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MARKET RESEARCH & ENROLLMENT MANAGEMENT

AT

**MADISON
AREA
TECHNICAL
COLLEGE**

MEETING THE NEEDS OF MATC STUDENTS AND COMMUNITIES

Chuck McIntyre
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MARKET RESEARCH & ENROLLMENT MANAGEMENT MADISON AREA TECHNICAL COLLEGE (MATC)

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CONTENTS	PAGE
Introduction	3
Learning	4
Transfer	4
Workforce Preparation	7
Developmental Education	14
Community Development	14
Delivery	17
Access	17
Marketing and Enrollment	21
Delivery Methods	22
Student Support Services	23
Response to Community Educational Needs	24
Partnering with Local Agencies and Firms	25
Appendices	26

MARKET RESEARCH & ENROLLMENT MANAGEMENT MADISON AREA TECHNICAL COLLEGE (MATC)

MEETING THE NEEDS OF MATC STUDENTS AND COMMUNITIES

INTRODUCTION

This is one of six papers from a study designed to help Madison Area Technical College (MATC) strategically plan its market research and enrollment management. Findings, observations and suggestions here draw from and provide input to the other papers:

- Educational needs of MATC students and communities
- Scenarios and Simulations
- MATC Enrollment Management Plan, Suggested Template
- MATC Focus Group Results, 11/15-19/2004
- Implications for MATC enrollment management

and while this paper is based on data and information provided by MATC staff and derived from other sources, along with extensive review of the research with MATC staff and community, the content is solely the responsibility of the contractor and paper's author, Chuck McIntyre.

Planning begins with a look at where Madison Area Technical College (MATC) is now: an evaluation of how well it serves its communities, performing its stated mission and carrying out its vision, philosophy, and values. MATC's current mission is basically three part: transfer, workforce preparation, and community development.

Supporting this primary mission, the college helps students gain access, assess their interests, use available resources, and choose basic skills preparation – if necessary – to perform adequately at the college level.

The focus of this brief evaluation is on *learning* and *delivery*. Under learning, we assess the college's performance in helping students successfully acquire the lower division competencies necessary to *transfer* or to acquire and retain *quality employment*, along with the *basic skills* needed to pursue those competencies. In addition, MATC's role in community development – adult education, community services, and economic development – is evaluated as well.

Under delivery, we assess how well the college provides *access* and the *services* to support learning; how well the college knows and *responds to the needs of its community*;

and the extent to which the college *partners and collaborates* with other institutions, agencies and individuals in the South Central region communities it serves – all values held by the college.

LEARNING

Transfer

MATC is one of just three colleges in the 16 Wisconsin Community and Technical College system that *transfer* students to four-year schools, and MATC is the largest source of University of Wisconsin (UW) transfers. (UW also operates nearly two dozen two-year lower division satellites outside Madison that typically are very small. A strange move is being made to authorize these satellites to offer professional/technical instruction as well – strange in the sense that community and technical colleges are already performing this function in Wisconsin.) As UW’s budget is cut, it raises its admission and transfer requirements, thereby presenting MATC with more challenges.

Most MATC students will transfer without associate degree; UW takes transfers with 24 credits and appropriate GPA. Some dual enrollments are reported.

Currently, MATC lower division general education is taught in two modes: associate degree “100” courses and college transfer “200” courses, the latter apparently of greater rigor and generally equivalent to UW lower division. Efforts are underway to consolidate all GE courses at a 200 level of rigor. But since “100” courses may transfer and their fees are set at a lower level than “200s,” students often are faced with difficult decisions about how to obtain their GE and best prepare to transfer.

Other questions about MATC’s transfer function are pertinent:

- How has the MATC-going rate of graduates from area high schools changed over time?
- Has MATC’s rate of producing transfer-ready or qualified students increased or decreased?
- How do MATC transfers perform in upper division at the University of Wisconsin, other state four-year schools, and when transferring out-of-state?

Answers to these questions would reveal problems and challenges and the need(s) for various strategic initiatives or adjustment of existing initiatives/programs in both instruction and support – like assessment, enrollment management, and the like.

Lacking direct measures of the transfer competencies acquired by MATC students, we would resort, in this evaluation, to the use of indirect measures. The most valid of these would be the number of “transfer-ready” students that MATC prepares from a cohort desiring to transfer and taking a curriculum package that can potentially transfer. Lacking benchmarks for even this measure, the next best metric is the actual transfer rate:

the number of MATC students who transfer to a four-year institution from a cohort of students who entered MATC with the intention of transferring. Still another alternative is to examine aggregate time-series data, mindful of its limitations – especially those “exogenous” factors that are, in large part, outside MATC’s control. Prominent among such factors is MATC’s intake from its area high schools – their graduates most often enroll for transfer – their numbers and preparedness. Moreover, though hardly definitive, it is always helpful to review the performance of MATC transfers once they’re in upper division at four-year institutions.

To summarize, the following metrics – cast over time and as between MATC and other lower division (competitor or comparable) institutions – would appear most useful in assessing MATC’s transfer function:

- Area high school drop out rates
- MATC draw from area high schools
- Ratio of entrants opting for transfer
- Transfer course completion rates
- Transfer-ready rates (of the cohort opting to transfer, the number who become eligible to do so)
- Actual transfers – to UW campuses, UIU, elsewhere....
- Performance of MATC transfers in upper division – vs. UW natives, etc.

Data from the Wisconsin Department of Public Instruction (DPI) show a relatively steady increase in the number of graduates from “feeder” high schools in the MATC service area (Chart 1). This generally coincides with Department of Administration (DOA)

**Chart 1
MATC Transfer**

Year	Feeder High Schools		MATC Area 18-24 Year-Olds	MATC			
	Graduates	"Drop Out" Rates		Lib.Arts, Transfer" Enroll	TR Enr per 1,000 18-24	TR Enr per HS Grads-1yr	TR Enr as % of Total Enr
1990			85,798	2,840	33.1		22.6%
1997	5,593						
1998	6,031	1.5%					
1999	5,916	1.4%					
2000	6,139	1.9%	90,396	2,227	24.6	0.376	23.8%
2001	6,511	1.1%					
2002	6,355	1.3%					
2003	6,997	1.7%					
2004			95,281	2,841	29.8	0.406	23.4%

Sources: Wisconsin DPI (2005), MATC R&P (2005). Geolytics (2005).

demographic data on 18-24 year-olds in the MATC service area, also increasing between 2000 and 2004. Matching these data to MATC counts of students in liberal arts or

“college transfer” programs, it appears that the college may have experienced a drop in “likely” (18-24 year-old) students attempting transfer between 1990 and 2000. (This was part of the college’s overall drop in market penetration since the ratio of students enrolled for transfer has remained virtually constant since 1990 – at one in every four “degree seeking” students.) More recently, between 2000 and 2004, however, MATC transfer activity – whether measured against high school graduates (one year prior) or against 18-24 year-olds – has increased substantially. Interestingly, the increase in full-time equivalents (FTE) has been somewhat greater (than enrollment) as transfer students increased their average term academic loads by one and one-half units, from 9.3 to 10.8, between 1990 and 2000, though this figure has been relatively stable since.

As noted elsewhere (paper on demographic trends) the increase in high school graduates and, say, 15 to 24 year-olds is expected to level-off, changing little in number, in the Madison metro area after 2005, and there begins also a decline in likely graduates in the outlying areas served by the satellite campuses that will last until 2020. Thus, depending on high school drop out rates, demand for transfer at MATC may decline somewhat over the next 15 years, unless of course, the college undertakes marketing and retention measures that produce a larger “yield” from these younger students.

While high school drop out rates are higher in the Madison metro, Reedsburg, Fort Atkinson, Barraboo and Watertown high schools than in the more-rural high schools of the area, there is no indication that the average rates overall across MATC’s service area are trending in any particular direction, up or down.

As expected because of the proximity of its campuses, most MATC students who transfer, go to the University of Wisconsin. And, MATC ranks highest among institutions from which students transfer to UW. “Reverse transfers” (from universities to MATC) are said to exceed transfers from MATC, a situation common for many community colleges. Numbers and rates need to be developed for this analysis.

Studies are available to determine the rate at which students transfer to Universities and how well they do in upper division vis a vis other transfers and natives (those who start university work as freshmen) once there. Also potentially useful are the data used to develop the “transfer rate” for compliance with the federal “Student Right To Know” law. Data for SRTK at MATC should be reviewed for evidence on college’s transfer function.

Supplementing these objective, though incomplete, quantitative measures of transfer are the qualitative observations obtained from MATC students and staff in a variety of assessment exercises. One such exercise, conducted by the Contractor, was a series of Focus Groups with students and staff during November 2004 (Appendix A).

Student comments about preparing for and transferring from MATC suggest a number of problems. At the satellites, students find it difficult to properly sequence their classes, particularly if transfer-oriented. With the possible exception of Portage, the satellite campuses theoretically offer a full lower division transfer curriculum. In practice,

however, it appears that even if a student attends full-time and takes some ITV courses, it is impossible to complete a two-year transfer program entirely at a satellite campus. Moreover, MATC courses transfer to some UW campuses – but not all – and information about this isn't readily available to students.

Staff (and student) observations note that because of the large proportion of part-time faculty at the satellites and few counselors, advising of students on the proper transfer curriculum is difficult. Moreover, teaching lab facilities at several of the satellites are seen as barely adequate to enable students to complete their lower division science requirements prior to transfer.

Finally, transfer students at the satellites (not at Truax, however) complain about the lack of “student life” – activities, clubs, organizations, and the like – to which they would have access at a more comprehensive campus or at a university. Arguably, it is difficult to grow college enrollment among younger students at the satellite campuses when there is little in the way of “student life or activities” available outside the classroom. Without this, MATC can't be truly competitive with lower division offerings at the four-year institutions.

Lacking student “centers,” the satellites appear to have little lounging or meeting facilities for students. Newspaper, art, music and theater opportunities are said by students to be minimal at all four satellite campuses.

Athletics also are an important part of student life and, judging from student comments, no less so at MATC. While the intercollegiate sports appear strong at Truax, they are nonexistent at the satellites. Absence of any mention of intramural athletics by students in the focus groups suggests one possible opportunity for improving student life and wellness as well.

Arguably, many community college students – commuting, training for a new job or promotion, with families and heavy non-college obligations – neither need nor desire the same kind of out-of-class student life as is afforded by most four-year, residential institutions. But younger, full-time MATC students would, even though most of them work and have limited time. Thus, the “student life package” at Truax and the MATC satellite campuses, while important, should differ from that at the four-year school. Activities and services like affordable child care, facilitated learning (and playing) groups, community service and networking opportunities, social activities geared to older as well as younger students, informal gathering places – for a coffee, to meet other students, compare notes or to just hang out. Adequate facilities are part of the package.

Workforce Preparation

MATC's performance in preparing students for quality employment in the workforce can be measured in several ways:

- the access to training programs provided by MATC for area individuals seeking work and careers
- skills and competencies gained by learners,
- how effectively learners progress through their work at MATC,
- graduation and employment from MATC training programs, and
- how congruent MATC training is with the skills and knowledge needed for jobs on the South Central region and in other labor markets for which the college typically trains.

If we assume that the bulk of degree credit enrollment other than “Liberal Arts, Transfer” is enrolled in some kind of “workforce preparation,” and if the number of area 18-54 year-olds represents a valid metric for the potential population seeking jobs and careers, *access* to MATC “workforce preparation” dropped substantially – by an extraordinary two-fifths – between 1990 and 2000 (Chart 2). In the past four years, however, there has been a substantial reversal in such enrollments, and in our measure of access. But despite

Chart 2
MATC "Workforce Preparation"

	1990	2000	2004	1990-2004
Enrollment	9732	7118	9319	
Change		-2614	2201	-413
Percent		-27%	31%	-4%
Enrollment per 1,000 18-54	27.0	16.8	21.5	
Change		-10.2	4.7	-5.5
Percent		-38%	28%	-20%

Source: Appendix B, Table 1.

this recent increase,

- *MATC access to workforce preparation for South Central area residents is about one-fifth below the level it was in 1990.*

This finding, together with the smaller change in transfer access since 1990 – from 33 to 30 per 1,000 area 18-24 year-olds, a decline of one-tenth – suggests that MATC has shifted its overall curriculum balance from workforce preparation to transfer.

Another useful way of assessing MATC’s performance in workforce preparation is to look at the enrollment, graduation, and employment of MATC students and how well the patterns fit apparent labor market needs in the South Central Wisconsin region.

Several metrics provide a comparison of MATC's workforce preparation programs – both in their size and their growth – to South Central labor markets. Matching MATC programs to DWD occupational groups or skill clusters, we can assess *size* by comparing

- MATC program enrollment, FTE and graduates, 2004, to
- Average Annual South Central job openings, 2002-12

Similarly, we can compare *growth* rates:

- Annual growth rates in MATC FTE and graduates, 2000-04, to
- Annual growth rate in job opportunities (openings or needs) in South Central, 2002-12

The resulting ratios provide a rough index of how MATC activity compares to that suggested by DWD South Central workforce data. Excluding area competitors (whose numbers aren't substantial), data and ratios in Chart 3 suggest that

Chart 3 *Aggregate Workforce Preparation Comparisons*

<i>MATC Workforce Preparation Enrollments</i>	
Fall 2004 Enrollment	9,319
Fall 2004 FTE	5,040
Yearly FTE Change Fall 2000 to 2004	10.5%
<i>MATC Workforce Preparation Graduates</i>	
Fall 2004 Graduates	2,648
Yearly Change in Graduates, Fall 2000 to 2004	6.0%
Graduates as percent of prior enrollment/2	57.0%
<i>South Central Wisconsin Labor Markets</i>	
Average annual number of job openings, 2002-12	4,211
Yearly rate of change in job opportunities, 2002-12	3.8%
<i>Size</i>	
<i>Ratios</i>	
MATC 2004 FTE/2 to average annual job openings	0.60
MATC graduates to annual job openings	0.63
<i>Growth Ratios</i>	
Yearly change in MATC FTE to change in job opportunities	2.76
Yearly change in MATC graduates to change in job Opportunities	1.58

Source: Appendix B, Table 3.

- While current MATC workforce preparation activity may be smaller than warranted by South Central labor market data, the overall growth rate in these MATC programs and graduates currently exceeds the growth rate of the South Central market.

MATC reports a substantial increase in the number of its workforce preparation graduates, virtually all of whom are in workforce preparation (only one of every 10 associate degrees granted are to students who claim to pursue a liberal arts/transfer objective). Degrees and awards increased by one-fourth between 2000 and 2004 (Chart 4) or up by one-fifth if measured, say, by the ratio of graduates to the prior three-year average of degree credit enrollments.

Chart 4
MATC Graduates

	1990	2000	Chg.	%	2004	Chg.	%
Prior 3-Year Degree Credit Enrollment (ave.)	15,449	19,586	4,137	27%	20,530	944	5%
Graduates	1,892	2,267	375	20%	2,815	548	24%
Rate (grads/enroll)	0.122	0.116	-0.01	-5%	0.137	0.02	18%
2-Year Associates	1038	1251	213	21%	1213	-38	-3%
2-Year Technical	67	75	8	12%	62	-13	-17%
1-Year Technical	370	248	-122	-33%	271	23	9%
<1-Year Technical	417	694	277	66%	1269	575	83%
Job Relates to Education Unemployed	0.72	0.73	0.01	1%	0.67	-0.06	-8%
	0.12	0.15	0.03	25%	0.21	0.06	40%

Source: MATC R&P (2005).

All of the recent increase in graduates, however, has been in less-than-one year technical programs – a huge, largely artificial, increase in Nursing Assistant enrollment and graduates accounts for virtually all of this gain. This is because MATC students pursuing one-year Licensed Practical Nursing or Associate Nursing Degrees must obtain a Certified Nursing Assistant (CAN) diploma, and are, for the first time, now included in the graduate survey even though they are still training at MATC, rather than seeking employment.

