Wisconsin Forward Award Application
July 2012
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Organizational Chart

District Board of Directors (9 members)

PRESIDENT

Executive Vice President & Provost
- 3 Campus Vice Presidents

Vice President & General Council
- Associate VP Human Resources & Labor
- Directors - Labor - Compensation - Employee Relations
- Director Public Safety
- Director Communications & Events
- Assistant General Council

Vice President Finance
- Controller
- Director Construction Services
- Director Operations
- Director Child Care Enterprises
- Director Sustainability
- Manager Printing Services
- Manager Food Services

General Manager Public Television
- Executive Director MATC Foundation

Executive Vice President & Provost
- Dean Business
- 5 Associate Deans

Dean Media and Creative Arts
- 1 Associate Dean

Dean Health Sciences
- 4 Associate Deans

Dean Liberal Arts and Sciences
- 5 Associate Deans

Dean Pre-College
- 5 Associate Deans

Dean Technology and Applied Sciences
- 7 Associate Deans

Associate Provost
- Directors - Library - Articulation - Institutional Research & Strategic Planning

Vice President Student Services
- Directors - Student Advising/Multicultural - Financial Aid
- Academic Support Services - Recruitment
- Registrar & Enrollment Services - Student Life

Associate VP Information Technology
- Directors - Technical Services - Desktop/Telecom - Helpdesk Services

Milwaukee Area Technical College
Accuplacer
A placement test, devised by the District Board, to help assess a student’s math, English, and reading skills. The results are used in conjunction with academic background, at-risk characteristics, goals, and interests to determine program and/or course selection.

ADA
Americans with Disabilities Act

Advanced Standing
A high school course that has similar content to an MATC course. It is taught by a high school teacher at the high school. A student becomes eligible to receive advanced standing credit after successfully completing the course and enrolling in an associate degree or a technical diploma program at MATC.

Advisory Committee
Business, industry, and labor representatives, as well as alumni and students that provide a review of MATC programs, to help ensure they meet the needs and expectations of business and industry.

AFSCME
American Federation of State, County and Municipal Employees

AQIP
Academic Quality Improvement Program

AT
Academic Technology Core Committee

BPAC
Business Procurement Assistance Center

CBO
Community Based Organization

CCSSE
Community College Survey of Student Engagement

CFO
Chief Financial Officer

CLA
Curriculum, Learning and Assessment Core Committee

Clery Act
The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act) is a federal statute requiring all colleges and universities that participate in federal financial aid programs to keep and disclose information about crime on and near their respective campuses.

COA
Correctional Education Association

Communiqué
A monthly electronic newsletter from the Office of the President summarizing college news and events. Distributed to the college community.

Conversation Days
Faculty, staff, and administration gather once a year to work to identify processes or activities that would make a difference at MATC, especially to students. AQIP Action Projects and “quick fixes” come from the results of these conversations.

Convocation Days
A non-student contact day at the beginning of each semester to assemble MATC faculty, administration, and staff to share important college and community updates and celebrate the beginning of a new term.

Core Abilities
The seven common learning objectives (soft skills) infused throughout all our general education courses.

Core Committees
With equal representation from faculty and staff, co-chaired by a faculty member and a vice-president, these seven committees make recommendations to the president and the District Board. Each core committee serves a specific purpose related to the mission and vision of the college and is linked to a specific strategic goal.

COS
Course Outcome Summary

CP
Collaborations and Partnerships Core Committee

CUTEP
Cooperative Urban Teacher Education Program

DACUM
State-mandated report “Developing A Curriculum” to create new occupational programs or to make major revisions to current MATC occupational programs.

DAT
Defense and Arrest Tactics

Discovery World
Discovery World Ltd. is a nonprofit organization whose mission is to connect innovation, science and technology with exploration, environment and our Great Lakes freshwater resources through interactive exhibits and experiential learning programs.

Displaced Homemaker
Adults who have worked for a number of years providing unpaid household services for family members, are not gainfully employed, and have been dependent on the income of another household, or have been dependent on public assistance, or are the parents of a minor child supported by public assistance or child support within two years of termination from such support.

DOE
Department of Education
Acronyms and Glossary of Terms

**ECAM**  
Center for Energy Conservation and Advanced Manufacturing

**EEOC**  
Equal Employment Opportunity Commission

**ELL**  
English Language Learner

**Enrollment and Capacity Team**  
An intercampus, interdepartmental group that meets regularly to examine enrollment findings and make recommendations based on real-time data.

**Enrollment Funnel**  
Online data display of the strategic enrollment management process — from inquiries through applications and registrations and FTE. Offers college decision-makers the tools to track and respond to changing enrollment trends.

**Environmental Scan**  
A report exploring the role of external and internal forces affecting MATC, with special attention given to understanding enrollment trends.

**ER&D**  
Education, Research and Dissemination

**ESIR**  
Education, Services, and Institutional Relations Committee

**ESL**  
English as a Second Language

**ESM**  
Educational Services Manual

**ESMI**  
Economic Modeling Specialists Inc.

**FERPA**  
Family Educational Rights and Privacy Act

**FIC**  
Faculty Innovation Center

**FOE**  
Foundations of Excellence

**FTE**  
Full-Time Equivalencies within the total enrollment head count (1 FTE = 30 credit)

**FY**  
Fiscal Year (July 1 – June 30)

**GED**  
General Education Diploma

**General Education (Gen Ed)**  
Gen Ed areas for the Associate in Arts and Associate in Science degree include Communications, Social Sciences, Mathematics, Natural Sciences, Humanities (including Art) and Physical Education.

**HC**  
Head count = the total number of registrants for a fiscal year or term

**HLC**  
Higher Learning Commission

**HR**  
Human Resources or Human Resources Core Committee

**HRDW**  
Human Resources Data Warehouse

**HSED**  
High School Equivalency Diploma

**IC**  
Instructional Chair

**IPEDS**  
Intergrated Postsecondary Education Data System of the National Center for Education Statistics (NCES)

**IRSP**  
Office of Institutional Research & Strategic Planning

**IT**  
Information Technology

**JOMP**  
Just One Mentoring Program

**KPI**  
Key Performance Indicator (also referred to as “dashboard”)

**LEMAP**  
Loaned Executive Management Assistance Program

**Listening and Learning Sessions**  
Open meetings held each semester at all four campuses by District Board members to hear from students, community members, and employees.

**MAWIB**  
Milwaukee Area Workforce Investment Board

**Mission**  
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.

**MPS**  
Milwaukee Public Schools

**MPTV**  
Milwaukee Public Television

**NACADA**  
National Academic Advising Association

**NCA**  
North Central Association

**Nontraditional Occupations (NTO)**  
Non-Traditional Occupations are careers that currently employ 25% or less of one gender.

**OACP**  
Occupational and Academic Currency program

**OWED**  
Office of Workforce and Economic Development

**OWL**  
Online Writing Lab

**PACE Program**  
Partners Advancing Career Employment

**PACE Survey**  
NILIE’s Personal Assessment of the College Environment

**PDCA**  
Plan Do Check Act cycle of improvement
PGA
Professional Growth Application for Renewal of 5-year Certificate

PLI
Prepared Learner Initiative

PTA3
Plan, Teach, Assess, Analyze, Adjust

QRP
Quality Review Process

QRPDYS
Quality Review Process Data System

Quality Team
The core committee co-chairs and divisional champions involved with the strategic planning process, including the creation of annual plans.

SAS
Student Accommodation Services Department

SEM
Strategic Enrollment Management Core Committee

Service Learning
Teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.

SF
Sustainability and Facilities Core Committee

Shared Governance
Our system of governance is based on shared-decision making committees to develop district policy on mutually agreed upon issues that have institutional impact and are not covered by the Labor/Management Agreement. Core committees provide the system for participation in decision-making and for improving communication using quality improvement practices.

SOA
Student Outcome Assessment

SPBSB
Strategic Planning and Budget Steering Committee

SS
Student Success Core Committee

SSDW
Student Services Data Warehouse

SSI
Noel Levitz Student Satisfaction Inventory

Standards of Teaching Excellence
Seven principles adapted from the Wisconsin Educator Standards that define teaching expectations at the college and guide faculty improvement processes either traditional coaching with administration (probationary faculty) or the new Peer Coaching System (tenured faculty).

Student Satisfaction Inventory
Biannual online Noel Levitz survey collecting student perceptions of college services and experiences, allowing an assessment of scores assigned to their importance and satisfaction.

SWOT
Environmental assessment based on the college's Strengths, Weaknesses, Opportunities, and Threats.

TAP
Teaching Action Plan

Tech Prep
Agreements between MATC and high schools to award MATC college credit for courses taken in high school.

TLT
The Teaching and Learning Technology Department provides MATC faculty with instructional support regarding Blackboard, multimedia equipment, multimedia classrooms, and related resources.

UWM
University of Wisconsin – Milwaukee

VDI
Virtual Desktop Infrastructure

Vision
MATC is a premier, comprehensive technical college that provides excellence in education to enrich, empower and transform lives in our community.
ORGANIZATIONAL PROFILE

P.1 ORGANIZATIONAL DESCRIPTION
P.1.a(1) Educational Programs and Services
Founded in 1912, Milwaukee Area Technical College (MATC) provides the education, skills training, and lifelong learning opportunities that advance careers, change lives, and help to grow the local economy. We are a comprehensive, four-campus, public two-year technical college that serves 46,397 students, the vast majority from the Milwaukee area. MATC offers multiple paths to success, including 199 associate degree, technical diploma, certificate, and apprentice 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. MATC features many four-year college options. The Office of Workforce and Economic Development is a community resource for continuing training and education for incumbent and dislocated workers. The college’s two television stations, WMVS and WMVT (Milwaukee Public Television, MPTV), are southeastern Wisconsin’s only FCC-licensed non-commercial TV stations. These community services support our wider mission and complement our primary education focus.

A variety of instructional delivery and scheduling options are available for our students. These options include traditional classroom, telecourse, online, interactive television, or a combination (blended). Scheduling options include day, evening, and weekend classes, and accelerated programs. We also offer short-term training classes delivered on site to businesses and community-based organizations to service incumbent or unemployed workers.

P.1.a(2) Mission, Vision, and Values
Our mission, vision, and values (Figure P-1a) provide the purpose and framework to educate students — our unwavering priority.

Figure P-1a: Mission, Vision and Values

MATC is in the business of education, and student success drives all we do. In addition, these defining characteristics guide us to “enrich, empower, and transform” lives in the district:

- Recognition and response to the diversity of our students and their needs, creating multiple pathways to success
- Broad access and coverage, building on our wide variety of occupational training opportunities, college services, community collaborations, and metro locations
- A continuous improvement philosophy, using the Plan-Do-Check-Act model and a reliance on empirical evidence for implementing change
- Shared governance, drawing together key stakeholders as evidenced in our Strategic Plan.

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P.1.a(3) Workforce Profile
MATC employs over 2,700 individuals. The 1,412 full-time employees include: 583 faculty, 240 paraprofessionals, 197 secretarial/clerical, 157 service maintenance, 121 executives/administrators, 99 professional/non-instructional, and 15 skilled trades. Part-time employees include 396 faculty. Among the full-time faculty, 482 hold bachelor’s degrees; 355 hold master’s degrees, and 50 hold doctorates. Minimum education requirements are set for most employee positions; the educational level of non-faculty employees ranges
from high school degrees through doctorates. Our employees are diverse with 58% female and 36% employees of color.

Key factors that engage the large and diverse employee base include a competitive compensation and health care package. 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 participate fully in achieving the mission of the college, we provide faculty with innovation grant opportunities, continuing education options, tuition reimbursement, an occupational currency program, and a system for service and engaged learning. Evidence of the overall satisfaction of employees is a historically low full-time employee turnover (5.9%) and an average longevity of 15 years.

Employees are represented by five labor unions: Local 212 Full-time Faculty; Local 212 Part-time Faculty; Local 212 Paraprofessionals; AFSCME 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.

P.1.a(4) Assets

As the largest of the 16 technical state colleges, MATC has four campuses, 11 satellite sites, and 40 Community Based Organizations spanning four counties. The college significantly invests each year in facilities and capital improvements to provide the most advanced learning environments possible. In 2012, $36 million was invested in improvements in classrooms, labs, and conference facilities. Technology innovations such as an upgraded Blackboard server, computer-enhanced classrooms, and MATC2Go (smartphone app) allow MATC to deliver services efficiently and effectively.

In a unique partnership with the downtown lakefront museum Discovery World, MATC utilizes 6,000 square- feet of classroom space and Discovery World’s digital theaters, which are devoted to training interactive and multimedia professionals. MPTV also has state-of-the-art high definition studio and mobile production facilities. In addition, other key parts of the college’s environmental and sustainability educational initiatives are a Photovoltaic Educational Laboratory at MPTV’s off-campus transmission tower; a wind turbine at the Mequon Campus; and the Center for Energy Conservation and Advanced Manufacturing (ECAM) at the Oak Creek Campus, a $9 million, 34,000 square-foot applied technology facility. Through these and other efforts, MATC is a leader in environmental and sustainability education.

P.1.a(5) Regulatory Requirements

MATC is accredited through 2013 by the Higher Learning Commission (HLC) following the Academic Improvement Program (AQIP) pathway to infuse the principles and benefits of continuous improvement into the culture. Currently, 31 academic programs maintain third-party accreditation as well.

Through the Student Accommodation Services Department, the college ensures that students with disabilities receive equal access opportunities to MATC programs, courses, and services according to section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act of 1990. MATC follows other federal statutes, such as EEOC and FERPA, and MPTV must comply with the regulations of the Federal Communications Commission. District Board policies and procedures dictate actions at the local level. In addition, MATC has five labor agreements that outline specific operational procedures. Figure P-1b identifies the locus of authority, college practices, and institutional measures for a variety of regulated areas.

