

AQIP Category 4: Valuing People

4C1 Strengthening the Focus on Student Learning

The structure of the College is based on systems and processes with a focus on providing better service to students and stakeholders. The current structure has three divisions, each with a separate focus. Strategic Advancement brings together the institutional units of the College that advance MATC through marketing, enrollment development, communication, and public relations, as well as through increased relationships and funding sources from grants, foundation, and alumni. It coordinates college strategies through AQIP, continuous improvement, institutional effectiveness and research, as well as seeking performance excellence through its human resources. Infrastructure Services provides the support services needed by the College, such as Facilities, Technology Services, Financial Services, Auxiliary Services and Internal Audit.

The third and largest division of the College is Learner Success, which provides all the instructional and student services. Learner Success is composed of six Learning Centers, which are organized around related program clusters (e.g., Construction, Manufacturing, Apprenticeship and Transportation), and the Learner Development Center, which houses student services and adult basic education (College Preparedness and Academic Advancement). Systems Integration Councils, with representatives from all employee groups, refine cross-functional processes. Each Learning Center has a consistent support structure that corresponds with the administrative needs of its programs and strengthens the connection between faculty at the regional campuses and Learning Center Deans and Associate Deans through reporting relationships.

There is a strong union role within the College. Each of the major categories of employees, with the exception of Administration, is represented by a union bargaining unit: full-time faculty, part-time faculty and PSRP. Table 4.1 shows the number of employees MATC has in each of the categories of employees.

Table 4.1 Employees by Category & Status

Category	Full-time	Part-time
Faculty	445	1721
PSRP	372	88
Administrators	98	0

In addition to the Systems Integration Councils, a variety of cross-functional teams address specific issues. The broad topics under which the teams operate include Student Success Initiatives, External Relations, Internal Systems and Processes, College Culture and Planning and Budgeting. A more comprehensive list of the various work teams is available from the Office of the President.

Several recent and ongoing student learning-related improvements include:

- Increased support for Blackboard, in terms of technical support, a peer mentor program, and additional training opportunities.
- Increased web delivery resources, in terms of online instructor training, a student and employee portal, and increased student and employee services through the portal.
- Additional support and training for accelerated learning course delivery, including required competencies for faculty and orientation for students.
- Increased access to student services through a one-stop referral source for counseling, disability resources and advising, expanded student services hours, and evening Administrator-On-Duty to provide immediate support for staff and students.
- Increased student success-related services through provision of academic advisors district-wide, College Success courses targeted toward at-risk student groups, and creation of program-specific College Success courses.
- Increased retention efforts through the hiring of an Associate Dean of Retention and Student Development to address college-wide retention activities.

4C2 Key Geographic and Institutional Factors

MATC is located near the seat of the state government and the flagship campus of the University of Wisconsin. The College also maintains a presence throughout a twelve-county service district. This presence requires MATC to be responsive to political, social and economic factors for the College's constituents as well as its employees.

MATC includes a main campus and four instructional centers located in Madison, Wisconsin and four regional campus locations. MATC is fortunate to be located in an area where there is a highly-trained workforce available as a ready source of new

employees and is regarded as a desirable employer. A majority of the full-time administrators, faculty and staff are located at the Truax campus. However, some faculty travel between locations to teach and deliver courses, while others deliver content through televised and online courses. Maintaining multiple locations requires that administration and support staff are available at each facility. The regional campuses are divided into two regions – North region consisting of the Portage and Reedsburg campuses and East region consisting of the Fort Atkinson and Watertown campuses. Each region is served by two administrators. The Regional Economic Development Executive Director is responsible for workforce and economic development issues in the region. The Campus Manager is responsible for the daily operations of the two campuses.

A majority of part-time employees at MATC are adjunct faculty. At the Truax campus, part-time faculty are mainly used as specialists in a specific skill or course. The full-time faculty contract has a target of 25 percent of the credit course sections at Truax be taught by part-time faculty. A large percentage, between 80 percent and 94 percent, of the course sections taught at the regional campuses, community educational centers and in the College Preparedness and Academic Advancement Center (CPAAC) are taught by part-time faculty.

Several institutional endeavors are affecting how the College utilizes its faculty members. One of the goals of the College is to increase alternative delivery methods, such as Telepresence Interactive Television (ITV) courses, online and hybrid courses, and accelerated courses, which will affect the workload of full-time faculty members, resulting in the hiring of additional part-time instructors. The Business and Industry Contracting Services (BICS) Department contracts for incumbent worker training opportunities, resulting in the need to sub-contract both part-time and full-time faculty members. The grant writers in the Grants Office are writing successful grants, which necessitates the hiring of more faculty members. The College is also exploring ways to add full-time faculty at regional campuses in an effort to maintain a consistent instructional presence across the district. College initiatives have resulted in moving some faculty from instructional roles to project coordination roles (e.g., Student Success and Preparedness Coordinator, First Year Experience Coordinator, Assessment Coordinator, Instructional Technology Coordinator, etc.)