With recent response rates at just over three of every five graduates, MATC’s six-month follow-up survey shows two of every three respondents employed in a field related to their education at MATC (Chart 4). This ratio is down slightly from prior years. Of those in the labor market – some are still training (CNAs) or simply not looking for

employment – a rather high 21% report being unemployed. Removal of the CNAs, however, reduces the overall rate of unemployed recent MATC graduates in the labor market to less than 10%. In fact, two-year nursing graduates as well as one-year LPNs report unemployment rates at just 4%.

There is another huge caveat regarding lots of students getting no degrees or diplomas, but skills for the job market. This causes two problems: (1) college output is understated and (2) students are hampered in selling their own skills (credibility) to potential employers.

Analysis of MATC training for the occupational groups (skills and knowledge clusters) that make up the South Central Wisconsin labor market begins with health and human services, the two most-rapidly growing occupations in the region. Review of the data in Appendix B, Table 3 and the graphic display in Chart 5 suggests that MATC's program for *nurses* and related occupations is quite robust: of both adequate size and growth for the area's demand. However, the on-going demand for skilled workers in other occupations within the industry – the many *healthcare technicians* ranging from EMTs and paramedics to medical records technicians (see list in Appendix B, Table 4) – does not appear to be met by either the size or growth of existing MATC programs. Focus group students and community members commented on being generally unaware of any healthcare training and employment opportunities other than nursing.

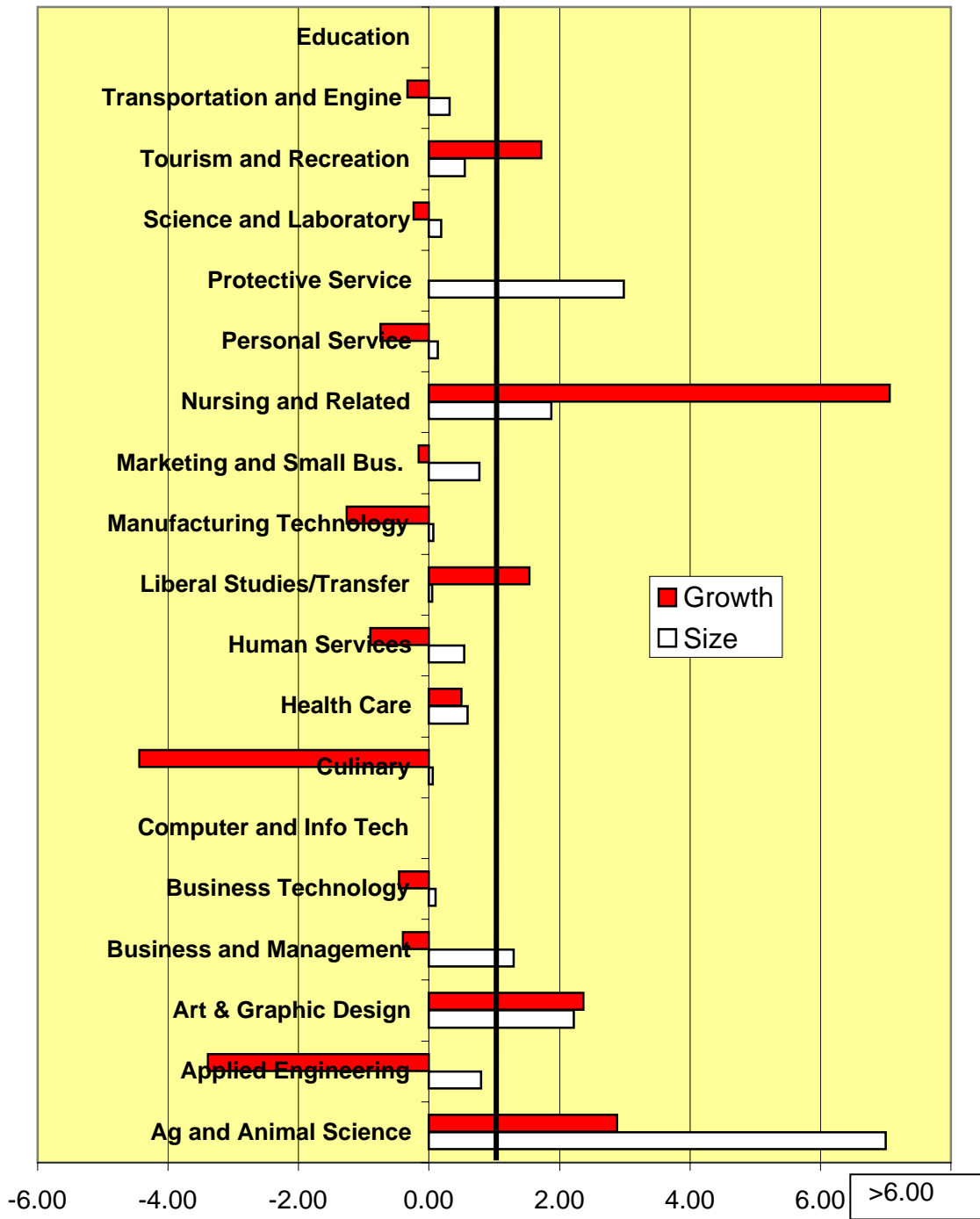
Human Services is a small program, relative to area demand for these skills, and while growing in size, “graduates” relatively few.

(In Chart 5, size and growth ratios are based on MATC graduates in relation to South Central job opportunities dependent on less-than-baccalaureate training. While MATC's contribution to workforce preparation goes far beyond just its “graduates,” this metric does provide a rough indicator of activity for most skill clusters. The closer the ratios are to one (1), the more programs are “right sized.”)

Another high-demand area is that of business. MATC's contribution to this area is three-part. The college offers a *Marketing and Small Business* program that currently is about the right size, but doesn't appear to be growing to meet demand. Focus group participants called for more training and help for small business entrepreneurs. MATC efforts in *Business Technology* (related to the DWD occupational classification of Office Support) are small, in relation to area demand, and the number of graduates has been declining. *Business and Management*, MATC's third general program in business, appears to be properly sized, but graduates here have also declined relative to the growth in labor market openings.

MATC's contribution to education and the continued need to replace elementary and secondary school *teachers* is primarily through its transfer program. However, there also are more than 200 job openings each year in South Central for *teaching assistants* and vocational teachers, both positions requiring some post-secondary, but less-than-baccalaureate, training – and areas MATC may consider undertaking.

Chart 5. Comparing MATC Workforce Preparation to South Central Labor Needs: Ratios for Size and Growth



Source: Appendix B, Table 3.

Two programs that, according to labor market demand, may be overly large and growing more than necessary for the number of specific job openings are:

- *Art and Graphic Design*
- *Agriculture and Animal Science*

However, these programs may be serving other-than-specific job training purposes. Or, in the case of Agriculture, MATC trains students from all over Wisconsin for statewide, not just South Central, labor market needs.

Another program from which over 100 students graduate with associate degrees each year and for which, according to DWD, there are no jobs requiring less-than-baccalaureate training is *Computer and Information Technology*. Obviously, these students are using their training for other purposes, say, as network administrators and computer support analysts for businesses – jobs appearing across several categories other than Computer Science in DWD's data – or perhaps to transfer to obtain baccalaureates in these careers skills, still in demand despite the recent downturn in e-commerce.

A number of other MATC programs are small, in relation to the labor market demand estimated by DWD, and report that the numbers of their graduates have declined from 2000 to 2004 as well:

- *Transportation and Engine*
- *Science and Laboratory*
- *Personal Service*
- *Manufacturing Technology*
- *Applied Engineering*

Manufacturing Technology and Applied Engineering, in particular are small in relation to the large number of potential area jobs in (1) construction and extraction, (2) installation, maintenance and repair, and (3) production – the nearest comparative DWD occupational categories in South Central. It is possible that many students in these programs obtain sufficient skills as to be viably employed without "graduating."

MATC's *Culinary* program is one of the college's smallest, with relatively small and declining numbers of graduates. There is a growing demand for food service workers with training goes beyond high school or simply on-the-job. However, salaries are low and one of every two graduates of the college's program report being unemployed.

Protective Services is a large and rapidly-growing program at MATC with 559 Fall 2004 enrollment and 448 graduates in 2004 – reporting a "program completion rate" second only to Nursing at the college. By contrast, yearly job openings for this occupation in South Central are estimated by DWD at just 150. Most "graduates" of this program take less-than-one year technical degrees, half (presumably) continuing their training, the

other half entering the labor market. For the latter group, just three in every five find employment.

Tourism and Recreation is a relatively small, but fast-growing program that appears adequate for the labor market demand.

Developmental Education

This part of MATC’s mission can be said to include ***Adult Basic Education (ABE)***, ***English as a second language (ESL)***, and pre-collegiate ***remediation***.

Enrollment patterns for ABE and ESL are shown in Chart 6. ABE has fluctuated dramatically over the years and, assuming it serves largely 18-54 year-olds, its market penetration per 1,000 such individuals has declined since 1990 (see also Appendix B, Table 5):

<i>ABE Market Penetration</i>	
<i>1990-91</i>	12/1,000 adult cohort
<i>2000-01</i>	8
<i>2004-05</i>	8

ESL enrollments, by contrast, have increased over the years as MATC’s population of limited English speakers – largely Hispanics and Asians – has grown, particularly in recent years. Current enrollments, however, have dropped and the once-increasing level of ESL service has declined by one-fourth since 2000:

<i>ESL Market Penetration</i>	
<i>1990-91</i>	30/1,000 adult cohort
<i>2000-01</i>	69
<i>2004-05</i>	45

Data on access (below and Appendix C) highlights relatively low Asian participation, especially in ESL at MATC.

Community Development

Under the category of “Community Development,” we include – for this discussion – the functions of contract training, community services and adult continuing education.

MATC’s community development responsibility is both cultural and economic, depends on other agents in the education and training business, and is delivered via business, industry and community services (BICS) contract training, the business procurement assistance center (BPAC), adult continuing education (ACE) classes, and a variety of community services (CS), including classes that are avocational or “non-aidable.”

Chart 6. MATC Enrollment in Adult Basic Education (ABE) and English as a second language (ESL), 1980 to 2004

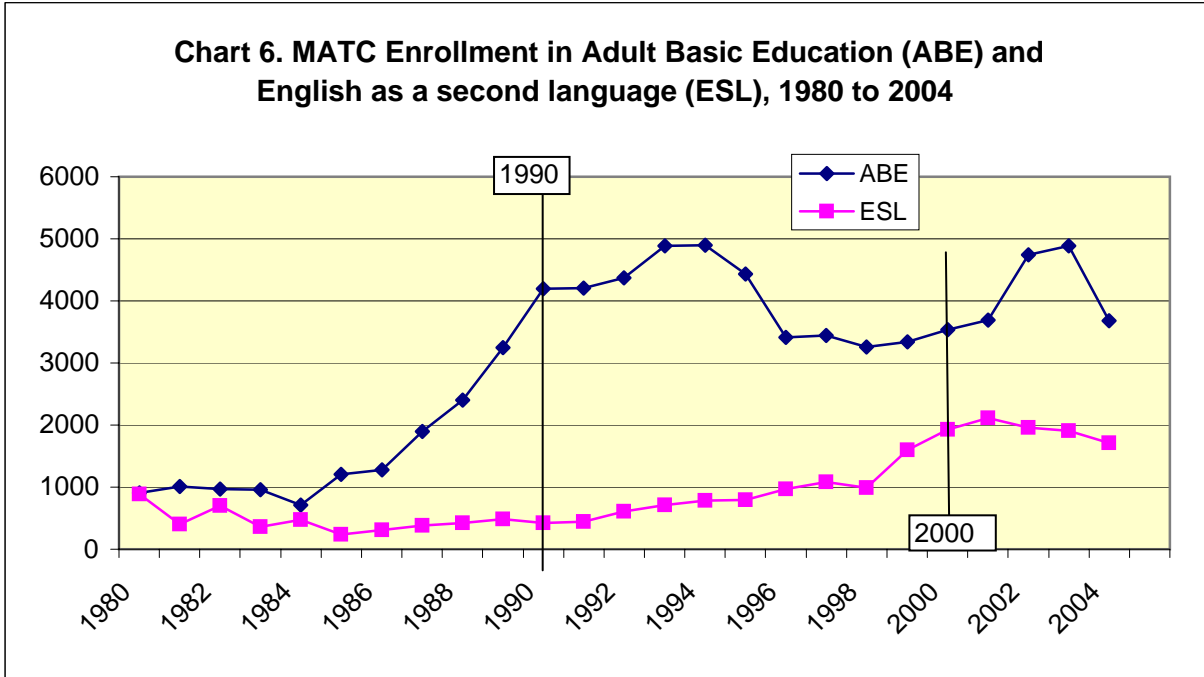
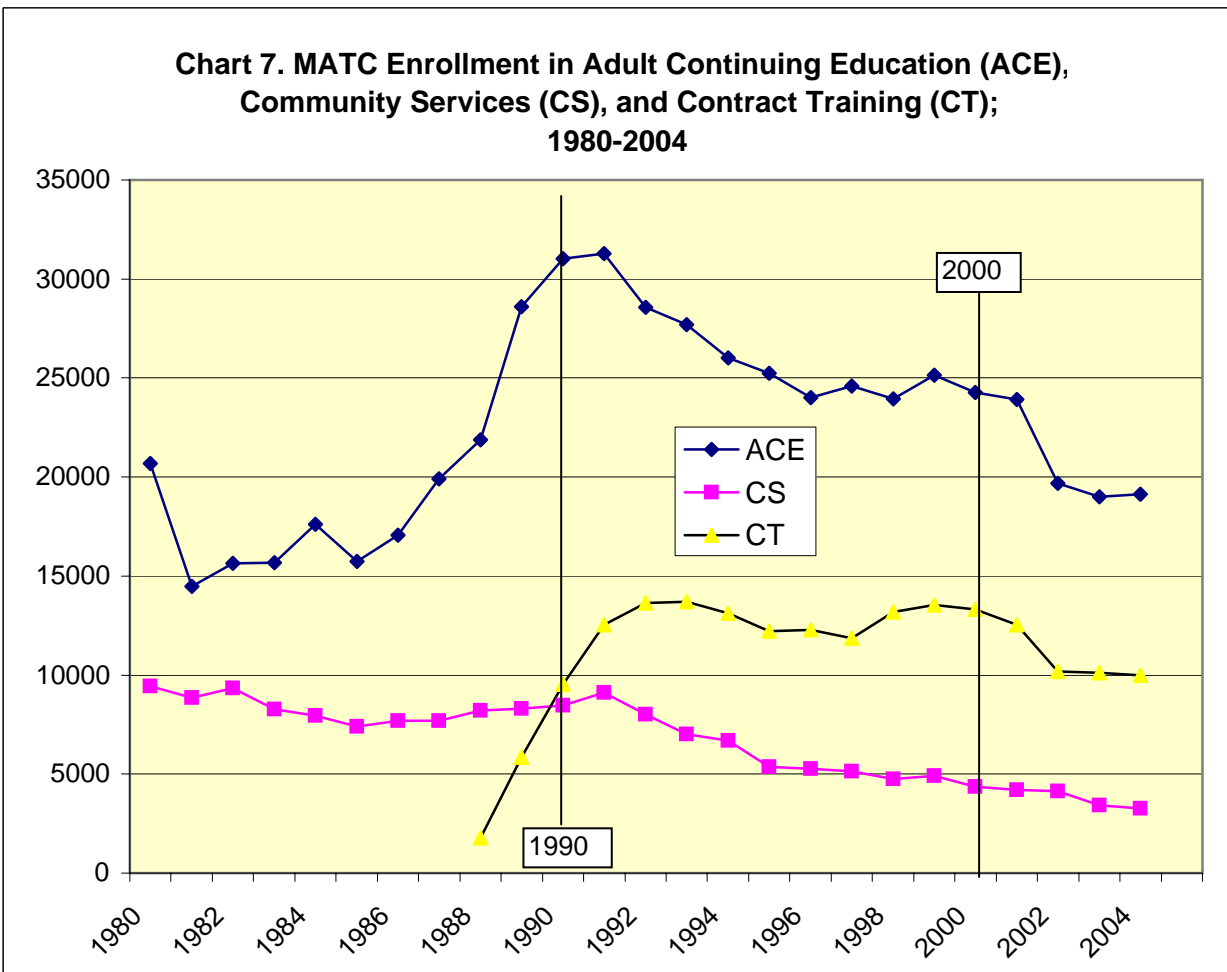


Chart 7. MATC Enrollment in Adult Continuing Education (ACE), Community Services (CS), and Contract Training (CT); 1980-2004



Source: MATC R1 (2005).

