource listing 3R1)
- Surveys of internal and external stakeholders
- Focus Groups with students and parents
- Program and activity evaluations (Jump Start to Success Sessions, Stepping into the Future, Focus on the Future (CPAAC Orientation), BICS courses/ training)
- Observations by college staff
- Customer Feedback
- Systems Integration Councils – primarily those that address issues impacting student success
- College Spotlight (Open House)
- New Student Daze
- High School Juniors – Parent’s Night
- Career Pathways
- Partnerships (i.e., Workforce Development Board communicates needs of dislocated workers, underemployed, unemployed and youth opportunity workers)
- Customized on-site employee needs surveys  
Annual Online Industry Needs survey
- Various standardized and customized skill assessments (Work Keys, NOCTI tests, TABE, customized basic math assessments, etc.)

The data that result from these sources is analyzed both on a College-wide and individual unit basis, as appropriate. Strategies to address unmet needs are incorporated in various College-wide plans and on the unit plan level. The latest analysis revealed the following key unmet student and stakeholder needs:

- Information disaggregated by student population group would be helpful
- Increased collaboration with high school counselors that occurs during high school visits, High School Counselor Day, Tech Prep meetings and professional development days
- Online BICS Employer Satisfaction survey
- Process to determine the needs of non-credit students, who currently are not provided a formal feedback mechanism

The following are examples of previously identified student and stakeholder needs whose remediation strategies and/or plans have been implemented.

- Counseling and Disability Resource Services staff presence increased at regional campuses
- Implementation of First Year Experience activities (Orientation, Learning to Learn Camp, New Student Daze, College Success Course)
- Decreased admissions application processing time due to streamlined process and restructured Enrollment Services office
- Operating hours of student-related services extended district wide
- Multi-recipient professional development contract training workshops for incumbent workers based on survey analysis
- Collaboration with consultants to offer high demand training such as Lean Manufacturing
- Hired Academic Advisor for students transitioning from non credit to credit courses

For other improvements that have occurred as a result of MATC’s student and stakeholder needs identification process, visit [MATC’s AQIP Systems Portfolio website](#).

Despite all the improvements that have taken place, the College is still working to address previously identified unmet needs. Among these previously identified unmet needs are:

- Service gaps for students on program waiting lists
- Service gaps for dislocated, under-employed, unemployed and special target groups
- Consistent application of student service policies across student population groups and campus locations
- Service gaps for students wishing to transition from non-degree to degree credit programs (i.e., English as a Second Language (ESL), Adult Basic Education (ABE), and General Educational Development/ High School Equivalency Diploma (GED/HSED) instruction)
- Adequately providing MAAP (developmental) courses at regional campuses

### **3P2 Building and Maintaining Student Relations**

#### **Prospective Students**

The Prospective Student Relations (PSR) office maintains the primary relationship with prospective students. The PSR office maintains relations with prospective students through the following activities:

- Communications are regularly sent to prospective students, with specific information for different groups (traditional, non-traditionally aged, etc.)
- Selected district high schools visited 2 – 4 times per year
- Campus tours given to school groups and prospective students, reaching 10,000 to 12,000 prospective students annually
- Provide informational events like Experience MATC, Career Pathways, College Spotlight, Jumpstart Sessions, Junior Night, Senior Days, Parent Night, Financial Aid Awareness Night, college fairs, corporate education fairs and SWACHE Consortium education fairs.
- Publications and websites are kept current with the assistance of the Enrollment and Marketing department

Other offices and departments at MATC assist in the recruitment of and provide services for prospective students. The School-to-Career office works with partners in the K-12 system to provide career and academic learning programs and activities for both high school students and K-12 professional staff. The College Preparedness and Academic Advancement Center provides a four event series to non-degree credit students preparing to transition to degree credit courses or programs that include:

- College Success course
- Transition services
- Step into the Future presentations