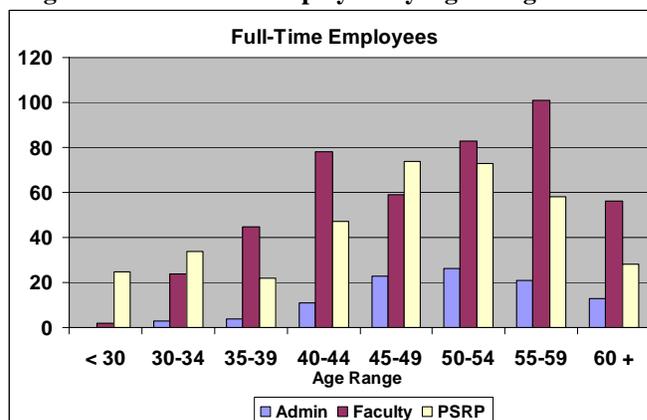
4C3 Workforce Demographic Trends

The institution uses data from a variety of sources, such as the Census, Bureau of Labor Statistics, Wisconsin Department of Commerce and Wisconsin Department of Workforce Development, to determine the demographic trends affecting the MATC workforce. The following are trends that MATC will likely see occurring over the next ten years.

- The MATC district population will continue to grow, but not as rapidly as we have seen recently.
- Increases are expected in every racial or ethnic group except for Native Americans, and a large increase in the Hispanic population will likely have linguistic and cultural implications for the College.
- Retirement age people will grow to become the dominant age sector of MATC’s district.
- Wisconsin’s labor force is growing slowly, and it is growing older.
- There is a growing adult population in need of re-training; life-long learning is being seen as more of a necessity than a luxury.

These trends are mirrored in MATC’s employees. During the past five-seven years, the administration, faculty and staff have been retiring, leading to numerous opportunities to hire new employees in these areas. Figure 4.1 shows the number of faculty and PSRP employees in different age ranges at MATC. The increase in the Hispanic/Latino population has resulted in more positions that require bilingual/bicultural staff. One of the Affirmative Action goals of the College is to increase the number of minority faculty by 43 between 2005 and 2010. However, recruiting and hiring people of color remains a challenge.

Figure 4.1 Full-Time Employees by Age Range



4C4 Key Training Initiatives

The College has a highly developed set of experiences that support its values of Excellence, Respect and Integrity. Following the Learning College principle that all college employees are learners, professional development and training

initiatives are delivered through Center for Excellence in Teaching and Learning (CETL) that provides support and training services for all employees of the College. Table 4.2 shows a selection of key training initiatives along with the associated employee audience for each initiative.

Table 4.2 Key Current Training Initiatives

Audience	Training Initiative
Part- & Full-Time Faculty, Instructional Administrators	Instructional staff are required to complete seven WTCS certification courses with continuing development courses once initial certification has been completed; courses are taught throughout the MATC District and online.
All full- & part-time faculty	Universal Design in Instruction.
All certified positions	Learning Academy – five day summer training session providing in-depth exploration of certification course topics.
All administrators	Leadership Council – periodic information session regarding new and updated policies or other issues affecting administrative staff.
All PSRP	Summer Support Staff In-Service – new in 2007, a one-day workshop designed to meet the specific needs of PSRP district-wide.
All employees moving into leadership positions	Leadership Academy – leader training experiences provided at three sequential levels: Basic – new managers; Fundamentals – leaders throughout the College; Advanced – current leaders
All new employees	Mandatory orientation for all new regular employees – three days for full-time faculty, two days for administrators and PSRP, four hours for part-time faculty.
All employees	Tech Academy – annual two-day workshop-based technology training, with training provided by employee technology users.
All employees	Convocation Days – four days per year with “tracks” appealing to various employee groups, two days concentrated on instruction, two days concentrated on support staff.
All employees	Ongoing training for new technological systems.

The College has implemented a number of key policies or support activities which foster a strong training environment. Two policies that the College has implemented to support employee development include contractually providing faculty with eleven preparation days and six in-service days and allowing select full-time faculty and staff members to act as CETL Fellows, including release time from work to assist CETL in designing and delivering training. Some of the support activities now in place include faculty mentoring faculty, creation of a Professional Development Advisory Team, Technology Support Mentors, and regular communications to all employees related to training and development opportunities. Many of the support activities are coordinated by the Center for Excellence in Teaching and Learning

Some of the training initiatives and support activities that MATC intends to implement include:

- Improving and expanding training opportunities for part-time faculty
- Expanding and enhancing E-Learning opportunities in order to train faculty to teach in an online environment
- Developing training specifically designed for Program Lead Teachers and Program Directors

- Creating a virtual CETL presence to facilitate [online training options](#).
- Developing a training for faculty who would like to serve as faculty advisors and teach a new student seminar

4P1 Required Employment Credentials, Skills, and Values

The credentialing process for new employees of MATC begins with the creation of the job description. Minimum skills and competencies are determined by national standards as well as credential requirements imposed by the Wisconsin Technical College System. Other considerations which must be met, depending upon the specific position, include:

- Faculty and instructional supervisors must meet WTCS certification requirements
- Liberal Arts Transfer faculty must also meet University of Wisconsin credentialing standards (Master’s Degree plus 12 credits in the discipline)
- PSRP staff may be allowed to use work and life experiences as equivalent options in education and experience

In cases where the requirements are not clear, MATC consults with peer institutions and/or the Wisconsin Technical College Systems Office.

Hiring Processes

Once the job description has been completed, the position is advertised and applications are received. MATC implemented an online application which allows for electronic screening of candidates that meet the minimum qualifications and provides for the capability to ask applicants questions about key knowledge, skills, and abilities, which adds value to the screening process.

Initial screening of the applicants takes place within Human Resources. Candidates who do not meet the minimum qualifications are removed from the application pool. The remaining candidates are screened using a rubric developed in conjunction with the position's supervisor or hiring committee. The screening process includes these four steps:

- Identify duties and responsibilities considered by the supervisor and others as vital to the position
- Identify key competencies, detailing the skills, education and training considered the minimum required for an individual to succeed in the position
- Identify ways to predict which candidates are most likely to have those competencies
- Identify depth and breadth criteria, determined by the supervisor and others as the specific competencies required for a specific position

When a faculty position is being considered, faculty members in the academic area are also involved in the entire screening process.