Enrollment patterns for these functions are displayed in Chart 7. All are serving a smaller proportion of their potential clients – as measured by the older MATC population cohorts – than was the case in both 1990 and 2000 (see also Appendix B, Table 5).

The BICS component of this work is highly dependent on Wisconsin economic cycles – in an upturn, businesses have funds for human resource (HR) development and engage the college in training, while in a downturn, businesses typically cut back first on HR development and, therefore, reduce their training requests of MATC. This is seen in the recent economic downturn that has resulted in a downturn of college training activity and a shift from profit to non-profit users. At the same time, the advantage of this delivery mode is that the training is customized for the specific needs of employees, their firms, and for dislocated workers.

BICS training is delivered at roughly half the expenditure per FTE as MATC's regular instructional programs (Appendix B, Table 6). Training contracts, numbering more than 300 each year, are designed to recover both the direct and indirect costs of training. Thus, the training is delivered in an entrepreneurial fashion – intended to be self-supporting – and on demand. Thus, it is one way MATC may differentially-price its instructional programs. As such, it is associated with skills and job training for business or industry, along with certain kinds of community education that may not be a part of the general curriculum and not typically supported by taxpayers. In one sense, it is the community colleges' version of "extension" in the typical four-year university; in another sense, it may be similar to instruction delivered by local proprietary institutions or by large organizations like DeVry or the Apollo Group (University of Phoenix).

In their content, the college's contract training programs can respond to a variety of community needs. For example, employees in all types of South Central region businesses need:

- Computer application skills
- Basic and intermediate workplace training
- "Soft skills": customer service, interpersonal, decision making, and problem solving
- Management skills: personnel, performance, coaching, motivating, mentoring, time and project management.
- Vocational English as a second language (VESL)
- Needs surveys, employee and organizational assessments

In addition, the educational and training needs of entrepreneurs in small businesses throughout the South Central region can be addressed through a variety classes, forums, seminars, symposia and other gatherings and support services delivered effectively through the flexibility afforded by contract training. These needs include a variety of knowledge and skill sets: information technology, investment strategies, business planning, public relations, human resource systems and decisions, regional and global trade, regulatory and environmental issues – the list goes on.

Adult continuing education (ACE) courses are designed for individuals of all ages who are interested in personal enrichment, without degree credit, in all kinds of skills and expertise – in the arts, food and nutrition, wellness, languages (second, sign, etc.), child care, computer literacy, music, crafts, design, and others – all designed to add value to skills and knowledge of area residents and their interest in leading fruitful lives.

Market penetration of ACE programs has declined dramatically from 1990 and even from 2000 levels (Appendix B, page 5).

ACE enrollments were reported at 21,839, generating 410 FTE, in 2002-03. Assuming 15 credit hours of instruction per FTE, the average ACE participant enrolled in 0.56 credits – one and in a very few instances two, class(es) – and, assuming that two to three hours of contact typically produce one hour of credit, attended about 14 hours of instruction over the year. Classes typically range from one meeting for two or more hours to one meeting per week.

Community Service offerings differ from ACE in both their content and pricing. Like most community colleges, MATC “community Services” are variety of lectures, forums, classes, and other educational efforts that are, to a degree, provided on a fee for service, on-demand, basis and often to a clientele that is interested in flexible scheduling and convenient access, but not necessarily in degree credit. Like contract training, it could be described as a community college’s version of university extension. Unlike contract training, community services are seldom specifically vocational in their content.

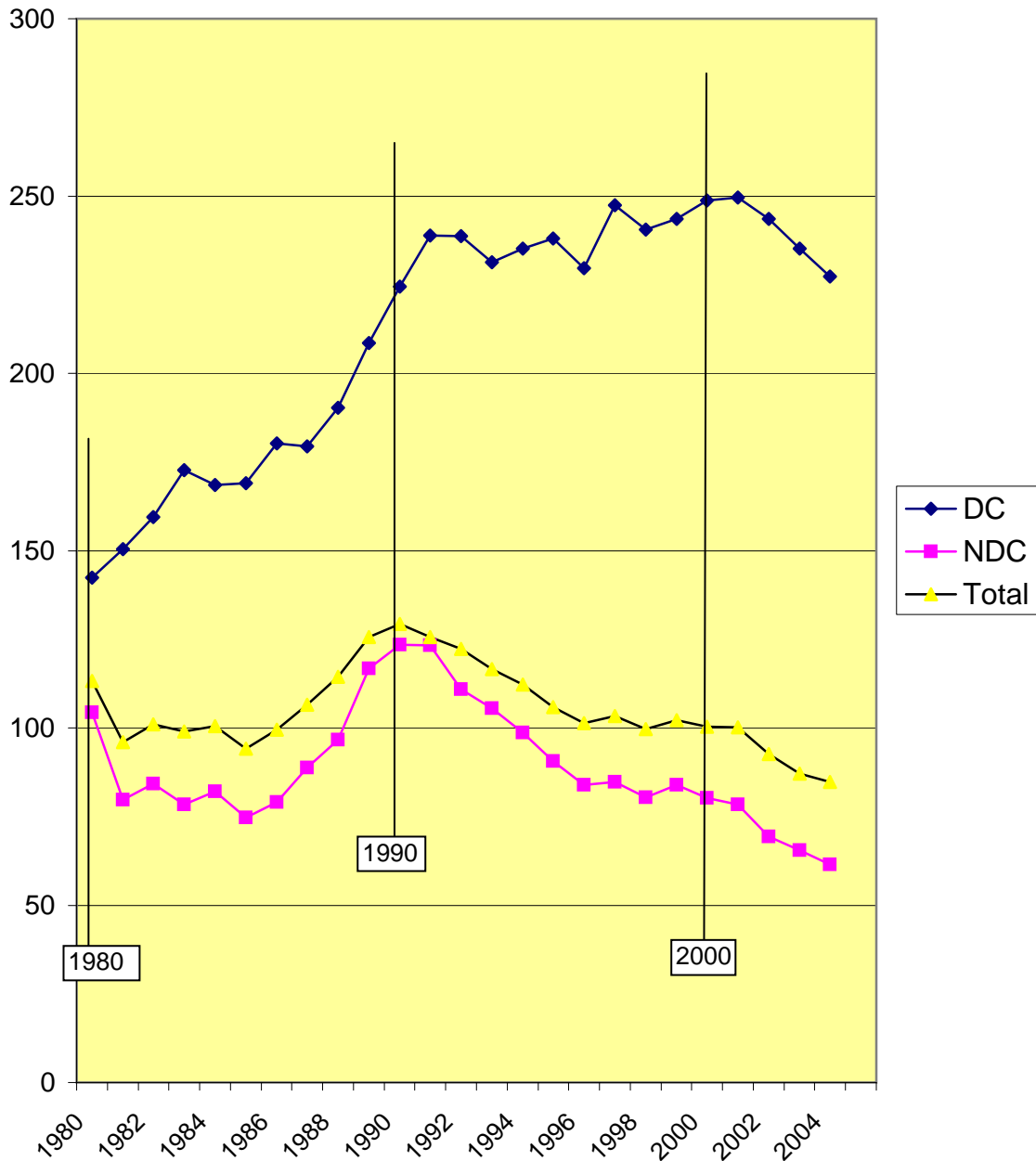
DELIVERY

Access

Madison Area Technical College’s performance in providing access to post-secondary education for South Central region residents can be evaluated by the use of a metric – MATC enrollments from various cohorts of the South Central region population – that measures the college’s market penetration (MP) or college-going rate for each cohort. These data reveal several important findings:

- While MATC’s overall access or MP – as measured by enrollment per 1,000 cohort adults in the service area – is down substantially from 1990, it is instructive to separate enrollment: degree credit (DCR) from non-degree credit (NDCR).
- During the 1980s, MATC experienced a significant increase in DCR enrollment per 1,000 18-24 year-old adults, to 225/1000 (Chart 8). This increase continued, but slowed, in the 1990s, and since 2001 has declined markedly – back to about the 1990 level.

**Chart 8. MATC Market Penetration or Access:
Full-Year Unduplicated Enrollment per 1,000 Population Cohort,
1980-2004**



Source: MATC ESP Model (2005).

DC: Degree credit enrollment per 1,000 18-24 population in service area.

NDC: Non-degree credit enrollment per 1,000 25+ population in service area.

Total: Total enrollment per 1,000 adult population in service area.

- The picture for NDCR is different, dipping then rising to its all-time peak (125 per 1,000 adults 25+) in 1990, the NDCR rate for this cohort has declined since to its lowest rate of 60/1000 in 2005.

Consistent with these findings is the access picture by *age*. Enrollment among 18-24 year-olds rose by one-fifth in the 1990s, then has fallen by 6% since 2000 (Appendix C, page 1). For 25-54 year-olds, MP has declined consistently and now is just over half its 1990 level. Senior participation rates at MATC were relatively stable during the 1990s, but since 2000 have declined by a surprising one-third.

In general, it seems that in terms of access or MP, MATC has done

- *Best with 18-24 year-olds, until recently*
- *Not well with 55+ year-olds, especially recently*
- *Worst with 25-54 year-olds*

Enrollment by campus or site (Appendix C, page 2) shows substantial differences in MP over time, revealing that of MATC’s MP decline:

- *Truax with its younger, transfer and liberal arts students is down the least.*
- *Watertown and Downtown (DWNTN) “next least”*
- *Ft. Atkinson and Dane ACE with the largest decline*

between 2000 and 2004. Reedsburg has experienced a dramatic decline during this same period as well.

The 2004 pattern of MP by site and student residence is displayed in Appendix C, pages 4-8. These data show substantial variation in campus/community MP across MATC’s service area (the overall average being 39 enrollment per 1,000 adults).

As expected, Madison Metro area communities and neighborhoods display the highest MP rates generally, with the highest rates of enrollment per 1,000 adults in

<i>ZIP Code</i>	<i>E/1,000 Adults</i>	<i>Community/Neighborhood</i>
53718	90	East of downtown
53714	60	just East of Truax
53704	58	around Truax

Zip Code maps of MATC’s service area are in Appendix C, pages 4 and 5. The lowest Madison Metro area MPs are in:

53715	23	just Southwest of downtown
53703	37	the Isthmus
53705	38	West of the Isthmus, UW

North and West of the metro area, MPs are generally lower and vary dramatically, with the highest for this region reported to be in:

<i>ZIP Code</i>	<i>E/1,000 Adults</i>	<i>Community</i>
53901	49	Portage (mostly at Portage)
53959	44	Reedsburg (mostly at Reedsburg)
53954	42	Pardeville (at Truax and Portage)
53955	42	Poynette (at Portage, Truax, Comm.Ave.)

and lowest at:

53910	in 10s and 20s	Adams
53949		Montello
53051		North Freedom
53956		Randolph
53965		Wisconsin Dells
53968		Wonevot

Elsewhere in the MATC service area (mostly South and East), the highest MPs are at:

53538	54	Fort Atkinson
53551	54	Lake Mills
53531	53	Deerfield
53038	51	Johnson Creek
53532	50	DeForest
53527	50	Cottage Grove
53523	47	Cambridge
53094, 53098	46	Watertown

and lowest at:

53190	4	Whitewater
53533	8	Dodgeville
53156	9	Palmyra
53534	14	Edgertown

A number of students living in those communities with satellite MATC campuses still commute to Madison to attend Truax. Of every 100 MATC students “from” the community of

Portage	20	attend Truax
Reedsburg	18	“
Fort Atkinson	16	“
Watertown	13	“

One of MATC's biggest declines in access or MP has taken place recently, during the period 2000-04, this metric down 20% in just four years. During this time, only four of MATC's roughly 100 ZIP Code community or neighborhood areas held or increased their MP at the college:

	<i>% MP Change</i>
Sullivan	+33%
Oxford	+ 7
Blue Mound	+ 1
Prarie du Sac	+ 0

Those communities for which MP declines of more than one-third during 2000-04 are estimated include:

Whitewater	- 69%
Merrimac	- 66
Lone Rock	- 49
Spring Green	- 43
Wonewoc	- 37
Edgerton	- 37
Baraboo	- 36
Belleview	- 36
Madison 53715	- 35
Wisconsin Dells	- 33

While some of these declines may be due in part to faulty reporting – students sometimes don't report their ZIP Codes correctly – it might be useful for MATC to determine why such large recent declines in MP took place in these communities.

Marketing and Enrollment

Students learn about MATC in many different ways: radio, TV, print media, high school counselors, parents, friends, and the like. Many then follow-up by going to the college's Web site only to report frustration at securing additional information, which often must be gained instead by subsequent phone or face-to-face contact with MATC staff.

The MATC enrollment choice is most often because it's "close, affordable," and serves immediate educational objectives, though students invariably have longer-range plans. Phone registration at MATC receives mixed reviews from students: generally it's "slick," but users can't always get their questions answered. Most students report they enroll without knowing even a small portion of the program and training opportunities offered by MATC, much less the student support services available outside the classroom.

According to MATC staff, the college's marketing efforts have been broad and general, rather than to target "niches." Niche-marketing involves using categories such as age, for instance, the "55+ niche" – a fast growing, but generally neglected group whose needs

vary from vocational to survival to avocational, and who often are deficient in information technology skills. Site and location may also be useful “niches” – such as students from Wisconsin Dells, the MP for whom recently dropped dramatically (see above) and who currently are equally distributed between Truax, Reedsburg and Portage when one might have expected most of them to attend Reedsburg.

Another marketing taxonomy suggested by Warford and Flynn (2000) separates potential community college students into four distinct categories:

- *"emerging"* workers, largely the young boomer-echo, under 25 years-old
- *"transitional"* workers, generally over age 25, looking for new career skills
- *"entrepreneurs,"* or business owners
- *"incumbent"* workers, "fully" employed, but in need of further training.

The training needs of a 56 year-old, "pre-boomer" with a baccalaureate degree, who is a fully employed "incumbent" differ substantially from those of a 20 year-old member of the "boomer-echo" who is an unemployed "emerging" worker, and, say, speaks English as a second language. Among other tools, *ethnographic research* – few cases, but in-depth information – is a useful way to learn and analyze the differing stories and needs of such (potential) students.

Community focus groups indicate there's a significant need for MATC to offer more training to existing small business owners – entrepreneurs. The Madison metro area Asian community doesn't appear well served by MATC and could be “targeted” with relevant programs and services. Many other niches can be similarly identified and targeted.

Delivery Methods

Wait lists. Despite the serious and growing demand and supply imbalance of health-workers in Wisconsin, MATC students report wait lists for health training programs sometimes as long as two or more years. (Adding to the difficulty are current requirements are that a certified nursing assistant (CNA) must be completed prior to undertaking either licensed vocational nurse (LVN) or registered nurse (RN) training.) Other health professions – also in high demand – have smaller wait lists but aren't as broadly known to the many individuals interested in health careers.

Instructional methods. MATC students generally prefer face-to-face (FTF) instruction, but acknowledge the value, particularly if they are working – three of every four work while enrolled – of online (OL) instruction, if conducted “properly.” Most students would prefer some combination of FTF and OL in a hybrid class. Satellite campus students will more often need help to access computing capability than will Truax students.

By contrast, many MATC students, especially at satellite campuses, have had problems in their instructional television (ITV) classes: both with the equipment and faculty course conduct. As a result, students are generally skeptical about the value of ITV, either from their own experience or stories about it they've heard from others.