- Focus on the Future orientation

The Business, Industry and Community Services (BICS) office along with other personnel involved in economic and workforce development provide the following services to a specific sub-set of prospective students:

- Rapid Response meetings, in conjunction with the Wisconsin Department of Workforce Development, to discuss educational options for dislocated workers due to plant closings
- Professional Development catalog of one-time and series training opportunities occurring throughout the year and in varied locations
- Online Training matrix that provides training course objective information and schedule; allows individuals to request additional information about specific training services

#### **Current Students**

MATC provides current students with a wide variety of experiences that can build a relationship. The following list includes examples of the opportunities available:

- New Student Daze event at all campuses
- Learner Success Program for at-risk students
- Mandatory Assessment Advising and Placement process which places students in appropriate level courses based on assessment scores in math, reading, and writing
- Students stay informed through hallway information monitors, College Website, e-blasts, student newspaper, and bulletin boards
- Campus Life and Enrichment activities which include student clubs and organizations, Performing Arts, Forensics, Intercollegiate Athletics, Intramural Athletics, Fitness Center, and volunteer service opportunities
- Global awareness and study abroad programs
- Professional advising and counseling services provided by Learner Development staff, and faculty and academic division assistants
- Health programs provided through the MATC Fitness Center and the health educator
- Articulation agreements with the University of Wisconsin System colleges and universities, and private colleges allows students to continue their education
- Scholarships for continuing students
- Apprenticeship programs for on-going training
- Internship and clinical experiences for students in select programs
- Access to Conflict Management Services

- Career skills development and support through advising and resume writing and interview skills workshops and seminars

The College does a number of things to maintain its relationship with students. Among the services and processes used to maintain relationships with students are:

- Assigning Academic Coordinators to each Learning Center to address ongoing student advising needs
- First Semester Experience services and events enhance a student's initial College experience
- Class sizes are intentionally kept small to allow for more one-on-one instruction, assistance and advising from faculty

The College provides different services to those students receiving instruction as a part of contract services. In addition to the services mentioned for the regular credit students, contract students may also receive:

- On-site company career development opportunities
- Support through one of the Career Pathways projects (Career Pathways for Success, Lab Sciences Career Pathways, and Industrial Career Pathways), which, in addition to instruction, also provides referral services to college advising, assessment, financial aid and transition support.
- Referral to services available at the local Job Center

### **3P3 Identifying Key Stakeholder Groups' Changing Needs**

An AQIP Action Project conducted a market research study focused on two areas: Meeting the Educational Needs of MATC Students and Communities, and Meeting the Needs of MATC Students and Communities. The current [enrollment management plan](#) and a marketing plan were developed based on this work.

Table 3.1 outlines strategies used for identifying the changing needs of stakeholder groups. Other methods of identifying changing needs include:

- Partnerships with industry provide learning programs information on trends and needs
- Collaboration with local Economic Development Boards
- Annual On-line Industry Needs survey
- Analysis of high priority federal and state grants through collaboration within the College (

Learning Centers, Grants Office, Financial Services Department and others )

- CPAAC connections with over twenty community outreach groups to understand and address local community needs
- Aggregate external stakeholder feedback from community groups and business and industry is reviewed annually by the College Council for inclusion in the broader plan for the College.

Additional analysis of community groups and business and industry needs include the following:

- The BICS Professional Development workshops offered are a result of analysis of Industry Partner and on-line surveys feedback
- Collaborative partnerships with local Economic Development Boards build industry consortiums and secure grant funds to support common business needs
- Community agencies collaborate with College to secure grant funds and enter into sub-contract agreements

### **3P4 Building and Maintaining Key Stakeholder Relations**

To build and maintain relationships with community and Business and Industry groups, MATC utilizes a variety of feedback mechanisms. Relationships with the community are built through:

- Partnerships with community-based organizations along with other higher education institutions that provide educational opportunities for targeted communities
- Opportunities for alumni and donors to support MATC through scholarships and donations; it is a MATC Foundation goal to triple its net assets over the next five years
- Stakeholder meetings to identify needs and inform the community of MATC services (legislative meetings, superintendents' meetings, Community Councils of Color meetings)
- Non-profit community groups may request use of MATC facilities without charge
- Arts and cultural events held at MATC facilities are open to the public.
- New web-based services like AskMATC and Inside MATC keep stakeholders informed
- Advertisements in media markets announce upcoming events, semester registration, new programs, and job opportunities
- Sponsorship and attendance at local community events (Boys and Girls Club, YWCA, etc.)

