Organizational Profile

Organizational Environment & Culture
Milwaukee Area Technical College (MATC) is a comprehensive, multi-campus, public two-year technical college that serves the greater Milwaukee metropolitan area. MATC offers 199 associate degree, technical diploma, certificate and apprentice programs, as well as provides cooperative education / internship options associated with its academic programs. MATC also offers adult basic education and college preparatory coursework, including an adult high school and the GED/HSED, through its School of Pre-College Education. Students can begin at MATC by obtaining their GED and continuing on with a two-year program, and ultimately transferring to one of many four-year institutions with whom MATC has articulation agreements. The Office of Workforce and Economic Development is a community resource for continuing training and education for incumbent and dislocated workers. The college owns two television stations, WMVS and WMVT, known collectively as Milwaukee Public Television (MPTV), which are southeastern Wisconsin’s only FCC-licensed non-commercial TV stations. The MATC Foundation, Incorporated, is a private, nonprofit, 501(c)3 organization that exists to raise revenues, secure gifts from private-sector sources, administer the disbursement of those funds to enhance educational programs and services, and support institutional advancement activities.

A variety of instructional delivery methods and scheduling options are available. Delivery options include traditional classroom, telecourses, online computer delivery, interactive television or a combination (blended). Scheduling options include day and evening classes, accelerated programs, and weekend college. MATC also offers short-term training certificates and programs, delivered on-site to businesses and community-based organizations to service the incumbent or unemployed workers seeking job enhancement or retraining.

The college’s vision declares that “MATC is a premier, comprehensive technical college that provides excellence in education to enrich, empower, and transform lives in our community” while the mission statement asserts that “As a public, two-year comprehensive technical college, MATC offers quality educational and training opportunities and services to its diverse, metropolitan community by collaborating with partners to advance the lives of its students.” Together, these are the guiding principles of the institution. In addition, the values of shared governance steer the college’s strategic planning process, which ultimately shapes strategic goals that influence directions for institutional change. Shared governance as a decision-making approach requires input from all stakeholders; a clearly defined purpose and structure aimed at results; emphasis on interest of all parties involved; prioritization of needs; open communication in an atmosphere of trust and respect; shared accountability, and celebration.

For organizational actions, the college follows institutional standards of high performing colleges and universities adopted from the Higher Learning Commission (HLC):

• **Learning:** Develop everyone’s potential in a learning-centered environment  
• **People:** Respect for and willingness to invest in people  
• **Focus:** Follow a mission and vision driven by students’ and other stakeholders’ needs  
• **Agility:** Develop the ability, flexibility, and responsiveness to changing needs and conditions  
• **Integrity:** Recognize and demonstrate responsible institutional citizenship  
• **Collaboration:** Cooperate internally and externally with a shared institutional focus  
• **Involvement:** Encourage broad-based participation of stakeholders to facilitate better decisions  
• **Foresight:** Track trends and anticipate changes that may affect stakeholders and/or operations.  
• **Information:** Seek and use data to assess current capacities and measure performance realistically.  
• **Leadership:** Support a quality-driven culture by modeling behaviors that communicate a comprehensive and focused vision.

Workforce Profile:
MATC employs over 2,700 individuals. Of the 1,412 full-time employees, there are 583 faculty, 240 paraprofessionals, 197 secretarial/clerical workers, 157 service maintenance workers, 121 executives / administrators, 99 professional / non-instructional workers, and 15 skilled trade workers. Among part-timers expressed in FTEs, there are 396 faculty, 68 part-time student workers, 170 other part-timers, and 634 unspecified employees. Among full-time faculty in 2009, 90% hold bachelor’s degrees; 67% hold master’s degrees, and 10% hold doctorates. Minimum education requirements are set for most employee positions; the educational level of the non-faculty employees can range from associate degrees through doctorates. Employees are represented by five labor unions: Local 212 Full-time Faculty; Local 212 Part-time Faculty; Local 212 Paraprofessionals; Local 587,
and Local 715 (representing engineers and other production staff at Milwaukee Public Television). Compensation issues are negotiated through a collective bargaining system, except for non-represented personnel.

Key factors that motivate the large and diverse employee base include an excellent compensation and health care package including health and life insurance, dental, retirement plans, vacations, long-term disability insurance, tax-deferred annuities, holiday and sick pay. The Employee Wellness and Risk Management Office oversees a variety of programs that promote employee satisfaction, health, safety, and well-being. In addition, shared governance opportunities engage, motivate, and reward employees who participate in the decision-making processes of the college. To further motivate employees to engage in accomplishing its mission, MATC provides faculty with innovation grant opportunities, continuing education options, and a system for service and engaged learning. Employees also have multiple professional development opportunities with tuition reimbursement. Evidence of the overall satisfaction of employees is a historically low full-time employee turnover rate (5.2% in FY2008), and the average longevity (15 years).

There is diversity within the employee ranks: 58% of employees are female and 36% are employees of color. A college diversity council meets regularly to address employment needs; one goal is to increase the number of minority faculty. Safety is a priority at MATC. The Public Safety department works to create and maintain a safe campus environment for students, employees, and visitors. The department also has district-wide responsibilities at all four campuses and the evening centers.

Facilities:
MATC is the largest technical college in the state with 4 campuses, 11 satellite sites, and 40 Community Based Organization spanning 4 counties and serving an estimated district population of 1.04 million (2010). The college invests more than 15 million dollars each year in facilities and capital improvements to provide the most advanced learning environments possible. Each campus has classrooms, labs, and conference facilities. The Oak Creek campus houses the Center for Energy Conservation and Advanced Manufacturing (ECAM). Classroom space and program labs are housed at the lakefront museum, Discovery World. A 32-acre Photovoltaic Educational Laboratory is in central Milwaukee, and a Wind Turbine is operated at the Mequon campus as a state environmental / sustainability leader. MPTV has state-of-the-art high definition studio and mobile production facilities as well.

Regulatory Environment:
MATC operates under a wide variety of federal, state, and local regulations and regulatory bodies. MATC is accredited until 2012/2013 through the Higher Learning Commission (HLC) following the Academic Quality Improvement Program (AQIP) pathway to infuse the principles and benefits of continuous improvement into the culture. Through Student Accommodation Services Department, the college ensures that students with Disabilities receive equal access opportunities to all MATC programs, courses, and services according to section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act of 1990. Other federal statutes are adhered to, such as EEOC and FERPA, and MPTV must comply with the regulations of the Federal Communications Commission. Board policies and procedures dictate actions at the local level. In addition, MATC has 5 labor agreements that outline specific operational procedures. Currently, 31 programs also maintain third-party accreditation.

Organizational Relationships
MATC is 1 of 16 colleges that make up the Wisconsin Technical College System (WTCS), providing the state with the technical occupations needed for economic development. The Wisconsin Technical College Board (WTCSB) establishes statewide policies and standards for all the technical college districts in the state. MATC is governed by a nine-member Board of Directors, which is responsible for the direct operation of the school and its programs. This District Board is empowered to levy property taxes, provide for facilities and equipment, employ staff, contract for services, and manage the district budget. MATC District Policy defines the scope and responsibilities of the board and its three policy committees—Finance, Personnel, and Operations; Education, Services, and Institutional Relations, and Public Television.

The president is the chief executive officer of Milwaukee Area Technical College and is responsible to the Board of Directors for the educational leadership and management of the college’s human, physical, and fiscal resources. The president is accountable for the execution and implementation of Board direction as well as responsible for developing the college governance system. The Executive Vice President/Provost reports to the president and is responsible for the Academic Affairs Division, Student Services, the Information Technology Division, and the three regional campuses. MATC’s academic schools and campuses have administrative teams that provide planning oversight of issues relevant to their daily functioning. Occupational programs within each school are advised by
external committees (Advisory Committees) made up of incumbent workers, program graduates, and supervisors of employees in the occupation. These committees are linked to the curriculum development process by providing insight and direction based on professional experiences.