Satellites. At the satellites, students have problems properly sequencing their classes, particularly if transfer-oriented. With the possible exception of Portage, the satellite campuses theoretically offer a full lower division transfer curriculum. In practice, however, it appears that even if a student attends full-time and takes some ITV courses, it is impossible to complete a two-year transfer program entirely at a satellite campus. Moreover, MATC courses transfer to some UW campuses – but not all – and information about this isn't readily available to students.

Student Support Services

MATC student services and administrative support get mixed, but uniformly lower (than for instruction), ratings by students. Because of limited student services staff and the fact that most faculty are part-time, satellite students describe receiving “little or delayed” counseling, some saying they are “self-counseled,” and receive “minimal or no” program and course advising.

“Office” (support) staff at the satellites appear to most students as “chronically overworked.” And, several satellite students describe responses by Truax staff to their inquiries as “rude” and “poor treatment.” In other cases, students simply aren't able to locate anyone centrally who can answer their questions.

Several students in Truax focus groups feel they encountered “barriers” in the processing of transcripts (for prior work) and “significant delays” in financial aid. In addition, they (transfer students) report “delays” in obtaining counseling and in several instances, they have received erroneous information about transfer requirements.

At the satellites, students cite late acceptance of admissions and late scheduling of classes as major problems: “enrollment here is a slow process.” And, financial aid is “slow” (like Truax) and counseling severely limited (unlike Truax). There are also difficulties in obtaining information as well. Non-refundable fees are an irritant and “unfair” as is the policy – at the satellites (unlike Truax) – to not buy-back used books.

Course scheduling at the satellite campuses is problematic, especially for transfer students. A common observation by these transfer students at the satellites is that it is not possible to attend (a satellite) at or near full-time and complete enough academic work to transfer within about two years. Consequently, one must commute to Truax (if possible) sometime during the lower division program. Virtually all transfer students must take one or more instructional television (ITV) courses sometime during their work, even if they prefer not to (see above).

Students at the satellites generally understand MATC's economic constraints in delivering to these small scale, outlying campuses, but nonetheless feel shorted in relation to services provided at the Truax campus in Madison. These students are torn: on the one hand, they are unable or prefer not to commute long distances into Madison and like the small class-intimate atmosphere of their campus. On the other hand, they are unhappy with limited class schedules, wait lists, ITV, lack of out-of-class support staff, and limited facilities, particularly the science and computer labs.

Finally, a few students – about a half-dozen among the 50 participating in the focus groups held by the Contractor – voluntarily indicated they have faced “no” barriers at MATC and “like it just the way it is.”

Response to Community Educational Needs

In general, data reviewed above and in the *Scenarios and Simulations* paper suggest MATC has not grown its programs to meet population and job market increases in the South Central region, especially during the past three recessions. MATC has responded effectively to the community's need for lower division preparation for transfer, while the college's accessibility for students over 25 years-of-age who typically are enrolled for job retraining and/or new skills, both vocational and avocational, has declined in recent years.

Despite these findings, input from community focus groups regarding MATC is quite positive. Members of all MATC communities where campuses are located generally agree on the college's role and the need, especially in the more rural areas surrounding the Madison Metro area, for the college to be a major player in local cultural and economic development. MATC is regarded as a “quality job trainer,” but could be more flexible and do far more partnering with area firms, with more training at work sites.

MATC's image is “good,” but isn't yet entirely “socially acceptable,” and must be more than “an extension of high school.” The college needs to “tout” what it does and market more using alumni. Despite its good image, community members report that it's tough to find information about specific MATC programs at the college, and one focus group member notes “I can't figure out its Web site.” (Comments are similar to those of students.)

Shortages of healthcare workers and teachers are mentioned most frequently as needs which MATC may help address. Most individuals are aware of the long wait lists that exist to enter nursing and some other health training programs. Some members of communities outside Madison question “MATC Madison's” commitment to its satellite campuses.

MATC is seen as having an important role in retraining individuals whose jobs in local business and industry have been eliminated because of technological change and/or globalization. Also mentioned frequently is the need for better training of local small

business entrepreneurs in all kinds of skills: personnel, finance, law, regulations, planning, marketing, and the like.

Partnering with Local Communities, Agencies and Firms

MATC partners actively with local firms and agencies, though community members in focus groups typically call for even greater collaboration. This is especially true when it comes to MATC's potential economic development role in small communities outside the Madison Metro area.

BICS and the MATC Foundation are the major, though not the only, vehicles the college as for this work.

Also important for MATC are partnering efforts with area feeder high schools and with the universities to which MATC transfers students. Infrequent (said to be usually once per year) visits by MATC staff to high school campuses could well be replaced by a more permanent presence, complemented by rotating faculty advisers.

One possibility for the future of MATC's Downtown site would be develop a University Center there, permanently housing not only representatives of several Universities (UW, UIU, Concordia, Stritch, etc.), but also upper division classes as well. Experience with such centers elsewhere on community college campuses is generally quite positive.

Appendices

- A. Student and Staff Focus Group Input**
- B. Program and Labor Market Comparisons**
- C. Access and Market Penetration**

APPENDIX A MATC FOCUS GROUP RESULTS STUDENTS AND STAFF

BACKGROUND

To supplement the quantitative data gathered in this Market Research and Enrollment Management study for Madison Area Technical College (MATC), the contractor collected qualitative input from meetings with 17 focus groups during held the week of November 15-19, 2004 at six MATC campuses in and around Madison. (Meetings also were held by the contractor with MATC staff during that same week and during an earlier visit by the contractor in July 2004 in order to outline the project, identify needed data, discuss issues and develop next steps.)

The 17 focus group meetings were held at:

- Truax
- Downtown (Madison)
- Reedsburg
- Portage
- Fort Atkinson
- Watertown

with

- MATC students
- community members
- MATC staff

using sets of common questions (Exhibit A).

Focus group participants were invited and selected by MATC so as to be generally representative of their constituents. Group discussions were led by the contractor, Chuck McIntyre, who also took notes – this report is based on these notes and his recollections. However, the observations and views expressed below are solely those of the contractor and should not be attributed to any specific group nor any individual among those who participated. Observations in “quotations” are direct quotes from the focus group participants.

The focus groups were the usual small size, averaging just under nine participants (151 total individuals in 17 groups as depicted in Chart A), and thus provide for excellent discussion and interaction, facilitated by the contractor, but also aided – in the humble judgment of this contractor – by the excellent food, refreshments and accommodations provided by each host campus.

Chart A

FOCUS GROUP TYPE, SIZE AND LOCATION, 11/15-19/04

Group	Location						Total
	Truax	Down- town**	Reeds- Burg	Portage	Fort Atkinson	Water- town	
Staff	3/25*	5	4	10	10	10	39
Students	2/13	-	10	9	13	5	50
Community	9	9	12	4	15	13	62
Total	22	14	26	23	38	28	151

*Numerous meetings have been held with MATC staff at Truax, but none conducted in "focus group" format.

**Community members met in a focus group with MATC staff at the Downtown center.

MATC STUDENTS***The Focus Groups: Their Membership and Operation***

The student groups were not selected as a scientific stratified and/or random sample, but simply as a “reasonably-representative” subset of the larger group at the particular MATC location. MATC’s Director of Student Affairs [correct?] arranged for each campus to advertise the focus group sessions in a variety of ways, depending on the campus. This resulted in an average of just over eight participants per session – 50 in 6 groups – and a diverse mixture across the following dimensions:

- Academic load and work: full-time and part-time
- Status: first time, returning and continuing
- Intent: transfer, upgrading on job, or training for a new job, training for a job with later transfer intent
- Age: young, middle-aged, and older

About three of every four MATC students participating in the focus groups work full- or part-time outside MATC, typical for a community college “culture.” Numerically, the focus groups from the satellite campuses outside Madison outweigh those from within Madison. Partly as a result of this, the student focus groups, overall, contain proportionately more older and female students than does the actual MATC enrollment. This composition of focus groups is taken into account below as we develop common themes and issues for “typical” MATC students.

Commentary from the students' focus group input is arranged according to the common questions posed of the students (Exhibit A). Still the format allows for considerable latitude in advancing the students' observations and issues. Significant themes involving students are summarized at the end.

Why are you attending MATC?

Most students at the Truax focus group meetings are enrolled to transfer, the others either training for a first job, sometimes with plans to transfer to a four-year institution later, or for a career change (Chart B). Besides liberal arts, programs most frequently represented are recreation management, business, finance and printing/publishing; students are evenly distributed between first-time, returning, and continuing.

Chart B
STUDENT FOCUS GROUPS LOCATION AND PURPOSES, 11/15-19/04

Purpose	Location						Total
	Truax	Down-Town	Reeds-burg	Portage	Fort Atkinson	Water-town	
Transfer	9		2	4	1	2	18
Job, then Transfer	2		2	0	0	1	5
Transfer	11		4	4	1	3	23
Train for first job	0		2	3	3	0	8
Train for new job	2		0	2	4	2	10
Upgrade on job	0		4	0	5	0	9
Occupational	2		6	5	12	2	27
Total	13		10	9	13	5	50

At the satellite campuses, most focus group students are upgrading their skills or training for a new job, and (like Truax) represent a relatively even mix of academic statuses: first-time, continuing and returning. Programs represented include primarily business (many training as administrative assistants), early childhood education, and health. Some students have lost jobs and returned to MATC for training in specific marketable skills. Most are older, and most have family obligations apart from their efforts at MATC. A smaller proportion of students at the satellites are hoping to transfer, several after first obtaining a job.

How did you learn about MATC?

Most focus group students have grown up locally or nearby, and learned of MATC "early-on," perhaps while in high school, sometimes from counselors, friends, parents, coaches, and/or colleagues at work. A few students comment that "It seems I always knew about it (MATC)."

Several students became aware of a specific MATC program that they heard or read was “highly touted.” Others who had lost jobs learned about the re-training opportunities at MATC from the Wisconsin Workforce Development Department.

None of the students initially learned about MATC over the Internet, but many had used the college’s Web site to “learn more” and to “try to find out what was offered,” but not always successfully, however.

What barriers – to access and progress – have you encountered at MATC?

Several students in Truax focus groups feel they have encountered “barriers” in the processing of transcripts (for prior work) and “significant delays” in financial aid – assessment, award and payments. In addition, they (transfer students) report “delays” in obtaining counseling and in several instances, they have received erroneous information about transfer requirements (more about this below). Program and course “wait lists” are said to be significant deterrents in some disciplines.

At the satellites, students cite late acceptance of admissions and late scheduling of classes as major problems: “enrollment here is a slow process.” And, financial aid is “slow” (like Truax) and counseling severely limited (unlike Truax). There are also difficulties in obtaining information as well. Non-refundable fees are an irritant and “unfair” as is the policy – at the satellites (unlike Truax) – to not buy-back used books.

Course scheduling at the satellite campuses is problematic, especially for transfer students. A common observation by these transfer students at the satellites is that it is not possible to attend (a satellite) at or near full-time and complete enough academic work to transfer within about two years. Consequently, one must commute to Truax (if possible) sometime during the lower division program. Virtually all transfer students must take one or more instructional television (ITV) courses sometime during their work, even if they prefer not to (more on this below).

Finally, a few students – about a half-dozen among the 50 participating in the focus groups – voluntarily indicated they have faced “no” barriers at MATC and “like it just the way it is.”

What’s best about MATC?

Students uniformly – whether at Truax or at the satellite campuses – cite their instructors (the quality of instruction) as one of MATC’s best features. Small classes and those classes with a lot of “hands on” work in class also rate highly.

At the satellites, small classes, face-to-face instruction, a personal atmosphere, and a “caring” faculty and staff also are mentioned by many students as among the best MATC features. Since satellite staff are few, most of them are “cross-trained;” thus, students are often able to get many different questions answered by the same staff person – “a big plus.”

What's worst about MATC?

The features of MATC most often-mentioned by students as the “worst of MATC” are program or departmental and/or course “*wait lists*,” especially in nursing and some other health professions.

A “next worst” category about which students are particularly vociferous is *instructional television* (ITV). As expected, this is the feature most often cited by those students at the satellite campuses who have to take such classes, particularly where commuting long distances to and from the Truax campus in Madison is the only alternative to obtain a needed class. Also a problem for these students, as noted above, is the limited satellite *class schedule* and the way it delays program completion.

(Another significant problem cited by many MATC students is the inconsistency among University of Wisconsin (UW) campuses in the courses that are acceptable for transfer. A class that is acceptable at Whitewater may not be at Madison or at Barrabos a joint problem of the two systems.

How do you rate MATC's functions?

Of MATC functions, instruction is consistently the most highly rated by students. Several students, however, remark about the limitations – at the satellite campuses – of tutoring: tutors as well as lab availability.

MATC student services and administrative support get mixed, but uniformly lower (than instruction), ratings by students. Because of limited student services staff and the fact that virtually all faculty are part-time, satellite students describe receiving “little or delayed” counseling, some saying they are “self-counseled,” and “minimal or no” program and course advising.

“Office” (support) staff at the satellites appear to most students as “chronically overworked.” And, several satellite students describe responses by Truax staff to their inquiries as “rude” and “poor treatment.” In other cases, students simply aren’t able to locate anyone centrally who can answer their questions.

Laboratory and other classroom facilities at the satellites appear to some students to be severely limited and lack of signage for directions to these campuses makes it difficult for many students to even find them (this contractor would confirm that observation, having driven by three of the four satellites before locating them).

What kind of instruction do you prefer?

Nearly all MATC students agree that face-to-face (FTF) instruction is their favored method. Fewer students favor online (OL) instruction, citing chat room features with access to faculty and to class colleagues as “highlights.” But even these OL proponents

prefer some FTF element in the OL class – certainly more than just one orientation meeting and, perhaps, a final exam – and, thus, would argue for the “hybrid,” mixing OL and FTF in the same class. And, they all would like to take at least some of their program in FTF classes. (Notably, student focus group comments suggest that perhaps two out of every three Truax students own or have access to their own computers, while just one out of every three satellite campus students possess their own similar computing capability.)

Students with any experience in ITV give it mixed ratings, ranging from “horrible” to “problematic” to, if they’ve had more than one class, “highly inconsistent.” The problems typically cited with ITV are two: technical and faculty. ITV equipment “frequently” breaks down and faculty, “apparently lacking adequate training” in the technology and adequate support staff, are unable to get it working in a timely fashion, thus resulting in “lots of down time” during class. The other problem cited is that faculty don’t seem – from the students’ view – to be trained in ITV pedagogy. Most ITV classes have a “large” enrollment at the site where the class originates and a small class group at the receiving site(s). Students at the latter site(s) often feel ignored, unseen and generally “unrecognized,” sometimes not receiving handouts, assignments, evaluations, or timely responses to their questions of the ITV faculty.

What can MATC do (what improvements) to be more “student-friendly?”

- Either improve the technology and faculty training in ITV classes or offer fewer ITV classes.
- Offer more online classes, provided they have a face-to-face component.
- Evaluate instructors – both full- and part-time – more often and more consistently.
- Employ more consistency in content and rigor for the same courses that are offered at more than one campus in the district.
- Employ more full-time faculty, who could advise about classes, at the satellite campuses.
- Improve the communications between satellite campuses and between the satellites and the main Truax campus.
- At Truax, improve communications between departments and divisions.
- Buy back used books (at the satellite campuses).
- Improve the signage for directions to satellite campuses; improve the signage for classrooms at the Truax campus.

Main Themes from Students

Transfer Program Progress at Satellites. At the satellites, students have problems properly sequencing their classes, particularly if transfer-oriented. With the possible exception of Portage, the satellite campuses theoretically offer a full lower division transfer curriculum. In practice, however, it appears that even if a student attends full-time and takes some ITV courses, it is impossible to complete a two-year transfer program entirely at a satellite campus. Moreover, MATC courses transfer to some UW campuses – but not all – and information about this isn't readily available to students.