P.1.b ORGANIZATIONAL RELATIONSHIPS

P.1.b(1) Organizational Structure

The Organizational Chart on page B presents MATC’s structure and governance system. The Wisconsin Technical College Board (WTCSB) establishes statewide policies and standards for all the state technical college districts. MATC is governed by a nine-member District Board, which is responsible for the direct operation of the college 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

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**Figure P-1b: Regulatory Authorities**

<table>
<thead>
<tr>
<th>Regulatory Area</th>
<th>Locus of Authority</th>
<th>Compliance Responsibility</th>
<th>Institutional Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accreditation</td>
<td>Higher Learning Commission; State and national</td>
<td>District Board; College President;</td>
<td>Continuation of full accreditation; Recognition as an AQIP</td>
</tr>
<tr>
<td></td>
<td>professional associations</td>
<td>Academic Affairs</td>
<td>College</td>
</tr>
<tr>
<td>Federal Regulations</td>
<td>FMLA, FERPA, HIPPA, ERISA, ADA, OSHA, DOE, etc.</td>
<td>District Board; College President; General Counsel (representing</td>
<td>Legal actions, claims, premiums, violations, data</td>
</tr>
<tr>
<td></td>
<td></td>
<td>all divisions and departments)</td>
<td>compliance corrections</td>
</tr>
<tr>
<td>State Regulations</td>
<td>Wisconsin Technical College System &amp; District Board</td>
<td>District Board; College President; General</td>
<td>Full submission of reporting and on time, violations, data</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Counsel (representing all divisions and departments)</td>
<td>compliance corrections</td>
</tr>
<tr>
<td>Safety &amp; Security</td>
<td>OSHA, EPA, MATC</td>
<td>District Board; College President; General</td>
<td>Arrests, violations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Counsel (representing all divisions and departments)</td>
<td></td>
</tr>
<tr>
<td>Zoning</td>
<td>Local Municipalities</td>
<td>District Board; College President; General Counsel (representing</td>
<td>Compliance certificates, violations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>all divisions and departments)</td>
<td></td>
</tr>
</tbody>
</table>
responsibilities of the board and its four policy committees—Advisory Audit Committee, Finance; Personnel, and Operations; Education, Services, and Institutional Relations; and Public Television.

The president is the chief executive officer and is responsible to the District Board 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 District 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, Student Services, and Information Technology Divisions and the Regional Campuses. MATC’s academic schools and campuses have administrative teams that provide planning oversight of issues relevant to their functioning. Occupational programs within each school are advised by 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. In addition, Shared Governance via the creation and use of core committees provides the system for employee participation in decision-making. With equal representation from faculty and staff specified by the labor agreement and co-chaired by a faculty member and a top administrator, each of the seven core committees serve a specific purpose related to the mission and vision of the college and is linked to a specific strategic goal.

P.1.b(2) Customers

Metropolitan Milwaukee is large and diverse, a community of 1.5 million that has the fourth highest rate of poverty among the 50 largest U.S. metropolitan areas. High school graduation rates of Milwaukee Public Schools (MPS) are among the nation’s worst. Conversely, graduation rates among the area’s suburban students are among the highest in the state. We have the largest proportion of urban poor and minority students in the state and are a “majority minority college” with 52% students of color. Three-fifths of our students live in the city of Milwaukee; over one-third are economically disadvantaged (Figure P-1c), and many are first-generation college students. Each year, at least half of all program students depend on financial aid for tuition and living expenses (Figure P-1d). Based on state historical data, roughly one-fifth of MPS graduating seniors immediately enroll at one of our four campuses each year, as do many from suburban schools. Thus, the college’s programs often attract both financially-strapped, late submitting applicants with serious academic challenges and those from more affluent suburbs who have had better preparation for college. Our students face numerous challenges and provide MATC with just as many. Despite that, our students continue to inspire, and we are their catalysts for a better future.

In FY2011, the college served 46,397 students (14,542 FTEs). The college district population is relatively stagnant while urban migrations have diversified the community and our students. Students and prospective students are key customer and stakeholder groups, as well as community employers and taxpayers. The largest student segment is collegiate program students (28,457 headcount, 12,499 FTE). Non-program students make up the remainder, including continuing education and basic skills students. The number of online learners has drastically increased from 18,700 to 22,200 in the past two years. Figure P-1e presents our stakeholder segments, their key requirements, and expectations.

P.1.b(3) Partners and Suppliers

MPS and other local high schools are MATC’s key partners. The colleges where our students transfer to and from are also important partners as well as area businesses. Therefore, our work systems must be effective. MATC works closely with partners and collaborators to ensure a constant flow of successful graduates,
Category 1: Leadership

Figure P-1e: Requirements & Expectations of Stakeholder Segments

<table>
<thead>
<tr>
<th>Markets &amp; Customer Groups</th>
<th>Key Requirements &amp; Expectations to Meet Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prospective Students</td>
<td>Accurate, complete, &amp; timely information; Relevant courses &amp; programs; Flexible course scheduling; Convenient enrollment services (admissions, registration, financial aid, etc.); College preparedness; Affordable tuition</td>
</tr>
<tr>
<td>Current Students</td>
<td>Clean, Safe facilities; Relevant courses &amp; programs; Flexible course scheduling; Qualified instructors; Relevant campus services; Technical job skills; Job placement opportunities; transferability</td>
</tr>
<tr>
<td>Alumni &amp; Donors</td>
<td>Positive image &amp; reputation in the community; Networking opportunities; Commitment to life-long learning and continuing education opportunities</td>
</tr>
<tr>
<td>Taxpayers</td>
<td>Accountability and evidence of their dollars at work; Return on their investment; Prudent fiscal management; Relevant community services</td>
</tr>
<tr>
<td>Business Community</td>
<td>Appropriately trained, skilled workers; On-demand training; Programs that meet current standards; Instructors with relevant industry experience; active advisory committees for program development</td>
</tr>
<tr>
<td>Other Educational Institutions</td>
<td>Transferrable curriculum; Collaboration and cooperation on national, state-wide and local initiatives</td>
</tr>
<tr>
<td>Legislators and/or District Board, District Municipalities</td>
<td>Transparent, accurate and meaningful information and oversight for informed decision-making to help guide the college mission</td>
</tr>
<tr>
<td>Community Organizations</td>
<td>Strong partnerships to address common community needs; Adult Basic Education classes; College transition resources</td>
</tr>
</tbody>
</table>

ready for jobs, the next educational degrees, or apprenticeships. Innovation occurs when unique student opportunities are created, such as for dual credit, internships, or service learning.

In addition to education and businesses, other partners include book publishers, food service vendors, and office supply and equipment vendors. We comply with Wisconsin 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.

P. 2 ORGANIZATIONAL SITUATION

As the largest educational institution in the Milwaukee area serving the most diverse students in the state, some of our students have unique academic and life challenges when compared to their peers in other districts (Figure P-2a). These realities shape who we are, how we deliver our product, and help us define student success.

P.2.a COMPETITIVE ENVIRONMENT

P.2.a(1) Competitive Position

A Community Perceptions Survey assesses market trends every six years. In 2009, 38% of district adults had taken coursework at MATC. The University of Wisconsin-Milwaukee remains our prime competitor for prospective students; however, competition has grown substantially within 65 miles of Milwaukee, where 92 educational and training organizations offer coursework and/or programs of study. Since 1997, 17 competitors have entered the marketplace; half offer diploma programs and 70% offer certificates. Online competition continues to increase.

P.2.a(2) Competitiveness Changes

Key changes currently affecting MATC’s competitive situation include an educational market that continues to grow, especially in economic downturns as job losses and uncertainty boost enrollments. At the same time, the state’s technical colleges must deal with decreasing state aid and decreasing property values as revenue sources. The great challenge is to continue to provide quality education while finding adequate resources to support these critical efforts.

P.2.a(3) Comparative Data

The Institutional Research and Strategic Planning Office (IRSP) uses comparative data sources (Figure P-2b), most of which are within the educational sector. Leadership is currently discussing whether or not the use of industry comparisons would be beneficial for the future.
STRATEGIC CONTEXT
Because student success is our foundation, we address our challenges and advantages in our strategic planning process with a focus on achieving strategic goals linked to student success: 1) To Provide Quality Student Learning; 2) To Promote Student Pathways; 3) To Enhance Stakeholder Partnerships; 4) To Invest in People, and 5) To Ensure Sustainability. These goals are intrinsic to our core competency of education.

The serious fiscal situation confronting the institution remains our overriding challenge. Through internal reporting mechanisms, feedback from our stakeholders, regular federal and state audits, the development of our self-evaluation for HLC accreditation, and analysis of a number of outside evaluative reports (WI Fast Forward Feedback, Titus Report, and an HLC Quality Check-up Report), additional key strategic challenges have been identified:

- Responding to the increasing number of under-prepared learners
- Focusing on students achieving their goals
- Improving internal communications
- Utilizing data more effectively for improvements

A SWOT (Strength, Weakness, Opportunity, Threat) analysis conducted in 2011 revealed strategic advantages, including MATC’s competitive cost. Students can earn a two-year degree at a lower cost and transfer credits to one of many four-year institutions to complete a bachelor’s degree. The number of community and educational partnerships MATC maintains is also considered a benefit. Location is another advantage, being in downtown Milwaukee and in area suburbs through our three regional campuses; all campuses are also accessible on bus lines. The experienced and stable faculty is seen as a plus. To be certified, occupational and technical faculty must have relevant experience in the field in which they teach. This gives them credibility with students and community partners. In a 2009 survey, MATC’s perceived quality of education was rated 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.

P.2.b STRATEGIC CONTEXT
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P.2.c PERFORMANCE IMPROVEMENT SYSTEM
MATC is committed to continuous improvement processes using a Plan-Do-Check-Act (PDCA) learning cycle and relevant data in decision-making as evidenced throughout this document. The recent PACE survey reflects the positive perception employees have of continuous improvement at MATC while also indicating room for growth in this area (Figure 7-3h, item #4).
1.1 SENIOR LEADERSHIP

At MATC, we follow a PDCA improvement cycle throughout our systems, and this includes within the leadership of the college. Figure 1-1a shows the general quality improvement progression:

Figure 1-1a: PDCA Cycle for Leadership Improvement

MATC’s senior leadership team consists of the President and his Executive Cabinet. The Organizational Chart (page B) shows the governance structure of the institution, beginning with the District Board. Following feedback from external agencies such as the HLC Systems Appraisal and the WI Fast Forward Award feedback, MATC leadership developed and now maintains a more robust, transparent, and integrated reporting structure to ensure better communication with all stakeholders. Figure 1-1b presents the top-tier of Leadership Teams. Many of the “related committees and teams” overlap with the leadership teams that they work with.

Figure 1-1b: Leadership Teams

<table>
<thead>
<tr>
<th>Leadership Team</th>
<th>Purposes &amp; Foci</th>
<th>Related Committees &amp; Teams</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Board</td>
<td>• Fulfill duties and powers as outlined in Chapter 38 of the Wisconsin Statutes</td>
<td>• Advisory Audit Committee</td>
</tr>
<tr>
<td></td>
<td>• Ensure MATC is meeting its commitment in increasing the potential and productivities of the people</td>
<td>• Education, Services and Institutional Relations Committee</td>
</tr>
<tr>
<td></td>
<td>in the district through the development and delivery of high-quality educational programs consistent</td>
<td>• Finance, Personnel and Operations Committee</td>
</tr>
<tr>
<td></td>
<td>with current and emerging educational and labor market needs</td>
<td>• Public Television Committee</td>
</tr>
<tr>
<td>President’s Cabinet</td>
<td>• Establish direction for college with a focus on mission and vision</td>
<td>• Diversity Council</td>
</tr>
<tr>
<td></td>
<td>• Monitor progress of college on key initiatives</td>
<td>• Completion Challenge</td>
</tr>
<tr>
<td></td>
<td>• Plan for the future with external data analysis</td>
<td>• Task Force</td>
</tr>
<tr>
<td></td>
<td>• Guide budget decisions with student-centered focus</td>
<td>• Accreditation Team</td>
</tr>
<tr>
<td></td>
<td>• Integrate federal, state, and local guidelines, law</td>
<td>• Bargaining Team</td>
</tr>
<tr>
<td></td>
<td>• Determine and mitigate high risk factors impacting the college</td>
<td>• Legislative Team</td>
</tr>
<tr>
<td></td>
<td>• Communicate, coordinate, and decision-making among departments, divisions, and campuses</td>
<td>• Technology Steering Committee</td>
</tr>
<tr>
<td></td>
<td>• Identify, review, and evaluate systems and processes related to academics,</td>
<td>• Facility Planning Team</td>
</tr>
<tr>
<td></td>
<td>student services, information technology and regional campuses</td>
<td>• Safety Team</td>
</tr>
<tr>
<td></td>
<td>• Plan, implement and evaluate budget allocation process</td>
<td></td>
</tr>
<tr>
<td></td>
<td>for capital equipment and remodeling</td>
<td></td>
</tr>
<tr>
<td>Provost’s Cabinet</td>
<td>• Ensure coordination, communication, and decision-making among departments, divisions, and</td>
<td>• Distance Learning Team</td>
</tr>
<tr>
<td></td>
<td>campuses</td>
<td>• Campus Vice Presidents’ Team</td>
</tr>
<tr>
<td></td>
<td>• Identify, review, and evaluate systems and processes related to academics,</td>
<td>• Enrollment Capacity</td>
</tr>
<tr>
<td></td>
<td>student services, information technology and regional campuses</td>
<td>• Planning Team</td>
</tr>
<tr>
<td></td>
<td>• Plan, implement and evaluate budget allocation process</td>
<td>• Coaching Committee</td>
</tr>
<tr>
<td></td>
<td>for capital equipment and remodeling</td>
<td></td>
</tr>
<tr>
<td>Strategic Planning</td>
<td>• Employ the Shared Governance model</td>
<td>• Academic Technology Core Committee</td>
</tr>
<tr>
<td>&amp; Budgeting Steering</td>
<td>• Help set Strategic Plan</td>
<td>• Curriculum, Learning and Assessment Core Committee</td>
</tr>
<tr>
<td>Committee (SPBSC)</td>
<td>• Create annual Action Projects tied to Strategic Goals</td>
<td>• Collaborations and Partnerships Core Committee</td>
</tr>
<tr>
<td></td>
<td>• Evaluate Strategic Plan</td>
<td>• Sustainability and Facilities Core Committee</td>
</tr>
<tr>
<td></td>
<td>• Evaluate Core Committees</td>
<td>• Human Resources Core Committee</td>
</tr>
<tr>
<td></td>
<td>• Make formal recommendations to the President</td>
<td>• Strategic Enrollment Management Core Committee</td>
</tr>
<tr>
<td>Budget Committee</td>
<td>• Shape and monitor annual budget</td>
<td>• Student Success Core Committee</td>
</tr>
</tbody>
</table>

1.1.a VISION, VALUES, AND MISSION

1.1.a(1) Vision and Values

Through the collaborative efforts of writing the accreditation portfolio in 2009, college leaders recognized that we were embarking on a new chapter of quality improvement under new leadership; therefore, they oversaw the task of revising the college’s Mission and Vision in 2010. At a District Board retreat, a new mission and vision were drafted. The drafts were further developed by a shared
Senior leaders regularly develop, review, and revise strategies to ensure long-term financial, human resources, and environmental sustainability of the college. Senior leaders create an environment for organizational performance improvement by modeling the PDCA cycle (Figure 1-1a). They foster a community that accomplishes its mission and strategic goals through innovation, leadership, and agility. Evidence of such an environment can be seen in the Professional Assignments given to faculty to participate in shared governance, to develop new curriculum and programs, and to assist in the improvement processes for current programs and services (Figure 7-3m). Innovation Grants are offered to faculty to promote the value of excellence, and awards are given to proposals that embody innovation that is directly connected to achieving particular strategic goals.