**Market Segments:**
In FY2010, the college served 49,589 students, representing a full-time equivalent (FTE) count of 14,618 (the highest total in 40 years). The college district population is relatively stagnant while urban migrations have diversified the community and college student body over time. Students and prospective students are key customer and stakeholder groups, as well as community employers and taxpayers. The largest student segment is program students (29,196 headcount, 12,441 FTE). Non-program students make up the remainder, including continuing education and basic skills students. While virtually all non-program students attend part-time, more than one-quarter of program students attend on a full-time basis. Non-program students are seeking basic literacy competency, GED/HSED and preparatory college coursework, and short-term job skills. Distance learning mushroomed as a delivery mode from 18,700 to 22,200 course registrations in the past two years. The following table elucidates the college’s stakeholders, their needs, and some of the avenues of communication:

<table>
<thead>
<tr>
<th>Markets and Customer Groups</th>
<th>Key requirements</th>
<th>Communication Mechanisms (examples)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prospective Students</td>
<td>Accurate, complete, &amp; timely information; Convenient enrollment services (admissions, registration, financial aid, etc.)</td>
<td>High school visits; Open House; Recruiter visits, website, mailings</td>
</tr>
<tr>
<td>Current Students</td>
<td>Clean, Safe facilities; Qualified instructors; Relevant courses &amp; programs; Flexible course scheduling options</td>
<td>Student Senate; Student Board member; school newspaper; website; RAVE alert system; complaint process &amp; feedback; Listening &amp; Learning sessions; student email system</td>
</tr>
<tr>
<td>Alumni &amp; Donors</td>
<td>Positive image &amp; reputation in the community; Networking opportunities; Commitment to life-long learning</td>
<td>Mailings; email system; participation in community events</td>
</tr>
<tr>
<td>Taxpayers</td>
<td>Accountability; Return on their investment</td>
<td>Open meetings (streaming video); annual budget meeting; &quot;First Fridays&quot; in Mequon; community events</td>
</tr>
<tr>
<td>Business Community</td>
<td>Trained, skilled workers; On-demand training; Programs that meet their standards; Instructors with relevant industry experience</td>
<td>Direct contact with teachers &amp; programs; board &amp; president; website</td>
</tr>
<tr>
<td>Other Educational Institutions</td>
<td>Transferable curriculum; Collaboration and cooperation on state-wide initiatives</td>
<td>Direct communication &amp; meetings; state-called meetings of all WTCS colleges</td>
</tr>
<tr>
<td>Legislators and/or District Board, District Municipalities</td>
<td>Information that is transparent and accurate in order for them to make informed decisions to help guide the college on its mission</td>
<td>Direct communication, mailings, email, website, board meetings</td>
</tr>
<tr>
<td>Community Organizations</td>
<td>Strong partnerships; Adult Basic Education Classes; Vehicles to transition students to the college</td>
<td>Direct communication; participation in events; website; email</td>
</tr>
</tbody>
</table>

**Suppliers, Partners, and Collaborators:**
MATC partners with its suppliers, local employers, community-based organizations, high school districts, other technical and four-year colleges, funding alliances, and donors. These partnerships range from simple sharing relationships to more transformative, ongoing collaborations. Suppliers include Milwaukee Public Schools and the other local school districts from where students are recruited. Other suppliers include book publishers, food service vendors, and office supply and equipment vendors. MATC complies with Wisconsin state statutes regarding purchasing, developing contracts and relationships with vendors by soliciting bids for longer term and more lucrative contracts. Critical requirements for suppliers/partners include quality products and services in a timely manner for competitive pricing and responsive service. Prominent partnership examples are Johnson Controls (solar farm, green initiatives, integrated operating systems, and action planning) and the District Mutual Insurance Consortium (training and cost containment as well as advisory committee participation). Many key business partners play an important role in the college’s Energy Conservation and Advanced Manufacturing (ECAM) Center by providing equipment and assistance with innovative programs so that technology training and best-practice counsel in sustainability and energy conservation are state-of-the-art. Work systems must be effective, and MATC works closely with partners and collaborators to ensure a constant flow of successful students, ready for their next steps: jobs, educational degrees, or apprenticeships. Innovation occurs when unique student opportunities are
created for dual credit, internships, service learning, etc. Currently, there is no formal structure or central point of contact for identifying existing partnerships, measuring their effectiveness, or managing accountability. A strategic planning core committee is developing a feedback process and indicators for measuring partnership effectiveness.

Organizational Situation

Competitive Environment:
MATC is the largest educational institution in the Milwaukee metropolitan area, with the most diverse student body in the state. In 2009, 26% of district residents 16-45 years of age reportedly were taking coursework at some institution and three in ten of these college students were enrolled at MATC. Overall, almost two of five (38%) district adults had taken coursework at MATC at some point in their lives. Among those not attending college in 2009, almost half (47%) planned to take some college coursework between 2009 and 2012. The University of Wisconsin-Milwaukee remains the prime competitor for prospective students; however, competition has grown substantially within 65 miles of Milwaukee, where 92 educational and training organizations offered coursework and/or programs of study in 2008. Since 1997, 17 proprietary competitors have entered the marketplace; one-half offer diploma programs and 70% offer certificates. On-line competition continues to increase as well. The educational market continues to grow, primarily during an economic downturn where people who have lost jobs use the time and resources available to go back to school. At the same time, the technical colleges in the state are facing significant decreases in state aid and property values. The greatest challenge is to continue to provide quality, relevant educational offerings to a larger market, while trying to find additional resources to support these efforts.

Using a model of continuous improvement, a new SWOT analysis was conducted in winter 2011. Some of the key findings include MATC’s competitive cost as one of its greatest advantages. Students can fulfill a two-year degree at a substantially lower cost and transfer credits to one of many 4-year institutions to complete a bachelor’s degree.

The number of community and educational partnerships MATC maintains is considered an opportunity. Location is another advantage, being in the heart of downtown Milwaukee and reaching Milwaukee suburbs through its regional campuses. All campuses are on bus lines. The experienced and stable faculty is also an advantage. To be certified, faculty must have relevant experience in the field in which they teach. This gives them credibility with the students and community partners. In a 2009 survey, MATC’s perceived quality of education was rated as 7.3 on a 10-point scale, an average rating for area institutions. MATC received its highest ratings among minorities, those with lower household incomes, and those who previously attended MATC.

Weaknesses include the growing number of students who are academically disadvantaged, and two of the key threats include previous and future budget cuts and the increase in often underprepared prospective students.

A wide range of factors affect MATC’s success relative to local and regional competition. These include factors identified as most significant in choosing an institution among metro college prospects: program variety, training leading to employment, affordable costs, transfer of general education courses to 4-year universities and convenience (e.g., location, online availability).

Comparative Data
The Institutional Research and Strategic Planning Office (IRSP) utilizes the following comparative data sources:

- Noel Levitz Student Satisfaction Inventory (national institutional comparison)
- Noel Levitz Institutional Priorities Survey (national institutional comparison)
- Integrated Post-secondary Data System surveys (national institutional comparison)
- The Consortium for Student Retention Data Exchange (national institutional comparison)
- National Community College Benchmark Project (national institutional comparison)
- National Student Clearinghouse (national institutional comparison)
- Perkins grant data (state institutional comparison)
- Quality Review Process Data System (state institutional comparison)
- Annual graduation and apprenticeship surveys (state institutional comparison)
- Five-year longitudinal survey (state institutional comparison)
- Institutional enrollment, student success and outcome assessment data (state institutional comparison)
- Community Perceptions Survey (district institutional comparison)

MATC lacks relevant comparative data for organizations outside of education and does not currently have a means for identifying and assessing such resources.
**Strategic Context**

The serious fiscal situation confronting the institution remains the overriding challenge to the college’s overall sustainability. In addition, through the development of the college’s self-evaluation for HLC accreditation, the following business, operational, and human resource challenges were identified:

- Use student learning data more systematically to measure performance and plan for effective change.
- Implement processes to improve safety and security on the campuses.
- Create a college leadership plan; a process for developing leadership candidates; a process for measuring and improving employee motivation, satisfaction and productivity, and align employee compensation and recognition with college goals and objectives.
- Strengthen shared governance, improve employee involvement in decision-making, and integrate and document processes for identifying strategic directions that enhance transparency.
- Standardize methods for assessing college services by analyzing and tracking performance.
- Continue to align research needs through the Office of Institutional Research to better utilize and coordinate information for continuous improvements.
- Standardize and democratize the strategic planning process, integrate planning and results more closely, and increase employee buy-in to the process.
- Strengthen and systematize collaborations with other organizations through a more coordinated process.
- Develop coherent strategies to implement and evaluate external partnerships.

Key business, operational, and human resource advantages include low tuition/fees; quality instructional design and delivery; a shared model of governance; a reputation for convenience and affordability; program innovation; regional partners; services to support students; articulation agreements, and grants that enhance services and curriculum.

**Performance Improvement System**

MATC’s system for individual performance improvement is built around a 7-step continuous improvement model. Employees were trained in this process. Objectives and measurements are set that relate to and support the vision, mission, and strategic goals of the college. A mid-year evaluation allows managers and employees to monitor performance and set improvement goals if necessary.

As an “AQIP institution,” MATC is committed to continuous improvement processes. Its performance improvement system for teams includes (1) an integrated planning process that documents shared-governance committees’ performance relative to annual strategic planning objectives; (2) the vetting of quality improvement action projects through shared governance oversight, and (3) a robust institutional research function for assigning measures, indicators, and data to college goals, objectives, strategies, and tactics. The planning process is based on a systems approach that builds upon traditional quality assurance methods by emphasizing organizational systems and process-thinking, the role of internal and external stakeholders, and the need for objective data to analyze and improve the institution.

