

**Madison Area Technical College
3550 Anderson Street
Madison, WI 53704**

AQIP Quality Highlights Report

Prepared for the
Reaffirmation Review Panel,
as a part of the Accreditation Reaffirmation Process



Madison Area Technical College

Quality Highlights Report

Major Changes and Improvements

Madison Area Technical College (MATC) underwent the Systems Appraisal process in 2005. The College has made a number of major changes and improvements to many of the processes and systems described in the pre-2005 Systems Portfolio. The major changes and improvements were included in the materials provided to the Quality Checkup Visit team. Descriptions of these changes and improvements can be found in the Federal Compliance Material Packet, Quality Program Summary and the Systems Appraisal document.

The Quality Checkup Visit for MATC occurred April 23-25, 2008. Although the Quality Checkup Visit occurred only four months prior to the submission of the Quality Highlights report, several major changes and improvements are being planned. Three items were mentioned as areas for review or consideration by the College. In each case, MATC has reviewed its current policies and procedures and is planning or has begun to implement improvements.

Improving the accessibility of information related to Student Complaint policies and procedures was the first item for review mentioned. Staff members within Learner Development and the Enrollment Center are currently mapping the various student complaint processes. Flow charts are being created for general complaints, student/faculty complaints, student conflicts, and academic disciplinary issues, ensuring that each process has a focus on customer service. A new Web site reflecting the flow chart information and a communication plan are being developed to articulate the processes to the staff and students. This Student Complaint Web site is planned to be completed by January 2009 and it will be connected to AskMATC, a web-based frequently asked questions (FAQ) database, in order to provide tracking data regarding interest in the student complaint processes.

The second comment encouraged the College to examine its role in advancing high school partnerships, dual enrollment and transcribed credit opportunities. Madison Area Technical College formed a K-16 Partnership Council in 2006. The membership of the K-16 Partnership Council includes representatives from all 40 school districts served by MATC, the University of Wisconsin System and UW-Whitewater, Wisconsin Department of Public Instruction, several area Cooperative Education Service Agencies (CESAs provide a host of services to a coalition of school districts which any single school district would not be able to provide itself), representatives from Business and Industry, Economic Development Organizations and MATC personnel from several different offices and departments.

The work of the K-16 Partnership Council is guided by a Vision Statement and six Guiding Principles. The Council provides oversight for all activities related to K-16 initiatives. Five separate work teams (Career Pathways, Tech Prep, Communications, College Readiness & Preparedness, and Postsecondary Access) are charged with carrying out the strategies of the K-16 Partnership Council. Accomplishments of the K-16 Partnership Council include:

- 175 separate articulation agreements with school districts, granting students who successfully complete these courses advanced standing at the College. During 2007-08 2,277 students were enrolled in advanced standing courses with 1,799 students completing the courses, resulting in a 79 percent success rate.
- Two high schools offered dual enrollment courses in math during the 2007-08 year. Eight of the 44 high schools in the MATC District will offer dual credit in math, accounting and Information Technology in 2008-09. Additional courses are being planned in the following Learning Centers: 1) Health, 2) Construction, Manufacturing, Apprenticeship, and Transportation, 3) Science, Technology, Engineering and Math courses, and 4) Business and Applied Arts.
- Early COMPASS assessment testing, used by the College to place students in the appropriate English, math, and reading courses, is now administered at three local high schools, with plans to expand to other high schools in 2008-09.
- During the summer of 2008, the following learning experiences were held for high school and prospective students:
 - Sixty English as a Second Language (ESL) and Exceptional Educational Needs (EEN) students participated in customized hands-on experiences
 - Thirteen high school externs acted as mentors during the College's recent Learning to Learn camp, an intensive College Success credit-granting course providing students with key postsecondary success skills
 - Sixty middle school girls participated in an IT Technology Camp
- Faculty, counselors and administrators from each of the 44 school districts have participated in College-sponsored and –provided training in one or more of the following areas: Comprehensive School Counseling, Dual Credit Curriculum Training, College Readiness and Preparedness, and Articulation Agreement Development.

Three issues have become apparent as a result of the efforts of the College the K-16 Partnership Council. Additional faculty-to-faculty meetings to facilitate dual credit curriculum development are needed, ensuring each course provides a high quality learning experience. Work currently completed with each individual school district needs to transition to work done on a consortium-wide basis. The College needs to consider developing a position that would focus on high school relations. MATC is developing a plan that would address each of these concerns while maintaining or increasing current levels of service.

The Quality Checkup Visit report also stated that MATC was “encouraged to review the staffing levels and the needs of the veterans’ service office(s).” This comment was made based on remarks made by one or more students interviewed during the Quality Checkup Visit. MATC currently has one individual specifically assigned to support Veterans’ Services within the Financial Aid Office. However, an Enrollment Facilitator has been cross-trained in order to assist with certifying individuals for federal Veterans Administration (VA) benefit eligibility. The Financial Aid office underwent an audit by the Veterans Administration recently and one of the recommendations in the audit report was to hire students under the VA Work-Study program. The Financial Aid office will be implementing the VA audit report recommendation once clarification has been received regarding the VA Work-Study program pay rates. In the past veterans have been hired under the Federal Work-Study and Student Help programs.

Systems Portfolio Use

The Systems Portfolio has been totally revised to reflect the current situation at MATC. Nine separate Category teams reviewed the Systems Portfolio and provided updated information to the Systems Portfolio Writing Team. The Category teams also identified potential areas for improvement. The appropriate individual received this information and took any necessary action. The Category Teams will be used on an annual basis to identify and assess any significant changes in processes or systems in the Systems Portfolio.

Use of Feedback from Systems Appraisal and Quality Checkup Visit

The College used the feedback from the Systems Appraisal as a starting point in identifying potential areas for improvement. Nine individuals were identified as Category Sponsors. The Sponsors created work teams to review the Systems Appraisal, consider comment validity or veracity, and document any action taken regarding the comment. If no action had been taken, Category teams may suggest potential improvement activities. The Category Team work forms the basis for the Systems Appraisal Follow-up document.

Feedback from the Quality Checkup Visit was received in May, 2008. Based on comments made during the final meeting of the Quality Checkup Visit the College began work to address the Quality Checkup Visit team's concerns. The College's progress is described in the Major Changes and Improvements section of this document.

Current Commitment to Continuous Improvement

Madison Area Technical College is firmly committed to integrating Continuous Improvement into the daily operations and philosophical underpinnings of the institution. The Quality Checkup Visit documentation provides a comprehensive view of the continuous improvement activities at MATC. The College currently has nine different Continuous Quality Improvement (CQI) Projects, formerly known as Action Projects, in progress. A total of 17 CQI Mentors have been trained to facilitate the CQI Projects and other important initiatives. Another cohort of CQI Mentors will be trained during the 2008-09 year. MATC continues to refine the planning and budget processes, seeking improved, more integrated processes that better support its services and internal and external relationships. The institution's culture has changed as a result of these efforts, embracing continuous improvement as a way of institutional life.

Other Factors to Consider

Madison Area Technical College meets the five Criteria for Accreditation without gaps or areas for concern, as noted in the Systems Appraisal and the Quality Checkup Visit Report. Cross-functional AQIP Category Teams will continue to proactively identify any potential accreditation issues by regularly assessing processes and systems in relation to the Higher Learning Commission's five Criteria for Accreditation and other relevant accreditation information. MATC has made it a priority to strongly and positively address any major issues identified by the AQIP Category Teams, the Systems Appraisal, the Quality Checkup Visit Report or any other feedback received from the Higher Learning Commission.