In addition, college leaders create a culture that strives to achieve a positive experience for students and stakeholders, promoting their engagement with the college on all levels. This is realized through the shared governance model, board members holding “Listening and Learning” sessions open to the public on all campuses each semester, and the President’s and Provost’s Cabinets responding to concerns and needs presented in research results. The results of these efforts can be seen in the 2012 PACE survey, which included customized items on leadership, and these outcomes provide a benchmark (Figure 7-3h). The 2012 Student Satisfaction Inventory (SSI) survey findings (Figure 7-1s) show evidence of improved student experiences in general terms, reflecting our leadership’s efforts in student-centered improvements.

College leaders continue to demonstrate their commitment to the mission, vision, and values by creating an environment that values a trained and skilled workforce. Workforce learning is continuously promoted and supported by administration through the Professional Development office. Each year this office provides a comprehensive schedule of training opportunities for faculty and staff in Certification, Professional Development, Computers, and Wellness (Figures 7-3g, item #3 & 7-3l).

To develop and enhance administrative leadership skills, 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 and Communicating for Performance Excellence,” centered on training Student Services leadership on the principles, processes, and tools of quality performance.

Based on feedback, an introductory management course was developed and conducted for new managers, and course evaluations indicate it was a valuable training session.

The college is currently working on finalizing a more focused succession plan to prepare for ongoing leadership in the college. To this end, data on personnel are analyzed by the President’s and Provost’s Cabinets to identify current staffing and future
staffing needs and trends. Training sessions on succession planning were held in 2009-10, and vice presidents developed plans for their areas to identify options for future succession and leadership development needs. Stretch assignments are given to individuals to enhance their skills and exposure to areas and processes outside their current assignments. These tasks are monitored to identify successes and further training needs.

1.1. Communication and Organizational Performance

1.1.b(1) Communication

Because of the size of our workforce on four campuses, MATC leaders use a variety of methods to communicate with the various stakeholders. Figure 1-1c presents an overview of the various communication vehicles and their frequency among our stakeholder groups.

Senior leaders practice open, two-way communication throughout the organization through many methods that reflect our values of Excellence and Accountability. Internal surveys indicate room for improvement in this area. As a result, objectives, strategies, and action plans connected to our strategic goal of enhancing relationships have been adjusted to focus on our internal communication systems. Since 2005, MATC has used Conversation Days as a way to specifically engage the college community regarding areas of improvement. These annual events are held at each campus, and in 2008 online discussion boards were added to encourage more participation. The results of these conversations can lead to either “quick fixes” or formal action projects. Annually, college leadership reviews this feedback along with input gathered from a variety of stakeholders, research studies compiled by IRSP and SWOT analyses to understand college, community, and employment trends that will affect student, industry, and community needs. Key announcements of changes, decisions, and other pertinent information are presented to the community either through the email, posted on our website, and/or publicized in media releases, as appropriate. For the first time in February 2012, a non-student contact day usually used for faculty in-service training was transformed to the first annual “MATC Day.” A shared-governance committee planned this day to celebrate the college’s achievements with a focus on student completion as a school-wide effort for the future. All faculty, staff, and administration were invited to the day’s events, including listening to student speakers share their stories.

Members of the administration also take an active role in recognition programs that reinforce high performance and student learning, including scholarship events, the Lamp of Knowledge ceremony, and banquets held for: student athletes, African-American students, and honor societies, to name a few. Recently, changes were made by the Provost’s Office regarding inclusion of students on the Dean’s List, lowering the number of required credits for students to be eligible for recognition to six while adding additional levels of acknowledgment. Now, students taking at least six credits per semester with a 3.5 – 3.74 GPA are placed on the Dean’s List, those achieving a 3.75 – 3.99 GPA are on the Provost’s List, and earning a 4.0 GPA puts them on the President’s List. These changes resulted in more students being recognized for academic achievements.

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 (Figure 7-3h #1).

1.1.b(2) Focus on Action

Leaders focus on action plans to accomplish MATC’s strategic goals, improve performance, and achieve the college’s vision by aligning improvement projects with the mission, vision, and values through the strategic planning and budgeting processes. Further, vice presidents, deans, and managers develop specified plans for their areas based on the college’s foci and needs of their areas that are aligned with the mission, vision and Strategic Plan. Through the performance evaluation process, each non-represented employee aligns their goals to the strategic and divisional plan. Improvement projects are then carried forward into the academic, budget, facility, and technology planning processes. In this process, actions are identified in a number of ways as described in Category 2. Improvement 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 academic programming.

College leaders remain focused on creating value for students and other stakeholders by identifying short- and long-term goals and objectives for the institution and working to achieve those goals. With equal representation of faculty and staff, core committees are linked to specific strategic goals and objectives, and are the primary vehicles for completing action projects (2.1.a(1)). Each of the seven core committees creates Action Plans and subsequent strategy work teams to complete improvements projects identified on the Strategic Plan.

1.2 Governance and Societal Responsibilities

1.2.a(1) Organizational Governance System

As explained in the Organizational Profile (P.1.b(1)) and reflected in the Organizational Charts, Wisconsin State Statue Chapter 38 outlines the governance roles of the WTCS and the District Board. The Shared Governance model at the college allocates responsibilities between the District Board, the administration, and the faculty. Accountability is an articulated value at MATC, and accountability for the District Board and its policies occurs in their monthly public meetings. Also, accountability for administrative actions is ensured within this system through Performance Evaluations of top administrators, including the president. Fiscal accountability, including the protection of stakeholders’ interests, is maintained through the reporting of the CFO to the District Board, the President’s Cabinet, and the Strategic Planning and Budgeting Steering Committee (SPBSC). The Finance, Personnel and Operations committee of the District Board holds open meetings and posts its minutes on the public website. These communication venues offer transparency in
The governance and operations of the college. No internal audit had been conducted at MATC since 2001, so the new college leadership initiated one in July 2010. In addition, external audits are held on a regular basis. Based on the recommendations from the Titus audit, the District Board now has an Advisory Audit Committee that meets throughout the year with public website announcements and posted agendas and minutes.

1.2.a(2) Performance Evaluation

As the chief executive officer of MATC, the president’s annual performance is evaluated by the District Board. 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, objectives are set, and improvement plans are created based on these evaluations. Leadership competencies are presented in Figure 1-2a.

In adherence to the District Board Policy on Presidential Performance Evaluation, the District Board, in consultation with the president, sets and approves goals and objectives for the subsequent fiscal year and annually reviews these goals and objectives with the president as part of his annual performance evaluation. Within 90 days of the effective date of his employment contract, the president submits to the District Board a recommended evaluation process and evaluation instrument for the assessment of his performance. The District Board adopts an evaluation process and evaluation instrument. At least once each fiscal year, a written evaluation is given to the president, who has the right to submit a written response that becomes a permanent attachment to the president’s personnel file. Within 30 days of the delivery of the written evaluation to the president,

**Figure 1-2a: Leadership Competencies**

![Leadership Competencies Diagram]
the District Board meets with the president to discuss the evaluation in closed session. This evaluation is based upon the previously approved evaluation process. Specific procedures are then followed to develop and conduct the evaluation. College leaders utilize the performance review process to communicate progress made toward achieving the college and departmental/divisional goals and to identify challenges that may need higher or broader college assistance. It is the duty of each member of the District Board to follow the District Board Member Code of Ethics and to comply with Wisconsin Statutes with respect to the proper and appropriate conduct of the office.

1.2b LEGAL AND ETHICAL BEHAVIOR

1.2b(1) Legal and Regulatory Behavior, and Accreditation

To achieve our vision to “enrich, empower, and transform” lives in the community, MATC strives to set a high standard of ethical behavior that surpasses basic regulatory requirements. Through the use of Advisory Committees, business and educational partnerships, and community board members, MATC addresses the impacts of the educational programs and services on our community. Open District Board meetings and “Listening and Learning” sessions welcome comments from the public. These venues bring public concerns and/or ideas about programming and services to the college leadership as they uphold the college value of Customer Focus. The recent addition of Ensuring Sustainability to the college’s strategic goals, connected directly with the Sustainability and Facilities Core Committee, helps MATC conserve natural resources in a proactive manner. Similarly, the state regulations that guide MATC’s management of the supply chain, selection of vendors, evaluation of vendors, and termination of relationships with vendors creates a transparent system to ensure legal and ethical business practices.

Although MATC could maintain its accreditation through a more traditional method, we have embraced the improvement culture embodied in the rigorous requirements of the AQIP path. This quality model helps MATC live the value of Excellence while exceeding the basic expectations of accreditation. In addition, the District Board’s Advisory Audit Committee has oversight of Risk Management as maintained through the Finance Division. In February 2012, the division and committee heard detailed observations and recommendations from the Titus Audit Report on the Procurement Fraud and Student Fund audits and provided status updates on: procurement internal audit, fraud monitoring, and enterprise risk management function. The Finance Division posts its annual Activity Plan and Budget as well as its Comprehensive Annual Financial Report on the public website to ensure transparency and accountability. In July 2011, a number of independent auditor’s reports were submitted to the college and can be found on the public website.

1.2b(2) Ethical Behavior

MATC supports the value of Integrity by promoting ethical behavior through the “District Code of Ethics Policy” for all employees. A similar document exists for students. Both can be found on the public website. These policies promote ethical behavior through processes and measures that enable monitoring of it, including the fiscal and governance accountability described in 1.2b(1), a robust Grievance Process for union members, transparent reporting to the Department of Education, transparent reporting to the WTCS Board, and adhering to Financial Aid rules and regulations. Breaches of ethical behavior are handled through Human Resources, Labor Relations, Legal Counsel, and/or on a case-by-case basis following the college’s procedures, beginning with one’s direct supervisor or manager.

1.2c SOCIETAL RESPONSIBILITIES AND SUPPORT OF KEY COMMUNITIES

1.2c(1) Societal Well-being

As part of MATC’s strategy as well as daily operations that support societal responsibilities, MATC maintains a Climate Committee, Diversity Council, Health and Safety Committee, Audit Advisory Committee, and a Legislative Task Force. Some examples of how we support our key communities are public services offered at discount rates such as dental hygiene, automotive repair, optical services, tax services, and many community activities undertaken by MATC.

MATC is a state leader in the development of environmentally responsible resources, reflected in its infrastructure and sustainability curriculum. The ECAM at the Oak Creek campus houses the associate, diploma, and certificate programs as well as a wide array of advanced energy and engineering technology courses such as energy modeling, intelligent lighting systems, solar thermal systems, and geothermal systems. The college is part of the Southeastern Wisconsin effort to address environmental sustainability and energy conservation, with partners that include the U.S. Department of Energy, Milwaukee Workforce Investment Board, Milwaukee Community Service Corporation, UW-Milwaukee, UW-Madison, Microgrid, the Milwaukee School of Engineering, and the Medical College of Wisconsin. MATC is also an active member of the Water Council, an oversight organization for the local water industry.

In addition to institutional support, MATC employees contribute to the environmental, social, and economic systems of our community. A 2012 survey of self-reported employee involvement during 2011 focused on employees’ non-monetary contributions in a professional capacity and to local organizations as private citizens. MATC employees logged 1,980 separate professional contributions, accounting for an estimated 29,708 total hours invested in professionalism as employees. They reported the following number of membership involvements, mostly at the local level: 72 boards, 64 councils, 182 committees, 59 task forces, 220 workshops, 116 service projects, and 118 work teams. Involvement in 422 professional associations and 218 conferences was part of employee contributions as well, and 238 presentations and publications, largely at the local level, were reported.

1.2c(2) Community Support

MATC actively supports and strengthens key communities by providing them with educational opportunities through a variety of pathways. Our School of Pre-College Education serves key stakeholders in our community who often have no other educational alternatives. Pre-College Education includes: Basic Skills to bring students up to the 12th-grade level in math,
Category 1: Leadership

English, computer skills, and the sciences; GED and High School Equivalency Diploma assistance and testing; English as a Second Language programs; and programs for migrant workers and the sons and daughters of migrant workers. An Adult High School, part of our School of Pre-College Education, is a comprehensive high school accredited by the North Central Association of Colleges and Schools and serves the needs of adult learners in our community. Figures 7-4c through 7-4g present many measures and results that demonstrate our commitment to the community.

Beyond MATC as an active institution in our community, our employees support and strengthen relationships as well. In that same study of community activities, our employees reported an estimated 56,144 total hours invested in volunteerism, or 27.7 hours per annual volunteer contribution. They registered involvements in 290 local associations; 249 churches, temples or synagogues; 104 governmental units; 195 schools; and 310 non-profits as private citizens; 465 involvements in social or political causes and community events were also reported.

MATC leadership actively supports many community partners such as the Urban League, United Way of Greater Milwaukee, Greater Milwaukee Committee, the Metropolitan Milwaukee Association of Commerce, the Milwaukee Area Workforce Investment Board, the Milwaukee Succeeds Leadership Council, the Talent Dividend Initiative, the Public Policy Forum, the Milwaukee Partnership Academy, and the University of Wisconsin-Milwaukee College of Education’s Board of Visitors. The president is also a Paul Harris Fellow and member of the Milwaukee Rotary Club, and the executive vice-president sits on the board of a local school and the Children’s Health Alliance. Their active participation within the community helps build stronger relationships between the college and its stakeholders.

Category 2: STRATEGIC PLANNING

2.1 STRATEGY DEVELOPMENT

2.1.a(1) Strategic Development and Planning Process

MATC’s strategic planning process, its key steps, and its key participants are depicted in Figure 2-1a:

*Figure 2-1a: Strategic Planning Annual Cycle*

(PLAN)
- Hold Strategic Planning Retreat to create Multi-Year Strategic Plan
- Conduct Retreat/Conversation as part of Annual Plan Development
- Review Resources

(ACT)
- Submit committee recommendations to presidents
- Implement completed projects through divisional champions
- Roll over selected projects into the next Strategic Plan
- Meet with Quality Team, champions, and President’s Cabinet to review new plan strategies, tactics, improvement projects, and KPIs

(CHECK)
- Meet at monthly SPBSC Meetings
- Conduct mid-year monitoring of Core Committee
- Submit 3rd quarter reports from Core Committees
- Review of Action Project research needs by IRSP

(Do)
- Conduct Meetings with Core Committee Co-chairs (Quality Team)
- Recruit Core Committee and Strategy Work Team Members
- Create and implement committee and Project Charters
- Communicate and advertise the Strategic Plan
- Meet at monthly SPBSC Meetings

Based on input from major stakeholders as shown in Figure 2-1b, the strategic planning process provides a set of longer-term goals and objectives:

*Figure 2-1b: Input for Strategic Plan*

The next set of retreats is planned for 2013-14.