General community members serve on Foundation Board committees

Relationships with business and industry are built through the following methods:

- BICS, Adult Continuing Education (ACE) and CPAAC collaborate with community outreach groups and local job centers to offer educational services
- Each business and industry partner is assigned a BICS liaison
- Easily accessible training information available via BICS website
- Just-in-Time BICS training opportunities offered based on requests by Business and Industry
- BICS web-based newsletter sent to business, industry and community partners.
- BICS and the Business Procurement Assistance Center (BPAC) send targeted marketing to partners regarding training opportunities
- Business community members serve on learning program advisory boards and committees
- Technical assistance provided through BICS contracts
- Federal procurement consulting and training sessions assist businesses receive federal funding
- Community outreach luncheons hosted by the MATC Foundation
- Periodic stakeholder conversations hosted by the MATC District Board
- Participation in local, regional and state economic development initiatives
- Business incubation, small business development and entrepreneurship training available

### **3P5 New Student and Stakeholder Groups**

Many different offices, departments and individuals continually seek to identify new student and stakeholder groups that can benefit from MATC's educational offerings and services. Some of the more notable efforts include:

- The Diversity and Community Relations Department and Institutional Research and Effectiveness teamed to complete a South Madison Strategic Plan, which examined the needs of minority groups and individuals living in the South Madison area, an area currently underserved by the College.
- A Geographic Information System (GIS) is used to map students and demographic trends by location within the District

- Integration of Statewide TechConnect (job) system with the Graduation Report will help to determine employment trends and job openings
- Lifelong Learner Systems Integration Council formed to conduct research and ensure college is poised to attract and fully serve returning adult students.
- The Higher Education Partnership (collaboration between MATC, UW-Madison, Edgewood College and UW-Extension) works to understand prospective student needs and supply information regarding educational options.
- Program advisory committees composed of business and industry experts provide input to learning programs
- Analysis and review of national and state business and industry trends
- Analysis of local business and industry partners
- Partner with local Economic Development Councils and Workforce Development Board on strategic plans
- Four Community Councils of Color serve as a rich source of information regarding the needs of four separate ethnic groups: Native American, African American, Hispanic and Asian and Pacific Islander. Additionally these Councils work to strengthen / build relationships with these communities.

Decision-makers at various levels of responsibility use data from these sources. On an annual basis the data is reviewed and plans are created to address the priority needs of students and stakeholders.

### **3P6 Complaint Resolution**

Complaints are currently collected by each site (e.g., Enrollment Center, President's Office, Vice President for Student Success Office, etc.) or unit and issues are addressed locally. The Enrollment Center created a customer service position to design and implement a centralized process for handling complaints. The customer service position will also analyze data collected in the process to recommend changes in college processes and services.

Non-academic student conflicts, concerns, or complaints are handled through Conflict Management Services, which is administered by the Learner Development Division. Conflict Management Services remains objective and neutral while assisting students to address conflicts and complaints. The service assists with interpersonal conflicts, discrimination and harassment allegations, and non-academic student grievances. Academic

misconduct and final grade disputes are handled by processes outside of Conflict Management Services. If a student is not satisfied with the outcome of the informal grievance process, they may request a formal appeals process with either a Judiciary Review Board or an Academic Appeals Board. Grievance data is reviewed annually by the Counseling Center Director and the Executive Dean of Learner Development.