The hiring process includes interview teams drawn from the academic or service areas that closely interact with the new employee, the supervisor(s) of the employee, and an external expert in the content area. Each interview team for externally advertised positions also includes an equal employment opportunity representative and may include a community representative to ensure a balanced committee. The hiring committee reviews the Human Resources screening results, and the results may be adjusted if necessary. In an effort to diversify the hiring pool, MATC has implemented a candidate

category system, with an equal number of candidates from each category being interviewed. The candidate categories are: Traditional (highly experienced individual in the specific position), Rising Star (individual with less experience but shows great promise), Diverse (individual with less experience in the position but whose diverse experiences would benefit the College), and Internal Employee.

During the interview, candidates are asked to provide specific details about their skills or ability to do a certain job. The goal of the interview is to discover real facts about a person's past work performance and capabilities by using a series of behaviorally-based interview questions that are grounded in the position's competencies and the values of the College. Each applicant also completes a position-related skills test. For instance, faculty candidates are asked to complete a teaching demonstration. The interview team uses this information to predict the applicant's suitability for the position and MATC's culture.

4P2 Recruitment, Orientation and Personnel Planning

MATC recruits on a local, regional or national scale, depending on the skill level and responsibilities of a position. MATC uses a national recruitment strategy for all full-time faculty and administrative positions in order to increase the diversity of the candidate pool. Part-time faculty and PSRP recruiting occurs locally and regionally. Recent changes in the part-time faculty hiring system have centralized both recruitment and minimum qualification review processes within Human Resources. The online application allows for the development of pools of candidates for each instructional area. This permits additional opportunities for the College to actively recruit and diversify the part-time faculty while insuring that candidates meet WTCS certification requirements prior to hiring.

Table 4.3 provides a sample of the various media outlets which MATC uses to advertise employment opportunities, by scope of search. National searches will utilize all three levels of advertising while regional searches will only incorporate the regional and local levels.

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Table 4.3 Sample MATC Advertising Venues for Employment Opportunities

Local	Regional	National
Capital Newspapers	Milwaukee Journal Sentinel	Chronicle of Higher Education
Madison.com	Wisconsin.govjobs	Higher Ed Jobs.com
Asian Wisconszine	WisconsinJobNetwork.com	Inside Higher Ed
Capital City Hues	Wisconsin Tech Connect	CareerBuilder.com
Madison Times	WI Jobs for Grads	Community College Week
LaComunidad	Minneapolis Star Tribune	Discipline specific resources recommended by staff and faculty
UMOJA	Chicago Tribune	

The College provides orientation for all new full-time employees. The Human Resources Department coordinates the orientation process and employees learn about the College’s history, mission, vision and values, Board directives and policies, employment-related issues, employee services, resources, and expectations. Part-time faculty members are also invited to attend the part-time faculty summer institute, which was designed for their specific needs. Each new employee receives information on. An orientation primer is available on the MATC website for all employees. In addition to this general information, each employee receives an orientation to their functional unit by their supervisor.

A strong salary and benefits package along with good working conditions contribute to a high average length of employment for MATC employees. However, the Employment and Workforce Diversity Administrator monitors employee turnover on an annual basis to determine if retention strategies need to be implemented.

Planning for personnel changes occurs at several different points during the year. Annual faculty allocation meetings occur in the winter to review anticipated vacancies and re-allocate positions to high priority areas. Early retirement provisions for administrative, faculty and PSRP provide the opportunity to review and restructure positions and to align recruitment with the academic calendar.

4P3 Communication, Cooperation & Ethical Behavior

Table 4.4 provides an overview of the internal work processes and activities that contribute to communications, cooperation, high performance, innovation, empowerment, organizational learning and skill sharing. Other communication processes can be seen in Table 5.5 – Communication Between and Among Institutional Levels.

Table 4.4 Contributing Processes and Activities by Employee Type

Area	Administration	Faculty	PSRP
Communications and Cooperation	Deans meetings, Leadership Council, Board presentations, Convocation, MATC Matters, A-Z Web Directory, Inside MATC, Union/ Management meetings, System Integration Councils	Departmental meetings and retreats, Convocation, Board presentations, MATC Matters, A-Z Web Directory, Inside MATC, Union/ Management meetings, System Integration Councils	PSRP in-service, Board presentations, Convocation, MATC Matters, A-Z Web Directory, Inside MATC, Union/ Management meetings, System Integration Councils
High Performance	Performance Appraisal process, Competency Assessment, & 360° Review, with results leading to development of a professional development plan	Performance Assessment with results leading to development of a professional development plan	
Innovation	MATC Foundation Innovation Grant,	College work teams, Goal #5 in 3-Year Strategic Plan	
Empowerment	College Council, involvement in hiring process, CQI team participation	Union negotiations, involvement in hiring process, CQI team participation	
Organizational Learning	Convocation, Certification courses, Tech Academy, Orientation, First Friday information sessions, Secretarial Update Meeting (SUM) meetings		
Skill Sharing	Leadership Council, mentoring	Certification courses, mentoring	PSRP-facilitated technology training, cross-training within areas, mentoring

Within MATC's administrative policies are a Code of Ethics that applies to all employees, and various functional areas have codes of ethics associated with a particular professional organization. MATC also has other ethics-related administrative policies that include provisions for a drug-free workplace, non-discrimination and non-harassment, and anti-nepotism. If an employee acts within the institutional values of Respect, Excellence and Integrity the employee will be acting in an ethical manner.