The college’s Strategic Plan is a long-term planning document created and monitored through a decision-making process involving the entire college community. The plan is based on the college mission, vision and values, includes goals and objectives that guide organizational action, and directs initiatives in support of them. The goals and objectives are ultimately achieved through divisions and departments often working collaboratively. Action projects are spearheaded by seven core committees and their strategy work teams,
with oversight by the SPBSC. The SPBSC is made up of the co-chairs — one faculty and one administrator — from each Core Committee: Curriculum and Learning Assessment (CLA); Student Success (SS); Academic Technology (AT); Strategic Enrollment Management (SEM); Collaborations and Partnerships (CP); Human Resources (HR), and Sustainability and Facilities (SF). The purpose of the SPBSC is to integrate facilitation, communication, and alignment of the planning and budgeting process with the committee co-chairs. The SPBSC monitors monthly progress and implements plans for increasing awareness of the process. Key to such facilitation and integration are college leaders responsible for institutional research, strategic planning, continuous improvements, and accreditation at the college. The college and faculty union presidents are invited to attend SPBSC meetings as well since recommendations from the core committees are sent to them for approval. The Strategic Plan, core committee reports, and divisional reports ensure communication input and outflow throughout the college. Our 2011-12 Strategic Plan can be found in Figure 2-1c.

The annual strategic planning process allows for constant evaluation of external and internal factors influencing the college to build upon our advantages and focus on our challenges. These challenges and advantages are identified through Conversation Days, internal reporting mechanisms, internal and external research studies, regular federal and state audits, the self-evaluation for HLC accreditation, and analysis of a number of outside evaluative reports, including the HLC Systems Appraisal, WI Fast Forward Feedback, Titus Report, and the HLC Quality Check-up Report, as well as posted Environmental Scan information and dashboards (KPIs) from IRSP. Based on new input each spring, the director of IRSP, along with our AQIP Liaison, readjust the Strategic Plan relative to its seven-year goals and objectives, adding new strategies/tactics/projects addressing newly-identified institutional. While the current plan spans a seven-year period and the goals remain, objectives, strategies and tactics, continuous improvement action projects, and measures are annually reviewed and changed or continued for purposes of relevancy and progress.

Each vice president is an operational champion for the annual strategic plan within their division or scope of responsibility, and each leader utilizes the strategic planning goals and objectives to set more specific annual strategies for their departments and divisions. They oversee action plans related to the overall college plan, often by co-chairing a core committee. Champions are also key support for the planning process as they help remove barriers encountered by core committees or their strategy work teams, communicate with other champions as an advocate for the actions or directions approved by the champions as a whole, ensure process alignment within and among departments, participate in the annual review of strategies, tactics, and action projects, and identify and approve resources needed to improve key areas through implementation of planning recommendations.

Potential blind spots are identified during the planning process based on information gleaned from the communication tools discussed in 1.1b and shown in Figure 1-1c, and the various regulatory authorities featured in Figure P-1b. Climate data collected on college performance is posted as dashboards for the college leadership and community on the college website. IRSP staff conducts over 200 analyses annually to ensure topical awareness of key issues and developments throughout the year. They also sit on core committees as non-voting data resources.

In the planning process, strategies are usually identified as short- or long-term. Most action projects are annual to fit in with the faculty’s academic calendar with benchmarks and deadlines set throughout the year as stated on their Action Project Charters. Specific planning timelines differ among work teams based on their objectives. “Roll over” projects are those that need to be broken into phases of planning and implementation over multiple years. Timelines for 2011-12 projects are identified on Figure 2-1c.

2.1.a(2) Strategy Considerations
Since 2009, IRSP has worked to ensure that the Strategic Plan focuses on achieving MATC’s vision to “enrich, empower, and transform” lives in the community and our mission “to offer quality educational and training opportunities and services to its diverse, metropolitan community.” As a result, the Strategic Plan shows the path to accomplishing the mission and moving toward the vision by clearly connecting planning goals using research data throughout the process and ensuring collaboration of and obtaining input from key college stakeholders.

The Strategic Plan addresses major shifts in technology, educational programs and services, community demographics, competition, and the economy while maintaining a vision for long-term sustainability. IRSP achieves this by reviewing trends in the local district, metro, and state; national economic and work force trends and projections; state technical college system mandates; technical college program developments, and local geodemographic changes. Primary data on educational competition are collected on six-year cycles through a market-focused community perception study. Annual competitive developments are included in SWOT analyses, where available. Measures common to peer two-year colleges on institutional and student performance are used annually to assess relative performance.

The mission, vision, and values are also embodied in the work of the core committees and their strategy work teams. This ensures long-term institutional viability by focusing on our core competency of education while engaging more stakeholders in ownership of improvement processes.

As shown in Figure 2-1c, many indicators involving college programs, services, technical innovations, community partnerships, sustainability interventions, student demographics, and success initiatives are found on the annual Strategic Plan.

2.1.b STRATEGIC OBJECTIVES

2.1.b(1)(2) Key Strategic Objectives & Considerations

Strategic Planning goals are linked to the appropriate core committee(s), with each assigned an administrative champion from the President’s Executive Cabinet and serving as the key advocate for implementation. In turn, each goal has a set of more concrete objectives, with associated strategies, tactics and action projects of even greater specificity. MATC’s key strategic objectives help reach the five strategic goals (Figure 2-1c). These objectives align with the values of the institution, address strategic challenges, and build on strategic advantages.
Since key elements of both the mission and vision are found in the primary work of each core committee, action projects managed by their strategy work teams address key strategic challenges and advantages directly through their work: technical innovation (Academic Technology); educational programming (Curriculum, Learning and Assessment); community connections (Collaborations and Partnerships); employee management (Human Resources); student support services (Strategic Enrollment Management); performance and progress (Student Success), and key business operations (Sustainability and Facilities).

Rapidly changing market and state conditions are most likely to affect enrollments and fiscal viability. Our college budget is directly affected by changing local tax levies, state funding declines, and increases in student tuition and fees. Economic conditions affecting these factors are handled by a standing committee of the SPBSC—The Budget Development Committee — headed by the CFO who also co-chairs the Sustainability and Facilities Core Committee. FTE enrollment projections are developed through IRSP and Finance working with the Provost’s Cabinet for each succeeding year, after taking unemployment trends, district demographics, federal and state mandates, internal procedural changes, and other measurable factors into consideration. Projections are vetted through the Finance Office, which shares them with the state office. The Budget Development Committee works on five-year trends to develop three-year budget projections that are readjusted with changing market and system factors.

### 2.2 STRATEGY IMPLEMENTATION

#### 2.2.a(1) Action Plan Development and Deployment

Action plans are developed annually through the strategic planning process. Each summer, quality improvement projects are established and prioritized for the succeeding year by means of meetings with the entire college community through Conversation Days, core committee co-chairs, divisional champions, and the executive vice president/provost. In the fall, the projects are announced to the college community at Convocation Day, and employees volunteer to join the strategy work teams. The co-chairs of the core committees try to ensure that these teams represent appropriate divisions, campuses, and work systems from across the district.

A few of these projects are identified by our AQIP liaison as key planned changes, pending their pilot outcomes, and as such they are submitted to the HLC as formal AQIP projects. For the 2011-12 academic year, 17 improvement projects were undertaken. The following three were submitted to the HLC as AQIP projects to demonstrate the college’s ongoing commitment to continuous improvement:

1. Develop a college-wide assessment tool and implementation plan to evaluate Core Abilities attainment for program students and non-completers (Goal: Provide Quality Student Learning; Obj.: Ensure courses, programs, instruction and services are high performing)
2. Develop a learning communities model and launch a pilot project (Goal: Promote student pathways to success; Obj.: Enhance student access and success)
3. Create and implement a cross-divisional communication pilot to enhance internal relationships (Goal: Enhance Internal and External Stakeholder Relationships; Obj.: Build effective internal relationships within different levels of the organization)

The projected timelines for all the projects can be seen on Figure 2-1c. Many of these projects address important organizational changes within the context of the planning process, with oversight by core committees and the SPBSC, and readied for implementation (where appropriate) by divisional champions.

#### 2.2.a(2) Action Plan Implementation

**Figure 2-2a: Deployment of Action Plans**

Action projects, once developed through the strategy work teams, are implemented or integrated into the college community either through formal recommendations to the college’s and teachers’ union president for college-wide projects, or to divisional champions for those relevant to their areas of oversight. Figure 2-2a shows this process. The latter appear on a “strategic action transitions” worksheet created and shared at the President’s Cabinet each August, with mid-year reminders to ensure accountability. Champions charged with implementation are reminded at mid-year to safeguard progress, and they are encouraged to discuss any relevant outcome issues at the President’s Cabinet meetings.

#### 2.2.a(3) Resource Allocation

The focus of MATC’s Planning and Budgeting Process is to ensure each division’s goals are aligned with the strategic goals of the college. Departmental budget owners are asked to form planning teams, which include a broad representation of members with an emphasis on those impacted by the plan. In addition, the teams are asked to identify what other divisions or departments would be impacted by their plan and to include them in the planning process.

MATC’s Planning and Budgeting Process links operational activity plans with strategic planning goals. Strategic planning is a long range planning process for reaching agreement on the
goals, resources and strategies required to move towards the realization of the MATC Vision and accomplishment of the MATC Mission. The purpose of the planning and budgeting process is to ensure that financial and other resources are allocated to support the accomplishment of the strategic goals.

MATC has established the Budget Development Committee to ensure the financial viability of the District. This committee consists of administrative staff, union representation, and student representation. The focus of the committee is the development of budget assumptions related to enrollment, local property taxes, state aid, student fees, salaries and benefits, operating expenditures, capital expenditures, program assumptions, enterprise activities, and public television operation. The Budget Development Committee makes recommendations to MATC’s President, the Strategic Core Committees, the President of Local 212, and the President’s Cabinet.

Another program planning and evaluation system for MATC exists in the citizen Advisory Committees that support each vocational and technical education program. The Advisory Committees are composed of business, industry, and labor representatives, as well as alumni and students. Each committee provides the district with a review of its curriculum, instructional methods, facilities and staff, and feedback as to how well the program meets the needs and expectations of business and industry. At the present time, MATC has more than 90 Advisory Committees with 886 citizen representatives. MATC is unique as a public institution in the large number of citizens who are involved on a regular and systematic basis in the planning, development, and review of its educational programs. The input and advice from these committees is an integral part of the strategic planning and budgeting process.

The final step in the resource allocation process is the submittal of the Annual Activity Plan and Budget to a public hearing and District Board’s approval in June.

2.2.a(4) Workforce Plans

To accomplish short- and long-term action plans and strategic objectives, administrative champions for each college division, the joint administration-union chairs of the core committees, and the co-chairs of the committee’s strategy work teams act as key resources through divisional and committee work. Once plans are to be implemented, various directors of departments and offices throughout the college play essential roles in articulating the details of the project as it becomes operational, including allocating workforce as needed.

When action plans potentially impact various workforce constituencies, core committees ensure those most affected are part of the strategy work team. For example, when moving toward a centralized Advising Center, the Strategic Enrollment Management and Student Success core committees formed a joint committee that included counselors, faculty, and specialists whose work would be affected by the new center. They also held planning meetings with administration and union officials to discuss staffing issues. Data analyses conducted by IRSP and HR assessed the potential impact of actions to be taken while Labor and Employment Relations assessed contractual relevancy and appropriateness. This shared governance model resulted in a staffed Advising Center, which opened in summer 2012.

2.2.a(5) Performance Measures

To determine if MATC is actualizing the college mission through the Strategic Planning process, KPIs are established as concrete measures through discussions of the President’s Cabinet, the District Board, and IRSP. These are defined as indicators measuring the “health condition” of the college environment.

Where available, KPIs are determined by benchmarking against various performance indicators used in the past, against state peer colleges on key items, and through data comparisons with national peer institutions available through commonly-used surveys. By defining measures and populating data for KPIs, gaps between expectations and performance outcomes are located, leading to action plan revisions, and further development of strategic goals and objectives. The measurement process is maintained through IRSP. The President’s Cabinet, in conjunction with IRSP, is currently setting targets for many of these dashboard indicators as well.

As discussed in 2.2a(1), the selection of action projects takes place through the annual creation and review of the Strategic Plan. The variety of annual action projects spans the college’s varied stakeholder groups – students (and specific sub-segments), employees, employers, the public, and organizational partners — because they are linked to the five strategic goals that embody all stakeholders through the integrated planning process. The projects often shed light on the need for creating new or additional indicators and/or modifying pre-existing ones. This happens informally, as needed, throughout the year, or as part of the planning process at the end of the academic year. This allows the action plans to remain agile even once their charters are completed. Once action project foci are established, core committees and their strategy work teams work with IRSP staff to evaluate them. These evaluations often generate the measurements that are used annually to track changes among a given stakeholder, whether at-risk students, prospects considering the college, or those using non-instructional services.

2.2.a(6) Action Plan Modification

When needed, some action initiatives originate outside the planning process with the President, EVP/Provost or the President’s Cabinet and run parallel to the Strategic Plan through a set of task forces. Recent examples are (1) the “completion challenge,” an action plan with a task force seeking to address the need to increase the number of graduates by 50%, and (2) the Diversity Council charged with addressing diversity needs and issues throughout the college. In the case of the completion challenge, all current strategies, action projects, and core committee goals where reviewed to ensure no duplication of effort and for inclusion into the final blueprint for action. Where appropriate, recommendations from the task forces are integrated into the process of creating the next annual strategic plan, which begins each May and follows throughout each summer. Both were addressed in the creation of the 2012-13 Strategic Plan.

2.2.b PERFORMANCE PROJECTIONS

Performance projections for the KPIs are discussed in 2.2a(5) and shown in Figure 2-1c. Some of the measures on the annual plan do include standardized data sets with peer comparisons.
available for the Student Satisfaction Inventory (e.g., SEM’s KPIs on customer service attitudes). Where appropriate, percentage increases or decreases relevant to a previous year are set through discussions with champions and core committee chairs. However, some KPIs, such as CLA performance measures, are unique to MATC and our action projects. Given that these measures are not standardized within the WTCS, the most similar two-year state colleges in size (Madison Area Technical College) and student demographics (Gateway Technical College) are used as a basis for comparisons, wherever relevant and available.

Each year, core committee performance measures are created and data are collected for tracking purposes. These benchmarks are set as KPIS, with data refreshed once planned actions have been implemented, either as pilot projects or for full-scale college implementation. Strategic Planning KPIs then become potential sources for dashboard creation. At the same time, the new Datatel/ODS dashboard system’s phased implementation will provide measures tied to college processes and operations. Measurable performance gaps for the college are assessed through studies conducted among student and employee stakeholders, including the Noel Levitz Student Satisfaction Inventory (Figure 7-1s), NILIE’s PACE employee climate instrument (Figures 7-3d – 7-3h), WTCS system quality program reviews (Figures 7-1c and 7-1d), and the CCSSE. They form the basis for many college-level dashboard indicators (Figure 2-2b) presented to the District Board each year and are data sources used by some core committees in pursuit of strategies and tactics associated with strategic goals. These high level, college-wide dashboards are not always embedded in a year’s strategic plan since specific improvement projects requiring performance measures and data vary by year.

