Quality Program Summary

How it is organized:

MATC's AQIP effort is led by the Vice President of Strategic Advancement with many responsibilities shared with the Director of Institutional Research and Effectiveness. An AQIP Steering Team guides the process; it is made up of the three union presidents, the College President, the three Vice Presidents, the Director of Institutional Research and Effectiveness, the team leaders of the CQI Action Projects, College Council sponsors for each System Portfolio Category, plus some at large members composed of faculty members and Paraprofessional and School-Related Personnel (PSRP).

The AQIP Steering Team oversees AQIP activities including: updating the Systems Portfolio, reviewing the Systems Appraisal, planning the Check-Up visit, attending the Strategy Forums, planning the Vital Focus process, overseeing the CQI-Six Sigma training and mentor process, and making any recommendations regarding AQIP to the College Council. The AQIP Steering Team prioritizes potential action projects based on input data, recommends projects and after approval by the College Council, oversees the implementation of the CQI Action Projects.

The College Council makes the final decision on what Action Projects should be launched. Once an Action Project is launched, the College Council provides a sponsor and the authority for implementation of the improvement activities. The sponsor selects a team leader for the project. Each of the Action Projects use the Six Sigma process, which requires that regular progress reports to the College Council are made at specific benchmarks throughout the project.

The CQI-Six Sigma mentors and their training are coordinated within the office of the Vice President for Strategic Advancement. The Vice President's executive assistant organizes green belt training for the CQI-Six Sigma mentors with an internal faculty trainer as well as maintains a web site showing the current project charters and team members. The CQI-Six Sigma mentors (green belts) meet monthly with the trainer for continuing support and discussion regarding facilitation challenges.

Periodic articles appear in the electronic employee newsletter on the AQIP activities. The newsletter is also used to notify employees of mentor training and invite all to apply.

The MATC AQIP Story – a Chronology of events since 2002:

MATC began its AQIP journey in the 2001 when it applied for AQIP. In September 2002, the college conducted the Constellation Survey and a Vital Focus process conversation consisting of a series of 20+ small group meetings gathering input on how and where to focus improvement efforts at the College. A Steering Team of 10 people appointed by the Vice President for Strategic Advancement and the Union presidents was formed and attended the first Strategy Forum in March, 2003. More than 140 employee recommendations were distilled down to 7

recommended projects, of which the College Council selected 4. MATC subsequently began work on its first 4 Action Projects.

Because of the time span since its last traditional accreditation visit date, MATC was notified in 2004 that its portfolio would be due in May of 2005. The AQIP Steering Team organized a writing team of 3 persons and 9 data collection teams to gather the needed information for the portfolio and it was compiled in a year's time.

The System Appraisal was received the fall of 2005 and members from the Steering Team presented a summary of the Appraisal to several open discussion meetings, several faculty department meetings and the College Council. Meetings were also held with the College Council sponsors of each of the category data collection teams to discuss how to address the opportunities for improvement. In March 2006, the AQIP Steering Team once again attended a Strategy Forum. The two recommendations that came out of the Strategy Forum were that the college most needed a standard process for its continuous improvement efforts and it needed an integrated measurement system. These two concepts became the recommended projects for the next phase of AQIP projects. Two of the original Action Projects were retired and two remained for a final 4th year in addition to these two new ones.

In the fall of 2006, the Action Project to create a uniform continuous improvement process took off and many options for an MATC standard were researched. The College Council adopted the Six Sigma process as its template for improvements. In January 2007 a 10-hour executive overview of the Six Sigma process was provided to the College Council followed by training provided to the first class of 10 Green Belt CQI-Six Sigma mentor/facilitators. This training opportunity was advertised college-wide and a variety of staff became what MATC calls "CQI mentors," meaning they are trained as Six Sigma green belts. Upon becoming a CQI mentor, these individuals pledge a commitment for 2 years, during which time they facilitate one or more improvement teams. The College Council created charges for the first 5 teams to utilize this process for work on cross-functional issues where process improvement was identified as being critically needed.

In March 2007, MATC had a new in-service schedule that allowed the college to shut down mid-semester for professional development. The AQIP Steering team used the first 4 hours of this day to conduct a streamlined Vital Focus conversation with 800+ employees in attendance. This conversation resulted in more than 100 employee recommendations which were distilled by a team of employees to a short list of potential projects forwarded to the College Council for final approval. The College also repeated the Constellation survey prior to the Vital Focus conversation which provided some comparison from 2002.

Since late spring 2007 the CQI mentors have been working with College Council sponsors and Action Project team leaders to facilitate 9 teams. Charters have been written and the Six Sigma, DMAIC (Define, Measure, Analyze, Improve, and Control) process for improvement has been used. In January 2008, a second CQI Mentor class began with 7 new mentors in training from across the college. Members new to the College Council were provided training in the form of another executive overview. The next challenge for the College is to determine the long term

vision for the CQI effort including how many mentors and teams the College can support and how to take advantage of the Six Sigma process in daily work area teams.

The MATC Steering Team, Systems Portfolio, Systems Appraisal, and Action Project activities can all be found on the MATC website. Information can be found by going to the A to Z index and clicking on AQIP or by following the link:
http://matcmadison.edu/matc/employee/strategiceffectiveness/aqip/

In addition to the activities specifically labeled as part of its AQIP efforts, MATC has adopted and implemented the continuous improvement philosophy in three major College systems: assessment of student learning outcomes, program improvement, and College planning.