Wait lists. Despite the serious and growing demand and supply imbalance of health-workers in Wisconsin, students report wait lists for health training programs sometimes as long as two or more years. (Adding to the difficulty are current requirements are that a certified nursing assistant (CNA) must be completed prior to undertaking either licensed vocational nurse (LVN) or registered nurse (RN) training.) Other health professions – also in high demand – have smaller wait lists but aren't as broadly known to the many individuals interested in health careers.

Instructional methods. MATC students generally prefer face-to-face (FTF) instruction, but acknowledge the value, particularly if they are working – three of every four work while enrolled – of online (OL) instruction, if conducted “properly.” Most students would prefer some combination of FTF and OL in a hybrid class. Satellite campus students will more often need help to access computing capability than will Truax students.

By contrast, many MATC students, especially at satellite campuses, have had problems in their instructional television (ITV) classes: both with the equipment and faculty course conduct. As a result, students are generally skeptical about the value of ITV, either from their own experience or stories about it they've heard from others.

Satellite campus delivery. Students at the satellites generally understand MATC's economic constraints in delivering to these small scale, outlying campuses, but nonetheless feel shorted in relation to services provided at the Truax campus in Madison. These students are torn: on the one hand, they are unable or prefer not to commute long distances into Madison and like the small class–intimate atmosphere of their campus. On the other hand, they are unhappy with limited class schedules, wait lists, ITV, lack of out-of-class support staff, and limited facilities, particularly science and computer labs.

Marketing and Enrollment. Students learn about MATC in many different ways: radio, TV, print media, high school counselors, parents, friends, and the like. Many then follow-up by going to the college's Web site only to report frustration at securing additional information, which often must be gained instead by subsequent phone or face-to-face contact with MATC staff.

The MATC enrollment choice is most often because it’s “close, affordable,” and serves immediate educational objectives – though students invariably have longer-range plans. Phone registration receives mixed reviews: generally it’s “slick,” but users can’t always get their questions answered. Most students report they enroll without knowing even a small portion of the program and training opportunities offered by MATC, much less the student support services available outside the classroom.

Instruction and Services. MATC classroom instruction receives high marks from virtually all students in the focus groups – Truax and satellite campuses alike. Only some of the large general education survey classes and tutoring availability are thought to be problematic. And just a few faculty are thought to “go too fast(slow)” or “lecture way too much.”

As usual (for a community college), student services at MATC are sharply criticized by most students, particularly financial aid: “it’s far too slow,” and counseling and advising: staff often appear to “not know” or “not have time for them.”

COLLEGE STAFF

Apart from a variety of meetings on several occasions with Truax staff (described elsewhere), the contractor met with MATC staff from the five satellite campuses during the week of 11/15-19/04. These focus group sessions included a mixture of managers, support staff and faculty at each of the sites (Chart C).

Chart C
STAFF FOCUS GROUP PARTICIPANTS AND LOCATION, 11/15-19/04

Group	Location						Total
	Truax*	Down-town**	Reeds-Burg	Portage	Fort Atkinson	Water-town	
Faculty		0	3	3	5	7	18
Support Staff		3	0	6	4	1	14
Managers		2	1	1	1	2	7
Total		5	4	10	10	10	39

*Numerous meetings have been held with MATC staff at Truax, but none conducted in "focus group" format.

**Community members met in a focus group with MATC staff at the Downtown center.

The following commentary results from focus group meetings at the five satellite campuses, downtown and outside Madison, and is organized around topics and/or questions (Exhibit A) that are discussed with each group. Staff comments at the

Downtown Center in Madison are included with those of the community members at that focus group session. .

MATC Downtown Campus – “South” Madison/Dane County

The MATC Downtown Center hosts a “joint” focus group composed of individuals from the “south” Madison community and a number of MATC staff. (The MATC Downtown Center is located in a large, old building near the State Capitol, in an area that has changed recently from low income residential to largely commercial with a modest amount of high-end housing. Residential growth is taking place to the south of this campus.)

Community members in this focus group represent both profit and non-profit firms and agencies serving the downtown and south Madison area. Discussion by this group centers around the needs of specific cohort groups within the overall population.

Where is your community headed – what are the significant trends?

There is significant immigration into Dane County on the part of both Hispanics and Southeast Asians, particularly into areas south of downtown Madison. These individuals bring either no basic skills or some college, and generally exhibit poor English skills. The Downtown Center concentrates on English as a second language (ESL) for these students, many who pursue careers in the health professions.

A recent trend in this area is the increasing interest – particularly on the part of minorities – in starting “their own small businesses.” This trend results from minorities coming to believe that “the lifetime guarantees of employment with a single firm and with benefits packages – including social security – are no longer the job market model.” Skills of all kinds, as well as product ideas, are required to “make such dreams a reality,” including Small business “incubation” and soft client skills, as well as IT and general literacy.

Note is made of the burgeoning Latino populations in the greater Madison area who, despite their priority for education, have disproportionate high school drop-out rates and “shamefully low” college participation. Also noted is the problem that significant numbers of young Asians, even those with some post-secondary education, are unable to find permanent employment in the area. Specific groups such as the Hmong, coming with little or no education in their native countries, aren’t reached by most MATC communications, nevermind programs..

A major problem for the African American community is the high prison rate for this population cohort. (Wisconsin has one of the highest incarceration rates of any state in the U.S.). Another group of individuals in difficulty are low income fathers who face difficulties obtaining employment and who often possess minimal basic skills.

What role does (should) MATC play in your community?

MATC Downtown provides substantial training in English as a second language (ESL) and in the health professions.

While good at outreach, MATC needs to employ more effective ways of connecting with minorities and delivering services to the elderly.

How can MATC best serve your area?

- Conduct more training at the workplace in partnership with employers.
- Provide education and training, serving as an “incubator,” for area small business entrepreneurs.
- Better communicate the notion that MATC is far more than “just high school plus;” i.e., better marketing of the college and what it does.
- Train more in the “soft,” but necessary skills of business, such as customer relations and interpersonal communications.

Reedsburg Campus***Community Trends***

Each community in Sauk County has a hospital, so the clinical facilities for health programs here are “ample.” Area long-term care availability also is increasing.

Communities near the campus are growing and changing, with more frequent career changes for individuals, and, despite the aging population, increasing numbers of young people are enrolling at the Reedsburg campus.

Campus Role and Operation

With its agricultural instruction, MATC Reedsburg is a little like the historic land-grant operation in higher education.

Decisions about faculty staffing at Reedsburg are made by Division deans, associate deans, campus administrators and the collegewide outreach dean. This process works well in some disciplines, but not well in others.

While MATC is committed to delivering 75% or more of its instruction by full-time faculty, satellites like Reedsburg are exempted from this policy. “Full-time faculty are not allocated to Reedsburg.” Consequently, “nearly two-thirds” of instruction here is

delivered by part-timers. This and the lack of counseling staff put an enormous burden on full-time faculty for advising students. (See student comments above.)

Campus Capability

MATC Reedsburg opened in 1979 at its existing facility, “originally planned for 100 FTE,” but now housing 300 FTE in building of about 20,000 ASF. A recent addition has enabled the college to bring its science labs on campus, for the first time, from the high school where they were formerly located – a “boon” to the transfer program.

One of Reedsburg’s strengths is the cohesive nature of its staff, many of whom “wear several different hats,” and their willingness to help one another in a “tight” staffing situation.

Reedsburg has the only one-year program paramedic program in Wisconsin.

Campus Need

- Facilities: campus could grow “substantially” if had more classroom space.
- Operating budget improvements.
- “Commitment from the MATC Board”: an explicit long-term direction and growth plan for the Reedsburg Campus. This should include greater commitments to transfer students, enrichment, and adult basic education.

Portage Campus

Community Trends

There is very little population growth north of Portage. Most growth is in the Portage area and is made up of residents who commute to work in Madison. By the same token, many who work in Portage, commute from Marquette County to the north.

Most area immigrants are from Eastern Europe, though there are Hispanics as well, many from rural areas of Texas.

Recent market research shows that three of every five area residents are “not familiar” with the MATC Portage Campus and what it offers.

Campus Role and Operation

Where it once served more working adults, Portage now “seems to be serving more young students.” [This is confirmed by the data on enrollment and FTE change.] More transfer students are enrolling at Portage with the result that more instruction is taking

place in such classes as Political Science, aired via ITV from Reedsburg, and others, many offered from Madison.

There is coordination with the nearby campus at Reedsburg, but this is mostly on an interpersonal basis among the site managers and faculty. Apparently apart from MATC division and departmental functioning, there is no explicit mechanism for intercampus coordination among the satellite campuses. There also is some coordination with UW Baraboo.

There is increasing demand for online (OL) instruction, both in transfer courses and GED work, but the campus has none of its own. (This doesn't prevent Portage students from taking OL courses, but none of the faculty are on site.) Blackboard is helping with communications in face-to-face (FTF) classes. Part-time faculty are limited in their option to develop OL, FTF, ITV and hybrid variations of these methods because training is not available to them.

Portage has a contract to train LPNs, but is using rented high school science labs for this purpose, "not a good" arrangement.

Campus Capability

Like Reedsburg, Portage operates within its original 1979 facility – in just over 15,300 ASF – that was designed for far fewer than the current number of enrolled students. Staff feel that the available number of classrooms could be "doubled and still filled, given the current demand."

About 30% of Portage curriculum is delivered by ITV, of which about one-third originates on site, about one-third from Reedsburg and the final one-third from Truax. Much of the ITV is offered at night, but there is no technical support and little faculty training – only two hours is required.

A recently-added adviser is working quite well. Like the other satellite campuses, however, a lack of full-time faculty at Portage still limits the amount and quality of student advising, however.

There has been no effort at Portage to assemble student "learning communities" or working cohorts. [This may be true for all MATC campuses.] Consequently, students are left to their own devices for connecting with colleagues for study and for social purposes.

Campus Need

- More services supported by Truax – a sharing of MATC resources in the interest of reducing duplication of effort.

- More full-time faculty, more faculty materials, professional development, and IT support.
- More supporting services that are available in the evening, not just day – whether originating from Truax or from Portage.
- More and effective marketing.
- Weekend classes.

Fort Atkinson Campus

Community Trends

Jefferson County is growing “rapidly” because it still has low housing costs and serves as a residential area for job commuters east to Waukesha and west to Dane County. Growth may take off when the WI-26 is widened through into Illinois and forms a corridor with I-90 all the way into the Chicago metropolitan area. This is an effort to complete the Wisconsin road system by 2020.

While there have been large layoffs in area manufacturing, the food processing industry has held strong and actually seen an increased need for lab technicians as the technology of processing changes.

Campus Role and Operation

This MATC Campus enrolls 3,900 students, one of every four in degree credit, the balance in continuing education, alternative learning and personal enrichment. Campus enrollment has declined slightly during recent years in the face of increasing FTE, indicative of heavier academic loading by students – a recent condition at all MATC satellite campuses. Fort Atkinson began as a vocational school in 1931, began offering Practical Nursing in 1972, and added its current campus facility of 18,000 square feet in 1977. An Associate Degree Nursing (ADN) program started here in 1981, then shifted to the Watertown Campus in 2000.

MATC Watertown is just 22 miles to the north at the juncture of Jefferson and Dodge Counties. Despite their proximity, it isn’t clear that any formal or informal coordination exists between these two MATC satellite campuses. Fort Atkinson does coordinate its work with UW Whitewater, located just 7 miles to the southeast, but – as noted elsewhere – articulation of student transfer between the institutions (and between MATC and UW generally) is problematic, at best. Other competitors (collaborators) include Cardinal Stritch, University of Phoenix (Waukesha) and Marantha.

Campus Capability

Fort Atkinson has recently created its first full-time student service position. At present, the campus has five full-time (three in nursing) and 130 part-time faculty for an enrollment of 3,900. This makes student advising extremely difficult and, as noted elsewhere, students generally “self-advise.” Recruiting of sufficient numbers of part-time faculty in the area is difficult because they are, by definition, limited to less than one-half of a full-time load.

While first-year, campus-based nursing programs are given entirely at MATC Watertown, clinical facilities are more plentiful around Fort Atkinson – according to the staff – and local students, therefore, split their program between the two locations. This and “roughly a two-year or more” waiting list for the program makes the local health care situation difficult if not untenable. Wait lists at each level make the CNA, LPN, and RN sequence too long for most potential students because of their other obligations and the need to work. An effort at ITV with Reedsburg for some of the nursing curriculum failed because of the usual reasons: lack of faculty training and no technical staff. With ample health care facilities in the area, local demand for practitioners far exceeds demand.

With no full-time faculty in the Arts and Sciences, it appears impossible for Fort Atkinson to offer a complete two-year transfer program, without, of course, relying on ITV and its attendant problems. This comes at a time when UW is closing access to its lower division and Wisconsin faces a loss of baccalaureate recipients to other states.

Campus Need

- More full-time faculty.
- The ability to combine public subsidy, borrowing and local gifts in order to develop needed local facilities.
- Room for growth in the campus protective services program: currently there are no other training facilities in the county and services are moving from volunteer to staffed (paid) as is the case in many other semi-rural areas of Wisconsin.

Watertown Campus

Community Trends

There are large increases in the local Hispanic population, as well as Hmong and Pakistani. All are in need of ESL. Watertown is increasing in total population, though it is still somewhat older than Wisconsin generally.

Manufacturing plants and other large business have closed, some moving overseas and to the southern U.S. Consequently, most of the area's new jobs tend to be service-based, contract, non-union, and typically lower-paying than those lost.

Campus Role and Operation

MATC Watertown has a long-time tie to local elementary and secondary schools: as rent-free partners, a high school coordinator and numerous shared operations. A "long tradition of providing ACE to the local community" isn't just coincidental.

This MATC satellite campus is experiencing rapid growth in the liberal arts for transfer with three of every ten students now pursuing the AAS degree objective. [Check this with data files.]

There is an evident rise in area small businesses, and while MATC "did" have some connection with an "incubator" operation, it isn't clear that this is still the case. At the moment, the campus is "partnering" with UW, Jefferson County Economic Development, and the local Chamber of Commerce in several "programs for small business."

Campus Capability

Staff indicate that students are able to "complete lower transfer requirements at MATC Watertown in a two-year period." [Check this]

Staff also feel the campus "does well" retraining displaced workers in general education and information technology, with recent success in the program for International Computer "Drivers" Licenses.

MATC Watertown has 16 full-time and 106 part-time (36 in credit and 70 in ACE) faculty, along with 14 support staff, for an enrollment of about 3,500. [This staffing appears far more "ample" than that of the other satellite campuses. Check this.]

Campus Need

- More coordination with Fort Atkinson in the nursing program! [In business?]

EXHIBIT A.
MADISON AREA TECHNICAL COLLEGE
MARKET RESEARCH/ENROLLMENT MANAGEMENT PROJECT

FOCUS GROUPS, 11/15-19/04

DISCUSSION QUESTIONS

COLLEGE STUDENTS

1. Why did (are) (will) you attend MATC?
2. How did you learn about MATC?
3. What barriers have you met - enrolling in, attending, completing work - at MATC?
4. What's best about MATC? What's worst?
5. How would you rate MATC instruction ___? student services ___? administration ___? Fort Atkinsonilities? Why?
6. What kind of instruction do you prefer? Face-to-Face Classes? Online? TV? Mixture? Say more!
7. What can MATC do to be more user(student)-friendly?

EXHIBIT A
MADISON AREA TECHNICAL COLLEGE
MARKET RESEARCH/ENROLLMENT MANAGEMENT PROJECT

FOCUS GROUPS, 11/15-19/04

DISCUSSION QUESTIONS

COLLEGE STAFF

1. Where's your service area headed
- demographically, economically, socially, culturally, etc.
2. What role is your campus to play in all that?
3. What's working well and what isn't - at your campus?
4. What are your greatest needs: policies, practices, resources, ...?
5. What, specifically, needs to change for you to accomplish your goals, if you aren't already?
6. How would you characterize your students/market niches?
7. What's important to you in the realm of strategic enrollment management?