*Figure 2-2b: Student Success Dashboards provided to Board of Directors*

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Dashboard KPI Trends</th>
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</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>Annual Headcount and FTE</td>
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<td></td>
<td>Program Enrollment: Headcount and FTE (Figure 7-2g)</td>
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<td></td>
<td>Campus Enrollment: Headcount and FTE</td>
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<td></td>
<td>Adult Basic Education Headcount Enrollment (Figure 7-4c)</td>
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<td></td>
<td>Student Body by Race, Age, Gender, Residence</td>
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<tr>
<td>Course Completion</td>
<td>College-Wide Course Completion</td>
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<td></td>
<td>Post-Secondary Course Completion (Figure 7-1h)</td>
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<td></td>
<td>Pre-College Course Completion (Figure 7-1b)</td>
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<td></td>
<td>Associate Degree Program Course Completion</td>
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<td></td>
<td>Associate Degree Program Minority Course Completion</td>
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<td></td>
<td>Technical Diploma Program Course Completion</td>
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<td></td>
<td>Technical Diploma Program Minority Course Completion</td>
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<tr>
<td>Student Retention</td>
<td>Retention: Fall-to-Fall (Figure 7-1f)</td>
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<td></td>
<td>Persistence: Fall-to-Spring (Figure 7-2f)</td>
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<td></td>
<td>Retention: Fall-to-Fall Comparison with Peer Institutes (Figure 7-1g)</td>
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<tr>
<td>Student Persistence</td>
<td>Program Graduation Rates (Figure 7-1j)</td>
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<td></td>
<td>Full-Time Transfer Rates (Figure 7-5f)</td>
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<td></td>
<td>Full-Time Transfer/Graduation Rates with Peer Institutions (Figure 7-1I)</td>
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<td>Part-Time Graduation Rates with Peer Institutions (Figure 7-1k)</td>
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<td>Degree-Diploma Awards by Race</td>
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<td>Salary Data for Degrees/Diploma (Figure 7-1p)</td>
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<td></td>
<td>Job Placement Rates (Figure 7 -1o)</td>
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<td>Transition Rates from Pre-College to Programs</td>
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<tr>
<td>Student Satisfaction</td>
<td>Student Satisfaction (Figure 7-1s)</td>
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<td>Student Satisfaction with National Urban Peer Comparisons (Figure 7-2a)</td>
</tr>
<tr>
<td>Program Affordability</td>
<td>Financial Aid Awards: Number and Amount (Figure P-1d)</td>
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<tr>
<td>Strategic Planning: Category 2</td>
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<td>-----------------------------</td>
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<tr>
<td><strong>Strategic Goal</strong></td>
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<tr>
<td><strong>Objective</strong></td>
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<tr>
<td><strong>Short-Term Action Projects</strong></td>
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<td><strong>KPIs</strong></td>
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<td><strong>Long-Term Action Projects</strong></td>
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<td><strong>KPIs</strong></td>
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<td><strong>Core Committee</strong></td>
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<td><strong>Action Projects</strong></td>
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<td><strong>KPIs</strong></td>
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<td><strong>Short-Term Action Projects</strong></td>
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<td><strong>KPIs</strong></td>
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**Figure 2-1c: 2011 – 2012 Strategic Plan**
<table>
<thead>
<tr>
<th>Strategic Goal</th>
<th>Core Committee</th>
<th>KPIs</th>
<th>Long-Term Action Projects</th>
<th>Short-Term Action Projects</th>
<th>KPIs</th>
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</thead>
<tbody>
<tr>
<td>Enhance Internal &amp; External Stakeholder Relationships</td>
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<tr>
<td>Values: Customer Focus, Diversity, Excellence, Student Success</td>
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<tr>
<td>3.1 Develop High Quality and Mutually Beneficial Community Partnerships</td>
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<tr>
<td>• Track changes in partnerships by developing a strategic action plan</td>
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<tr>
<td>• Track and monitor Top 25 college partnership performance using standardized feedback by FY2013</td>
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<tr>
<td>• Track and monitor service learning, job postings, internships, job fairs, workshops, relationships with HR directors, etc. beginning in FY2012</td>
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<tr>
<td>3.2 Enhance Brand Image of the College</td>
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<tr>
<td>• Benchmark best practices for building community relationships</td>
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<tr>
<td>• Develop a plan to increase participation in conferences, presentations and papers/publications</td>
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<tr>
<td>• 100% of college relationships are reviewed using established best practices for building them by FY2014</td>
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<tr>
<td>3.3 Build Effective Relationships Within the Organization</td>
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<tr>
<td>• Create &amp; implement a communication pilot</td>
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<tr>
<td>• TBD: Indicators are pending pilot development</td>
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<tr>
<td>• Identify and replicate best practices of respectful, civil communication</td>
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<tr>
<td>• Creation of best practice plans for 2 additional institutional areas, readied for implementation by FA2013</td>
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<tr>
<td>Ensure Sustainability</td>
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<td>Values: Accountability, Excellence, Integrity, Student Success</td>
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<td>5.1 Promote Environmental Education</td>
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<td>• Develop a sustainability campaign</td>
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<td>• From FY2011 to FY2012:</td>
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<tr>
<td>• 50% increase in paid Green Energy Summit attendance; 10% increase in paid exhibitors; 10% increase in sponsorships</td>
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<td>Sustainability &amp; Facilities</td>
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<tr>
<td>5.2 Implement the President’s Commitment to Climate Change</td>
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<tr>
<td>• Implement the President’s Commitment to Climate Change</td>
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<tr>
<td>• Reduction of carbon footprint composite (air travel, auto fleet, electricity, natural gas, steam) by 3% from 2011 to 2012</td>
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<tr>
<td>• Decrease usage in total gals. of water and tons of carbon resources</td>
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<tr>
<td>Sustainability &amp; Facilities</td>
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<td>5.3 Ensure Long-Term Financial Viability, Partly Through Resource Conservation</td>
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<td>• Initiate a quality process pilot to analyze workflow in the Finance Dept.</td>
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<td>• Completion of audits for high exposure areas of the college in FY2012</td>
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<tr>
<td>Sustainability &amp; Facilities</td>
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<tr>
<td>Invest in People</td>
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<td>Values: Customer Focus, Diversity, Excellence, Student Success</td>
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<td>4.1 Ensure Employees’ Growth and High Performance through Development of Knowledge &amp; Skills</td>
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<tr>
<td>• Conduct a one-year employee orientation pilot project</td>
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<td>• Improve on 50% of all items from the SP2011 assessment, by FA2013</td>
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<td>• Simplify the hiring process</td>
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<td>• Decline of 15% in work steps and time from FY12 to FY2014</td>
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<td>Human Resources</td>
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<tr>
<td>4.2 Enhance Executive Leadership</td>
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<tr>
<td>• Review of executive level performance and identify opportunities for improvement</td>
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<td>• Creation of a 3-year plan to improve financial performance and productivity</td>
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<td>• Develop a comprehensive plan to improve executive leadership skills</td>
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<tr>
<td>• 3% increase in Executive Leadership performance</td>
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<td>Human Resources</td>
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<td>4.3 Enhance Board of Trustees</td>
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<tr>
<td>• Develop a comprehensive plan to improve Board of Trustees performance</td>
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<tr>
<td>• 3% increase in Board of Trustees performance</td>
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Category 3: CUSTOMER FOCUS

3.1 VOICE OF THE CUSTOMER
Student Success and Customer Focus are MATC core values (Figure P-1a), embodying our vision to “enrich, empower, and transform” lives in the community. It is vital that student and stakeholder questions, comments, and concerns are heard and responded to appropriately. This is also an integral part of the planning and implementation strategies of the college’s programs and services. Figure 3-1a provides a representation of the Plan-Do-Check-Act cycle as it occurs within Student Services.

Figure 3-1a PDCA Student Services

3.1.a STUDENT AND STAKEHOLDER LISTENING
3.1.a(1)(2) Listening to Students and Stakeholders
To help ensure that we are listening and responding to potential and current students, we locate them on their paths toward success and respond accordingly. Utilizing the model developed by the WTCS, our pathways lead to employment or further education. Regardless of the point of entry, students can begin on the pathway based on their skills and abilities and progress through courses, a certificate, a diploma, or a degree program. Along the way, guidance and support are offered to optimize success. Figure 3-1b lays out the model.

Figure 3-1b: Pathways for Students

Using data on employment projections from EMSI (Economic Modeling Specialists Inc.), we have developed programs, as well as certificates within programs, to provide for student job opportunities.

As part of establishing a PDCA culture, we listen to students to determine levels of satisfaction with programs and services using a variety of methodologies, formal and informal, internal and industry validated, appropriate for their pathway. Figure 3-1c presents the student segments, their needs, the listening mechanisms used, and how these mechanisms are measured.
**Category 3: Customer Focus**

*Figure 3-1c: Student Listening Mechanisms*

<table>
<thead>
<tr>
<th>Stakeholder Segment</th>
<th>Short- and Long-Term Needs</th>
<th>Methods Used to Identify Needs</th>
<th>Measurements of Success of Segment Group</th>
</tr>
</thead>
</table>
| **Prospective Students** | • Accurate, complete, & timely information on classes and programs offered  
  • Accurate, complete, & timely information on student services provided  
  • Convenient, complete enrollment services (admissions, registration, financial aid, etc.)  
  • Smooth transitions into programs | • Environmental Scan  
  • Welcome Center Evaluations  
  • Smart Start Evaluations  
  • Recruitment Event Evaluations  
  • Inquiries for program information  
  • Articulation Agreements with MPS and other area school districts  
  • CBO Evaluations  
  • Educators’ Round Table  
  • Collaboration with other technical colleges | Welcome Center data (Fig. 7-2e)  
  Smart Start data (Fig. 7-2d)  
  CBO Evaluations (Fig 7-4f)  
  Pre-College Course Completion (7-1b)  
  Marketplace (Figure 7-2b)  
  Certificates (Figure 7-1m)  
  Application Conversion Data  
  PLI Course Completion (Figure 7-1a) |

| **Program Students** | • Training for employment skills  
  • Clean, safe facilities  
  • Qualified instructors  
  • Relevant courses & programs  
  • Flexible course scheduling options  
  • Access to student services  
  • Access to financial aid services  
  • Physical access to all facilities  
  • Advising, tutoring, and counseling opportunities  
  • Job placement and career services  
  • Access to library and technology | • Quality Review Program Data  
  • Student Satisfaction Inventory (SSI)  
  • CCSISE survey findings  
  • Student Senate Reports  
  • Online Surveys  
  • Core Abilities Surveys  
  • Complaint Process  
  • First Year Experience data  
  • Student Involvement in Clubs, Organizations, & Sports  
  • Child Care Surveys  
  • Non-instructional service evaluations  
  • Student Government | Student Satisfaction Scores by College Area (Figure 7-1s)  
  QRP Course Completion (Fig 7-1c)  
  QRP Scorecard (Figure 7-1d)  
  Sample SOA data chart (Figure 7-1e)  
  Retention Rates (Figure 7-1f)  
  Persistence Rates (Figure 7-2f)  
  Online Course Completion (Fig 7-10)  
  Number of Graduates (Figure 7-1j)  
  Student Accommodations (Fig 7-1r)  
  Post-Secondary Course Completion (Fig 7-1h) |

In addition to our students, we listen and respond to our other stakeholders to obtain actionable information and provide timely feedback. *Figure 3-1d presents these segment groups.*

*Figure 3-1d: Stakeholder Listening Mechanisms*
Since 2001, academic program improvements targeting responsiveness to student and employer needs must follow the state-mandated Quality Review Process (QRP), a PDCA process. An internal self-study, conducted by program personnel, develops collective opinion about areas that affect their programs. These areas include curriculum, instructional delivery and format, assessment of student learning, advisory committees, equipment and facilities, learning and innovation, student satisfaction, interfacing with General Education, academic support, employer satisfaction, faculty, and staff, and marketing. This data provides a perspective on strengths and challenges within a program and leads to improvements in the areas of course completion, retention, and job placement. Metrics can be seen in Figures 7-1c and 7-1d.

Student Government organizations help identify and respond to changing needs as well. The Student Senate at each campus represents the needs of current students. The Area Student Senate Board (ASSB) consists of elected officers by students and selected members of the four campus senates. Representatives make recommendations to the administration on college issues. 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. Students’ needs are also voiced when the Student Life Office regularly meets with student organization representatives.

In Student Services, supervisors regularly monitor their service areas and processing times, making “on the spot” changes when possible. Such information is then used to adjust processes for succeeding semesters. The new Welcome Center at the Milwaukee Campus has been gathering feedback since it opened to continue its PDCA improvement cycle (Figure 7-2e).

The state requires and tabulates employer satisfaction surveys every five years (Figure 7-1q). Results indicate that MATC graduates continue to meet or exceed expectations in work skills, people skills, and attitudes. 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.

As access and coverage remain priorities for MATC, we have a robust social media presence to attract potential students, beginning with our external website (Figure 7-5e). In addition, the college sponsors an official Facebook page and two official Twitter accounts. The primary audiences for these communication vehicles are current and prospective students and the community. By establishing a social media presence, the college creates communication “where students are.” The presence affords us the opportunity to respond to questions, direct students to appropriate resources, and provide additional information. All general email inquiries are directed to info@matc.edu, which is coordinated by Student Services customer service representatives. Questions are either responded to directly or forwarded to appropriate staff for response. Online FAQs were developed in response to the most common questions and feedback received from students and stakeholders.

### 3.1.b DETERMINATION OF STUDENT AND STAKEHOLDER SATISFACTION AND ENGAGEMENT

#### 3.1.b(1)(3) Satisfaction, Engagement and Dissatisfaction

MATC determines student and stakeholder satisfaction and engagement, through a number of instruments in the hope of meeting and exceeding expectations, as articulated in the value of Customer Focus. The Noel-Levitz SSI helps gauge student satisfaction in many key areas of the college (Figure 7-1s) and allows MATC to compare itself with peer institutions (Figure 7-2a). The Community College Student Engagement Survey (CCSSE) was first administered in spring of 2012, and it will provide a benchmark for future tracking on engagement issues.

Learning and Support Processes identified in Category 6 include such satisfaction and engagement measures as Licensure Exam Results and Comparative Data (Figure 7-1n); College Market Share (Figure 7-2b); Retention (Figure 7-1f); Graduation Trends (Figure 7-1j); Student Persistence (Figure 7-2f); Program Enrollment (Figure 7-2g), and Smart Start Feedback (Figure 7-2d). Students and stakeholders are encouraged to share their satisfaction and dissatisfaction through the mechanisms listed in Figure 7-2d. In addition, current students have a formal complaint process (as presented in the Student Handbook and online) and access to services provided by Student Accommodations (Figure 7-1r).