Stakeholder complaints are collected individually by each department and that department responds to the complaint. The method of complaint collection and response varies, depending upon the stakeholder group. The following are examples of how MATC handles complaints from various stakeholders:

- BICS customers complete a satisfaction survey after the end of each contract. Complaints are documented and followed up, as needed.
- BICS students complete an evaluation after each session to provide suggestions for change. Complaints regarding instruction are evaluated and addressed by the training liaison. BICS students also have access to Conflict Management Services if needed.
- A superintendent's survey has been developed to monitor the relationship with area school districts. Issues and concerns are addressed appropriately and quickly.

The College is investigating ways to centralize all the various complaint processes, allowing for a review on a more systematic basis. This review will be used to evaluate and improve the effectiveness of internal processes. The College anticipates that a pilot project attempting to centralize the complaint process will occur beginning July 2009.

Communication about complaint resolution processes and outcomes are provided to students via the Clarion student newspaper, hallway information monitors, all student GroupWise e-mails, reports to student groups and organizations, within the Campus timetable, on the MATC website and on the MATC portal, Inside MATC. Externally, complaint resolution processes and outcomes information is provided via the District timetable, visits by President and Trustees to school district board meetings, and at MATC District Board meetings.

### **3P7 Satisfaction Measures**

There are a variety of methods and processes used by MATC to determine student and stakeholder

satisfaction. Student satisfaction is determined based on data collected using the following tools:

- Noel-Levitz Student Satisfaction Inventory – degree credit student satisfaction survey conducted every two years; last administration was spring 2009.
- Student Opinionnaire Survey – collects student satisfaction regarding each course taken
- Graduate Survey – satisfaction with program content six months after graduation
- ACE Student Evaluation – collects non-credit student satisfaction regarding each course taken
- Apprenticeship Survey – annual apprentice satisfaction with program content and instruction
- BICS Training Evaluation – Participant satisfaction with training provided
- Retention Rate – annually measures semester-to-semester and year-to-year retention
- Graduation Rate – annually measures cohort percentage of students graduating three years after first enrollment

Stakeholder satisfaction is likewise collected through a variety of methods. Some of the data used to determine stakeholder satisfaction come from the following:

- Employer Survey – satisfaction with MATC graduates, collected every five years
- BICS Employer Satisfaction Survey – Employer satisfaction with contracted training
- DaneTrak – annual survey of community perception of MATC's effectiveness and satisfaction rating
- BICS Repeat Customer Rate – percentage of previous year's customer contracting for training
- Stakeholder Forums – facilitated discussions with various stakeholder groups and Board of Trustees, conducted annually
- Communities of Color – forum for minority community members (Asian, African American, American Indian, and Hispanic) to discuss issues of interest

Both the student and stakeholder information is analyzed on an annual basis by the College Council, Board of Trustees and specific individual units in order to assist in planning and implementing improvement projects. Several of these satisfaction measures are found in the College Scorecard.

### **3R1 Student Satisfaction Results**

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Below is a table that shows a sample of the results of the most recent student satisfaction measures.

**Table 3.2 Sample Student Satisfaction Results**

Measure	Current Data	Change
2009 Noel-Levitz Student Satisfaction Inventory Overall Mean Rating	Overall mean rating of 5.71 on a 7 point Likert scale	Increase of 0.27 from 2007 – Nat'l Norm was 5.44
Graduates who indicated satisfied or very satisfied for training received	2008 cycle rating was 96.6%	Decrease of 1.2% compared to 2007
2008 Overall satisfaction with BICS Training	7.98 on a 10 point Likert scale, 10 = very satisfied	0.6 decrease from previous year's results
Student Opinion Survey – Agree Instructor was knowledgeable	3.66 on 4 point Likert scale, 4 = Strongly Agree	No Comparisons available
Apprenticeship Survey – satisfied or very satisfied with training	98.7% – 2008 cycle	No change from previous survey data

The data indicate that students are satisfied or very satisfied with the services and instruction provided by MATC, although there have been some slight decreases in two measures. However, in most cases MATC's student satisfaction rating is on par with or exceeds the satisfaction ratings seen by other higher education institutions.