Evaluations of action plans and initiatives use the “Plan-Do-Check-Act” methodology. Programmatically, the Quality Review Process (QRP — see Category 4) establishes longitudinal assessment of program measures and outcomes. Program data and developments are monitored monthly by a Board of Directors’ subcommittee as part of the continuous improvement cycle. Appraisals of non-represented employees are conducted annually while the voluntary coaching system used for professional improvement among teaching faculty operates from September through May. The college’s performance evaluation systems for administrators are currently being revised. Training needs for professional development and evaluations for improvement are assessed through customer service surveys conducted by Human Resources, Professional Development, and the Educational Research and Dissemination office (ER&D). Involvement with AQIP and QRP as well as internal training resources means that innovation is built into college processes. One such innovation was developed by a shared-governance committee regarding Coaching for full-time faculty. Faculty evaluation is now based on a continuous improvement model. Starting in 2010, full-time instructors utilize data from a self-evaluation, student feedback, associate dean input, certification needs, and a set of Teaching Standards of Excellence to develop their own “Teaching Action Plan.” Instructors then work with peer mentors to complete the activities of that plan.
Category 1: Leadership

Senior Leadership: Guide & Communicate
MATC’s senior leadership team consists of the President and his Executive Cabinet: the Provost/Executive Vice President, the Vice President of Finance, the Vice President / General Counsel, the Vice President of Student Services, the Associate Vice President of Information Technology, the Associate Vice President of Human Resources, the Director of Fundraising and Development, the General Manager of Public Television, and the three regional campus Vice Presidents. Senior leaders set and deploy the Mission and Vision utilizing a Shared Governance model, where responsibility for institutional decisions is shared among governing boards, district administrators, and faculty, with the participation of staff and students.

Leadership communicates the mission and vision by posting these in the Board room, offices, on the website, and incorporating them into major college publications such as the Annual Report and the catalogue. They are clearly visible in high traffic areas of each campus. All team and committee charges contain the mission and vision to ensure all eyes remain focused on these guiding documents. The President and the Executive Cabinet consistently reinforce MATC’s mission and vision and core competencies externally by modeling the principles during all interactions with external partners, the community, and other stakeholders.

Senior leaders align goals with the mission and vision through strategic planning and budgeting processes. The goals are then carried forward into the academic, budget, facility, and technology planning processes. The Board and administration use the results of an environmental scan and SWOT analyses to assess college, community, and employment trends that affect students, industry, and community needs. Opportunities are also identified through innovation grants, MATC Foundation initiatives, and through communication with feeder schools, transfers schools, and business and industry partners. In addition, program advisory committees and faculty provide knowledge of industry and community changes and trends. This information is used to adapt and update programming. Monthly open board meetings and “Listening & Learning” sessions with board members allow for community and student input.

The strategic planning process identifies seven-year goals and objectives. Each college vice president and divisional dean utilizes the planning goals and objectives to set more specific planning strategies for their areas. With equal representation from faculty and staff, Core Committees are linked to specific strategic goals. These Core Committees are the primary vehicle for shared governance at the college by providing a system for participation in decision-making and a means for improving communication using quality improvement practices. The Core Committees create Action Plans and Strategy Work Teams to achieve strategic goals and their objectives.

Since 2005, MATC has used Conversation Days as a way to communicate with the college community regarding areas of improvement. They are held at each campus, and in 2008 online discussion boards were added to encourage more participation. They next Conversation Days will be in May 2011. The results of these conversations can lead to either “quick fixes” or formal action projects. During the annual retreat, college leadership and the Board of Directors review input gathered from a variety of stakeholders (including results from Conversation Days), an Environmental Scan compiled by IRSP, and a current SWOT analysis to understand college, community, and employment trends that will affect student, industry, and community needs. During this retreat, the Mission and Vision are also reviewed and updated, if appropriate.

Because of the size of the workforce and the four campuses, senior leaders use a variety of methods to communicate with the various stakeholder segments. At the beginning of each semester, Coordination Days brings the college community together to update everyone on key issues. The president holds regular weekly meetings with his Executive Cabinet, and the Provost chairs bi-weekly Cabinet meetings for her direct reports as well as monthly Council meetings with the academic staff.

Employee contributions to the college and community are formally recognized by the president in the monthly Communiqué newsletter, distributed to the MATC community online and posted on the website. The president also developed “Burke’s Blog” this year, posted on the MATC website, to better communicate with constituent groups, students, and the public.

Governance and Societal Responsibilities
As the chief executive officer of MATC, the president is subject to annual performance evaluation by the Board of Directors. His Executive Cabinet also receives annual performance evaluations, as do all top level administrators (e.g., deans, associate deans, supervisors). These evaluations are linked to strategic goals set. Improvement plans can
Leadership improvement is aligned with the strategic planning goals using the annual Performance Planning and Evaluation Process. External consultants and trainers, as well as internal facilitators have worked with Human Resources and other divisions to provide on-going development sessions related to innovation, performance management, budgeting principles, continuous improvement, change management and utilizing data for decision-making. In 2006 one of the continuous improvement projects for HLC Accreditation was, “Leading & Communicating for Performance Excellence,” centered on training the college leadership on the principles, processes, and tools of quality performance. The college has completed a more focused succession plan to prepare for ongoing leadership in the college.

Under the governance of the District Board, a “District Code of Ethics Policy” establishes the ethical practices to be followed by all MATC employees. Administrative policies for faculty and staff focus on promoting an ethical work environment and cover issues such as affirmative action, non-discrimination, harassment, copyright guidelines, FERPA, equipment bids, and intellectual property.

Since 2009, MATC has dramatically increased its grants activities to secure resources that will meet important community, state, and national workforce needs. Many grant applications target emerging and growth fields, including biotechnology, health informatics, and public safety and security.

In support of societal responsibilities, MATC maintains a Climate Committee, Diversity Committee, Health and Safety Committee, Audit Advisory Committee, and a Legislative Task Force. Some examples of how MATC supports its key communities are public services offered at discount rates such as dental hygiene, automotive repair, barber/cosmetology services, optical services, and tax services. It is difficult to list all the community activities undertaken by MATC due to the large number of employees and their actions. Senior leadership supports many community partners such as the Urban League, United Way, Greater Milwaukee Committee, Workforce Funding Alliance, United Performing Arts Fund, Public Policy Forum, Rotary Club, and Milwaukee Partnership Academy.

**Category 2: Strategic Planning**

**Strategy Development**

The following figure depicts the strategic planning cycle, input from all stakeholders, budget links, implementation processes, and reporting structure for college goals.
Once annual goals are linked to the appropriate core committee, each goal is assigned an administrative “champion,” from the President’s Executive Cabinet, who serves as the key advocate. Champions help the core committee by removing barriers encountered by the committee or its strategy work teams, as well as identifying and approving resources needed to support key areas. Currently the core committees are: Academic Technology; Curriculum, Learning and Assessment; Collaborations and Partnerships; Human Resources; Strategic Enrollment Management; Student Success; and Sustainability and Facilities.

The MATC strategic and quality improvement planning process aligns all planning activities necessary to accomplish the college’s mission. The strategic plan is a long-term planning document created through a decision-making process involving the entire college community and following a shared-governance model. The plan supports the college mission and includes goals as key guidelines for organizational action. A strategic planning retreat held in the summer of 2006 resulted in the current strategic plan set for 2007 – 2014, with annual reviews. A full retreat is planned for this summer as well. The table below presents the current strategic goals and objectives.

**Current Strategic Goals and Objectives**

<table>
<thead>
<tr>
<th>Strategic Goal</th>
<th>Measurable Objectives</th>
</tr>
</thead>
</table>
| **Provide Quality Student Learning** | 1.1 Ensure High Performing Courses, Programs, Instruction and Services  
1.2 Offer Courses, Programs and Services Efficiently  
1.3 Utilize Technologies That Support Teaching & Learning |
| **Promote Student Pathways to Success** | 2.1 Enhance Student Access and Success  
2.2 Provide Coherent, Customer-Friendly, Student-Centered Enrollment System  
2.3 Provide Advising Services that Assist Students in Managing Their Education  
2.4 Ensure Retention Initiatives are Operating Effectively |
| **Enhance Internal and External Stakeholder Relationships** | 3.1 Articulate Types of Key Stakeholders by Segments, Needs & Services  
3.2 Build Effective Relationships Within Different Levels of the Organization |
| **Invest in People** | 4.1 Ensure Employees’ Knowledge and Skills are Appropriate for Assignments  
4.2 Maintain a Comprehensive Employment Plan  
4.3 Strengthen HR Processes to Assure a High Performing Workplace  
4.4 Create a Safer College by Developing Partnerships as well as Customer Service and Problem-Solving Training |
| **Ensure Sustainability** | 5.1 Promote Environmental Literacy  
5.2 Optimize the Physical Environment and Aesthetics of the College  
5.3 Optimize Resource Conservation |

**Strategy Deployment:**
Strategic goals and objectives are ultimately achieved through initiatives spearheaded by core committees and strategy work teams. Examples include a joint administrative and faculty committee reviewing the placement tests for incoming students; a sub-committee of faculty and counselors revising the attendance policies and syllabus cards used in classes, and a team of faculty and administrators charged with reviewing professional assignments for faculty to ensure equity and accountability.

Divisional deans and campus vice presidents also work with the IRSP to develop action plans for maintaining program viability, enhancing partnerships with key internal and external stakeholders, and responding to federal and state mandates affecting the nature and quality of curricula.