To aid in market success, annual dashboards and the Enrollment Funnel reporting structure provide success measures for attracting, retaining, transferring, graduating, and placing students, and the effectiveness of the admissions, registration, instructional, support, and placement processes. The Strategic Enrollment Management and Student Success Core Committees seek to maximize the recruitment, marketing, retention, graduation, employment, and transfer of students by discussing data-informed trends, as discussed more in 4.1b. A telephone survey of students who have left the college was conducted in 2011, and the results helped us recognize barriers to success that are outside of our control versus those that we can help them overcome. Major reasons for not persisting were beyond the college’s influence, including personal life changes, devoting more time to work, economic survival issues, and no longer having time for school.

#### 3.1.b(2) Satisfaction Relative to Competitors

The SSI survey feedback also provides MATC with student and stakeholder satisfaction, and relative dissatisfaction, as compared to some of our peers (Figure 7-2a). Comparative Fall Retention Rates (Figure 7-1g) and the Comparative Part-Time Student Graduation Rates (Figure 7-1k) also give us comparative data on student success. Student satisfaction and dissatisfaction are also determined through Listening Mechanisms (Figure 3-1c), program Advisory Committees, and complaint processes (3.2.b(2)).

#### 3.2 CUSTOMER ENGAGEMENT

##### 3.2.a(1) Programs and Services

Upholding the values of Customer Focus and Excellence, MATC uses EMSI “Strategic Advantage” software to examine labor
force data to determine the program needs for the students. Additional issues trigger the use of other methods to determine educational programs, offerings, and services, such as: assessment and QRP results indicating the need to more effectively deliver subject content to students; a shift in technology, and an analysis of existing course and program offerings at other institutions. The program Advisory Committees identify new or revised skills needed in the marketplace. Presently, the district has 90 separate Advisory Committees with approximately 866 citizen representatives. Direct improvements have been made from the input of these Advisory Committees related to program focus, curriculum content, and integration of new technology. The efficacy of the program Advisory Committees is evaluated by IRSP every six years (Figure 7-2h).

As part of WTCS, MATC’s authority for program initiation and development is vested with the WTCS Board (WTCSB). The process to initiate and develop new programs 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. This is used to develop or modify program content, primarily with course competencies.

All programs are also part of their divisional curriculum committee (a joint committee co-chaired by one divisional administrator and one divisional faculty), which reports to the CLA Core Committee. The process of improving a program is an adaptation of the PDCA cycle referred to as the PTA3 cycle (Plan, Teach, Assess, Analyze and Adjust) as shown in Figure 3-2a:

![Figure 3-2a: PTA3 Program Improvement Cycle](image)

### 3.2.a(2) Student and Stakeholder Support

Key communication vehicles for all students and stakeholders seeking educational as well as service information and support include the MATC website; the Welcome Center; the Advising Center; the Student Counseling Center; advising email address; the school newspaper; student email; Blackboard; social media (3.1.a(2)); campus signage, including electronic message boards; direct mailings; the student handbook, and the course catalog. Standardized course syllabi present individual course outcome summaries and expectations for students. Brochures outlining potential careers and course requirements of each program are available at all MATC campuses and in the community.

Other key communication mechanisms include Program Plans and Qualifying Plans, which are reviewed with new students by professional counselors. The Program Plan is a curricular roadmap or logical sequence of course requirements needed for graduation. The Qualifying Plan lists all unsatisfied requirements for full acceptance into a program. Both documents clearly communicate what students need to do to fulfill the requirements and expectations of their programs.

Within student learning and support systems (Figures 6-1c and 6-1f), students are also able to seek more specific information and/or support depending on the situation. Examples of student segment populations and the general support services are found in Figure 3-2b.

Because “Access and Coverage” are identified key characteristics at MATC, eliminating barriers to student success is a priority, and offices that serve these populations work to ensure that these support requirements are deployed to every student who needs them. Internal communication, an identified strategic challenge, is key to this. Since 2010, all support services are invited to participate in an “Open House” for faculty on Convocation Days. This informational venue allows faculty to be more aware of these offices and the support services available to the students. In fall 2012, a new Retention Alert system will be piloted as a new tool to assist faculty and staff in routing student-related concerns to the proper MATC resources. This is a simple software accessed through the college website or an instructor’s class roster, allowing anyone to make an entry identifying a student, the category of concern, and a few sentences describing the issue. The entry is then routed to the appropriate person or department to intervene. Tracking and measurement of this tool are being created.

Similarly, in 2007, a strategy work team under the guidance of the Strategic Enrollment Management (SEM) Core Committee worked to identify barriers to student success at the institutional level among probationary students. Data indicated that “early alerts” to student preparation challenges were needed in the admissions and assessment process. In 2009, an “Online At-Risk Assessment Tool” was drafted through collaboration between IRSP, counseling staff, and core committee members based on previous “late alert” research among suspended students. Cost and timeline were determined by IT in creating an automated scoring system for the 30-item tool. The tool was implemented in summer 2010. Yearly results suggest high rates of at-risk qualities among incoming students (e.g., work hours, obligations for dependents; and first-generation student status).
Finally, the increased number of conditionally admitted students continues to be a challenge. However, a new College Success Course has proven to be a successful intervention strategy for these high-risk students. For example, a fall 2010 assessment found higher average term GPAs for students of all racial groups successfully completing the college success course compared to their counterparts. At this time, the course is not mandatory, but the CLA Core Committee is examining that possibility through research reviews.

3.2.a(3) Student and Stakeholder Segmentation

While the college responds to needs systematically, it also remains adaptable in order to respond and anticipate program and service needs. While some processes are methodically reviewed and revised, MATC can also react immediately, such as partnership needs reflected in a CBO community survey conducted in 2010 that resulted in adding GED courses to some of these locations (Figure 7-4f). MATC uses a variety of measures to scan and forecast student and stakeholder needs. The “check” phase of MATC’s PDCA cycle includes: a SWOT analysis; the environmental scans; KPIs; recommendations from core committees; assessments of internal and external stakeholders’ needs; and an evaluation of the current seven-year plan.

Another process to identify student needs results from collaborative work among the Communications and Events Department, IRSP, and the Student Services Division. The SEM Core Committee and the Enrollment and Capacity team also play pivotal roles. The Enrollment and Capacity Team meets regularly, before and during each semester, to address the range of curriculum, processing, marketing, and recruitment challenges reflected in weekly enrollment reports. This process seeks to maximize the recruitment, admission, marketing, retention, graduation, employment and transfer of students by discussing data-informed trends to target key student segments.

The following are current segments tracked through the Student Services Data Warehouse (SSDW) and online Enrollment Funnel reports: Smart Start prospects; applicants; new, returning and continuing students; and students by age, race, campus, program and division/school. Community stakeholder groups have been identified and are being prioritized through a continuing improvement project of the Collaborations and Partnerships Core Committee in 2012.

3.2.a(4) Student and Stakeholder Data Use

A weekly report tracks trends in enrollments by student segment. It is reviewed at the President’s Cabinet meetings as well at regular Enrollment and Capacity Team meetings. Actions are taken by admissions, recruitment, scheduling and marketing staff as well as deans and associate deans in reaction to discussions.

Students, faculty and staff participated in a focus group when the college contracted with a new advertising agency. Staff and agency representatives received feedback and revised collateral materials to incorporate suggestions. Messages from other local colleges and universities are monitored to ensure MATC’s messages help distinguish the college from our competitors. Community perception surveys act as benchmarks for change as well. When purchasing media time and space, MATC assesses their distinct audiences. For example, the radio stations and time of day purchased for advertising to reach prospective students is very different than what is purchased when trying to reach members of the local business community. Additionally, the Communications and Events Department uses social media to reach prospective students, recognizing that using traditional media sources may not be as successful.

### Figure 3-2b: Student Populations & Sample Support Services

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Examples of Support Services Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academically Disadvantaged Students</td>
<td>Basic Skills, General Education and High School Equivalency assistance and testing; Adult High School, Prepared-Learner Initiative, Tutoring, Mentoring, Academic Support Centers</td>
</tr>
<tr>
<td>Displaced Homemakers</td>
<td>Individualized counseling, workshops, career exploration; academic support</td>
</tr>
<tr>
<td>Economically Disadvantaged Students</td>
<td>Financial aid; scholarship opportunities; Application Fee Waiver</td>
</tr>
<tr>
<td>Limited-English Proficiency Students</td>
<td>Multicultural Services; English as a Second Language programs; ongoing case management; tutoring; academic support; bilingual programs; bilingual courses</td>
</tr>
<tr>
<td>Non-Traditional Occupation Students (NTO)</td>
<td>NTO Office; career planning; course advising; access to student services</td>
</tr>
<tr>
<td>Students with Migrant and/or Seasonal Farm Worker Background</td>
<td>College Assistance Migrant Program (CAMP); High School Equivalency Program (HEP); assistance with first-year tuition cost; academic tutoring, career counseling</td>
</tr>
<tr>
<td>Program Students</td>
<td>Academic Support Centers; academic tutoring, mentoring, and writing assistance through the Online Writing Lab (OWL); counseling services</td>
</tr>
<tr>
<td>Single Parents</td>
<td>Day Care (affordable child care at all four campuses); financial aid and scholarship options</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>Student Accommodation Services; one-on-one support with Disability Specialists; Adaptive/Assistive Technology; assistance with course selection; closed-captioned TVs; computers with enlarged text; note-taking accommodations; sign language interpreting; tape recording of lectures; test accommodations; text conversion into alternate formats</td>
</tr>
<tr>
<td>Veterans</td>
<td>Veterans Affairs Office; Vets Club; connect Veterans to County Veterans Services; help establish priority readmission for veterans; help secure 100% refund of all tuition and fees to students who are ordered or inducted into active service; publicize veteran’s events</td>
</tr>
</tbody>
</table>
3.2.b BUILDING STUDENT AND STAKEHOLDER RELATIONSHIPS

3.2.b(1) Relationship Management

MATC works to market, build, and manage its relationships with students and stakeholders to fulfill its vision to “enrich, empower, and transform” lives in the community. Market data that assesses share, penetration, and customer decisions are collected and reviewed (Figure 7-2b). When marketing to prospective students, MATC focuses on affordability, accessibility and variety. These message points come to life in different applications. Recruitment events help prospects make the journey from considering MATC to enrolling and attending. SmartStarts are short information sessions held year-round to familiarize prospects with the admissions, financial aid, and application processes as well as college programs. Open Houses are large events held each fall to expose the public to the diverse program opportunities available at MATC. SmartExperience events are held by request year-round, allowing high school seniors to spend a half-day on campus to go through the admissions process, campus testing, and a campus tour. Evaluations are a key to the recruitment events so improvements can be made (Figure 7-2d).

When strengthening its relationship with the local business community, MATC’s focus is how graduates contribute to the success of southeastern Wisconsin through their employment and the return on the taxpayers’ investment to the community (Figure 7-4d). MATC also works to develop and maintain a successful, on-going relationship with students. From initial enrollment to graduation or transfer, students are offered numerous ways to build and maintain their relationship with the MATC community to better understand and meet their needs. The Office of Student Life coordinates student clubs, organizations, government, and honor societies that foster continuing relationships with students.

To help keep students in the classroom, MATC Children’s Centers and the Student Services Division created a partnership with the Milwaukee County Human Services Department to increase access to supportive services (e.g., child care, food stamps, transportation, and medical insurance). MATC’s PACE program (Partners Advancing Career Employment) manages many of these students and enrolled 1,352 students in services in 2012. This partnership helps students succeed by increasing access to beneficial programs so they can stay focused on their education and reach their academic goals. Figure 3-2c outlines some of the engagement and relationship-building activities for students, including those that are measured and evaluated for improvements.

3.2.b(2) Complaint Management

Student and stakeholder complaints are handled throughout the district although in decentralized fashion. 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 process for internal complaints are 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 catalog also includes policies and procedures for student complaints. General complaints with service areas are handled by managers, and safety concerns are directed to Public Safety. Since receiving feedback from the HLC on the 2009 Systems Portfolio, Student Services has begun an action project related to updating the student complaint process.

For complaints regarding academic problems, grades, student/employee relations, safety, or general campus problems, specific procedures are outlined in the Student Handbook to ensure prompt resolution of the matter. In addition, all MATC students and employees have the right to file a discrimination/harassment complaint whenever they believe that they are being discriminated or harassed. A complaint may be filed by any student, applicant, employee or citizen. All charges of

<table>
<thead>
<tr>
<th>Engagement Opportunity</th>
<th>Sample Activities</th>
</tr>
</thead>
</table>
| **Academic**           | • Academic Support Services (Tutoring, Writing Center)*
|                        | • Counseling*    |
|                        | • Faculty Advising |
|                        | • Advising Center* |
|                        | • Peer Mentoring* |
|                        | • Study Abroad programs |
|                        | • Transfer Days |
| **Communication**      | • Campus email system |
|                        | • Blackboard* |
|                        | • RAVE alert system |
|                        | • Hallway bulletin boards |
|                        | • MATC website* |
|                        | • Mandatory orientation sessions* |
|                        | • Portfolio Night* |
|                        | • Student awards and recognitions* |
|                        | • Student clubs and organizations |
|                        | • Student newspaper |
|                        | • MATC2Go (mobile app) |
| **Career**             | • Affiliation with professional organizations |
|                        | • Career workshops |
|                        | • Job fairs* |
|                        | • Facilitate apprenticeships & internships* |
|                        | • Student employment* |
| **Personal**           | • Bilingual Services*
|                        | • Child Care Centers*
|                        | • Counseling |
|                        | • Driver’s Licenses Recovery Program* |
|                        | • FSET (Food Stamp Employment and Training)* |
|                        | • Multicultural Affairs |
|                        | • On-campus banking |
|                        | • PACE (Partners Advancing Career Employment) |
|                        | • Student Accommodation Services* |
|                        | • Student Legal Clinic |
|                        | • Student Life activities and workshops |
|                        | • Substance counseling |
|                        | • Sustainability workshops |
|                        | • Tax preparation* |
|                        | • Voter registration |

*Data currently used as part of PDCA improvement cycle
discrimination and/or harassment are investigated by MATC’s Human Resources office, which serves as the central intake point for all internal complaints of discrimination and/or harassment. During the complaint process, if there is probable cause that unlawful discrimination or harassment may have occurred, HR makes an effort to resolve the dispute through conciliation and consensus. If a resolution is not achieved through those processes, the office refers the matter to the appropriate MATC department for disciplinary action or sanctions. If the findings show that there is no probable that discrimination or harassment occurred, HR dismisses the complaint. The individual is sent a Letter of Complaint Dismissal.