The current assessment of student learning outcomes process began in the 2004 academic year with a faculty/leadership committee who created a 3 year plan for implementation of the measurement of learning outcomes at the program level. Outcomes were documented, measurements were identified and data is beginning to be accumulated in a College-developed database for analysis and improvement. Challenges with the current database for this effort have created a high priority effort to purchase an enhancement of the College's Blackboard system in the next year that would allow faculty to better analyze and make improvements from the Outcomes data. Since 2004, with very few exceptions, all career programs are participating in program outcomes assessment, including the Core Abilities for their program. The Arts and Sciences Department is working on their data collection methods for course outcomes.

The program improvement process, titled Learning System Quality Improvement Process (LSQIP) was developed by a group of faculty and leadership at the time MATC was getting involved in AQIP. It is patterned after the AQIP process and consists of a self-study portfolio with criteria based on principles of high performing organizations and a peer review of programs and services that result in an assessment of the program's or service's areas of strength and opportunities for improvement. The program is provided baseline trend performance data to assist in its assessment. The review team's feedback is used in the development of the unit's 3 year unit plan. All programs and services are placed on a 5 year assessment rotation using this process.

The College planning process has been deployed across the institution for 137 units and forms the basis for budgeting. The systematic planning process occurs at all levels of the organization resulting in a 3 year plan that is updated annually. Each unit follows a template plan that prompts the unit to form a vision, examine environmental scanning data, assess past progress, and update outcomes and actions for the next three years. Units are asked to provide measures for each outcome and an estimated implementation and completion date. A communication feature is built in to the planning database allowing units to request support from those units whose assistance is needed in order to meet their outcomes.

Action Project History:

Project Title	Start/ Finish	Summary Comments
Mandatory Assessment, Advising and Placement (MAAP)	10/2003 – 09/2007	This project completed a key college initiative of developing a Mandatory Assessment, Advising and Placement process for students' success
Market Research	10/2003 – 09/2006	This project provided the data needed to launch the college's first actionable Enrollment Management Plan
Admissions/Bookstore	10/2003 – 09/2006	The Admissions project was too broad and undefined in scope, thus it transitioned into improvement of a distinct process in the bookstore, which has been very successful.
Equivalent Support	09/2003 – 09/2007	This project was a result of a strong need to provide support for part time instruction at an equivalent level. Major progress was made in creating understanding. Three recommendations have gone forward. One created another AQIP project called the Course Portfolio project and an on-going part time faculty advisory committee has been formed. A successful contract was also negotiated following the completion of this project.
CQI Mentor	10/2006 – 01/2007	This project was a result of the second Strategy Forum where it was determined that all other improvement efforts would be advanced if MATC developed a standard improvement process. The Six Sigma process has been adopted and is being used for all other AQIP teams and may grow to other areas of the college.
Measurement	10/2006 – 10/2007	Also a result of the second Strategy Forum, the integrated measurement effort did not get off the ground, but still will be a priority when the college is ready in the future. Difficulties with technology and a lack of defined business processes related to technology are being worked on first.
Transition students	05/2007 -	Focused on increasing the number of students who transition from developmental to credit classes
Reduce Admissions cycle time	05/2007 -	Focused on reducing the time it takes to process an admissions application for closed programs
Discrete registration	05/2007 -	Goal is to create a standard process for those programs whose current paper registration process is unique
Room scheduling	05/2007 -	Goal is to create a centralized room scheduling system
Course portfolio	05/2007 -	Will create a standard format for a course portfolio provided to new and part-time faculty, which includes roles and responsibilities
Flexible Delivery *	05/2007 -	Examines and develops the support needed for flexible delivery mechanisms to be successful
Communication *	10/2007 -	Examines and develops employee communication processes for information necessary for work and to create a sense of community among employees
Culture/collaboration*	10/2007 -	Examines and develops processes that would improve employee collaboration.
Student Success *	03/2008 -	TBD
Innovation *	05/2008 -	TBD

*These topics were selected from the 2007 Vital Focus, Conversation Day process

Assessment – where we have been and where we are going:

Since fall 2002 when the first AQIP Vital Focus process began, MATC has progressed through two campus-wide College improvement conversations and implemented 14 Action Projects. College leadership fully embraces the AQIP principles and has developed structures and decision-making processes that foster its success. Employees have increased their trust in the AQIP process as they have seen that the philosophy and the activities are both supported across the College and by the Board of Trustees.

In terms of quality maturation, the Steering Team recognized, after the Systems Appraisal, that many good things were happening, but MATC needed better process documentation. This has been the focus of the Six Sigma improvement method and other college reorganization efforts over the past three years. With process improvement becoming more recognized as a part of managing the organization, the next phase for College improvement work will be concentrated on measurement and the benchmarking of results. MATC may want to revive the measurement project attempted 2 years ago. A key decision related to the College's ongoing quality effort will be determining how deep into the organization the Six Sigma process should be implemented. The CQI-Six Sigma facilitated process is showing some success and individuals across the College are asking whether CQI mentors should be available for all team initiatives. The answer to this question will affect the level of deployment of quality improvement in the future. The College Council will be discussing this in the near future.