4P4 Training and Developing Employees

MATC has two tracks of training, one for every employee at MATC and another that is targeted towards specific groups within the College. These programs are carried out by the Center for Excellence in Teaching and Learning in collaboration with units and individuals from around the College. All employees must complete an orientation program that familiarizes them with the College, its mission, vision and values. Every employee is also encouraged to attend Convocation, which provides opportunities for training each semester. Part-time faculty and part-time employees are paid for their attendance.

Those full- and part-time PSRP employees wishing to advance in the organization are able to continue their education by attending post-secondary courses with a portion of the costs reimbursed upon successful completion. Full-time faculty members may be able to take advantage of sabbatical and work experience upgrade opportunities for more focused learning needs. All employees have the opportunity to gain skills by serving on college-wide work teams, Strategic Integration Councils, standing committees, and many other programs. Participation is cross-functional with appointment to any team-based activity made with the consent of both union and management leaders.

The Leadership Pathways program provides leadership experiences on three levels for employees: Basic Leadership for all new managers; Fundamentals of Leadership for identified employees from across the College seeking leadership positions; and Advanced Leadership for current leaders in the College. Participants in Leadership Pathways may also choose to participate in other leadership training opportunities, such as the Wisconsin Leadership Development Institute, National Institute for Leadership Development, and Higher Education Institutes provided by the American Association of Community Colleges and other organizations and partners around the nation.

All faculty and academic administrators are required to gain certification from the Wisconsin Technical College System in order to hold their positions. Certification is accomplished by completing seven specific courses that the WTCS has determined will assist the individual to understand the issues specific to technical college education. Once certified, all faculty and academic administrators must also complete the equivalent of six credits of continuing education every five years in order to maintain certification.

In order to reinforce the training available, the College has implemented numerous policies and activities, such as:

- Providing an Employee Resources website with a link to an online employee newsletter.
- Creating an annual professional development calendar, both in print and online.
- Publishing a professional development newsletter three times annually.
- Providing tuition reimbursement, work experience upgrades, and sabbatical opportunities for full-time employees.
- Providing six contractual days of in-service for full-time faculty.
- Providing one contractual day of in-service for PSRP support staff.
- Contracting with external consultants for specialized training.
- Collaboratively developing professional development plans for all employees during the annual performance assessment.
- Providing funds via reimbursement to full- and part-time faculty who are participating in approved professional development activities.

4P5 Determining Training Needs

The Center for Excellence in Teaching and Learning (CETL) and Human Resources (HR) have several specific input sources for obtaining the training needs of employees around the College.

- All employees have performance reviews that include the development of action plans (Professional Growth Plans). The results of these plans are communicated to HR and CETL as input to a needs analysis to aid in the development of annual training programs.
- Each department or functional unit in the College creates a Unit Plan, updated annually, which includes requests for specific training or learning needs. These needs are aggregated by Strategic Advancement staff and communicated to CETL

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prior to the development of the annual training program.

- Continuous confidential assessment of services and programs offered by CETL staff via immediate program assessment or an annual unit services satisfaction survey to provide data on the effectiveness of the training program.

In addition to these inputs, Human Resources monitors the certification status of each employee and works with CETL staff to determine the training needs of each faculty member and academic administrator needing WTCS certification. CETL schedules training opportunities based on anticipated training needs. Part-time faculty representatives work with CETL staff and the office of Diversity and Community Relations within Learner Success to determine the content and format of part-time faculty training opportunities.

The Human Resources Department, through CETL, offers training on a wide variety of topics that support the learning focus of the College as well as support the instructional technology systems and regulatory training. Training related to learning systems at the College include a summer learning academy, Blackboard training, accelerated training techniques, brain-based learning concepts, instructional design techniques, assessment of student learning outcomes, Core Abilities, and continuous improvement through the LSQIP process. Each May employees have the opportunity to upgrade their technological skills during Tech Academy. All employees are invited to participate in workshops on the latest technology in topics such as Microsoft software techniques,

computer workstation maintenance, and CD/ PDF/ Power Point production. Mandated training for regulatory purposes is offered during orientation or via online resources for issues such as employee safety, FERPA, sexual harassment and discrimination.

CETL monitors the effectiveness of its training opportunities and reports the findings in an annual report. Data is collected through a number of methods, including post experience feedback surveys, real-time assessments conducted during training, written assessments collected after large events, and constant feedback through the CETL Suggestion Box on the CETL web page.

4P6 Personnel Evaluation Systems

The College has attempted to craft a personnel evaluation system that meets the unique needs of the each employee group, and therefore, each employee group has a unique assessment process specific to their group. With the exception of administrators, the assessment is not tied to compensation or continued employment once an employee has completed the probationary period. Each assessment process is in line with the College's assessment culture by focusing on professional growth through assessment of individual strengths and identifying areas for improvement. College values are specifically addressed in the assessment review, reinforcing the College's objective to be a values-based learning community. Table 4.5 provides an overview of the key components of the evaluation system for each employee group.