The Director of Student Life keeps a log of all student complaints while each division has systematically begun recording all academic complaints since 2011. In addition, a group of associate deans are working on ensuring consistency for all divisional student complaint procedures. The electronic Maxient system was employed for the daily reporting of safety and security events in 2010, including complaints. It is currently used to capture generic Public Safety concerns. At this time, no systematic way to follow up with complaints is enforced nor are they analyzed to help identify areas needed for improvement. However, individuals receive one-on-one attention with each complaint and subsequent follow up. This response and the clarity of the complaint processes help restore the students’ or stakeholders’ confidence in MATC.

Category 4: MEASURE, ANALYSIS & KNOWLEDGE MANAGEMENT

4.1. MEASUREMENT, ANALYSIS, AND IMPROVEMENT OF ORGANIZATIONAL PERFORMANCE

4.1.a(1) Performance Measures

We have identified improving our use of data for decision-making and improvements as a strategic challenge. Figure 4-1a provides the overall improvement process now being followed in this area.

Figure 4-1a: PDCA for Measurement, Analysis, & Knowledge Management

For tracking daily operations and overall organizational performance, MATC uses a newly implemented Datatel Dashboard system that has begun to transform, standardize, and improve our knowledge management system. The new software system provides the ability to develop reports based on a full range of easily accessible data that “talk with each other.” Progress on strategic planning goals and objectives as well as their Key Performance Indicators (KPIs) are tracked separately by IRSP. The indicators are created and monitored in consultation with core committees of the Strategic Plan, and they are identified for all action projects within the annual Strategic Plan (Figure 2-1c).

Areas of the college that had not been tracked or monitored on a regular basis, had been unsystematically or partially tracked, or were monitored through monthly hard copy or electronic reports will now have greater transparency through the creation and updating of Finance, Human Resources, Student Enrollment and Financial Aid dashboards.

Key performance measures vary depending on the college area. At the top of the organization, key performance measures of institutional health are reported to the District Board monthly, based on annually-updated data concerning student success rates (Figures 7-1a through 7-1e), enrollment trends (Figure 7-2g), student retention and persistence (Figures 7-1f and 7-2f) employer and student satisfaction (Figures 7-1q and 7-1s), and program affordability. Additionally, performance on budgetary and financial indicators is provided to the District Board monthly (while those in charge of cost centers monitor departmental performance monthly through electronically-shared reports). Examples of key measures include budgeted versus actuals for expenditures and revenues.
by month (Figure 7-5a through 7-5d). New 2012-13 dashboard indicators in Finance will include areas over budget, those likely to go over budget, and student receivables (e.g., the number with account balances and outstanding receivables).

The frequency of tracking key performance measures vary from daily to monthly and annually to biannually, depending on the metric. Given the individual metric, new dashboard measures will be tracked daily, monthly, by term and/or annually. Their use varies by organizational area. For example, currently, 46 detailed enrollment reports are refreshed daily and posted on the Enrollment Funnel on the college’s intranet. Metrics taken from these reports appear on the weekly enrollment report that is shared with college leadership, key administrative staff in Student Services and Academic Affairs responsible for recruitment, marketing, application processing, financial aid registration, counseling, scheduling, and hiring. Enrollment and Capacity meetings take place every few weeks to ensure that decision-making is coordinated among the relevant departments involved in the strategic enrollment management process. With the onset of the new dashboard system, similar review processes will be developed and implemented for Finance (business operations), Human Resources, and Financial Aid.

4.1.a(2) Comparative Data

Each fiscal year, MATC is mandated to report a full range of enrollment and fiscal data on college operations to the WTCS

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**Figure 4-1b: Data Sources and Information Access by Segment Groups**

<table>
<thead>
<tr>
<th>Focus</th>
<th>Stakeholder</th>
<th>Resource</th>
<th>Hard Copy</th>
<th>Face-to-Face</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students</td>
<td>• Student email accounts</td>
<td>• Catalog</td>
<td>• Orientation sessions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Infonline</td>
<td>• Program Cards</td>
<td>• Ambassador campus tours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Twitter/Facebook/Youtube accounts</td>
<td>• MATC Times Student Newspaper</td>
<td>• Advising sessions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• SSI Survey</td>
<td>• CCSE Climate Survey</td>
<td>• Student Life discussion groups</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Miscellaneous surveys</td>
<td>• Graduate Employment Report</td>
<td>• Smart Start Sessions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• College website</td>
<td>• Viewbook/Spanish version</td>
<td>• Office and dept. contacts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Library resources</td>
<td>• Four-Year Transfer Guide</td>
<td>• Classroom announcements</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Class schedules has</td>
<td>• Financial Aid Handbook</td>
<td>• Student Gov't. membership on college committees</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Graduate Employment Report</td>
<td>• Student Handbook</td>
<td>• Inclass surveys</td>
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<tr>
<td></td>
<td></td>
<td>• Financial Aid Handbook</td>
<td>• Multicultural Student Services Brochure</td>
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<td></td>
<td></td>
<td>• Student Handbook</td>
<td>• Smart Start cards</td>
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<td></td>
<td></td>
<td>• ECAM Viewbook</td>
<td>• Regional campus overview</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Digital Message Boards</td>
<td>• ECAM Viewbook</td>
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<td></td>
<td></td>
<td>• Online Surveys</td>
<td>• Orientation sessions</td>
<td></td>
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<tr>
<td></td>
<td>Internal</td>
<td>• College\’s website</td>
<td>• Annual CAFR Report</td>
<td>• District Board meetings, agendas, committees</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• District Board meetings, agendas, committees</td>
<td>• Strategic Plan Brochure</td>
<td>• Faculty Innovation Center</td>
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<tr>
<td></td>
<td></td>
<td>• Intranet (e.g., Infonline, Enrollment Funnel)</td>
<td>• Strategic Planning Wheel</td>
<td>• Divisional meetings</td>
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<tr>
<td></td>
<td></td>
<td>• IRSP website</td>
<td>• Retiree newsletter</td>
<td>• Program and Department Meetings</td>
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<tr>
<td></td>
<td></td>
<td>• Employee email accounts</td>
<td>• Centennial Stories</td>
<td>• MATC Day</td>
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<td></td>
<td></td>
<td>• President\’s Communiqué newsletter</td>
<td>• Surveys and other research reports</td>
<td>• Convocation Days</td>
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<tr>
<td></td>
<td></td>
<td>• Digital message boards</td>
<td>• District Board meetings, agendas, committees</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Behind the Numbers newsletter</td>
<td>• Annual CAFR Report</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Cosmo database</td>
<td>• Strategic Plan Brochure</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Datatel Portal/ODS/dashboards (under construction)</td>
<td>• Strategic Planning Wheel</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Blackboard</td>
<td>• Centennial Stories</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• QRP Data Base (QRPDS)</td>
<td>• Surveys and other research reports</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• WTCs remote desktop</td>
<td>• District Board meetings, agendas, committees</td>
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<td></td>
<td></td>
<td>• Pace Employee Survey</td>
<td>• Faculty Innovation Center</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Miscellaneous surveys</td>
<td>• Divisional meetings</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• WIDS Data Base</td>
<td>• Program and Department Meetings</td>
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<tr>
<td></td>
<td></td>
<td>• SurveyMonkey accounts</td>
<td>• MATC Day</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• HR Smart e-news</td>
<td>• Convocation Days</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strategic Planners</td>
<td>• Datatel Portal/ODS/Dashboards (under construction)</td>
<td>• Annual CAFR Report</td>
<td>• District Board meetings, agendas, committees</td>
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<tr>
<td>(Board, College Leadership,</td>
<td></td>
<td>• Annual Report</td>
<td>• Annual CAFR Report</td>
<td>• President\’s Cabinet meetings</td>
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<tr>
<td>Core Committees)</td>
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<td>• Annual CAFR Report</td>
<td>• Strategic Plan Brochure</td>
<td>• Provost\’s Cabinet meetings</td>
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<td></td>
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<td>• Strategic Planning Handbook</td>
<td>• Strategic Planning Wheel</td>
<td>• SPBSC meetings</td>
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<td>• Strategic Plan</td>
<td>• Centennial Stories</td>
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<td>• District Board meetings, agendas, committees</td>
<td>• Surveys and other research reports</td>
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<td>• Surveys and other research reports</td>
<td>• District Board meetings, agendas, committees</td>
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</table>
Figure 4-1b: Data Sources and Information Access by Segment Groups (continued)

<table>
<thead>
<tr>
<th>Focus</th>
<th>Stakeholder &amp; Partners / Employers</th>
<th>Resource</th>
<th>Hard Copy</th>
<th>Face-to-Face</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>College’s website</td>
<td>• College's website</td>
<td>• Graduate Employment Report</td>
<td>• District Board meetings, agendas, committees</td>
</tr>
<tr>
<td></td>
<td>TechConnect website</td>
<td>• TechConnect website</td>
<td>• Annual Report</td>
<td>• Program Advisory Committee meetings</td>
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<td></td>
<td>Annual Report / MATC Foundation</td>
<td>• Annual Report / MATC Foundation Annual Report</td>
<td>• ECAM Viewbook</td>
<td>• High School Recruitment programs</td>
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<tr>
<td></td>
<td>President’s Communicate newsletter</td>
<td>• President’s Communicate newsletter</td>
<td>• MATC Foundation Annual Report</td>
<td>• Pre-College/CBO meetings</td>
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<tr>
<td></td>
<td>Annual CAFR Report</td>
<td>• Annual CAFR Report</td>
<td>• Centennial Stories</td>
<td>• Job fairs</td>
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<tr>
<td></td>
<td>District Board meetings, agendas,</td>
<td>• District Board meetings, agendas, committees</td>
<td>• OWED Viewbook</td>
<td>• Community meetings</td>
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<tr>
<td></td>
<td>committees</td>
<td></td>
<td>Surveys and other research reports</td>
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<tr>
<td></td>
<td>ECAM Viewbook</td>
<td></td>
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<tr>
<td>External</td>
<td>Graduates</td>
<td>• Alumni Linkedin Foundation Acct.</td>
<td>• Centennial Stories</td>
<td>• Alumni events</td>
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<td></td>
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<td>• Job fairs</td>
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<td>• Program Advisory Committee meetings</td>
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<tr>
<td>General Public</td>
<td>College’s website</td>
<td>• College’s website</td>
<td>• Graduate Employment Report</td>
<td>• District Board meetings, agendas, committees</td>
</tr>
<tr>
<td></td>
<td>WTCs website</td>
<td>• WTCs website</td>
<td>• Annual Report</td>
<td>• Program Advisory Committee meetings</td>
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<td></td>
<td>District Board meetings, agendas,</td>
<td>• District Board meetings, agendas, committees</td>
<td>• ECAM Viewbook</td>
<td>• High School Recruitment programs</td>
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<td>committees</td>
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<td>• MATC Foundation Annual Report</td>
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<td>• Community meetings</td>
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<tr>
<td>Accrediting Body</td>
<td>Website</td>
<td>• Website</td>
<td>• 3rd party accreditation reports</td>
<td>• Quality check-up visit</td>
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<tr>
<td></td>
<td>AQIP Systems Portfolio</td>
<td>• AQIP Systems Portfolio</td>
<td>• Federal Compliance</td>
<td>• Additional site visits</td>
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<td></td>
<td>FastForward/Baldrige Application</td>
<td>• FastForward/Baldrige Application</td>
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Board (Figure P-2b). The data is checked for accuracy, combined with those from the other 15 colleges of the district, and posted as public reports on the WTCS website or created as documents for dissemination to the college leadership. The data provide state institutional comparisons each fiscal year that cover enrollments and student characteristics, graduate employment, grant performance, program and curriculum performance, budgets and finances, facilities updates and performance, and more.

At the same time, institutional performance on enrollments, student performance, campus climate, and student and employee satisfaction is compared every two years to both national and urban peer institutions on an array of indicators, depending on the specific survey. MATC employs national surveys by Noel Levitz (Figures 7-1s and 7-2a), NILIE, and the CCSSE for that purpose. A community perception survey conducted every six years generates residents’ comparative assessments of metro two- and four-year colleges on their perceived quality of education, their percentage of market share, and prospects’ preferences in colleges (Figures 7-2b and 7-2c). For finances, NACUBO averages will be used on Finance dashboards in 2012, showing college performance on the reserve ratio, net income ratio, institutional viability ratio, and return on assets ratio.

4.1.a(3) Student & Stakeholder Data

Vehicles for listening to students and stakeholders are shown in Figures 3-1c and 3-1d. The information these mechanisms gather and the relevancy of measures used to assess institutional health are discussed by the President, EVP/Provost, and the IRSP director. For example, the decisions to reinstate the PACE climate survey after nine years, to initiate the CCSSE student engagement survey for the first time, to drop the Noel Levitz IPS after four years of use, and continue the Noel Levitz SSI after six years were made in fall 2011. We based these decisions on ensuring that the most relevant measures based on student and employee feedback for reporting purposes were being used—both for high-level organizational assessments as well as for long-term KPI-tracking on the Strategic Plan and its action projects.

Student feedback is accumulated on a regular basis, often around specific issues tied to college projects. For example, Student Life runs focus groups each semester around campus issues while a Transfer Equity study sponsored by the University of Southern California included minority student focus groups to explore barriers and supports on campus for transferring to four-year colleges and universities. Between the fall 2010 and spring 2012 terms, the following issues were covered through student discussion sessions conducted by Student Life: grade appeal procedure review; tobacco-free campuses; Side Share; consumer preferences: Coke vs. Pepsi; IT issues; Academic Support Services; Public Safety issues; name selection for café/grab-and-go service; college advertisements; student discussion opportunity with the President; van shuttle use; bookstore, and operation hours of the gym.

In the past two years, students also provided face-to-face feedback to: The Higher Learning Commission; SPBSC; sessions involving candidates for the vice president of Student Services position; sessions involving candidates for the manager of Student Life position; Facility Master Planning representatives; the ad hoc committee on Student Accommodating Services; the Legislative Task Force; Academic Support Services staff, and the Physical Education Department.

Additionally, focus groups and discussion sessions are conducted on issues of importance for improving operations. For example, focus groups on the use of procurement cards were run in 2012. Small-group discussion topics for academic staff at Provost Council meetings in 2011-12 emerged from findings of
Organizational performance and capabilities are reviewed in a number of ways and at different intervals (Figure 4-1c).

4.1.b PERFORMANCE ANALYSIS & REVIEW

Organizational performance and capabilities are reviewed in a number of ways and at different intervals (Figure 4-1c).

The District Board and the President’s Cabinet review and discuss 50 annually-updated dashboard indicators of institutional health as well as organizational findings from key climate and satisfaction surveys conducted every two years. District Board committees review and bring a wide range of performance reviews that they conduct for full Board discussion. These include Quality Review Process (QRP) assessments of associate and technical diploma programs, as mandated by the state. The process includes assessment of enrollment and labor force trends as well as graduate performance and program plans generated to address issues and concerns. The daily-refreshed Enrollment Funnel is the basis for weekly enrollment updates provided for seven months of the year to college leaders departments that assess relative FTE and headcounts for 70 student and college categories as well as the conversion of prospects, applicants and registrants. Task forces reporting to the president generate recommendations shared with the college and teachers’ union presidents.

