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Commission's *Criteria for Accreditation* found in
Madison Area Technical College's
*Systems Portfolio***

Criterion One – Mission and Integrity. The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Core Component 1a. The organization's mission documents are clear and articulate publicly the organization's commitments.

- The College has adopted statements of Mission, Vision and Values that together define the institution's mission [O1, 1C2, 2C2, 8C1]
- The District Board establishes End Statements that guide the long-term and short-term strategies of the College, and include items related to learner success, economic development and community collaboration. [1C2, 5C2, 5P1, 8C1, 8C2]
- The College Council has created a Three-Year Strategic Plan that is aligned with the End Statements and contains strategies to achieve those Ends. [1C2, 2P2, Table 1.2, Figure 5.1, 5C2, 5P1, 8C2, 8P2]
- Through the various planning processes, the College regularly evaluates and, when appropriate, revises the institution's Mission, Vision, and Values. [1C2, 5P1, 8P1, 8P2]
- The statements of Mission, Vision and Values are published in numerous institutional documents and on the MATC website. [5P6]

Core Component 1b. In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

- The College has adopted a Diversity Statement and has developed other initiatives such as the Inter-Cultural Council, Equity Scorecard and Community Councils of Color as a part of its efforts to serve diverse populations. [1C4, 3P2, 3P5, Table 9.1]
- Several outcomes within the Three-Year Strategic Plan are concerned with serving the diverse population of the MATC District. [Table 1.2, 3P4, 3P5, 4C3]
- Within the Administrative policies is a Code of Ethics to which every employee is expected to adhere. [4P3]
- Several items on the College Balanced Scorecard are related to the success and needs of the diversity of learners served by MATC. [<http://matcmadison.edu/researchplanning/Scorecards/BoardMeasures/Scorecard.html>]
- Global and Cultural Perspectives is one of the eight Core Abilities or learning outcomes each student is expected to have achieved by graduation. [Table 1.1, 1C4]

Core Component 1c. Understanding of and support for the mission pervade the organization.

- The Board, administration, faculty, staff and students understand and support the mission. [Figure 5.2]
- MATC's strategic planning and budgeting priorities flow from and support the mission. [8C1, 8C2, 8P1]
- MATC's unit planning process has integrated capital and operational budget planning and all planning priorities flow from and support the mission. [1C2, 8C1, 8P1]
- Student Learning Outcomes are aligned with the College's mission and vision [1C1, 1C2]
- The College's internal review process, Learning Systems Quality Improvement Process, uses criteria based in AQIP and Baldrige that support the mission and vision of the institution. [1C2, 1P6, 1P8, 7P5]

Core component 1d. The organization’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

- The College’s organizational structure is designed to promote effective leadership, improve communication and support collaborative processes. [4C1, 5C1, 5P3, 6P3, 9P3]
- Within Learner Success, the instruction-related portion of the College, Systems Integration Councils were created to increase collaboration within the institution. [Table 2.4 , 4C1, 5C1, 6P3, 9P3]
- MATC utilizes cross functional work teams as a way of promoting collaboration. [4P3, 5C1, 9P3]
- Faculty work with administration and others to develop a coherent curriculum and maintain academic integrity. [1C1, 1P1, 1P2, 1P6, Table 1.9, Table 1.11, 5P2]
- The Learning Systems Quality Improvement Process criteria promote effective leadership and support collaborative processes at the unit level. [1C2, 1P6, 1P8, 1I1, 5P2]

Core component 1e. The organization upholds and protects its integrity.

- One of the three values embraced and practiced by the College is integrity. [O1, 1C2, 1C5, 2C2, 4C4, 5C3]
- Within the Administrative Policies of the College, a Code of Ethics has been adopted that applies to all employees [4P3]
- MATC has implemented Student Rights and Responsibilities and adopted a student Code of Conduct that supports a learner-centered environment. [1P4, 6C2, Table 6.1]
- Conflict Management Services documents the effectiveness of student conduct and grievance resolution. [3P6, Table 6.4]
- MATC collects data on its effectiveness in upholding its values. [4P6, 5R1, Figure 5.2]

Criterion Two – Preparing for the Future. The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill the mission, improve the quality of its education, and respond to future challenges and opportunities.