### **3R2 Student Relationship Results**

MATC uses four separate measures to assess the student's relationship to the institution. These four measures are: Percent of students with a grade of C or better in courses, Graduation rate disaggregated by credential type, Placement rate upon graduation and Transfer rate. Data for the most recent year's results can be found in Table 3.3.

**Table 3.3 Student Relationship Results**

Measure	Target	Data
Course Success - Percent >C grade	86.3%	84.9%
Graduation rate, fall 2005		
1. Occupational Associate Degree	44.8%	42.9%
2. Liberal Arts Associate Degree	21.7%	20.9%
3. Two-year Technical Diploma	56.7%	50.5%
4. One-year Technical Diploma	52.1%	38.7%
Occupational Associate & Technical Diploma Placement Rate, 2005 cohort	73.9%	70.9%
Transfer rate,		
• Liberal Arts Associate Degree	35.2%	35.4%
• Occupational Associate Degree	16.2%	16.7%
College application yield rate, fall semester	60 %	54.6%

### **3R3 Stakeholder Satisfaction Results and**

### **3R4 Stakeholder Relationship Results**

The results for stakeholder satisfaction can be found in Table 3.4. Measures indicating stakeholder satisfaction include employer satisfaction with MATC graduates, BICS Employer Satisfaction with Training survey, DaneTrak Community Survey and the percentage of repeat contract clients. Table 3.5 shows the results for stakeholder relationships. Measures for stakeholder relationships include the percentage of the district population served, the percentage of district population who agree or strongly agree that MATC meets the learning needs of its communities, and the percentage of district high school graduates enrolling directly into a degree credit course or apprenticeship.

**Table 3.4 Satisfaction Results from College Balanced Scorecard Measures**

Measures	Target	Comparisons	Current Results
Employer satisfaction with MATC graduates (2005)	100%	WTCS comparison	98.3%
BICS Employer satisfaction with contract training	100%	Unknown	95.5%
DaneTrak Community Survey – April 2008 results, rating MATC with a grade of A or B related to:			
• Offering a good value	95% A or B rating for all items	N/A	91.3% (+1.0%)
• Supplying high quality education		N/A	89.6% (+1.3%)
• Training students for well-paying jobs		N/A	87.7% (+1.3%)
• Meeting the needs of employers		N/A	88.5% (+2.9%)
• Helping students focus on success		N/A	87.8% (+0.6)
Percentage of returning contract clients, 2006-07	75%	Unknown	49%, 60% 3-yr average

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**Table 3.5 Stakeholder Relationship Results from College Balanced Scorecard Measures**

Measures	Target	Comparisons	Current Results
Percent of district population served (2008)	10%	WTCS comparison	7.4% (-0.5%)
DaneTrak Community Survey - Agree or strongly agree that MATC meets the learning needs of its communities	95%	unknown	83%
District high school graduates enrolling directly into a degree credit course or apprenticeship, 2006	25%	WTCS Best = 26%	20%

### 3R5 Comparison result

MATC compares its student satisfaction data with other higher education institutions using the measures listed in Table 3.6. With one exception, MATC is performing better than its comparison group. Other satisfaction and relationship measures the College uses, such as the BICS Training survey and Student Opinion Survey are institutionally-created so it is not possible to compare these measures.