In September of each year, core committees create action project charters that outline annual improvement projects to achieve particular goals and/or objectives. These charters embody strategies, tactics, key performance indicators, measures, and data for each newly-identified initiative, turning an opportunity into a potential strength. Each action project charter must be linked to a specific strategic goal and objective and identify an administrative champion (see project charter template below):
Category 3: Customer Focus

Customer Engagement

To Provide Quality Student Learning is a vital strategic goal for MATC. In the spring of 2008, new software, “Strategic Advantage,” was implemented using labor force data to help determine the program needs for the students. Additional issues trigger the use of other methods to determine educational programs, offerings and services, such as advisory committee identification of new or revised skills needed in the marketplace; assessment results indicating the need to more effectively deliver subject content to students; a shift in technology; a gap analysis of existing course offerings and offerings at other institutions for the same or similar program, and labor force data.

The occupational advisory committees also provide feedback and direction to provide high quality instruction for students. These committees are composed of employers, employees, and present and former students, and all bring valuable information about future occupational needs and trends. Non-instructional Advisory Committees assist the college in providing quality support services. Presently, the district has 97 separate advisory committees with approximately 872 citizen representatives. Participants on Advisory Committees complete annual satisfaction surveys as well.

As part of the WTCS, MATC’s authority for program initiation and development rests with the WTCSB and includes five phases: the Indication of Interest; the Scope; the Needs Demonstration; the Program Proposal; and the Program Implementation. The WTCSB takes action at phase two (Scope) and phase four (Program Proposal). The process ensures analysis, communication, and consistency of program development throughout the technical college system.

To create new or to make major revisions to current occupational programs, MATC uses the “Developing a Curriculum” (DACUM) process. Each DACUM involves ten to twelve field experts who identify duties and related tasks performed on the job; general knowledge and skills required to perform the job accurately; tools, equipment, and supplies needed for training; worker behaviors and attitudes, and future trends and concerns of the industry.

The strategic goal to “Promote Student Pathways for Success” is the foundation for building a student-focused culture within MATC. Some of the most popular and successful services to help retain diverse students and enhance their success are listed below:

- Academic Support Services assist students with varied roadblocks to academic success through services such as tutoring, mentoring and course-related written assignments through its Online Writing Lab (OWL).
- MATC’s Pre-College Education Division prepares students for college-level work. The division’s wide range of services includes Basic Skills, General Education and High School Equivalency assistance and testing, Adult High School, English as a Second Language programs, and the College Assistance Migrant Program.
- Bilingual programs and services help students reach academic and personal goals.
- The Office of Bilingual Education addresses the unique needs of second language learners by providing them with ongoing case management and academic support to help them acquire the learning skills needed to succeed.
- The High School Equivalency Program (HEP) assists migrant and seasonal farm workers who have not completed the IRSP high school requirements by preparing them for the IRSP General Education Development (GED) test.
- The College Assistance Migrant Program (CAMP) helps students of all ethnicities who have migrant and seasonal farm worker backgrounds.
- The MATC Financial Aid office assists students by awarding financial aid to help pay education-related expenses. Financial aid is available from federal, state, and private resources.
- The Student Accommodation Services Department (SAS) ensures that students with disabilities receive equal access opportunities to all MATC programs, courses, and services according to section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act of 1990, which protects students with disabilities from discrimination and ensures full access to the college.
- The NTO (Non-Traditional Occupations) Office provides support services designed to assist these students with career planning, course advising, and access to student services. MATC has 60 associate degrees, technical diplomas, and apprentice programs classified as nontraditional for women and 30 nontraditional programs for men.

Customer Voices
MATC listens to students and stakeholders to determine levels of satisfaction with programs and services through various methodologies, formal and informal, internal and industry validated. The environmental scan used during the annual strategic planning retreat of college leadership and the Board of Directors provides input on community and employment trends. In addition to the scan, the Board’s regular “Listening & Learning” sessions allow members of the college community to speak directly to the administrative leaders.

The District Board structure ensures diversity and a voice for key stakeholders; one advisory, nonvoting seat is designated for the Student Senate. The Area Student Senate Board is a group of the current officers and selected members of the four campus student senates. The organization coordinates recommendations on district legislation which are forwarded to the Board and college administration for review.

The Student Life Committee is a standing committee consisting of students, faculty, staff and administration, and it recommends action to the administration on matters affecting students and student life. Among other duties, the committee makes recommendations on policies concerning rules and regulations governing student life.

The state requires and tabulates employer satisfaction surveys every four years. Results indicate that graduates continue to meet or exceed expectations in work skills, people skills, and attitudes. The college utilizes the Noel-Levitz on-line versions of the Student Satisfaction Inventory (SSI). The Institutional Priorities Survey (IPS) for employees is taken every two years to enable us to compare effectiveness with similar national organizations. The results of both these surveys determine strengths and weaknesses of the schedule of offerings and if, and how well, the needs of employee groups, such as faculty, support staff, paraprofessionals and administration, are being met. Goal-setting feedback from employees, employers and other community members are collected and analyzed through such research tools as a customer service survey, program advisory survey, market survey, and a variety of secondary sources. Additionally, the annual employee performance evaluation presents an opportunity for employees to informally discuss satisfaction or dissatisfaction with their supervisors.

Employer complaints regarding student interns and apprentices are handled directly by the associate dean with oversight of that specific program. Concerns from K-12 school districts regarding articulation agreements are brought through both an informal system based on relationships established with school districts and a formal appeal process. The latter includes submitting written documentation to the appropriate department to validate the existence of an agreement and successful completion of the specific course by the student seeking the Advanced Standing credit. The process for students complaints is outlined in The Student Handbook, which provides Guidelines for Student Conduct (sexual harassment, discrimination, and affirmative action), as well as processes for grade appeals, grade complaints, and academic problems/complaints. The Course Catalog also includes policies and procedures for student complaints. General complaints with service areas are handled by managers on duty, and safety concerns are
directed to Public Safety. Since receiving feedback from the HLC on the 2009 self-evaluation, Student Services has begun an action project related to updating the student complaint process.

To aid in market success, the Enrollment Funnel (see Category 4) provides daily reporting to assess success at attracting, retaining, transferring, graduating, and placing students, a front-end assessment of the effectiveness of the admissions and registration process. The core committee Strategic Enrollment Management seeks to maximize the recruitment, marketing, retention, graduation, employment and transfer of students by discussing data-informed trends.

**Category 4: Measurement, Analysis, and Knowledge Management**

**Measurement, Analysis, and Improvement of Organizational Performance**

IRSP is the major resource and repository for data requests regarding student performance, although other departmental areas also furnish information as needed (e.g., Finance, Pre-College, and Student Services). IRSP addresses the needs of top institutional planners and evaluators, strategic planners, accreditation specialists, strategic enrollment managers and planners, program and service planners, program chairs and department directors, and college researchers as well as external stakeholders (e.g., state system representatives, newspapers, local municipalities, and educational researchers). The work of IRSP involves reviewing and updating of its internal websites that post data and report on enrollment processes as well as information on the strategic planning process. They provide on-going, accurate, easily-accessible, and relevant information for college employees to use for decision-making and planning.

MATC’s commitment to becoming a more data-informed institution can be seen in the budgetary commitment to Institutional Research and Informational Technology. Centralizing resources ensures that data and information are understandable, supportable and accurate, given their conceptual or operational parameters. IRSP staff also train key college staff on software used to mine the Student Services Data Warehouse (SSDW) on their own, and IR members sit on Core Committees, task forces, and AQIP project teams to provide research support.

The college’s participation in the National Community College Benchmarking Project (NCCBP) since 2008 is a proactive step to deliberately link its measurement systems to the college mission and goals by providing comparative data for use as KPIs. A 2007 AQIP project assessed the validity and effectiveness of the QRP system for measuring academic program qualities. Changes were made in 2008 to reflect feedback from focus group interviews and surveys conducted among administrators, faculty, advisory committee members, and students. IRSP has begun to review and revise the college’s KPIs to ensure that they are relevant and are directly tied to operational measures and available data.

MATC employs the conceptual framework of the Enrollment Funnel to assess its success at attracting, retaining, transferring, graduating and placing students. On-line enrollment reports track term applications, registrations and FTE per division and program on a daily basis. This internal website offers college decision-makers with the tools to track and respond to changing enrollment trends.

Online-accessible sources, such as the Environmental Scan, Enrollment Funnel, QRP, SOA Process, State-Mandated Data Reporting, Targeted Research Projects, Pre-College Tracking Reports, IPEDS, Strategic Planning and AQIP Projects, SSI, and Customer Service Studies, promote efficient decision-making for programs, services, planning, and improvement efforts.

MATC’s college programs monitor key enrollment indicators as part of their annual reviews utilizing data from the Quality Review Process (QRP), a state mandated system for measuring performance using standard state and college indicators. Improving academic programs to increase their responsive to student and employer needs follows the QRP. QRP program scorecards are developed using data on course completion, special population course completion, minority course completion, second and third year retention, third and fifth year graduation, job placement, and the number of non-traditional students enrolled in the program. Internal MATC indicators are qualitative and developed by program personnel collecting data and reporting it to the IRSP. Data collected for scorecard use are based on student satisfaction—accomplished by surveying students in each class near completion of their program, and employer satisfaction—accomplished through surveying employers of MATC program graduates in each program area. Once the submission of internal indicators is complete, IRSP makes the scorecards
available to each program. Program personnel study the state data and MATC value as compared to the threshold number and target values.