Core Component 2a. The organization realistically prepares for a future shaped by multiple societal and economic trends.

- All planning processes at the College incorporate the use of trend data and environmental scanning. [2P3, Table 2.2, Table 3.1, 3P5, 5P3, Table 7.1, 8P2, 8I2, 9P2]
- The College’s Three-Year Strategic Plan shows attention to the institution’s function in a multicultural society. [O8, 1C2, Table 1.2, 3I2]
- The College Balanced Scorecard and Equity Scorecard support the planning required to meet a future shaped by multiple societal and economic trends. [1C4, 5P1, 5P3, Table 7.1, 7P4, 8P1]
- MATC has created an Academic Plan based on data from the areas of demographics, technology, labor and workforce and the economy. [8P6]
- A number of MATC’s key training initiatives are designed to prepare employees for a future shaped by multiple societal and economic trends. [1C5, 4C4, Table 4.2, 4P4, 8P7]

Core component 2b. The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

- The Unit Planning Process incorporates capital and operational budget planning and allocates resources in ways that support and strengthen educational quality. [Table 6.3, 6P3, Table 6.5, 8P2]
- The College has adequate resources to meet the current educational quality needs of the institution. [O6]
- The College Balanced Scorecard is used to monitor the effectiveness of the institution’s fiscal management. [8P5]

- Using the Learning Systems Quality Improvement Process, all units document their effectiveness in allocating financial and human resources. [7P5, 8P4, 8P7]
- A number of MATC's key training initiatives are designed to prepare employees for future changes. [1C5, 4C4, Table 4.2, 4P4, 8P7]

Core component 2c. The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

- The Unit Planning process includes three year plans that are reviewed and updated annually. [8C2, Figure 8.2, 8P3, Table 8.2]
- All planning processes include an annual review of outcomes progress and an assessment for improvement. [5P1, 5P4, Figure 8.2]
- The College has implemented a new process for improvement planning using Six Sigma principles and the DMAIC process. [1I1, 8P3, Table 8.2, 8I1]
- The Learning Systems Quality Improvement Process is designed to provide evidence of effectiveness and informs units about opportunities for improvement along with potential strategies. [4I1, 5P4, 6I2, 8P4]

Core component 2d. All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

- The College's mission, vision and values inform the Board in their creation of End Statements. [5C2, 8C1, 8C2, 8P1]
- The Board End Statements inform the Three-Year Strategic Plan and together guide the College's actions. [5C2, 8C1, 8C2, 8P1]
- The Unit Planning process is aligned with the Three-Year Strategic Plan. [1C2, 5C2, 8C2, 8P1, 8P4]
- Both capital and operational budget planning processes are now incorporated into the Unit Planning process. [6P3, 8P2, Figure 8.1]

Criterion Three – Student Learning and Effective Teaching. The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Core component 3a. The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

- MATC has established eight common learning objectives called Core Abilities for all degree program students. [1C1, Table 1.1, 1C2, 1P1]
- The College uses a standardized curriculum development tool which outlines the competencies, criteria, and conditions for successful completion for each course and program. [1P2, 9P2]
- Student acquisition of the Core Abilities is assessed at both the formative and summative levels. [1P1, 1P6, 1R1]
- Student learning assessment provides evidence of attainment at the course, program, and institutional levels. [1R1, 1R2, 1R3]
- Mandatory Assessment, Advising and Placement (MAAP) assess students in math, reading, and English to determine appropriate course placement. [1C2, 1P3, 1R3, 3P1]
- Within Learner Success there are five Systems Integration Councils that enable the institution to strengthen and improve the capacity for student learning. [5C1, Table 5.4, 6P3, 9P3]

Core component 3b. The organization values and supports effective teaching.

- Faculty are certified by the Wisconsin Technical College System as being qualified to teach their courses and administrators supervising instructional personnel are certified as being qualified to supervise faculty. [1P6, Table 4.2, 4P1, 4P4]
- Faculty develop the curriculum and course delivery structure for their courses. [1P2, 1P6]
- Faculty are regularly evaluated and effective teaching is recognized. [4P6, Table 4.5]
- The College offers a variety of professional and staff development opportunities for faculty and staff. [4C4, 5P7, 8P7]
- The Center for Excellence in Teaching and Learning was implemented to support the professional and staff development needs of the College and foster innovative instructional practices. [1C4, 1P6, 4C4, 4P5]

Core component 3c. The organization creates effective learning environments.