**Table 3.6 Student Satisfaction Comparison Data**

Measure	Comparison Source & Results	MATC Results
2009 Noel Levitz Student Satisfaction Inventory	Nat'l Norm, 5.44	5.71
2008 Graduate Survey	WTCS Ave., 97%	97%
2004 cohort Technical Course Completion Rate	WTCS Ave., 80.38%	83.48%
2004 cohort Overall Graduation Rate	WTCS Ave., 65.11%	68.11%
2005 Graduates Placement or Transfer Rate	WTCS Ave., 89.46%	89.26%

### 3I1 Improving Systems for Understanding Needs

MATC has implemented the following to improve its processes and systems for understanding student and stakeholder needs:

- Five System Integration Councils (SIC) within Learner Success are charged with improving processes related to student learning
- College Council has been trained in Continuous Improvement principles and incorporates CI principles in its decision-making process
- A collection of on-line survey tools are available for use by a variety of student and stakeholder groups to help gather needs data
- Partnerships with key student and stakeholder groups, such as the Workforce Development Board of South Central Wisconsin, permit collaboration to improve needs data collection
- BICS website used to collect client requested training; a Customer Relations Management (CRM) system is being investigated for better customer documentation

### 3I2 Setting Targets, Improvement Priorities, and Communicating Results

The College has a number of methods to set targets for improvement related to understanding the needs of students and other stakeholder groups, depending on the group affected. Many times a method for determining a target is embedded with the measures. For those measures on the College Balanced Scorecard, the College Council determines the improvement target at its summer retreat, after examining all data and reviewing comparison data. Measures that affect smaller portions of the College are created at the unit level. Improvement targets for student and stakeholder satisfaction are set by each relevant department during the unit planning process. For example, BICS has set revenue and headcount targets to be met over the next five years and annual goals for annual revenue, special projects, and customer contacts. A cohort of Continuous Quality Improvement (CQI) mentors, who were trained in Six Sigma principles, work with high priority improvement projects to, among other things, determine appropriate measures and targets.

Three of five Strategic Plan goals are directly related to student or stakeholder needs. These three goals are:

- Opportunities and options for learning reflect the needs of students and clients.
- All who interact with MATC have positive experiences.
- Community, education and business partnerships result in enhanced educational opportunities.

College Council identified five critical improvement projects that were implemented in July, 2007. These five projects replace the outgoing AQIP Action Projects and each will have one College Council member assigned as a Champion. The five projects are:

- Admissions for restricted programs – streamlining the admissions process for programs with waiting lists

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- Discrete Registration – standardize registration processes for programs not able to use the “normal” registration process
- Non-degree Transition – Create connections and provide interventions for students taking non-credit courses (Adult Basic Education, Continuing Education, Community Service, etc.) who wish to transition to degree credit courses
- Room Scheduling – optimize the room scheduling process to better meet instructional and meeting needs
- Course Portfolios – create portfolios of course materials and content, beginning with those courses most likely to be taught by a part-time faculty member

In addition to the five projects listed above, a second set of five projects was selected from the 90+ proposals developed at the College’s March 2007 Vital Focus meeting. The five additional projects are:

- Campus Culture – improve employee perception of the College
- Communication – improve employee trust and morale by positively affecting communications
- Alternative/ Flexible Learning – improve support for processes related to alternative delivery and flexible learning strategies
- Student Success – improve the processes and procedures that support student success
- Innovation – create a process to recognize/ reward innovative practices

Units having student contact have developed metrics as a prelude to improve services. Some of the current improvement projects are:

- An ImageNow reporting system developed to streamline the application processing system for faster service to students
- MATC website is being re-designed to enable the targeting of target specific audiences

Communication of MATC’s results is important so that students and stakeholders understand that their voices have been heard and their needs understood. Internally, communication occurs during the quarterly Convocation session, in published meeting minutes for the College Council, Leadership Council, and President’s Advisory Council, and information is also provided in MATC Matters, an internal electronic new source.

Externally, the College has a much larger and more diverse group of stakeholders and no single method of communication would reach every stakeholder group. Some of the ways that MATC communicates its results and improvement priorities include:

- District Timetable – published twice a year
- Program Advisory Committees – information is sent to each advisory committee at least annually
- Personal visits to District area School District Boards by President and a Board of Trustee representative
- Press Releases – information sent to local news outlets regarding important activities and issue
- Website
- Letters to Editors and visits to local editorial boards