Results from Student Outcome Assessments (SOA) are reviewed annually by faculty to see whether assessments are relevant and valid (see Category 6). Changes may be made to the curriculum, delivery process, or to the assessment tool based on faculty analyses.

MATC also collects data among prospects as community stakeholder through community perception surveys every six years. The latter gauges comparative perceptions of institutional quality, and MATC is rated as average in quality, which has remained relatively consistent over time.

Academic performance is measured by evidence that MATC students obtain necessary knowledge and skills in their programs. This evidence demonstrates effectiveness in graduation, transfer and placement rates. Trend data are used to evaluate student success in these areas. Market performance is measured by community perception studies conducted every six years to measure market share and market demand, and its relative strength among area post-secondary institutions.

To ensure that data are systematically tied to the strategic plan, institutional performance is now intimately tied to the strategic planning process and the action projects embedded within it. Continuous improvement action projects developed through the core committees and aligned with the strategic plan effectively use data to set expectations and measure effectiveness of planned interventions. Institutional priorities are set through Board of Directors meetings, president and provost cabinet-level meetings, and core committees. MATC gauges effectiveness through regular review of informally-integrated processes, including the setting of targets tied to college goals and objectives.

Findings are then segmented, trended, and compared to peer institutions in order to assess the college’s relative success at exceeding expectations and gauging changing levels of satisfaction. Performance gaps are tracked from year to year as well as through institutional comparisons. Thresholds and targets are set for indicators in order to compare similarly coded programs for the purpose of program improvement among state technical colleges. Program data collected for scorecard use provide results that form a foundation for program improvement activities. Dashboard data are provided at Board meetings to educate and sensitize members and to set benchmarks for future improvements.

The effectiveness of the college’s measurement systems are reviewed periodically to ensure continued accuracy and relevancy of information. Currently, the following actions are taken:

- Surveys provide detailed tracking of college effectiveness, challenges and opportunities.
- IRSP reviews and revises research instruments and their measures for its many projects.
- The IRSP log-in process is reviewed for “system effectiveness” to ensure relevant measures are reported in the process.

The college is currently a pilot site for the American Association of Community Colleges in testing accountability measures for use among institutions nationwide in the future. Refined quantitative targets will assist the college in measuring goal and objective attainment and streamlining reporting processes.

**Management of Information, Knowledge, and Information Technology**

To ensure the quality, availability, appropriate distribution of computing resources across the college and at all campuses, the college engages in a capital budget planning process designed to keep teaching and learning as the priority for computer hardware purchases. To ensure the quality of software and hardware for the MATC community, an Information Technology (IT) steering committee was established to prioritize IT projects that impact multiple departments across the college, to provide guidance to improve the delivery of technical services, and to address issues of IT policy and procedure. In addition, an Academic Technology Plan is aligned with the Strategic Plan and implemented in the Academic Technology core committee campus-wide initiatives.

Enterprise software and licenses are managed by the Information Technology Division. A new software management system called System Center Configuration Manager will give IT the ability to remotely manage computer configurations and patches. Individual departments may request specialized software as long as IT reviews the software request for version and equipment compatibility prior to making the purchase.
Computer hardware purchases are centralized through Desktop Services to ensure that technical specifications are being met. Computers are placed on a 3 to 5 year life cycle management. The achievement of these goals enables MATC to meet business requirements faster and more efficiently.

MATC installed a new IT Helpdesk SaaS (software as a service) application that streamlines the processing and resolution of IT support issues as well as provides useful metrics. Remote accesses to desktop PCs download critical patches and updates. MATC IT Support Matrix is a grid that breaks down the communication intervals and anticipated resolution for IT incidents. A restructuring of the daily workflow of IT telecommunications helped to improve service delivery. A part-time telecommunications position is being added to help improve customer service. Policies and procedures are created, updated, and reviewed on a regular basis to address issues involving the user community.

MATC uses a number of methods to ensure the availability and security of its information, knowledge and information technology. It uses secure socket layer technology and encryption on the college websites to collect private information. Production and redundant backup server upgrades improve reliability and performance processing for Data ERP system.

An annual Information Technology Security Audit and a review of the Data Center physical security include recommendations to improve security. Past recommendations included reduction in individuals with physical access to the Data Center and installation of a card access system for logging all users accessing the Data Center as well as preventing access during off hours.

The MATC website is managed and maintained by the MATC Marketing Department, that is responsible for reviewing and approving all web content before it is posted on the website. Marketing is in the process of implementing a new Content Management System called CommonSpot, which will allow the Information Division to import RSS feeds of news and events into the Portals.

Due to the rapid changes in technology as well as the expectations of students and stakeholders, MATC has started or completed a number of continuous improvement projects through the Academic Technology core committee and IT operations, building on and improving the way in which it manages information and knowledge transfer, including (but not limited to):

- Creating an enterprise portal system for the district.
- Providing a Mobile Smart Device application to allow easy access to campus maps, telephone directories, campus News and event information.
- Implementing “Resource 25” software to help the college better manage and assign its facilities and classroom resources.
- Initiating Dynamix as the project management software to track and document the status of IT projects.
- Enabling the RAVE emergency communication system in order to send emergency messages via email, voicemail, cell phone, and text messaging.
- Building a Faculty Innovation Center at the downtown campus that includes the latest in lecture-capture and telepresence technology for classroom and distance education. Faculty Innovation Centers will open at the regional campuses based on the Milwaukee Campus model.
- Installing high speed fiber optic cabling to increase Internet bandwidth up to 1Gb and VMWare’s Virtual Desktop Infrastructure (VDI) to allow faculty, staff and students to remotely access MATC desktops and application software from anywhere on the Internet.
- Providing a data warehouses for greater access to data, allowing departments to generate reports without the need for IT or IRSP involvement
- Partnering with an ERP vendor to review how each functional area is currently using the Datatel software to ensure the user community is properly trained to get the most for that investment.
- Completing an IT Disaster Site at one of the regional campuses that will be used to backup the main Data Center, including the replication of the ERP environment, email systems, and other critical applications, as well as institutional data stored on internal SANs.
- Utilizing LDAP authentication and Microsoft’s Active Directory authentication to synchronize passwords for other application systems such as Blackboard, Ultimus, web sites and Remote Access.
- Protecting the Data Center by redundant UPS systems backed up with a natural aas generator that allows uninterrupted power to the data center in the event of a power outage.
Category 5: Workforce Focus

Workforce Engagement
MATC believes that the shared decision-making model provides for high quality decisions and a highly motivated, high performing workforce. Moreover, a high level of employee participation tends to generate satisfaction as employees take more ownership of the goals and direction of the college as they are an integral part in establishing and ensuring attainment of the goals. There are numerous opportunities for any employee to give feedback and be part of the decisions and goals of the college. Employees who participate in divisional or program work teams or volunteer to serve on one of the seven core committees and/or their work teams can find satisfaction and reward in being an integral part of the process.

MATC negotiates compensation with its 5 unions through a collective bargaining system. Non-represented personnel have annual contracts that clearly describe duties and assignments. Internal surveys and environmental scans have consistently shown that most MATC employees feel they are adequately compensated through salary and benefits. Further data show, not surprisingly, that compensation is not the most important issue that keeps employees engaged and motivated.

Employee contributions to the college and community are formally recognized by the president in the monthly online Communiqué newsletter. They are also recognized on Coordination Days at the beginning of each semester at divisional and/or department meetings. A spring Employee Recognition Banquet celebrates those employees reaching employment milestones. Internal recognitions are also given in a variety of celebrations for participation in AQIP activities, the United Way campaign, and Record Enrollment, and Grants. Each department has its own internal reward system, where employees are celebrated at department meetings.

Personal and professional development opportunities are another way to reward and recognize employees. The college has a tuition reimbursement program available to all levels of employees. Between 2003 and 2008, the college paid tuition reimbursement to 167 people totaling $328,220 through its tuition reimbursement programs.

In Category 1, the training for senior leaders and the District Board was discussed. Mid-level managers and those interested in becoming higher level leaders have the opportunity to participate in the Wisconsin Leadership Development Institute (WLDI), specifically geared for under-represented populations in leadership positions. In 2006, the AQIP project “Leading & Communicating for Performance Excellence” centered on training the college leadership on the principles, processes, and tools of quality performance. The “Great Teachers” and “Great Support Staff” programs are three-day annual retreats sponsored by the Wisconsin Technical College System and aimed at motivating and refreshing faculty and those employees in clerical, support and paraprofessional capacities. Past topics focused on personal and professional development and work ethic.

Professional Development provides course and seminar opportunities for all MATC employees, advocating the philosophy of lifelong learning. The four categories of course offerings include Certification, Professional Development, Computer, and Wellness. Every two to three years, a comprehensive satisfaction survey is sent to all MATC employees to determine strengths and weaknesses of the schedule of offerings. This survey also determines if the needs of employee groups, such as faculty, paraprofessionals, support staff, and administration, are being met. Advisory committees also provide feedback to identify training needs of employees.

The Education & Research Dissemination office works with the Professional Development to bring course offerings that will enhance teaching and bolster educational success. For example, Peer Support is a faculty led initiative provides ongoing mentorship for new faculty.