- Assessment of student learning is used to improve the curriculum, instructional resources and student services. [1P1, 1P2, 1P3, 1P8, 6P3]
- The Learning Systems Quality Improvement Process and Wisconsin Technical College System Quality Review Process provide a system of quality assurance and include a review of the effect of educational strategies, activities, processes, and technology use on student learning. [1P6, 1P13, 1I1, 5P2, 5P4, 7P5, 8P8]
- Conflict Management Services assists students and staff to resolve non-academic grievances and conflicts. [3P6, 6C1]
- Advising and other student services focus on supporting student learning and provide access to skills mastery opportunities that promote academic success. [1P2, 1P5, 3P2, 6R1, Table 6.1, Table 6.4]

Core component 3d. The organization's learning resources support student learning and effective teaching.

- MATC ensures accessibility to its learning support services. [1P9, 6C1, Table 6.1, 6P2, Table 6.2, Table 6.4]
- In collaboration with Technology Services, the Center for Excellence in Teaching and Learning support faculty, staff and students in the use of technology. [1C5, 4P6, Table 4.2]
- The College uses the Learning Systems Quality Improvement Process to assess and improve the effectiveness of all student support services. [6I1, 8P4, 8I1]
- Partnerships with external organizations and businesses have been developed that support student learning. [O6, 2P2, Table 9.1]
- The MATC Foundation has created the Innovation Grants program in an effort to improve teaching, learning resources and foster innovation in teaching effectiveness. [Table 4.6]

Criterion Four: Acquisition, Discovery, and Application of Knowledge, The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Core Component 4a. The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

- The College has adopted the League for Innovation in the Community College's Learning College Principles as a foundational part of its philosophy. [O1, 1C2, 1P6]
- One of the five Board End Statements commits the College to providing open access and a welcoming environment for all students and members of the community in pursuit of lifelong learning opportunities. [1C2, Table 1.2, 5C2, 5P1, 8C1]
- MATC is publicly committed to freedom of inquiry for faculty, staff and students. [1C5, Table 1.11]

- Professional development opportunities are available in a variety of delivery methods to all employees. [1C4, 1C5, 1P6, 4C4, 4P4, 4P8, Table 5.5, 8P7]
- The MATC Foundation has created the Innovation Grants program in an effort to improve teaching, learning resources and foster innovation in teaching effectiveness. [Table 4.6]

Core Component 4b. The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

- By Wisconsin Technical College System mandate, MATC's associate degrees are required to include between 21 and 30 general education credits in the curriculum and technical diploma programs may allocate up to 30% of total program credits to occupational supportive and general education courses. [<http://systemattic.wtcsystem.edu/instruction/ESM/default.htm>]
- MATC regularly reviews the relationship between the effectiveness of its general education learning outcomes (Core Abilities) and its mission and values. [1C2, 1P1, 1P2, 1P6, 1P12, 1R1]
- Attainment of program and general learning outcomes demonstrates that students have acquired the knowledge and skills required for success beyond the institution. [1P1, 1P12, 1R1, R2]
- MATC's co-curricular development goals align with its curricular learning objectives. [1P10, Table 1.11, Table 1.12]

Core Component 4c. The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

- All instructional programs are assessed using the Learning Systems Quality Improvement Process and Quality Review Process, involving program personnel, program alumni, employers and other relevant external constituents. [1C2, 1P6, 1P8, 1P13, III]
- The Core Ability of Global and Cultural Perspectives assist students to develop skills essential to a diverse workforce. [Table 1.1, 1C4, 1P10, Table 1.11]
- The Core Abilities are assessed using graduate and employer survey results, documenting that graduates have gained the skills and knowledge they need to function in diverse local, national and global societies. [1R1, 1R2, Table 1.16]
- Curricular evaluation involves alumni, employers and other external constituents who understand the relationships among the course of study, the currency of the curriculum, and the utility of the knowledge and skills gained. [1C2, 1P1, 1P2, 1P3, 1P8, 3P5]
- In accordance with the Learning College Principles, MATC expects students to take responsibility for their own learning. [1C2, 1P2, 1P5]