Table 4.5 Evaluation System by Employee Group

	Administrators	Full-Time Faculty	Part-Time Faculty	PSRP
Process	<ul style="list-style-type: none"> • Performance Appraisal • 360° Assessment 	Professional Development Growth Plan <ul style="list-style-type: none"> • Process annually reviewed by Union representative 	Contractually agreed upon evaluation process for faculty teaching courses having duration of eight or more weeks. Probationary faculty are evaluated once every three semesters they teach; non-probationary once every six semesters.	Bi-Annual Evaluation
Stake Holders	Employee, Supervisor, Direct Reports (for 360)	Employee, Peers, Students, Supervisor(s)	Employee, Supervisor, Students	Employee, Supervisor
Outcome	<ul style="list-style-type: none"> • Compare performance to goals; linked to raise • Demonstrated competency in position • Employee and supervisor collaboratively create development plan 	Feedback used to collaboratively create a development plan by employee and supervisor	Create a development plan based on any documented performance issues.	Employee and supervisor collaboratively create development plan

4P7 Recognition, Reward and Compensation Plans

MATC has several methods for providing recognition. The recognition programs are conducted by the College in collaboration with employee unions, student groups and leaders, CETL, an Employee Recognition Committee and the MATC Foundation.

Annually, the MATC Employee Recognition Committee presents awards for Outstanding Employees and Outstanding Team of the Year at the Spring Convocation to recognize individual excellence and departmental and cross-functional collaboration. The InterCultural Council created an award recognizing the efforts of individuals or teams increasing diversity and improving the campus environment for diverse individuals. The MATC Foundation, in collaboration with the local chapter of Phi Theta Kappa, the student honor society, recognizes three to four instructors with a Teacher of the Year award. Significant employee accomplishments are acknowledged as “kudos” at each Convocation. Employee accomplishments are highlighted in the President’s message in the staff electronic newsletter MATCMatters. The College sponsors a welcome reception to introduce diverse faculty and staff to the college community. Finally, CETL coordinates an external excellence recognition program through participation in the National Institute for Staff and Organizational Development’s Teaching Excellence Awards, Great Teachers Seminars, Great Support Staff Seminars, and other experiences.

Compensation and benefits for faculty and staff are determined by the collective bargaining agreements. The faculty compensation system rewards longevity and educational development while the PSRP compensation system rewards longevity. The administrative compensation system rewards performance and competency development. Administrative salary increases are reviewed on a yearly basis during the budget process. In all cases, the salary and benefits are competitive with both industry and local standards. Life and health insurance and retirement benefits are available for full-time employees. In addition to these college-wide programs, several department-level employee recognition programs are in place.

4P8 Determining Key Motivational Issues

MATC has several methods currently in use to determine employee motivation issues. Human Resources conducts an exit interview with any

employee leaving the organization to identify specific issues. Major concerns are discussed with the supervisor, and aggregated data provide general themes, which are shared with college leaders. The Union/Management Team has regular discussions between Union Representatives and Management to identify concerns and enable quick response to emerging issues. Grievances and complaints are another source of issues of concern that may impact employee motivation. Human Resources is deploying an online process that will capture concerns and problems in a systematic manner. The President created a President’s Advisory Team, composed of employees from across the College, to allow employees to have a forum where issues of concern could be brought forward. Finally, the College conducts an employee satisfaction survey, called the Personal Assessment of the College Environment (PACE), once every three years to measure the overall motivational level of the College. As a result of the PACE survey and the 2007 Vital Focus Conversations, the need to improve the culture at MATC came to the surface. One of the college CQI teams, using Six Sigma, is currently focusing its work on developing a process to communicate change with PSRP staff. The DMAIC (define, measure, analyze, improve, control) process has been used and a new communication is ready for the pilot stage.

Using the information collected through these various methods, the College has a four-step method of analysis and action selection to address the identified concerns.

1. Review the results of the input and search for themes.
2. Identify a potential course of action.
3. Discuss the potential course of action with the affected stakeholders.
4. If the potential course of action is acceptable with the affected stakeholders, implement the solution.

An example of this process at work was the creation of the Equivalent Instructional Support Action Project. Part-time faculty members were not receiving the materials and support needed in order to most effectively provide instruction. The action project team recommended and the College implemented four new College Policies.

1. All MATC faculty will have the opportunity to attend an orientation session prior to the time they begin teaching at the College.
2. All newly hired MATC faculty will be offered a mentoring relationship with an experienced faculty member.

3. All MATC part-time faculty will be provided with available a course portfolio prior to teaching a particular course.
4. The Center for Excellence in Teaching and Learning will be responsible for the professional development needs of part-time faculty.

The Learning Systems Quality Improvement Process (LSQIP), the College's internal program review mechanism, includes several criteria asking programs how they incorporate part-time faculty into the entire teaching process.

4P9 Employee Satisfaction, Health and Safety

Providing for employee satisfaction, health, safety and well-being is done through multiple methods. All full-time employees receive a generous benefits package, and part-time employees receive a pro-rated portion of some of the benefits full-time employees receive. A joint labor-management benefits committee is charged with the responsibility to oversee benefits and determine changes. This joint committee has made changes to the health benefits for employees that has resulted in lower health care costs for employees and for the college while maintaining high quality coverage. The College is committed to employee health through the continuation of an Employee Wellness Program complete with an annual health assessment and a new well-credits program to encourage healthier lifestyles. A new Safety Task Force is focused on the safety issues of the College. They have implemented Crisis Prevention Institute training for all departments, held active shooter training at a Convocation session, instituted "Wolfpack Alert", an emergency cell phone notification process, have held security forums, held fire alarms, and provided building drawings to local police as examples. The College also provides for a security office on campus, which is proactively addressing concerns about workplace violence through an educational program. Finally, all employees are encouraged to utilize the Employee Assistance Program, a free and voluntary program designed to promote the well-being of individuals with family or relationship concerns, emotional problems, legal/financial/ vocational concerns, and illness due to job-related stress or alcohol and drug use concerns.