HR provides training to all non-represented managers to improve managerial competency as well as satisfy legal compliance with applicable federal and state laws. Such training has included: Sexual Harassment Awareness; How to Conduct Effective Performance Appraisals; Managing Performance and Conduct; Understanding Workers’ Compensation Policies/Procedures; Unemployment Compensation; Understanding the Union Contracts and Your Management Rights, EEOC and FMLA and Compensation and Benefits Policies/Procedures. Employee training and development is also provided as needed by other departments such as HR, Public Safety, IT, Distance Learning, and the Business office.

Workforce Environment
Through state certification WTCS ensures that personnel involved with instruction and counseling, and those who supervise these areas, meet the appropriate academic, occupational, and teaching requirements. The Certification
Office staff reviews credentials and determines eligibility for initial and renewal certification; maintains certification files and records; processes certification records with the WTCSB; communicates with internal and external customers regarding certification requirements, and facilitates the annual certification audit. Faculty who fail to renew their certificate are subject to layoff.

Within HR, the Coordinator of Employee Wellness and Risk Management oversees a variety of programs that promote employee satisfaction, health, safety, and well-being. The Wellness Committee (representing faculty and staff from all 4 campuses) helps direct the program. They created a mission statement and used results from their “Employee Interest Survey” to create a curriculum for each school year. Programs and events are announced through system-wide emails and posted on new “Employee Wellness” bulletin boards located at each campus.

The Public Safety department oversees support processes ensuring campus safety. Feedback from student and employee surveys has driven many of the improvement initiatives in this area. Public Safety works to create and maintain a safe campus environment and has district-wide responsibility for all campuses and evening centers. Members of their department went through a district-wide management and operations assessment in August 2007, conducted through the International Association of Campus Law Enforcement Administrators’ Loaned Executive Management Assistance Program (LEMAP) that led directly to departmental improvements. Ideation sessions were conducted with a local corporation, Johnson Controls, to develop a security plan and prioritize needs. All provisions of the Clery Act are followed by publishing an annual report disclosing campus security policies and three years of selected crime statistics, making timely warnings to the campus community about crimes that pose an ongoing threat to students and employees, and by keeping a public crime log. All security officers have completed Clery Training. Public Safety professionals undergo an extensive, annual training program, including CPR; first aid; community policing; defensive driving; Defense and Arrest Tactics (DAT), and automatic external defibrillator.

The department offers an anonymous "tip line" to report suspicious activity on campus and maintains an emergency response center. The department has a role in fall and winter orientation for new students and employees to help them become familiar with public safety services. On the extremely rare occurrence when a campus evacuation would be necessary, an announcement is made over the campus-wide PA system. Evacuations and lock-downs are practiced at each campus, and “After Action” reports pinpoint problems and improvements are made. Emergency evacuation plans are evaluated annually. The college has purchased new Maxient software to record, monitor, and analyze patterns.

**Category 6: Process Management**

**Work Systems**

The work systems have been designed by stakeholders in each of the divisions in the college (as shown by the organization chart previously submitted). In each division, the key systems have been identified and undergo evaluation for effectiveness and efficiency through formal evaluations and informal feedback. Although listed as separate entities to facilitate the administration of these areas, the divisions work in symbiotic and integrated ways. To ensure that systems are delivered similarly, the operations at the three outlying campuses report to their regional campus vice-presidents as well as to appropriate divisional vice-presidents located at the Milwaukee campus. On-site directors and managers meet regularly with their own staff in departmental meetings to provide operational updates. Specifics of work systems are presented in the next section.

In addition to what was described in Category 5 regarding safety in general, the college’s Public Safety department provides a thorough website with processes, contact numbers, and specific procedures to in case of any emergencies. The department also provides numerous training sessions for internal and external stakeholders; drills for emergencies are conducted each semester. Every room has a phone that connects directly to the Public Safety department, and the safety guards patrol the buildings and external campus grounds. A van is provided at the Downtown campus for transportation to parking lots. The department has also begun to have meetings with student groups to collect feedback and suggestions for improved safety.

MATC strives to develop a sustainable culture, both fiscally and environmentally. Using the strategic planning goals and budget principles, each division and department of the college develops a yearly budget for capital expenses, remodeling and construction. Each department/division also ensures that the faculty, staff and administrators are operating at optimal capacity with the most efficiency. As people retire or are transferred, staffing needs are evaluated to determine assignments. Monthly, quarterly and annual reports are provided to the Board of Directors.
**Work Processes**
For each of the college’s main divisions, work processes have been identified. In Student Services, process maps were developed in 2007 in an effort to identify work flow, areas that were problematic, and opportunities for increased efficiencies. Samples of these are provided below.

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### MATC Student Services Core Processes

*From MATC Student Services Perspective*

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
</table>
| 1    | Student Learns Options:  
|      | - Provide Career Planning Services  
|      | - Provide Program & Educational Opportunity Info  
|      | - Provide Admissions / Enrollment Info  
| 2A   | Apply for Admission:  
|      | - Student Completes Application  
|      | - Review Student Fin. Aid Appl. (FAA)  
|      | - School Determines Award  
|      | - Student Takes Placement Assessment  
|      | - Student Requests Funding Options  
| 2B   | Apply for Financial Aid:  
|      | - Provide Financial Aid Counseling  
|      | - Borrower Applies for Loan (if needed)  
|      | - Funds Are Approved  
| 3    | Register for Classes:  
|      | - Register Students (in person)  
|      | - Provide Registration Reporting  
| 4    | Prepare Student For Semester:  
|      | - Receive Student Payments  
|      | - Provide Class Schedules to Students & FAX  
|      | - Provide Student Accounts Info / Courses  
| 5    | Provide Student Support:  
|      | - Adjust Student Schedule (Add / Drop)  
|      | - Provide Academic Support in Centers (Labs)  
|      | - Provide Academic Support (Tutoring, Math Lab)  
| 6    | Maintain Academic Records:  
|      | - Update Student Academic Records  
|      | - Maintain & Validate Course Grades  
|      | - Provide Instructor and Staff Support (Grades, Grade)  
|      | - Provide Student Status  
| 7A   | Answer Questions:  
|      | - Provide Transcript  
| 7B   | Track, Administer, and Provide Status:  
|      | - Maintain Student Records (Academic, Financial, Profile, etc)  

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*To Be Finalized*

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The Academic Affairs Division currently includes seven Schools, the Library, Academic Support Services, Student Services, IRSP, International Education, High School Articulation, College Transfer, Tech Prep, and Professional Development. Six of the schools offer occupational programs and courses. The School of Liberal Arts and Sciences also offers general education courses, an Associate of Arts, and an Associate of Science degrees. The School of Pre-College offers courses and enrichment in the areas of: ESL, GED, Adult High School, and Basic Skills. The process to develop and modify all college offerings is based on the Wisconsin Technical College System’s policies.

The processes used for course and program curriculum, development, or revision are summarized below:

**MATC Curriculum Manual (Revised August, 2009)**
- A change or emerging need is identified;
- Discussion takes place with colleagues, support staff, and program Advisory Committee;
- A proposal is developed to change the existing curriculum or develop a new program; (PLAN);
- The proposal is reviewed/accepted by department, division, and by program Advisory Committee;
- If a major curriculum change or a new program is required, it is reviewed/accepted by the CLA Core Committee and submitted to WTCS for approval;
- Upon approval, the curriculum is implemented (TEACH);
- Student success is monitored through course-level and program-level assessment (ASSESS);
- Results of assessment are analyzed (ANALYZE);
- If the structure of the program is determined to be negatively impacting student success, a decision is made to follow the process for curriculum change to modify the program (ADJUST), and the cycle begins again.

The figure below illustrates the Continuous Quality Improvement Cycle: Plan, Teach, Assess, Analyze and Adjust (PTAAA, or PTA³).

Each Program is formally evaluated every five years using QRP. Based on the scorecards (described in Categories 4 and 7), an action plan for improvement is developed and yearly assessment of progress is tracked.

Each program also evaluates student learning outcomes for program goals and the college’s Core Abilities. The Core Abilities are the expected learning outcomes of all graduating MATC students. They were created and revised through a shared-governance committee with input from the entire MATC community. Currently, the Core Abilities include: Communicate Effectively; Collaborate with Others; Respect Diversity; Demonstrate Responsibility; Think Critically and Creatively; Utilize Technology; Apply Math and Science; Demonstrate Environmental Responsibility, and Embrace Change. A current sample of the template used by programs is shown below (adjustments will be made at the end of the semester):
To assist with ongoing faculty development, feedback is sought from instructors on topics for professional and educational classes and workshops. These courses are evaluated upon completion to provide additional feedback on effectiveness. Seven required certification courses are updated by the Wisconsin Technical College System every five years with representatives from all sixteen state districts. The college’s faculty-led ER&D office also provides “just-in-time” workshops and training for faculty.

The Human Resources Division has new processes in place that are being piloted. These new processes are part of a software package (People Click) that integrates systems for employee recruitment, application, certification and interviewing. When people are hired, HR initiates an orientation process, sets up salary and benefits; it then begins the process of training/mentoring, performance evaluation, development and wellness. Feedback on systems is sought from end-users and applicants. Currently, HR is looking to refine its settings in People Click to more quickly meet the needs of the college.