APPENDIX B

PROGRAM AND LABOR MARKET COMPARISONS

**APPENDIX B, TABLE 1
MATC ENROLLMENT BY OBJECTIVE**

	1990	2000	1990-2000 Change		2004	2000-04 Change	
			#	%		#	%
Liberal Arts, Transfer							
Enrollment	2840	2227	-613	-22%	2841	614	28%
Enroll/1,000 18-24	33	25	-8	-25%	30	5	20%
FTE	881	802	-79	-9%	992	190	24%
Credits/Enrollment	9.3	10.8	1.5	16%	10.5	-0.3	-3%
Workforce Preparation							
Enrollment	9732	7118	-2614	-27%	9319	2201	31%
Enroll/1,000 18-54	27.0	16.8	-10	-38%	21.5	5	28%
FTE	2511	1780	-731	-29%	2525	745	42%
Credits/Enrollment	7.7	7.5	-0.2	-3%	8.1	0.6	8%
Degree Total							
Enrollment	12572	9345	-3227	-26%	12160	2815	30%
Enroll/1,000 18-54	34.9	22.1	-13	-37%	28.1	6	27%
FTE	3392	2582	-810	-24%	3517	935	36%
Credits/Enrollment	8.1	8.3	0.2	2%	8.7	0.4	5%
NonDegree/NotDeclared							
Enrollment	20102	20131	29	0%	13172	-6959	-35%
Enroll/1,000 25+	51	43	-9	-17%	27	-16	-37%
FTE	646	1568	922	143%	874	-694	-44%
Credits/Enrollment	1.0	2.3	1.4	142%	2.0	-0.3	-15%
Total MATC							
Enrollment	32674	29476	-3198	-10%	25872	-3604	-12%
Enroll/1,000 18+	68	52	-16	-23%	44	-8	-16%
FTE	4038	4150	112	3%	4387	237	6%
Credits/Enrollment	1.9	2.1	0.3	14%	2.5	0.4	20%

Source: MATC R&P (2005).

McIntyre, 9/05

**APPENDIX B, TABLE 2
MATC ENROLLMENT BY PROGRAM**

Program Cluster	Fall 1990	Fall 2000	90-00	%	Fall 2004	00-04	%	90-04	%
Agriculture and Animal Science	491	219	-272	-55%	170	-49	-22%	-321	-65%
Liberal Arts (College Transfer)	2840	2227	-613	-22%	2841	614	28%	1	0%
Science and Laboratory Related	102	96	-6	-6%	129	33	34%	27	26%
Applied Engineering	400	270	-130	-33%	363	93	34%	-37	-9%
Manufacturing Technology	382	154	-228	-60%	226	72	47%	-156	-41%
Transportation & Engine Related	326	211	-115	-35%	297	86	41%	-29	-9%
Art & Design	526	251	-275	-52%	668	417	166%	142	27%
Culinary Trades	83	98	15	18%	141	43	44%	58	70%
Personal Services	27	25	-2	-7%	53	28	112%	26	96%
Tourism Services	235	148	-87	-37%	202	54	36%	-33	-14%
Business & Management	1836	566	-1270	-69%	666	100	18%	-1170	-64%
Marketing & Small Business	1057	360	-697	-66%	600	240	67%	-457	-43%
Business Technology	527	223	-304	-58%	448	225	101%	-79	-15%
Computer & Information Technology	677	481	-196	-29%	643	162	34%	-34	-5%
Health Care	399	290	-109	-27%	590	300	103%	191	48%
Nursing and Nursing-related	428	261	-167	-39%	1009	748	287%	581	136%
Human Services	186	164	-22	-12%	270	106	65%	84	45%
Protective Services	436	377	-59	-14%	559	182	48%	123	28%
Apprenticeship	504	847	343	68%	725	-122	-14%	221	44%
Alternative Learning	1110	2077	967	87%	1560	-517	-25%	450	41%
PROGRAM TOTAL	12572	9345	-3227	-26%	12160	2815	30%	-412	-3%
Other	1114	6466	5352	480%	3631	-2835	-44%	2517	226%
Nondegree	18988	13665	-5323	-28%	10081	-3584	-26%	-8907	-47%
"NON-PROGRAM" TOTAL	20102	20131	29	0%	13712	-6419	-32%	-6390	-32%
All	32674	29476	-3198	-10%	25872	-3604	-12%	-6802	-21%

Source: MATC R&P (2005).

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APPENDIX B

TABLE 3

COMPARING MATC PROGRAM ACTIVITY WITH LABOR MARKET DEMAND

	MATC Enrollment		MATC Graduates				Demand 02-12				Ratios				Average
	FTE Chg.	Fall 2004		2000-04		G/(E/2)	Unemp.	Jobs w PSE<BA		Size		Growth		Annual	
	00-04/Yr.	FTE	Students	2004	%YrChg.	2004*	Rate	Opng	%Yrly	.5FTE/	Grad/	FTE%/	Grad%/	Salary	
										Opng	Opng	Opng%	Opng%		
Ag and Animal Science	4.3%	154	170	55	1.4%	65%	13%	1	0.5%	77.0	55.0	8.5	2.9	\$35,112	
Applied Engineering	9.0%	298	363	64	-9.2%	35%	3%	80	2.7%	1.9	0.8	3.3	-3.4	\$39,270	
Art & Graphic Design	41.0%	462	668	111	8.0%	33%	10%	50	3.4%	4.6	2.2	12.1	2.4	\$34,424	
Business and Management	3.5%	452	666	169	-1.1%	51%	10%	130	2.8%	1.7	1.3	1.3	-0.4	\$45,490	
Business Technology	13.5%	250	448	53	-1.3%	24%	35%	510	2.9%	0.2	0.1	4.7	-0.5	\$32,574	
Computer and Info Tech	3.3%	338	643	104	-5.7%	32%	8%	0	0.0%	0.0	0	0.0	0.0		
Culinary	7.5%	106	141	13	-16.9%	18%	46%	220	3.8%	0.2	0.1	2.0	-4.4	\$24,557	
Health Care	19.8%	362	590	229	2.7%	78%	18%	390	5.4%	0.5	0.6	3.7	0.5	\$34,156	
Human Services	12.0%	194	270	38	-4.8%	28%	7%	70	5.3%	1.4	0.5	2.3	-0.9	\$26,416	
Liberal Studies/Transfer	6.0%	1984	2841	167	6.2%	12%	7%	3600	4.0%	0.3	0.0	1.5	1.5	\$52,066	
Manufacturing Technology	9.3%	180	226	72	-4.5%	64%	6%	1110	3.6%	0.1	0.1	2.6	-1.3	\$38,333	
Marketing and Small Bus	14.3%	414	600	124	-0.6%	41%	10%	160	3.7%	1.3	0.8	3.9	-0.2	\$55,579	
Nursing and Related	64.0%	454	1009	993	36.0%	98%		530	5.1%	0.4	1.9	12.5	7.1	\$36,757	
Personal Service	14.3%	50	53	13	-3.3%	49%	33%	100	4.5%	0.3	0.1	3.2	-0.7	\$28,066	
Protective Service	11.8%	394	559	448	0.0%	80%	33%	150	4.4%	1.3	3.0	2.7	0.0	\$39,202	
Science and Laboratory	7.8%	94	129	32	-0.8%	50%	5%	170	3.2%	0.3	0.2	2.4	-0.2	\$45,883	
Tourism and Recreation	7.0%	156	202	55	7.7%	54%	17%	100	4.5%	0.8	0.6	1.6	1.7	\$28,066	
Transportation and Engin	9.8%	282	297	70	-0.7%	47%	11%	220	2.1%	0.6	0.3	4.6	-0.3	\$41,486	
Education	0.0%	0	0	0	0.0%	0%	0%	220	2.2%	0.0	0.0	0.0	0.0	\$26,123	
Total	9.0%	7024	12160	2815	6.0%	48%		7811	3.9%	0.4	0.4	2.3	1.5	\$36,864	
Workforce Prep.	10.5%	5040	9319	2648	6.0%	57%		4211	3.8%	0.6	0.6	2.8	1.6	\$36,481	
Transfer	6.0%	1984	2841	167	6.2%	12%	6.7%	3600	4.0%	0.3	0.0	1.5	1.5	\$52,066	

Sources: WI DWD (2005), MATC R&P (2005).

McIntyre, 9/05

**APPENDIX B, TABLE 4. EMPLOYMENT PROJECTIONS SOUTH CENTRAL WISCONSIN
HEALTH OCCUPATIONS REQUIRING <BA/BS, 2002-12**

	<i>Est. Jobs</i>		<i>Change</i>		<i>Annual Average</i>			<i>Education or Training</i>	<i>Average Wage</i>
	<i>2002</i>	<i>2012</i>	<i>#</i>	<i>%</i>	<i>New</i>	<i>Replace</i>	<i>Total</i>		
Medical/Clinical Lab Techs	310	390	80	25.8%	10	10	20	Associate degree	\$31,985
Dental Hygienists	480	670	190	39.6%	20	<5	20	Associate degree	\$50,687
Cardiovascular Technlgst/Techncns	90	130	40	44.4%	<5	<5	<5	Associate degree	\$43,999
Diagnostic Medical Sonographers	120	160	40	33.3%	<5	<5	<5	Associate degree	\$52,908
Nuclear Medicine Technologists	60	70	10	16.7%	<5	<5	<5	Associate degree	\$53,426
Radiologic Technologists/Techs	530	680	150	28.3%	20	10	30	Associate degree	\$40,596
Emergency Med Techs/Paramedics	660	870	210	31.8%	20	10	30	Postsecondary vocational training	\$21,150
Dietetic Techs	50	70	20	40.0%	<5	<5	<5	Moderate-term on-the-job training	\$22,988
Pharmacy Techs	540	690	150	27.8%	20	10	30	Moderate-term on-the-job training	\$25,341
Psychiatric Techs	*	*	*	*	<5	<5	<5	Postsecondary vocational training	*
Respiratory Therapy Techs	100	140	40	40.0%	<5	<5	<5	Postsecondary vocational training	\$36,331
Surgical Technologists	240	330	90	37.5%	10	<5	10	Postsecondary vocational training	\$34,967
Veterinary Technologists/Techs	220	300	80	36.4%	10	<5	10	Associate degree	\$25,381
Medical Records/Health Info Techs	550	860	310	56.4%	30	10	40	Associate degree	\$27,299
Opticians/Dispensing	260	310	50	19.2%	10	10	20	Long-term on-the-job training	\$29,953
Health Prof/Tech, All Other	400	510	110	27.5%	10	10	20	Associate degree	\$34,755
Occupational Therapist Assts	80	110	30	37.5%	<5	<5	<5	Associate degree	\$36,632
Physical Therapist Assts	220	280	60	27.3%	10	<5	10	Associate degree	\$34,408
Massage Therapists	120	160	40	33.3%	<5	<5	<5	Postsecondary vocational training	\$32,787
Dental Assts	760	1,070	310	40.8%	30	20	50	Moderate-term on-the-job training	\$27,682
Medical Assts	900	1,420	520	57.8%	50	20	70	Moderate-term on-the-job training	\$25,779
Medical Transcriptionists	560	720	160	28.6%	20	10	30	Postsecondary vocational training	\$28,227
Health Technicians	7,250	9,940	2,690	37%	270	120	390	5.4%	34,156
Licensed Pract/Vocational Nurses	1,770	2,110	340	19.2%	30	40	70	Postsecondary vocational training	\$35,280
Nursing Aides/Orderlies/Attendants	5,930	7,280	1,350	22.8%	140	80	220	Short-term on-the-job training	\$23,391
Home Health Aides	1,920	2,830	910	47.4%	90	30	120	Short-term on-the-job training	\$24,361
Registered Nurses	6,650	8,670	2,020	30.4%	200	140	340	Bachelor's or Associate degree ⁽⁹⁾	\$50,629
Nurses and related	16,270	20,890	4,620	28%	460	290	750	4.6%	33,415

Source: Wisconsin DWD.

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**APPENDIX B, TABLE 5
ENROLLMENT AND MARKET PENETRATION BY INSTRUCTIONAL TYPE**

	1990-91		2000-01			2004-05		
	Enroll	E/1000P*	Enroll	E/1000P	% Chg 90-00	Enroll	E/1000P	% Chg 00-04
Degree Credit	17493	204	20145	224	10%	20022	209	-6%
ABE/Without ESL	4201	12	3533	8	-29%	3680	8	2%
ESL	424	30	1929	69	132%	1712	45	-35%
ACE	31016	79	24255	51	-35%	19128	39	-24%
Community Service	8465	22	4373	9	-57%	3273	7	-28%
Contract Training	9524	35	13328	40	15%	10000	30	-26%
Total	71123	149	67563	120	-19%	57815	99	-18%

***MATC Population Cohorts**

Degree Credit	18-24	85798	90128	95780
ABE/Without ESL	18-54	358814	423598	433349
ESL	H+A	14331	28148	38148
ACE	25+	391913	472837	491105
Community Service	25+	391913	472837	491105
Contract Training	25-54	273016	333469	337569
Total		477711	562966	586885
	18-24	85798	90128	95780
	25-54	273016	333469	337569
	55+	118897	139368	153536

Source: Wisconsin DOA (2005), MATC R&P (2005).

McIntyre, 9/05

**APPENDIX B, TABLE 6
BUSINESS, INDUSTRY AND COMMUNITY SERVICES**

	1997-98	1998-99	1999-2000	2000-01	2001-02	2002-03	2003-04
Contracts	543	508	580	559	470	446.5	
Participants	12175	12554	14907	13323	11641	11162	
P/C	22.4	24.7	25.7	23.8	24.8	25.0	
Hours							
H/P (WPE,2000-01)				14.9			
FTE	377	389	462	413	361	346	
Contract Revenue	\$1,508,947	\$1,554,234	\$1,521,644	\$1,796,373	\$1,532,235	\$1,578,058	
CR/C	\$2,779	\$3,060	\$2,624	\$3,214	\$3,260	\$3,534	
CR/P	\$124	\$124	\$102	\$135	\$132	\$141	
CR/FTE	\$3,998	\$3,994	\$3,293	\$4,349	\$4,246	\$4,560	
Indirect Cost Rec.	\$439,850	\$343,789	\$437,724	\$520,950	\$392,711	\$380,705	
ICR/CR	29%	22%	29%	29%	26%	24%	

APPENDIX C

ACCESS AND MARKET PENETRATION

MATC FALL ENROLLMENT AND MARKET PENETRATION

1990	
FALL HDCT.	PER 1,000 ADULT

2000		
FALL HDCT.	PER 1,000 ADULT	% Chg 90-00

2004		
FALL HDCT.	PER 1,000 ADULT	% Chg 00-04

BY AGE:

18-24	7,207	84	9,130	101	21%	9,147	96	-6%
25-54	16,654	61	14,706	44	-28%	10,971	33	-26%
55+	3,448	29	3,749	27	-7%	2,779	18	-33%
IN DIST.	27,309	57	27,585	49	-14%	22,897	39	-20%
Other	3,148		3,687		17%	2,945		-20%
TOTAL	30,457		31,272		3%	25,842		-17%

MATC FALL ENROLLMENT AND MARKET PENETRATION

	1990		2000			2004		
	FALL HDCT.	PER 1,000 ADULT	FALL HDCT.	PER 1,000 ADULT	% Chg 90-00	FALL HDCT.	PER 1,000 ADULT	% Chg 00-04

BY SITE:

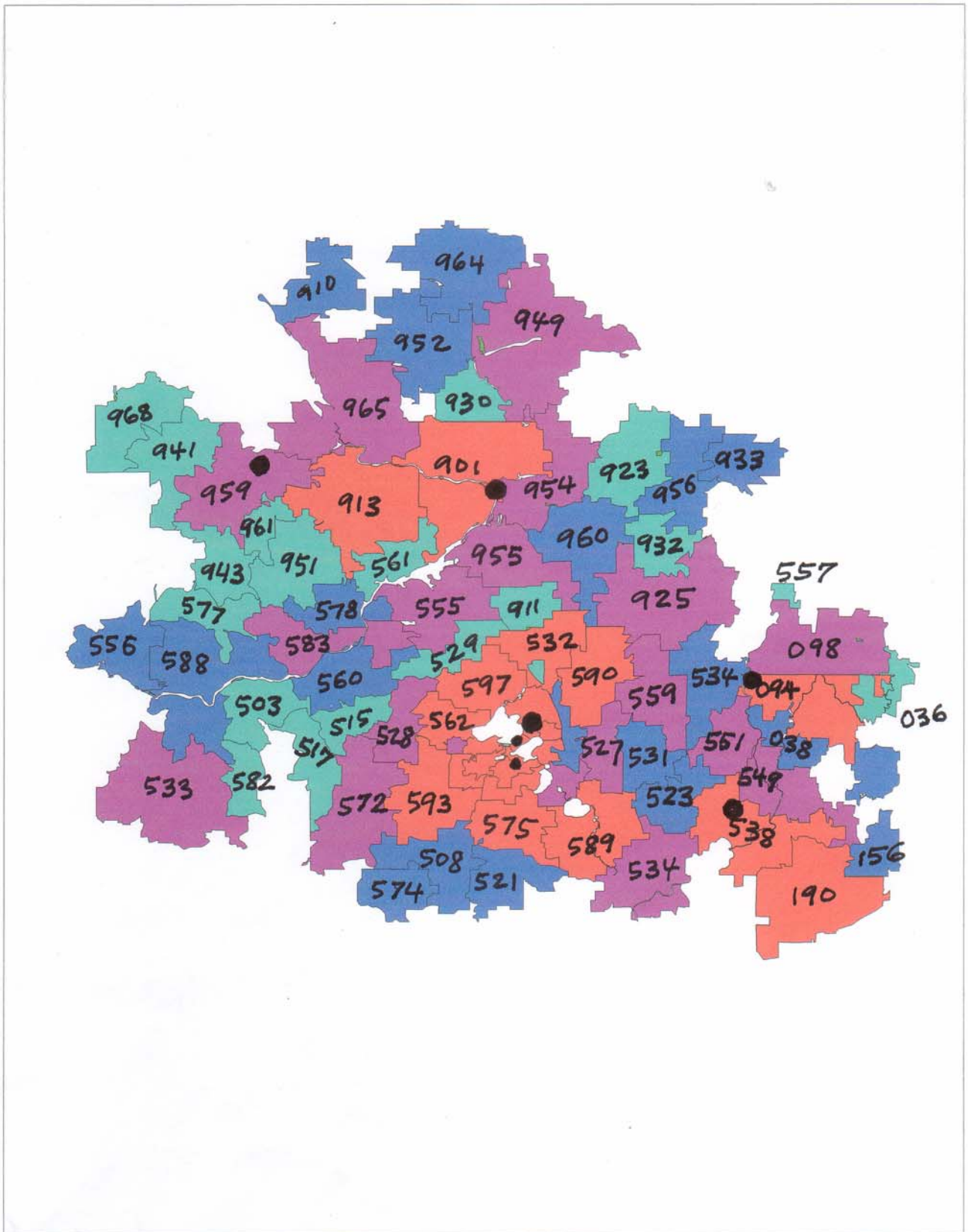
TRUAX	11,950	25	10,411	19	-26%	9,875	17	-9%
DTEC	4,667	10	6,576	12	20%	5,663	10	-18%
COMM.AVE	1,537	3	2,915	5	62%	2,021	3	-35%
FT.ATKSN	1,713	4	1,590	3	-22%	1,158	2	-29%
PORTAGE	1,262	3	1,278	2	-13%	972	2	-26%
RDSBURG	1,293	3	1,455	3	-4%	932	2	-38%
DANE ACE	3,005	6	1,833	3	-47%	1,010	2	-48%
WTRTWN	1,872	4	1,526	3	-31%	1,265	2	-19%
IN DIST.	27,309	57	27,585	49	-14%	22,896	39	-20%
OTHER	3,148		3,687		17%	2,946		-20%
TOTAL	30,457		31,272		3%	25,842		-17%

APPENDIX C, P3

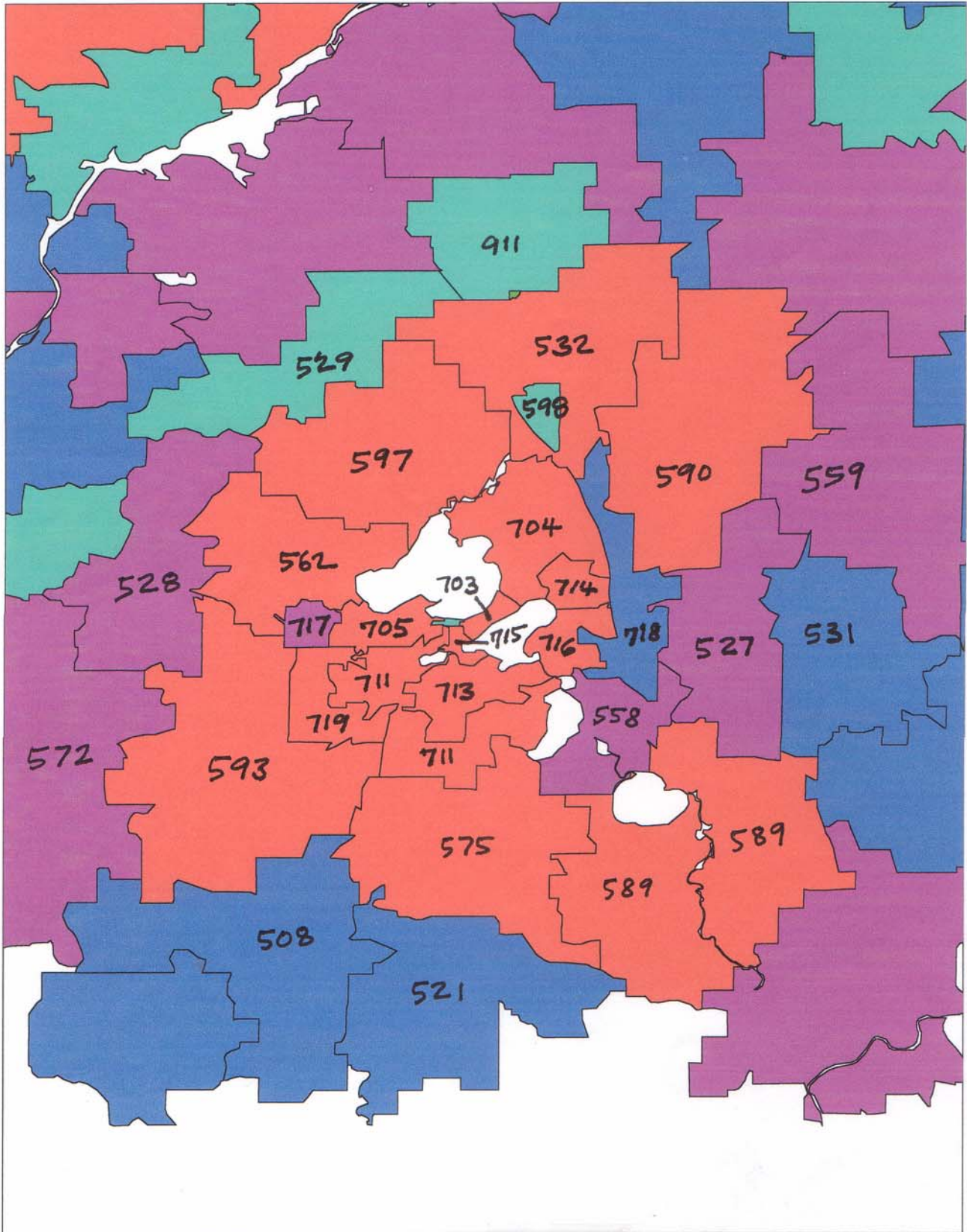
**MATC MARKET PENETRATION BY GENDER,
RACE AND ETHNICITY, AND CREDIT TYPE, 2000-01**
(Among the 16+ Population)

	American Indian		Asian		African American		Hispanic		NonHispanic White	
	E	E/P	E	E/P	E	E/P	E	E/P	E	E/P
	1000		1000		1000		1000		1000	
Degree Credit	194	88	468	38	760	52	464	30	15978	30
ABE/w/o ESL	62	28	347	28	687	47	452	29	2794	5
ESL	1	0	327	27	40	3	1514	97	223	0
ACE	147	67	213	17	395	27	349	22	16995	32
Community Serv	18	8	33	3	22	2	48	3	3630	7
TOTAL	422	192	1388	113	1904	131	2827	180	39620	74
			Male		Female				Total	
			E	E/P	E	E/P			E	E/P
			1,000		1000				1000	
Degree Credit			9283	32	11547	40			20830	36
ABE/Without ESL			2439	9	2185	7			4624	8
ESL			1216	4	1083	4			2299	4
ACE			11645	41	12702	44			24347	42
Community Serv.			1084	4	3128	11			4212	7
TOTAL			25667	90	30645	105			56312	97

MATC District



MATC District, Madison Metro Area



MATC MARKET PENETRATION
Adults, by ZIP, 2004

ZIP, COMMUNITY 2004	18+P	TRUAX		DTEC		COM.AVE		FT.ATK		PORTAGE		RDSBURG		DANEACE		WTRTWN		MATC	
		E	E/P 1000	E	E/P 1000	E	E/P 1000	E	E/P 1000	E	E/P 1000	E	E/P 1000	E	E/P 1000	E	E/P 1000	E	E/P 1000
53016 WI, CLYMAN	82	2	24		0		0	2	24		0		0		0	6	73	10	122
53036 WI, IXONIA	1700	6	4	1	1		0	1	1		0		0		0	18	11	26	15
53037 WI, JACKSON	5618	2	0		0		0	1	0		0		0		0		0	3	1
53038 WI, JOHNSON CRK	2271	21	9	6	3	4	2	30	13		0		0		0	54	24	115	51
53047 WI, LEBANON	59	1	17		0		0		0		0		0		0	4	67	5	84
53063 WI, NEWTON	1408	1	1		0		0		0		0		0		0		0	1	1
53094 WI, WATERTOWN	12560	85	7	12	1	21	2	47	4		0		0		0	417	33	582	46
53098 WI, WATERTOWN	9262	48	5	7	1	9	1	21	2	1	0		0	1	0	331	36	418	45
53108 WI, CALEDONIA	2360		0		0		0		0		0		0		0		0	0	0
53132 WI, FRANKLIN	23566	3	0		0		0		0		0		0		0		0	3	0
53156 WI, PALMYRA	2354		0		0		0	21	9		0		0		0		0	21	9
53178 WI, SULLIVAN	2310	6	3	1	0	4	2	24	10		0		0		0	18	8	53	23
53190 WI, WHITEWATER	15856	34	2	10	1	10	1		0		0		0		0	11	1	65	4
53503 WI, ARENA	1337	18	13	8	6	10	7		0	1	1	4	3	3	2		0	44	33
53508 WI, BELLEVILLE	3189	60	19	24	8	10	3		0	1	0	1	0	2	1		0	98	31
53515 WI, BLACK EARTH	1903	34	18	14	7	9	5		0		0	3	2	9	5		0	69	36
53517 WI, BLUE MOUNDS	1118	19	17	10	9	5	4		0		0		0	1	1	1	1	36	32
53521 WI, BROOKLYN	2195	31	14	17	8	18	8	2	1	1	0		0	6	3		0	75	34
53523 WI, CAMBRIDGE	3780	64	17	23	6	17	4	74	20		0		0		0		0	178	47
53527 WI, COTTAGE GRO	6278	178	28	73	12	37	6	3	0		0	1	0	21	3	4	1	317	50
53528 WI, CROSS PLAINS	4026	75	19	31	8	26	6		0	2	0	1	0	24	6	1	0	160	40
53529 WI, DANE	1291	34	26	7	5	7	5		0	3	2		0	15	12		0	66	51
53531 WI, DEERFIELD	2770	55	20	18	6	22	8	39	14	2	1		0	4	1	6	2	146	53
53532 WI, DE FOREST	8787	262	30	105	12	43	5	4	0	3	0	2	0	23	3		0	442	50
53533 WI, DODGEVILLE	5109	28	5	6	1	5	1		0		0	3	1	1	0		0	43	8
53534 WI, EDGERTON	8318	40	5	19	2	20	2	18	2		0	1	0	2	0		0	100	12
53538 WI, FORT ATKINSON	13441	118	9	15	1	35	3	505	38	1	0		0	2	0	50	4	726	54
53549 WI, JEFFERSON	7845	44	6	6	1	19	2	215	27		0		0		0	52	7	336	43
53551 WI, LAKE MILLS	5492	92	17	20	4	28	5	75	14		0	1	0	2	0	79	14	297	54
53555 WI, LODI	6332	123	19	44	7	31	5	1	0	37	6	11	2	32	5	1	0	280	44
53556 WI, LONE ROCK	2102	12	6	2	1	3	1		0		0	2	1		0		0	19	9
53557 WI, LOWELL	256	3	12		0	1	4		0		0		0		0		0	4	16
53558 WI, MC FARLAND	7204	201	28	97	13	41	6	1	0	2	0		0	27	4		0	369	51

MATC MARKET PENETRATION
Adults, by ZIP, 2004

ZIP, COMMUNITY 2004	18+P	TRUAX		DTEC		COM.AVE		FT.ATK		PORTAGE		RDSBURG		DANEACE		WTRTWN		MATC	
		E	E/P 1000	E	E/P 1000	E	E/P 1000	E	E/P 1000	E	E/P 1000	E	E/P 1000	E	E/P 1000	E	E/P 1000	E	E/P 1000
53559 WI, MARSHALL	4217	92	22	27	6	36	9		0		0		0	24	6	30	7	209	50
53560 WI, MAZOMANIE	2629	42	16	31	12	22	8		0		0	2	1	7	3		0	104	40
53561 WI, MERRIMAC	1395	16	11		0	3	2		0	4	3	6	4		0		0	29	21
53562 WI, MIDDLETON	15682	334	21	206	13	57	4	2	0		0	1	0		0		0	600	38
53571 WI, MORRISONVILLE	173	4	23	4	23	3	17		0		0	1	6		0		0	12	70
53572 WI, MOUNT HOREB	6747	121	18	58	9	34	5	1	0		0		0	7	1	1	0	222	33
53574 WI, NEW GLARUS	2440	35	14	11	5	8	3		0		0		0		0		0	54	22
53575 WI, OREGON	10718	252	24	99	9	65	6	1	0	1	0		0	53	5		0	471	44
53577 WI, PLAIN	1125	12	11	4	4	8	7		0	2	2	14	12		0		0	40	36
53578 WI, PRAIRIE DU SAC	3617	56	15	26	7	29	8		0	4	1	33	9	5	1		0	153	42
53582 WI, RIDGEWAY	787	7	9	6	8	2	3		0		0		0		0		0	15	19
53583 WI, SAUK CITY	4001	70	17	14	3	31	8		0		0	21	5	9	2		0	145	36
53588 WI, SPRING GREEN	3209	19	6	10	3	12	4	1	0	5	2	20	6	3	1		0	70	22
53589 WI, STOUGHTON	14757	293	20	135	9	87	6	11	1		0		0	116	8	1	0	643	44
53590 WI, SUN PRAIRIE	19684	585	30	254	13	124	6	3	0	3	0	6	0	150	8	14	1	1139	58
53593 WI, VERONA	9925	196	20	110	11	39	4	2	0		0	1	0	29	3	1	0	378	38
53594 WI, WATERLOO	3761	70	19	12	3	16	4	10	3	2	1	1	0	3	1	99	26	213	57
53597 WI, WAUNAKEE	9834	271	28	100	10	61	6	2	0	2	0	2	0	100	10		0	538	55
53598 WI, WINDSOR	1596	42	26	23	14	5	3		0		0	1	1	6	4	1	1	78	49
53703 WI, MADISON	28101	482	17	489	17	56	2	4	0	2	0		0	2	0	6	0	1041	37
53704 WI, MADISON	35761	1208	34	659	18	134	4	8	0	2	0	2	0	37	1	8	0	2058	58
53705 WI, MADISON	19058	274	14	322	17	43	2	2	0	1	0		0	74	4	1	0	717	38
53706 WI, MADISON	5720	2	0	18	3	9	2		0		0		0		0		0	29	5
53711 WI, MADISON	32905	624	19	586	18	94	3	5	0	1	0	1	0	72	2	4	0	1387	42
53713 WI, MADISON	17374	443	25	449	26	61	4	1	0		0	1	0	15	1	2	0	972	56
53714 WI, MADISON	12194	427	35	225	18	56	5	3	0		0	1	0	8	1	6	0	726	60
53715 WI, MADISON	12775	128	10	126	10	33	3		0		0		0	2	0	1	0	290	23
53716 WI, MADISON	14959	377	25	266	18	68	5		0		0	1	0	16	1	4	0	732	49
53717 WI, MADISON	8579	166	19	163	19	16	2	2	0		0		0	30	3		0	377	44
53718 WI, MADISON	3352	158	47	91	27	31	9	3	1	1	0		0	16	5	2	1	302	90
53719 WI, MADISON	16087	508	32	363	23	80	5	2	0	1	0		0	24	1	2	0	980	61
53901 WI, PORTAGE	10944	98	9	32	3	34	3	2	0	334	31	37	3	4	0		0	541	49
53910 WI, ADAMS	2573	4	2		0	1	0		0	1	0	1	0		0		0	7	3
53911 WI, ARLINGTON	652	17	26	3	5	5	8	1	2	5	8	1	2	3	5		0	35	54