The College has a number of methods of determining employee satisfaction, health and safety, and well-being. The most prominent method is the PACE survey, which is conducted every three years. The latest administration of the survey was in January, 2008. Other data regarding employee satisfaction comes from exit interviews, turnover rate, grievances filed with one of the three unions, and complaints filed with Human Resources. Employee health and safety data is retrieved from Workers Compensation claims, potential OSHA violations or concerns, and identified safety incidents. The well-being of employees is also determined by the number and type of security incidents filed per year.

4P10 Measures of Valuing People

The following items are measures that the College collects and analyzes regularly in its efforts to determine its effectiveness in valuing people:

- Number of promotions in a year
- Diversity of Staff
- Turnover Rate
- Length of Service
- Survey Results (either PACE or other instruments)
- Workers Compensation experience rating
- Health Care and EAP usage
- OSHA reporting – work-related injuries and illnesses
- Security issues

4R1 Results in Valuing People

The following tables and charts provide data regarding the College's Valuing People measures.

Staff diversity has increased, from 7.80 percent in 2006 to 9.20 percent in 2009. The actual number of full- and part-time minority employees (not including student employees and contracted agencies) is 308. MATC has made a strong effort to increase its staff diversity, which the applicant data in Table 4.6 and hiring data in Table 4.7 show. In the most recent year, MATC's applicant pool was more diverse than the District population.

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Table 4.6 Applicant Summary for 2007-2008 by Race/ Ethnicity compared to District Population Percentages

	American Indian	Asian & Pacific Islander	African American	Hispanic/ Latino	Race/ Ethnicity Unknown	Other	Caucasian	Total
Number	39	277	399	270	450	60	4285	5780
Percent	1%	5%	7%	5%	8%	1%	74%	100%
2006 District Population Percent	0.4%	3.3%	3.5%	4.2%			88.6%	100%

Table 4.7 Hiring Results for 2007-2008 by Minority and Gender Status

Category	Positions Filled	Minority				Female			
		Number Hired	Percent Hired	Number Promoted	Percent Promoted	Number Hired	Percent Hired	Number Promoted	Percent Promoted
Executive/ Administrative	17	5	29%	0	0	8	47%	1	6%
Faculty	23	3	13%	5	22%	7	30%	8	35%
Office/Clerical	16	3	19%	2	13%	5	31%	10	63%
Service/ Maintenance	2	0	0	0	0	1	50%	1	50%
Technical/ Paraprofessional	26	1	4%	10	12%	3	12%	11	42%
TOTAL	84	12	14%	10	12%	24	29%	31	37%

In each of the EEO categories, the percentage of new minority hires in the 2007-2008 year was greater than the District minority population of 11.4 percent. Female new hires made up an even larger percentage of total new hires in 2007-2008. Promotions among minorities made up 12 percent of the total positions filled and promotions among females made up 37 percent of the total positions filled.

The turnover rate for staff remains at low levels, ranging from two percent for full-time faculty to four percent for full-time PSRP in 2007-2008. The turnover rate for both administrators and part-time PSRP staff in 2007-08 was three percent. A majority of the turnover is due to retirement (55% average) with resignation taking another large portion (42% average) and other reasons making up the remainder (3% average).

Figure 4.2 shows the length of service for full-time faculty and PSRP employees. Nearly 20 percent of full-time faculty members have less than five years of service with the College, and almost 30 percent have between five and nine years of service. The PSRP employees have nearly identical numbers for employees with less than five years of service and those with five to nine years of service. Among administrators, 36 percent have less than five years of service and 25 percent have between five and nine years of service. The data shows that more than half of the full-time workforce has less than ten years of service with the College. With increasing numbers of

highly experienced employees retiring it is important that the institution work to retain the organizational history and knowledge that these individuals possess.

Figure 4.3 shows a comparison of results for the most recent two administrations of the PACE survey at MATC, by category. As the chart clearly shows employee perception of the College's effectiveness in four of five categories and overall has decreased. The only increase came in the MATC-created Custom questions. Supervisory Relationships had the largest decrease while Student Focus had the smallest decrease.

Figure 4.2 Full-Time Employee Length of Service

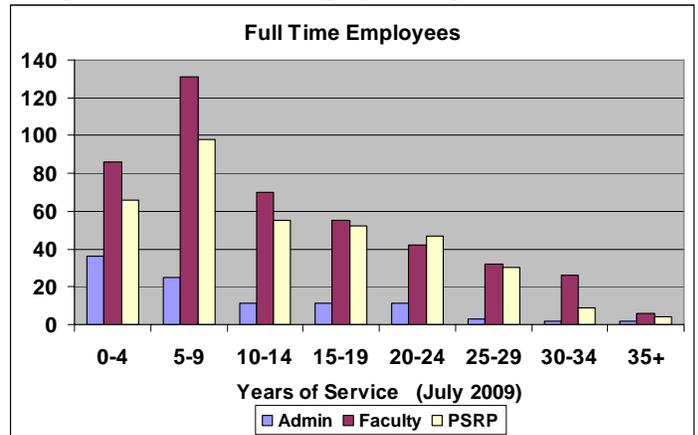
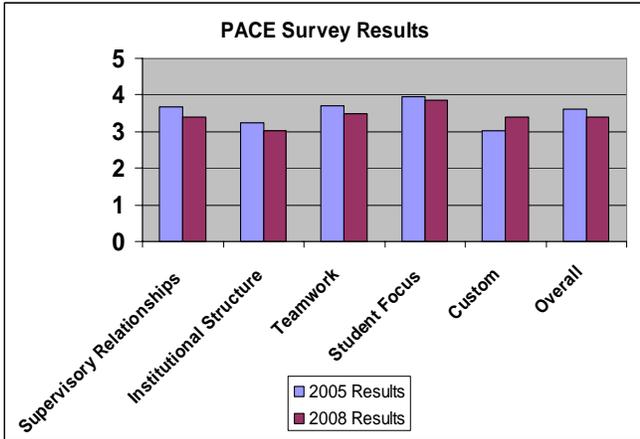