**Category 7: Results**

**Student Learning & Process Effectiveness Outcomes**

MATC employs the conceptual framework of the “enrollment funnel” to assess its success at attracting, retaining, transferring, graduating, and placing students. On-line enrollment reports track term applications, registrations and FTE per division and program on a daily basis. Key segments are many and include student racial and ethnic backgrounds and students’ degree and diploma program tracks. At various points along the funnel process from entry to exit, other segments are tracked as well (e.g., trends in course completion rates among direct-from high school students and graduation rates among part time vs. full time students). In general, course completion rates—the building blocks for academic success—show considerable room for improvement, as indicated by the following figure. They tend to be a function of students’ levels of college preparation, the college’s success at supporting them with needed services at the “front end” of their college career, and environmental factors affecting both student and institution.
Success rates for students of color are of particular concern, and comprise roughly one-half of the student body. College-level completion rates dropped for racial categories between FY2009 and FY2010, except among American Indians and whites. The 3% improvement among the former is attributable to a successful pilot improvement project instituted by American Indian Student Services and the Office of Institutional Research and Strategic Planning (IRSP). The trend in completion rates among associate degree and technical diploma students have declined over time and have been inconsistent at best (e.g., see figure below). Additionally, course completion among direct-from high school students as well as basic skills “pre-college” students has been declining over the past five years.

MATC’s college programs monitor key enrollment indicators as part of their annual reviews utilizing data from the QRP. The evidence that MATC students obtain necessary knowledge and skills in their programs is evidence in graduation, transfer and placement rates. Trend data are used to evaluate student success in these areas. Despite course completion challenges, MATC performs well on retention rates (see the following figure).

**Fall-to-Spring Persistence Rate**
First-Time Degree-Seeking Students

Source: COSMOD & SSDW data bases
Note: Persistence data are based on end of the Spring term. Percentages denote the proportion who enrolled for the first time in the fall term and who had re-enrolled in the following spring term: e.g., FA2006 = fall term of 2005-2006 academic year, and so on.
MATC also performs well on transfer and graduation rates (see figure below). These charts include part-time cohorts that comprise three-quarters of all program students.

The sheer number of graduates and transfers vary with the overall enrollment growth or decline shaped by wider economic conditions. However, the comparative rates are positive. Furthermore, placement rates trended downward with the severity of the economic recession but have leveled off. Eight of nine 2010 graduates either are employed and/or continuing their education six months after graduation.

Improving academic programs to increase their responsive to student and employer needs follows the state-mandated Quality Review Process. An internal self-study conducted by program personnel develops a collective opinion about areas that affect their programs (e.g., curriculum, instructional delivery and format, and assessment of student learning). This provides a perspective on strengths and challenges within each program. Additionally, feedback from employers and faculty on program advisory committees is taken into consideration. Program scorecards are then developed using data on course completion, special population course completion, minority course completion, second and third year retention, third and fifth year graduation, job placement, and the number of non-traditional students enrolled in the program. Thresholds and targets are set for each indicator in order to compare similarly coded programs for the purpose of program improvement among state technical colleges. Program data collected for scorecard use provide results that form a foundation for program improvement activities. The scorecard for Landscape Horticulture is provided in the table below.

<table>
<thead>
<tr>
<th>State Indicators</th>
<th>Actual Performance FY2009</th>
<th>Actual Performance FY2010</th>
<th>Actual Performance Districts</th>
<th>Target</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Completion</td>
<td>71.71</td>
<td>68.88</td>
<td>68.89</td>
<td>71.88</td>
<td>2</td>
</tr>
<tr>
<td>Special Pops Crs Completion</td>
<td>80.43</td>
<td>78.40</td>
<td>70.10</td>
<td>81.40</td>
<td>2</td>
</tr>
<tr>
<td>Minority Crs Completion</td>
<td>66.67</td>
<td>50.00</td>
<td>62.50</td>
<td>53.00</td>
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</tr>
<tr>
<td>Second Year Retention</td>
<td>58.82</td>
<td>62.71</td>
<td>62.75</td>
<td>65.71</td>
<td>2</td>
</tr>
<tr>
<td>Third Year Retention</td>
<td>55.29</td>
<td>48.53</td>
<td>45.76</td>
<td>51.53</td>
<td>2</td>
</tr>
<tr>
<td>Third Year Graduation</td>
<td>29.41</td>
<td>23.53</td>
<td>13.56</td>
<td>26.53</td>
<td>3</td>
</tr>
<tr>
<td>Fifth Year Graduation</td>
<td>24.14</td>
<td>36.96</td>
<td>37.65</td>
<td>39.96</td>
<td>2</td>
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<tr>
<td>Placement Rate All</td>
<td>100.00</td>
<td>85.00</td>
<td>80.00</td>
<td>88.00</td>
<td>3</td>
</tr>
<tr>
<td>Placement Rate Related</td>
<td>90.00</td>
<td>85.00</td>
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<tr>
<td>NTO Enrollment</td>
<td>49.36</td>
<td>47.79</td>
<td>51.47</td>
<td>50.79</td>
<td>1</td>
</tr>
</tbody>
</table>

Source: IPEDS; Note: Data are reported for first-time, full-time, degree-seeking students starting classes in fall 2006 and who graduated or transferred within three years (by spring term 2009)
Customer-Focused Outcomes

MATC measures biennial stakeholder satisfaction and expectations among two of its major constituencies, students and employees. The Student Satisfaction Inventory (SSI) has been conducted on-line among students and the Institutional Priorities Survey (IPS) has been conducted among employees as a standard community college survey. Findings are segmented, trended, and compared to peer institutions in order to assess the college’s relative success in exceeding expectations and gauging changing levels of satisfaction. Performance gaps are tracked from year to year as well as through institutional comparisons. Common among all colleges who participate, expectations consistently outstrip satisfaction ratings on a set of composite measures of the college environment. In general, findings have been relatively stable from year to year (see figure below).

The institution receives its strongest ratings for instructional effectiveness and campus services. It is consistently lowest for safety and security and academic advising effectiveness. MATC students have higher expectations than peer institution students and exceed their satisfaction only on its two strongest areas. This means that comparative gaps in performance are wider for MATC students than for their institutional counterparts.

MATC collects data among prospects as community stakeholder through community perception surveys every six years. The latter gauges comparative perceptions of institutional quality and MATC is rated as average in quality, which has remained relatively consistent over time. On-line surveys are currently being conducted among county employers concerning graduates.

Relationship-building with community stakeholders is evident throughout the college although outcome data is not always available. Office of Workforce and Economic Development builds and maintains relationships through training workshops and other initiatives with companies throughout Southeastern Wisconsin, with a significant number of repeat customers. An institutional database has recently been created to assess these and other community partnerships and collaborations. An alumni database is currently being created by the MATC Foundation to provide a basis for tracking, monitoring and trending changes over time.

Workforce-Focused Outcomes

According to the 2008 and 2010 IPS, employees give their highest satisfaction ratings to instructional effectiveness and their lowest for safety and security. Employees consistently express lower satisfaction than both students and peer institutional employees. They have higher expectations as well. This means that performance gaps for MATC are larger than for peer colleges. Gaps between expectations and performance vary with institutional area and
Employee type. The largest campus service gaps typically involve infrastructural issues and service challenges (e.g., adequacy of student parking; getting the runaround; and parking lots being well-lit and secure). See general satisfaction ratings in the figure below.

Employee Satisfaction by College Area

![Employee Satisfaction by College Area](image)

**Notes:**
- Employee satisfaction levels are the average composite agreement scores for 8 institutional areas among 559–565 full-time employee responses to on-line items on the Noel Levitz Institutional Priorities Survey (IPS). It is conducted at 2 yr. intervals. The composite scores are based on a 7 pt. scale, ranging from very dissatisfied (1) to very satisfied (7). The gap scores above are the size of the gap between their importance and satisfaction---The greater the gap score, the greater the challenge in meeting customer needs. Arrows denote changes in satisfaction level between 2008 and 2010.

Over one-third of employees are people of color, although there is considerable disparity in the proportion of students and teachers by minority status. A greater proportion of minority employees are found in support and maintenance services. Almost three in five employees are female. Faculty pay falls within the ninety-fifth percentile of colleges nationwide, which is further reflected in the college’s level of employment stability and the average longevity. The average age of instructors is 54 years old. Professional development is promoted through special professional assignments, education opportunities, peer support participation, and faculty training options.

**Leadership and Governance Outcomes**

With appointment of new administrative leadership in January 2010, improvement efforts have continued with a slightly different focus. Under the current administration, improvements have been made to create, systematize and review key college indicators of governance, improvement, and performance. Dashboard data are provided at Board meetings to educate and sensitize members, to set benchmarks for future improvements, and to explore the sources of institutional performance. The strategic planning and budget processes have been aligned and provide regular evidence of progress. For fiscal accountability, see “Budgetary, Financial and Market Outcomes” below.