MATC MARKET PENETRATION
Adults, by ZIP, 2004

ZIP, COMMUNITY 2004	18+P	TRUAX		DTEC		COM.AVE		FT.ATK		PORTAGE		RDSBURG		DANEACE		WTRTWN		MATC	
		E	E/P 1000	E	E/P 1000	E	E/P 1000	E	E/P 1000	E	E/P 1000	E	E/P 1000	E	E/P 1000	E	E/P 1000	E	E/P 1000
53913 WI, BARABOO	13907	99	7	26	2	32	2	2	0	51	4	206	15		0		0	416	30
53923 WI, CAMBRIA	1560	28	18	1	1	8	5	1	1	12	8		0		0		0	50	32
53925 WI, COLUMBUS	5475	101	18	29	5	22	4		0	9	2	4	1	8	1	13	2	186	34
53928 WI, DOYLESTOWN	29	3	103		0	1	34		0		0		0		0		0	4	137
53930 WI, ENDEAVOR	1115	6	5	1	1	5	4		0	26	23	2	2		0		0	40	36
53932 WI, FALL RIVER	1705	30	18	8	5	13	8	1	1	4	2		0		0	3	2	59	35
53933 WI, FOX LAKE	2777	4	1	2	1	1	0		0	1	0		0		0	1	0	9	3
53935 WI, FRIESLAND	124	4	32	1	8		0		0	6	48		0		0		0	11	89
53940 WI, LAKE DELTON	29	8	275	3	103	1	34	1	34	3	103	8	275		0	1	34	25	859
53941 WI, LA VALLE	1972	11	6	4	2	2	1		0	2	1	50	25		0		0	69	35
53943 WI, LOGANVILLE	860	3	3		0		0		0		0	22	26		0		0	25	29
53949 WI, MONTELLO	6288	44	7	6	1	18	3		0	81	13	9	1		0	4	1	162	26
53951 WI, N. FREEDOM	1737	12	7	1	1	6	3	2	1		0	27	16		0		0	48	28
53952 WI, OXFORD	2480	17	7	2	1	5	2		0	69	28	5	2	1	0		0	99	40
53953 WI, PACKWAUKEE	174	1	6	1	6	1	6		0	3	17	3	17		0		0	9	52
53954 WI, PARDEEVILLE	5157	78	15	20	4	17	3		0	96	19	5	1		0		0	216	42
53955 WI, POYNETTE	4525	77	17	22	5	23	5	1	0	57	13	4	1	5	1	2	0	191	42
53956 WI, RANDOLPH	3040	20	7	4	1	5	2		0	9	3		0		0	2	1	40	13
53959 WI, REEDSBURG	9137	72	8	9	1	14	2		0	12	1	291	32	3	0	1	0	402	44
53960 WI, RIO	2779	52	19	11	4	23	8		0	22	8	1	0	2	1	2	1	113	41
53961 WI, ROCK SPRING	526	2	4	2	4		0		0		0	16	30		0		0	20	38
53962 WI, UNION CENTER	31																	0	
53964 WI, WESTFIELD	2460	21	9	3	1	13	5		0	37	15	1	0		0		0	75	30
53965 WI, WISC. DELLS	7781	41	5	9	1	11	1		0	40	5	62	8	1	0		0	164	21
53968 WI, WONEWOC	1796	3	2		0	1	1		0	2	1	32	18		0		0	38	21
53969 WI, WYOCENA	97	5	52		0	1	10		0	5	52		0		0		0	11	114
DISTRICT TOTAL	586936	9875	16.8	5663	9.6	2021	3.4	1158	2.0	972	1.7	932	1.6	1010	1.7	1265	2.2	22896	39.0
OTHER WISCONSIN		940		357		411		325		75		151		78		172		2509	
IOWA		5		2		0		0		0		0		0		0		7	
MICHIGAN		3		0		0		0		0		0		0		0		3	
MINNESOTA		19		7		0		0		0		0		0		0		26	
ILLINOIS		19		7		10		3		2		0		0		0		41	
ELSEWHERE		68		19		6		7		0		7		4		7		118	
TOTAL		10929		6055		2448		1493		1049		1090		1092		1444		25600	


MATC MARKET PENETRATION: 2000-04 by ZIP
POPULATION CHANGE: 2000-04-08

ZIP, COMMUNITY	FALL 2000		FALL 2004		E/P 00-04 %Chg	AREA ADULTS				
	E	E/P 1000	E	E/P 1000		2000	2004	00-04 %Chg	2008	04-08 %Chg
53016 WI, CLYMAN	11	139	10	122	-13%	79	82	4%	85	4%
53036 WI, IXONIA	28	20	26	15	-23%	1416	1700	20%	1758	3%
53037 WI, JACKSON	1	0	3	1	170%	5052	5618	11%	5998	7%
53038 WI, JOHNSON CR	108	51	115	51	-1%	2122	2271	7%	2359	4%
53047 WI, LEBANON	5	88	5	84	-4%	57	59	4%	62	4%
53063 WI, NEWTON	1	1	1	1	-17%	1168	1408	21%	1421	1%
53094 WI, WATERTOWN	712	56	582	46	-18%	12620	12560	0%	13074	4%
53098 WI, WATERTOWN	406	47	418	45	-5%	8551	9262	8%	9624	4%
53108 WI, CALEDONIA	3	1	0	0		2471	2360	-4%	2420	3%
53132 WI, FRANKLIN	2	0	3	0	43%	22502	23566	5%	23184	-2%
53156 WI, PALMYRA	36	16	21	9	-44%	2243	2354	5%	2415	3%
53178 WI, SULLIVAN	38	17	53	23	33%	2196	2310	5%	2378	3%
53190 WI, WHITEWATER	203	13	65	4	-69%	15339	15856	3%	16904	7%
53503 WI, ARENA	56	43	44	33	-24%	1292	1337	3%	1391	4%
53508 WI, BELLEVILLE	146	48	98	31	-36%	3021	3189	6%	3314	4%
53515 WI, BLACK EARTH	79	50	69	36	-28%	1577	1903	21%	1993	5%
53517 WI, BLUE MOUND	37	32	36	32	1%	1155	1118	-3%	1164	4%
53521 WI, BROOKLYN	113	53	75	34	-35%	2136	2195	3%	2265	3%
53523 WI, CAMBRIDGE	207	60	178	47	-21%	3467	3780	9%	3919	4%
53527 WI, COTTAGE GR	347	63	317	50	-20%	5504	6278	14%	6680	6%
53528 WI, CROSS PLAIN	207	57	160	40	-30%	3634	4026	11%	4208	5%
53529 WI, DANE	80	66	66	51	-23%	1209	1291	7%	1348	4%
53531 WI, DEERFIELD	171	63	146	53	-16%	2726	2770	2%	2896	5%
53532 WI, DE FOREST	536	67	442	50	-25%	8041	8787	9%	9152	4%
53533 WI, DODGEVILLE	42	9	43	8	-3%	4859	5109	5%	5349	5%
53534 WI, EDGERTON	157	19	100	12	-37%	8200	8318	1%	8607	3%
53538 WI, FORT ATKINS	827	63	726	54	-14%	13145	13441	2%	14015	4%
53549 WI, JEFFERSON	473	60	336	43	-29%	7871	7845	0%	8107	3%
53551 WI, LAKE MILLS	315	59	297	54	-9%	5310	5492	3%	5707	4%
53555 WI, LODI	362	62	280	44	-28%	5879	6332	8%	6634	5%
53556 WI, LONE ROCK	36	18	19	9	-49%	2024	2102	4%	2096	0%
53557 WI, LOWELL	12	36	4	16	-57%	330	256	-22%	266	4%
53558 WI, MC FARLAND	422	65	369	51	-21%	6493	7204	11%	7530	5%
53559 WI, MARSHALL	249	64	209	50	-23%	3866	4217	9%	4401	4%
53560 WI, MAZOMANIE	112	44	104	40	-9%	2564	2629	3%	2752	5%
53561 WI, MERRIMAC	73	61	29	21	-66%	1188	1395	17%	1474	6%
53562 WI, MIDDLETON	858	58	600	38	-34%	14698	15682	7%	16566	6%
53571 WI, MORRISONVILLE	17	102	12	70	-32%	166	173	4%	180	4%
53572 WI, MOUNT HOREA	287	48	222	33	-31%	6013	6747	12%	7049	4%
53574 WI, NEW GLARUS	67	28	54	22	-21%	2404	2440	2%	2502	3%
53575 WI, OREGON	615	63	471	44	-31%	9717	10718	10%	11196	4%
53577 WI, PLAIN	64	61	40	36	-42%	1051	1125	7%	1189	6%
53578 WI, PRAIRIE DU SAC	155	42	153	42	0%	3655	3617	-1%	3838	6%
53582 WI, RIDGEWAY	13	16	15	19	22%	829	787	-5%	820	4%
53583 WI, SAUK CITY	192	50	145	36	-28%	3838	4001	4%	4243	6%
53588 WI, SPRING GREEN	105	38	70	22	-43%	2759	3209	16%	3379	5%
53589 WI, STOUGHTON	771	55	643	44	-21%	14029	14757	5%	15495	5%
53590 WI, SUN PRAIRIE	1349	73	1139	58	-21%	18454	19684	7%	20582	5%
53593 WI, VERONA	477	53	378	38	-28%	9043	9925	10%	10459	5%
ZIP, COMMUNITY	FALL 2000		FALL 2004		E/P 00-04 9-10	AREA ADULTS				
	E	E/P	E	E/P		2000	2004	00-04	2008	04-08

Source: MATC (2005), Geolytics (2005).

MATC MARKET PENETRATION: 2000-04 by ZIP
POPULATION CHANGE: 2000-04-08

		1000		1000	%Chg				%Chg		%Chg
53594 WI, WATERLOO	230	63	213	57	-10%		3639	3761	3%	3884	3%
53597 WI, WAUNAKEE	599	65	538	55	-15%		9263	9834	6%	10311	5%
53598 WI, WINDSOR	98	63	78	49	-22%		1562	1596	2%	1666	4%
53703 WI, MADISON	1115	44	1041	37	-15%		25538	28101	10%	29773	6%
53704 WI, MADISON	2522	72	2058	58	-20%		34851	35761	3%	37497	5%
53705 WI, MADISON	870	34	717	38	10%		25409	19058	-25%	20199	6%
53706 WI, MADISON	40	8	29	5	-34%		5205	5720	10%	5800	1%
53711 WI, MADISON	1774	55	1387	42	-24%		31984	32905	3%	34745	6%
53713 WI, MADISON	1228	69	972	56	-19%		17725	17374	-2%	18381	6%
53714 WI, MADISON	823	64	726	60	-7%		12853	12194	-5%	12950	6%
53715 WI, MADISON	338	35	290	23	-35%		9743	12775	31%	13563	6%
53716 WI, MADISON	908	61	732	49	-20%		14877	14959	1%	15824	6%
53717 WI, MADISON	373	45	377	44	-3%		8219	8579	4%	9023	5%
53718 WI, MADISON	253	88	302	90	2%		2869	3352	17%	3561	6%
53719 WI, MADISON	1020	73	980	61	-16%		14040	16087	15%	16926	5%
53901 WI, PORTAGE	580	55	541	49	-10%		10572	10944	4%	11602	6%
53910 WI, ADAMS	9	3	7	3	-22%		2574	2573	0%	2751	7%
53911 WI, ARLINGTON	54	72	35	54	-25%		751	652	-13%	686	5%
53913 WI, BARABOO	627	46	416	30	-36%		13495	13907	3%	14791	6%
53923 WI, CAMBRIA	44	29	50	32	10%		1512	1560	3%	1640	5%
53925 WI, COLUMBUS	254	46	186	34	-27%		5493	5475	0%	5799	6%
53928 WI, DOYLESTOWN	7	250	4	137	-45%		28	29	4%	30	4%
53930 WI, ENDEAVOR	45	50	40	36	-29%		892	1115	25%	1221	10%
53932 WI, FALL RIVER	60	42	59	35	-17%		1443	1705	18%	1806	6%
53933 WI, FOX LAKE	14	4	9	3	-22%		3371	2777	-18%	2903	5%
53935 WI, FRIESLAND	5	42	11	89	112%		119	124	4%	129	4%
53940 WI, LAKE DELTON	94	3357	25	859	-74%		28	29	4%	30	4%
53941 WI, LA VALLE	17	9	69	35	300%		1945	1972	1%	2090	6%
53943 WI, LOGANVILLE	34	46	25	29	-36%		747	860	15%	908	6%
53949 WI, MONTELLO	190	32	162	26	-20%		5897	6288	7%	6866	9%
53951 WI, N. FREEDOM	93	55	48	28	-50%		1678	1737	4%	1830	5%
53952 WI, OXFORD	87	37	99	40	7%		2326	2480	7%	2682	8%
53953 WI, PACKWAUKEE	21	126	9	52	-59%		167	174	4%	181	4%
53954 WI, PARDEEVILLE	253	53	216	42	-20%		4810	5157	7%	5417	5%
53955 WI, POYNETTE	239	57	191	42	-27%		4160	4525	9%	4754	5%
53956 WI, RANDOLPH	48	20	40	13	-33%		2445	3040	24%	3181	5%
53959 WI, REEDSBURG	512	61	402	44	-28%		8436	9137	8%	9696	6%
53960 WI, RIO	121	52	113	41	-22%		2309	2779	20%	2913	5%
53961 WI, ROCK SPRING	36	58	20	38	-34%		621	526	-15%	556	6%
53962 WI, UNION CENTER	0		0				30	31	4%	32	4%
53964 WI, WESTFIELD	75	33	75	30	-7%		2289	2460	7%	2683	9%
53965 WI, WISC. DELLS	218	31	164	21	-33%		6980	7781	11%	8219	6%
53968 WI, WONEWOC	59	34	38	21	-37%		1759	1796	2%	1883	5%
53969 WI, WYOCENA	14	151	11	114	-24%		93	97	4%	101	4%
DISTRICT TOTAL	27584	49.0	22896	39.0	-20%		562710	586936	4.3%	617939	5.3%
OTHER WISCONSIN	2874		2509								
OTHER	596		195								
TOTAL	31054		25600								

 Campus(es) in ZIP Code.