Figure 4.3 PACE Survey Results – 2005 and 2008



Two other measures that the College collects and analyzes are the institution’s Workers Compensation Rating and Employment Assistance Program (EAP) Utilization Rate. The Worker’s Compensation Rating is that amount per \$100 of payroll needed to cover any losses and expenses related to injury on the job. MATC has maintained a relatively stable Workers Compensation Rating of 0.59 in 2004-05, which is an increase 0.04 over the rating in 2003-04. The EAP Utilization Rate is calculated by dividing the number of employees utilizing EAP services in a given year divided by the number of eligible employees. MATC’s EAP Utilization Rate has been trending upwards since 2002-03 when the rate was 6.6 percent to the most current year’s data (2007-08) when the utilization rate was 14.4 percent. The national norm for utilization is between five percent and ten percent. The upward trend is indicative that employees are becoming more aware of the available services and are willing to use them and that the College is providing the services needed by its employees.

4R2 Process Results

The College has collected results for three different processes related to valuing people: HR services provision, hiring process and training process. The employees were asked to complete comment cards regarding the reorganization of the Human Resources Department in 2005 and, in particular, were asked to note their biggest area of concern from among eight different services or processes that HR provides. Less than five percent of the respondents chose retirement services as an area of concern. Certification, Orientation, and Evaluation all had a response of less than ten percent. Part-Time Faculty Support, Technology Training, and Faculty/Staff Training all received just over ten percent of the

responses. The service that received the most responses (greater than 40 percent) was Hiring and Recruitment.

The College has collected information on three separate issues related to the recruitment and hiring process: satisfaction with the selection process, type of recruitment performed, and type of applicant referral sources. Human Resources conducted a survey of participants in the selection process during 2006. The results indicate that 85 percent of the respondents were either satisfied or extremely satisfied with their participation in the selection process, 83 percent were satisfied or extremely satisfied with the candidate hired, and 77 percent were satisfied or extremely satisfied with the support received from HR. In terms of the type of recruitment performed between 2003 and 2005, approximately 85 percent of job candidates were applying due to external recruitment efforts but in 2006 only 65 percent of job candidates applied due to external recruitment. During 2006 the number of job applicants applying due to internal recruitment efforts more than doubled. Another process where information is collected relates to the stated job applicant’s primary source for referral during 2006. Sixty-four percent of job candidates stated that they were referred to MATC by a posting found on the Internet, with another 19 percent indicating they were referred by a printed advertisement. Less than five percent of job candidates stated they were referred by an MATC employee or job posting.

MATC also collects and analyzes data related to its training-related processes. Three different sets of data have been collected: participation in training sessions, participation in Convocation and participation in orientation. The data is shown in Tables 4.8, 4.9 and 4.10 respectively. It should be noted that the number of trainings provided is dependent on the needs of the employees, so there will be variations in the number of participants per year. Additionally, the faculty orientation information is dependent on the number of new faculty hires in the case of full-time faculty, and orientation for part-time faculty did not formally begin until 2006.

Table 4.8 Training Sessions & Participation

Training Type	2005-06	2006-07	2007-08
Certification Courses	201	366	414
Workshops	173	132	1072

Table 4.9 Convocation Participation

Month	2005-06	2006-07	2007-08
August	721	602	671
October	1211	755	352
January	567	615	631
March	567	615	631

Table 4.10 Orientation Participation

Employee Status	2005-06	2006-07	2007-08
Full- & Part-Time Faculty	63	112	100
PSRP & Administrative			83

Training attendees are surveyed at the end of each session to gauge the impact of the training on the attendee. The results from 2008 are shown in Figure 4.4. The data show that every attendee was impacted by the training that they attended. Figure 4.5 shows the satisfaction level of the training participants with various types of training in 2007-08. Participants were most satisfied with the professional development workshops but none of the events received a satisfaction rating below 50 percent.

Figure 4.4 Impact of Participant Learning

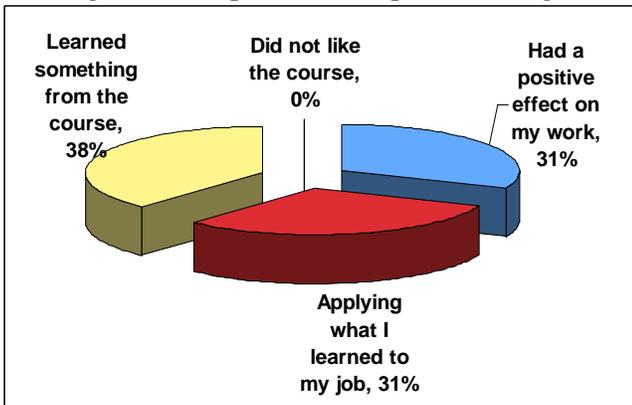
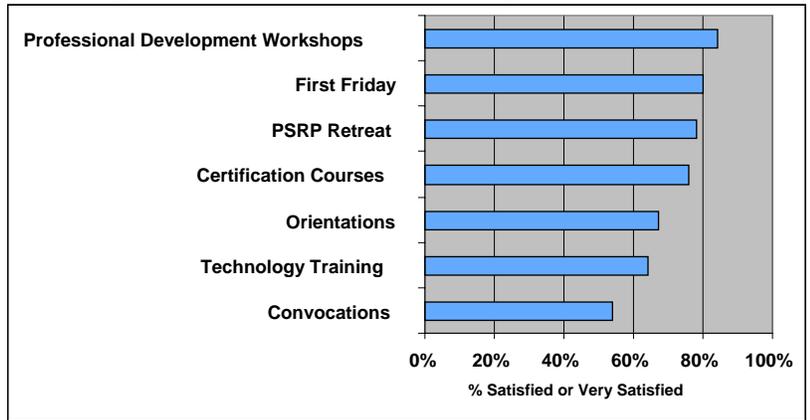