Institutional performance is closely tied to the strategic planning process and the action projects imbedded within it. Continuous improvement action projects developed through the core committees and aligned with the Strategic Plan effectively use data to set expectations and measure effectiveness of planned interventions. The Core committees of shared governance oversee these projects associated with five goals and multiple objectives under each. Some were initiated with accreditation feedback from the HLC. Progress is monitored on a monthly basis by the Strategic Planning and Budget Steering Committee (SPBSC) and assessed semi-annually and annually through written and verbal reviews. The table below provides a sampling of objectives from the 2010-2011 Strategic Plan:
## Five Examples from the 2010-2011 Strategic Plan

<table>
<thead>
<tr>
<th>Strategic Goal</th>
<th>Measurable Objective</th>
<th>Strategy &amp; Tactic</th>
<th>Core Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide Quality Student Learning</td>
<td>1.3 Utilize Technologies That Support Teaching &amp; Learning</td>
<td>1.3A - Identify technology needs for teaching and learning (see Figure A)</td>
<td>Academic Technology</td>
</tr>
<tr>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Promote Student Pathways to Success</td>
<td>2.1 Enhance Student Access and Success</td>
<td>2.1A - Promote greater diversity at college through recruitment efforts (see Figure B)</td>
<td>Strategic Enrollment Management</td>
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<tr>
<td></td>
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<tr>
<td></td>
<td>2.2 Provide Coherent, Customer-Friendly, Student-Centered</td>
<td>2.2C - Develop customer service standards for all student services staff &amp; educate staff on these standards (see Figure C)</td>
<td>Strategic Enrollment Management</td>
</tr>
<tr>
<td></td>
<td>Enrollment System</td>
<td></td>
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<tr>
<td></td>
<td>2.4 Ensure Retention Initiatives are Operating Effectively</td>
<td>2.4A - Monitor retention trends and identify longitudinal data needs (see Figure D)</td>
<td>Student Success</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Invest in People</td>
<td>4.4 Create a Safer College by Developing Partnerships as well as Customer Service and Problem-Solving Training</td>
<td>4.4B - Provide a coordinated response to critical incidents occurring on campuses</td>
<td>Human Resources</td>
</tr>
</tbody>
</table>

The following figures provide measurable evidence used as a basis for progress or improvements:

**Figure A: 1.3A Utilize technologies that support teaching & learning**

### Tracking Proportion of Course Sections Using Blackboard, by Term: 2008-2010

Source: ERD
**Figure B:** 2.1A *Enhance Student Access and Success:*

![MATC Trend: Student Race & Ethnicity](image)

Source: WTCS; Data based on those self-reporting

**Figure C:** 2.2C *Provide Coherent, Customer-Friendly, Student-Centered Enrollment System:*

![Slippage in Meeting Financial Aid Needs:](image)


**Figure D:** 2.4A *Ensure Retention Initiatives are Operating Effectively*

![Fall-to-Fall Retention Rate](image)

Source: IPEDS & CSRDE

Note: 5th week of fall term used as the base for computing percentages. Percentages depict the proportion enrolled for the fall term in the fall terms and weeks used in calculations for fall-to-fall retention rates, e.g., FA2006=fall term of 2005-2006 academic year, and so on.
Evidence: 4.4B Create a Safer College by Developing Partnerships as well as Customer Service and Problem-Solving Training

- Public Safety is a strategic planning initiative targeting creation of a college-wide feedback system to anticipate and defuse potential emergency situations.
- The Public Safety department has improved communication mechanisms on campus by joining the Incident Command System (part of National Incident Command System) with the goal of working better with local authorities.
- Public Safety is now part of the College Investigator Network, which is an information-sharing team of Milwaukee colleges (UWM, Milwaukee School of Engineering, and Marquette University) and the Milwaukee Police Department, working together to identify and help reduce crime in the downtown area.
- Internally, the quick reference Emergency Response Procedures Guide was updated, made campus-specific, and distributed to all departments at all 4 campuses.
- The Department’s Standard Operating Procedures Manual has recently been updated, the first time in 14 years. Crime is tracked to assess the effects of these improvements. Internal efficiencies are also a goal of many departments throughout the college.

MATC also considers dissemination of the strategic planning process and outcomes throughout the college to be a key leadership responsibility, including measurement of how well a continuous improvement philosophy is spreading through the institution. The following table is tangible evidence of strategic planning feedback from employee stakeholders. The benchmark results suggest the importance among employees of information sharing, planning involvement, data for improvements, and the impact of continuous improvements.

<table>
<thead>
<tr>
<th>Planning Statements Conducted Among Employees, 2008 IPS</th>
<th>Avg. on 7-pt. scale</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The continuous quality improvement process has positively affected the college's performance</td>
<td>Importance: 5.84</td>
<td>Agreement: 4.69</td>
</tr>
<tr>
<td>Using data to measure college performance has improved MATC's organizational systems</td>
<td>Importance: 5.92</td>
<td>Agreement: 4.56</td>
</tr>
<tr>
<td>Staff has an opportunity to be involved in joint committees to promote shared governance</td>
<td>Importance: 6.14</td>
<td>Agreement: 4.79</td>
</tr>
<tr>
<td>There is enough information shared to make me feel knowledgeable of college developments and activities</td>
<td>Importance: 6.39</td>
<td>Agreement: 4.59</td>
</tr>
</tbody>
</table>

*NOTE: The size of the gap between importance (expectations) and agreement (performance) affects planning priorities*

Strategic planning responsibilities are now housed with the IRSP Office to ensure measurement becomes a greater and more standardized part of the monitoring process and appropriate metrics are identified and used on a regular basis for choosing, assessing and institutionalizing actions.

Based on the submission of Third Quarter Reviews by core committees last spring, the following FY2010 strategic planning objectives were accomplished via the shared-governance system:

1. Explored and set an earlier FY2011 application submission deadline by reviewing applicant data tied to below standard academic performance. This allows for future implementation of pre-term interventions for at-risk students;

Milwaukee Area Technical College
(2) Implemented technology tools supporting student needs by reviewing, recommending and upgrading the Blackboard learning management system, implementing g-mail for students, and allowing flex schedules for Helpdesk staff which maximized s coverage of student needs;
(3) Developed grants to bring cutting-edge technology into the classroom by training 315 faculty through workshops, seminars and classes in FY2010; and
(4) Advanced quality student learning by holding a Curriculum and Learning Assessment Summit. It promoted program quality and currency through specific divisional activities, regular feedback from divisional committees to the core committee, and implementation of comprehensive annual divisional reports focused on areas of strength and opportunities for improvement.

To date, other results tied to governance (e.g., legal compliance, ethical behavior, and societal responsibility) have not been systematically assessed and tracked by using a set of standard, measureable indicators.

**Budgetary, Financial and Market Outcomes**

While the college district includes two urban counties (Milwaukee and Ozaukee) and small portions of others (Waukesha and Washington), the Milwaukee metropolitan area of 1.5 million is its educational marketplace. Over three-quarters of its 50,000 students reside in Milwaukee County and fully 9 of 10 live within 5 metro area counties. Market performance is measured by community perception studies conducted every six years to measure market share and market demand, and its relative strength among area post-secondary institutions. Between 2003 and 2009, MATC remained one of the top two institutions that college prospects consider for coursework, although its position slid relative to the University of Wisconsin-Milwaukee (see figure below).

MATC’s perceived characteristics match the greatest concerns of prospects: a variety of program offerings, affordability, and convenience (e.g., location).

The college exhibits a strong fiduciary responsibility and an efficient use of resources, reflected in its financial results. State reimbursable credits reflect the proportion of students from technical-occupational, college transfer, Pre-College, and continuing education courses. Fully three-quarters of FTE are generated from Associate degree and college transfer coursework. FTE increases in state-reimbursable contact hours for credit courses reached the highest level in forty years in FY2010 due in part to high unemployment rates. In budget performance, MATC has complied with the Board Policy of maintaining a 10% to 15% general fund balance for the past five years. For the past two fiscal years, the college’s general fund reserve has been 19% and 18% respectfully. Investment in private banks and the Wisconsin Local Government Investment Pool is monitored closely. The cost savings and operational improvements generate substantial savings that enable the college to operate with a balanced budget each year. Grant funding has increased each of the past five years, from $7.5 million in 2006-07 to $9.2 million in 2010-11.

In 2010, MATC secured more than $30 million in grants to help fund educational initiatives that benefit students and the community. The grants helped to launch and support the Biochemical Excellence in Science and Technology (BEST) program, the Health Information Technology (HIT) program, and the U.S. Department of Education Emergency Management for Higher Education (EMHE) program. BEST is a four-year college transfer partnership in science, technology, engineering and math disciplines. BEST program four-year college partners include Marquette University, the Medical College of Wisconsin, UW-Madison and UW – Milwaukee. MATC is one of 17 two-year colleges in the Midwest to offer the new Health Information Technology (HIT) program - an innovative six-month program that will meet the requirements of the new federal initiative to provide electronic health records. HIT trains students in four certificate programs for careers in converting, maintaining and protecting health records as part of a federal mandate. MATC is expected to train 300 students through the HHS grant. MATC is the first Wisconsin college to receive an EMHE grant, which will help enhance and fully integrate the campus emergency plan and other safety and incident prevention measures.