Core component 4d. The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

- MATC's Ethics Core Ability promotes responsible use of knowledge. [Table 1.1]
- MATC's Student Rights and Responsibilities policies include an Academic Misconduct process. [3P6]
- Within the Administrative Policies of the College, a Code of Ethics has been adopted that applies to all employees [4P3]
- The College mandates that all employees undergo FERPA Training to assure ethical conduct and responsible use of sensitive information. [4P6, http://matcmadison.edu/matc/employee/strategieffectiveness/impr/MATC_Bulletins/MATC_Bulletin_083106b.shtm]
- The full-time faculty union contract includes language that defines the College's policy on practices involving intellectual property rights. [1C5]

Criterion Five: Engagement and Service. As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Core Component 5a. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

- Environmental scanning is a normal part of all major planning processes at the institution. [8P2, 8I2]
- MATC created four specific units to assist to assist the College in carrying out its mission of improving economic development and expanding workforce opportunities. [2C1, 2C2, 2C3, 2P1, 2P2, 2P5, 2R1]
- The College serves the varied members of its constituency through the provision of customized training, adult basic education, and adult continuing education learning opportunities. [O2, O3, 1C3, 2C1, 2C2, 2C3, 2P2]
- The College serves a diversity of learners, including traditionally aged and non-traditionally aged students. [O3, 1P13]
- The Equity Scorecard as well as inclusion of measures on the College Balanced Scorecard and within the Three-Year Strategic Plan demonstrates the College's commitment to serving a diverse constituency. [5P1, 5P3, Table 7.1, 7P4, Table 8.1]

Core Component 5b. The organization has the capacity and the commitment to engage with its identified constituencies and communities.

- One of the five Board End Statements commits the College to proactively provide support and resources to the enhancement of collaborative community efforts to the extent resources will allow. [1C2, Table 1.2, 2P2, 3C1, Table 3.1, 3P4, 5C2]
- The District Board holds periodic stakeholder meetings to engage with its constituents. [5P4, 8P2]
- The Student Life office provides opportunities for students, staff, administrators and students to engage with external communities. [1P10, Table 1.11]
- The College's educational programs provide connections with external communities through service learning, clinical experiences, and internships. [Table 1.11, 3P2, Table 9.1, 9C2]
- MATC has implemented a full-time faculty work load that dedicates 20% of the total work load to service to the College or community. [5C3]

Core Component 5c. The organization demonstrates its responsiveness to those constituencies that depend on it for service.

- MATC's key collaborative relationships include those with the K-12 educational system, other higher education organizations, other education sectors, business and industry, professional associations and governmental agencies. [9C1, Table 9.1, 9C2]
- The College has strong relationships with area higher educational and K-12 institutions, resulting in a number of articulation agreements and 2+2 programs. [O4, 1P1, 3P2, 3P5, Table 9.1, Table 9.2, 9R1, Table 9.3]
- The College's transfer policies and practices create an environment supportive of the mobility of its learners. [O4, 1P3, 1P5, Table 6.1, Table 9.1]
- In an effort to improve its relations with diverse communities of people, MATC has created four Community Councils of Color, which allow community members from different racial/ ethnic groups to provide input to the College. [3P5, 9P2]
- In response to business and industry trends and needs raised by collaborative partners, the College has developed several new learning programs. [1P2, 1R3, Table 1.17]

Core Component 5d. Internal and external constituencies value the services the organization provides.

- MATC regularly holds arts and cultural events as well as Student Life-sponsored activities that are open to the public. [3P4, 9P2]
- Business and industry, non-profit organizations and the public may request the use of MATC facilities without charge. [3P4]
- The Adult Continuing Education office and Business, Industry, and Community Services department provide courses that meet the continuing needs of licensed professionals in the community. [1C3, 3C1, 3P1, 3P2]
- MATC is seen as a key player in the economic and workforce development efforts of the region by civic, business and economic and workforce development leaders. [2C1, 2C2, 2C3, Table 2.1, Table 9.1]