Figure 4.5 Satisfaction with Training Events



4R3 Productivity Measures

MATC does not collect direct measures of the productivity and effectiveness of faculty, staff and administrators. There are several indirect measures of productivity and effectiveness that the College collects. The College examines student success results on an on-going basis as one indirect measure. These student success results can be seen in Category 1. A second indirect measure of employee productivity and effectiveness is the ratio of students to staff. Table 4.11 shows a comparison of the full-time equivalent student enrollment to full-time equivalent staff for the top WTCS institution, MATC and the WTCS average for 2005-06 and 2007-08. MATC has the 10th highest student to instructor ratio in 2005-06 and in 2007-08 it improved three places to have the seventh highest student to instructor ratio. The data clearly shows that while the highest performing college and WTCS average student to instructor ratio rose slightly between 2005-06 and 2007-08, MATC's ratio saw a significant increase. Other productivity measures can be found in the College Balanced Scorecard. Both Percent of Budget Spent of Direct and Indirect Service and Cost per FTE Student are indicators of MATC's productivity and effectiveness. More information about these two measures can be found in Category 8.

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Table 4.11 WTCS Student/ Instruction Ratio Comparison, 2005-06 and 2007-08

WTCS Institution	FTE Students		FTE Instruction		Student/ Instruction Ratio	
	2005-06	2007-08	2005-06	2007-08	2005-06	2007-08
Highest Performing Technical College	3316	3268	204	198	16.25	16.51
Madison Area Technical College	8115	9047	762	775	10.65	11.67
WTCS Average	3451	3497	327	328	11.13	11.21

Source: IPEDS

4R4 Comparisons with Peer Institutions

In addition to the comparative data shown in 4R3 – Productivity Measures, Human Resources uses data from the Society for Human Resource Management (SHRM) for benchmarking purposes. Three different measures have been selected, with the median of national SHRM data acting as the benchmark: HR Expense per FTE Staff, HR Staff to Total Employee

Ratio, and Number of Positions filled. As Table 4.12 shows, HR Expense per FTE Staff is closer to the median benchmark than either the Number of Positions Filled or HR Staff to Total Employee Ratio. A major contributing factor for this is the concentration on national recruitment to diversify the applicant pool for faculty and administrative positions.

Table 4.12 HR/ SHRM Benchmarking Measures, 2006

HR Expense per FTE Staff		HR Staff to Employee Ratio		Number of Positions Filled	
MATC 2007-08	\$1,497.00	MATC 2007-08	1.00	MATC 2007-08	85
Benchmark	\$1,200.00	Benchmark	1.12	Benchmark	33

4I1 Improving Current Processes

The Learning Systems Quality Improvement Process (LSQIP) provides a systematic method for improving the current processes and systems for valuing people. In the 2006-07, year the Human Resources Department went through LSQIP and identified several areas or processes for improvement. Some of the recent improvements related to valuing people include:

- A recently closed AQIP Action Project designed to improve the instructional support provided to part-time faculty members
- Implementation of an online application to better manage the hiring process
- Creation of a corps of staff trained in Equal Employment Opportunity rights as part of the College's efforts to diversify the staff
- Revision of the employee assessment processes to focus more on essential competencies, position goals and college values
- Centralization of the part-time faculty recruitment process within Human Resources
- Implementation of a new electronic evaluation tool and hired four Part-time Faculty Coordinators to implement a part-time faculty evaluation process

- An updated version of the hiring process documentation along with a training on the process
- A reallocation and acquisition of additional staff resources within HR to provide increased support to records management processes
- Monthly question and answer sessions to provide more information to community members on the hiring process, based on feedback from applicants

4I2 Setting Improvement Targets

Priorities are set based on college and department goals and objectives as well as an analysis of results achieved. For example, the College has an Affirmative Action plan with goals set to increase the diversity of the faculty and staff employees. Recruitment and hiring data was used to analyze the results of prior efforts and to identify potential additional recruitment strategies. Applicant flow data is monitored on an ongoing basis to determine the success of newly deployed strategies.

Communication to students, faculty, staff, administrators, and appropriate stakeholders regarding current results and the identification of improvement targets is done using several different methods. Much of the information regarding results and improvement targets is available on the MATC

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website, either in one of several different college-wide scorecards, within the Systems Portfolio, or through one or more of the MATC employee union sites. Information is also provided to employees during Convocation, other appropriate college-sponsored events or through the use of the employee electronic newsletter, MATCMatters. Information and dialogue for improvements is also gathered from four Community Councils of Color created and facilitated by the Diversity and Community Relations Office.