The District Board’s dashboard data is derived from respected external sources of data (IPEDS, WTCs, CSRDE) as well as the college’s internal data base (COSMO) and Student Services Data Warehouse (SSDW). Standardized methodologies are followed for submission and extraction of data. Assigned IT, IRSP, and Finance staff work together to ensure that extracted internal data from year to year, term to term, and day-to-day follow a consistent and relevant methodology and that anomalies are studied to identify primary causes of discrepancies that arise in order to correct them.

Currently, dashboards including competitive performance that gauge progress are restricted to discussions by the District Board, the Student Success Core Committee, and the Diversity Council. Financial, legal, political advocacy, human resources, enrollment and program reporting is shared monthly with the District Board and its committees as well as with college leadership. The launch of the ODS/Datatel dashboards will broaden their use for decision-making in 2012-13.

### Figure 4-1c: Institutional Survey Administration Schedule (2011 - 2015)

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<tbody>
<tr>
<td>PACE (employer climate) – online (NILIE)</td>
<td>X</td>
<td></td>
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<tr>
<td>SSI (student satisfaction) – online (Noel-Levitz)</td>
<td>X</td>
<td></td>
<td>X</td>
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<td>CCSSE (student climate) – randomized in-class</td>
<td>X</td>
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<tr>
<td>Non-Instr. Services (student &amp; employee) - online</td>
<td>X</td>
<td></td>
<td>X</td>
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<td>X</td>
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<tr>
<td>SPBSC Strategic Planning Awareness (employees) – hallway</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>WTCs Grad Employment Survey (grads) - telephone</td>
<td>X</td>
<td></td>
<td>X</td>
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<td>X</td>
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<tr>
<td>WTCs Apprentice Grad Employment Survey - telephone</td>
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<tr>
<td>WTCs Longitudinal Grad Survey (5-year cycle) – mail</td>
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<tr>
<td>WTCs Employer Survey (5-year cycle) – mail</td>
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<tr>
<td>Job shop Employer Surveys – online</td>
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<tr>
<td>Community Perception Survey (6-year cycle) – telephone</td>
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<tr>
<td>Miscellaneous Action Project-Driven Surveys</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Program Advisory Committee Survey (6-year cycle) – online</td>
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Employee feedback is regularly solicited through faculty break-out sessions at Convocation Day each semester and at campus-wide Conversation Days each May. In February 2012, the recently inaugurated “MATC Day” for all employees helped build awareness for and planned actions to achieve the Completion Challenge goal of a 50% increase in student completion by 2020. Figure 4-1b presents information data sources available by segment groups.

**4.1.a(4) Measurement Agility**

A strength of MATC has long been our ability to “put out fires” and rapidly respond to unexpected changes. Since 2009, the integrated strategic planning process (Category 2) allows for a more systematic response to changing market and organizational conditions. Additionally, Student Services and Human Resources Data Warehouses provide timely data for decision-making in areas of enrollment processing and employment.

IT has worked closely with Datatel to build and advance the college’s reporting functionality through sets of dashboards for Human Resources, Finance, Financial Aid and Student Enrollment. The same methodology is used for technical implementation in each area, ensuring a cohesive and comprehensive set of dashboards for data-monitoring and planning purposes. In a technical sense, the project involves preparation of database structures for the release of Datatel’s “Data Orchestration ODS data models” which are required for building and operationalizing the dashboards. With implementation, high level dashboards in the four areas will be provided to the college community, with more detailed and timely dashboard metrics accessible to the vice presidents, directors and managers in each area than ever before. After core dashboard functionality is fully operational, dashboards for other areas will be developed.
Regular HR reports are provided to the Board monthly and quarterly. Term diversity reports track affirmative action relative to college goals (Figures 7-3b and 7-3c). Reports are now being implemented to determine and monitor time-to-fill (and approval-to-fill) employment conversion rates through the use of HR’s PeopleClick data base and eventual dashboard system. These will be used by HR leadership, staff processors, and recruiters to gauge staff performance. Two HR staff are formally designated as data sources: Coordinator - HR Information Systems (headcount, demographics, recruitment) and Coordinator - Compensation and Analysis (salary and benefits).

Progress on the strategic plan involves mid-year and year-end (third quarter) reporting for evaluating planning progress, with KPIs reviewed and updated annually to gauge project progress with strategic goals and objectives.

4.1.c(1) Performance Improvement & Best-Practice Sharing
The college reporting structure allows for the ability to hear about key findings and to explore ways to employ them when organizational best practices are uncovered. For example, a retention project under the Student Success Core Committee with positive results among Native American students in FY2010 was referenced as a factor in improved results at a monthly 2011 District Board meeting and with minutes posted online. This led to exploration of a similar project in the School of Business in 2011-12. Best Practices from projects and initiatives are also shared via the President’s monthly Communique and the new “Open House” for faculty and staff held on Convocation Days.

4.1.c(2) Future Performance
Future performance is targeted for different areas of the college. These include future FTE enrollment projections and budget projections, two interrelated processes. Each process is based on specific assumptions. For example, the FTE projection process at MATC assumes the overriding influence of unemployment and demographic rates and federal and state policy changes as key external factors and operational and programmatic changes as key internal factors. Projections involve (1) annual statistical modeling based on the 10 previous years of unemployment and demographic figures, (2) assessment by academic deans, based on the previous three years of departmental FTEs and their awareness of future internal developments; (3) statewide trends within the WTCS among district colleges, and (4) assessments by the CFO, based partly on the budget model being developed for the upcoming year. Past performance in making projections is tracked by the percentage-variance between actual and projected amounts, and key factors causing considerable variance are taken into consideration as corrections for the following year’s assessment.

The budget process is a multi-year development, and includes assumptions about revenues, salary expenditures, and operating expenditures regarding their three-year fiscal impact. Scenarios are created concerning equalized property values, tuition increases, FTE projections, state aid decreases, retirements and deficit spending, among other factors. These scenarios vary in their assumptions regarding these factors and are carefully vetted through full District Board, budget development meetings, and SPBSC meetings. As the factors are operationalized with known data, a specific scenario with its underlying assumptions is judged the most reasonable basis for budgeting over the three year period, as well as for the next fiscal year. As factors change, the budget assumptions may change, which affects budget adjustments. Monthly budget variance reports looking at updated operating results are monitored and are shared with the District Board, college leadership, and the SPBSC. These feed the multi-year assessments, causing adjustments to the assumptions and process.

4.1.c(3) Continuous Improvement & Innovation
Innovation results from various sources. The strategic planning process involves review of annual committee initiatives (Figure 2-1c). The performance of each project partially determines if projects are rolled over to the following year, moved to implementation by an area champion, or retired. The review process each summer also includes an assessment of new institutional needs, based on input from the president, EVP/ provost, and core committee co-chairs. Innovation is also informed by national initiatives, independent reports of the college’s organizational effectiveness, and the dashboard results presented to the District Board. These resources make their way into the succeeding year’s strategic plan. Other sources of innovation are found in planning meetings at the cabinet, divisional, program and departmental levels, which spawn task forces and ad hoc working committees charged with analyzing issues and opportunities, and making formal recommendations for change. Their work is often integrated into a future annual strategic plan.

Priorities and opportunities are deployed by MATC staff through planning meetings at various college levels. For example, the merger of the college’s Food Service Operations with the Baking, Culinary Arts, and Food and Beverage academic programs was the result of many interdivisional meetings of the Performance Excellence Committee, which drew feedback from the EVP/Provost, the President’s Cabinet, the involved departments, and student government in FY2011. This culminated in a set of recommendations sent to the president and EVP/provost. Opportunities to support instruction while optimizing cost savings led to a clarification of personnel roles, a market analysis to determine student consumer preferences, the hiring of a Food and Beverage Manager who developed a master facilities and operations plan, and the hiring of an executive chef. To accommodate the merger, space needs for production, equipment, staging and storage were determined and plans were drawn up for the integrated operation of the merged entities. As part of the planning process, the committee reviewed best industry practices and developed a financially sustainable model. Planning for a new Advising Center has gone through similar vetting steps toward implementation.

When appropriate, priorities and opportunities are also deployed to feeder schools and/or suppliers and partners. Periodic analyses of district high schools by IRSP provide a scorecard of their prospects applying, testing and registering at MATC for fall terms. Rates are aggregated into quartiles to create a strategic and targeted recruitment plan for the institution and to provide individual high school principals with performance indicators. A fall meeting with district principals orients them to college resources as well as to highlight and discuss the findings.
In addition, a community survey of CBO sites in the metro area was conducted by IRSP in 2011 (Figure 7-4f), assessing needs and challenges of their partnerships with MATC. Meetings were held with executive directors at the college to address partnership needs, resulting in the creation of an educational service profile.

4.2 MANAGEMENT OF INFORMATION, KNOWLEDGE, AND INFORMATION TECHNOLOGY

4.2.a(1) Data, Information, and Knowledge Management Properties

We manage our organizational data, information, and knowledge to ensure accuracy, integrity, reliability, timeliness, and security. Security and confidentiality of data is ensured through the use of individual user IDs and passwords provided for all network-based systems. Permissions to individuals are granted only after review by employee supervisors and IT staff. A cross-functional Data Integrity Committee reporting to the Academic Technology Core Committee regularly reviews detailed access and oversees an annual review of all users’ access to functional areas of MATC’s Datatel ERP system (ERP) system. It also addresses issues associated with the quality of data entry, beginning with the Student Services division staff through formal training sessions.

All network-based institutional data is backed up on a nightly basis and replicated to multiple back locations. Critical systems such as our ERP system have completely redundant systems maintained outside the main Data Center. Access to all email and web-based systems utilize SSL certificates to encrypt data transmitted to/from these systems.

MATC utilizes an automated Identity Management System, tied to our Datatel ERP system, to control the creation and removal of accounts to various systems based on HR employee information and student registration information. This controls access to divisional and individual course data software, and data available via VDI. The College and IT conduct an external audit of both the Datatel ERP system and other IT systems performed on yearly.

4.2.a(2) Data & Information Availability

Access to required data is available 24 hours a day to students and employees via services such as “INFOnline”, MATC’s web-based interface to the ERP system. It allows students to access their academic data including financial aid, grades, registration, and the like. Employees utilize the same system for access to their health plan data, electronic pay stubs, vacation/sick leave, student grade reporting, etc.

Access to other network-based resources is available via a series of web-based systems, including the public website and the intranet for employees. Additionally, VMware’s Virtual Desktop Infrastructure (VDI) allows for student and employees access to virtual desktops from anywhere (with access to the software and data used both in the classrooms and in employee offices).

Access by MATC partners and suppliers is tightly controlled via remote VPN access to specific systems while allowing support and interaction with the college.

4.2.a(3) Knowledge Management

Internal and external stakeholders play essential roles in those institutional processes that ensure effective dissemination and transfer of necessary data, information and knowledge. This dissemination with these stakeholders assures the effective functioning of the organization, including its primary focus on educating students. Different channels are used in accessing and sharing relevant information and knowledge among students, employees, strategic planners, community leaders and partners, employers, graduates, the general public and accrediting bodies.

Figure 4-1b provides the specific resources shared among the college’s major stakeholders through electronic, hard copy and in-person channels. The Information Technology Division (electronic access), Communications and Events Department (print access), and the President’s Office, Academic Affairs Division, and Student Services Division (in-person) have organizational responsibilities for ensuring channels are effective and their content is relevant and up-to-date.

4.2b KNOWLEDGE MANAGEMENT OF INFORMATION RESOURCES & TECHNOLOGY

4.2.b(1) Hardware & Software Properties

From a network perspective, all information resources and technologies are monitored by staff within the Data Center and 24-hours a day via a Simple Network Management Protocol (SNMP) management system that sends emails and pages to appropriate IT staff in cases of performance issues, outages, and system component failures. SNMP is an Internet protocol for managing devices on IP networks such as routers, switches, servers, workstations, and printers. It monitors devices for conditions that may warrant administrative attention. MATC has migrated roughly 50% of its network servers into the clustered VMware environment. Utilizing VMware options, systems automatically migrate/recover in cases of system outages. All network servers and infrastructure systems are highly redundant including power supplies (few by separate circuits, RAID-5 disk systems, multiple network connections, etc.).

4.2.b(2) Emergency Availability

MATC currently has a complete redundant hardware/software system for its ERP system stored in a building outside of the Data Center. It is completing the construction of a new Disaster Recovery Center at one of our regional campuses, which will house completely redundant hardware/software systems for our most critical systems. It will also house the redundant location for our disk-based backup solution as well as our VDI Remote Desktop solution that provides remote access to critical systems in the event of a critical failure in our main data center. All servers are backed up each day to disk and replicated on a second remote system. Full Disaster Recovery copies are written to tape monthly and stored off site for seven years.
5.1 WORKFORCE ENVIRONMENT

5.1.a(1) Workforce Capability and Capacity

The Strategic Goal “Valuing People” focuses our efforts on attracting and maintaining a quality faculty and staff reflective of our core values of Excellence and Diversity. The MATC workforce is detailed in the Organizational Profile, P.1a(3), and our PDCA cycles for hiring and maintaining employees are presented in Figures 5-1a and 5-1b.

Figure 5-1a: PCDA for Hiring Processes

The Organizational Chart (page B) also shows how the workforce is managed. This chart is updated annually to reflect changes in the institution. Assessing workforce capacity begins with the President’s Cabinet. The vice-presidents share their staffing needs, as discussed in department and divisional meetings, and these needs are prioritized and updated based on the overall needs of the students, the college, and other stakeholders. When a job opening occurs, a priority position will be filled first. In 2010, via a Human Resources Core Committee AQIP project, hiring processes and documents were reviewed and updated. In addition, individual departments reviewed and updated their own credentialing requirements in 2012. Through these efforts, specific credentials, skills, and values required for all categories of employees were identified. These factors are also considered when assessing workforce capability and capacity needs: rates of planned and/or projected retirements; projected employment needs; and student demographics trends.

Figure 5-1b: PDCA for Workforce Management

The Wisconsin Technical College System (WTCS) Office evaluates the occupational, academic, and teaching experience of district employees to determine their preparedness to work in the System. Through this process, 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 at MATC reviews credentials and determines eligibility for initial and renewal certification; maintains certification files and records; processes certification records with the WTCS Board; communicates with internal and external customers regarding certification requirements, and facilitates the annual certification audit. The responsibility for submitting documentation to acquire and maintain certification lies with the employee. Faculty and staff who fail to renew their certification are subject to layoff.
5.1.a(2) New Workforce Members

Labor contracts dictate part of the hiring process; however, a number of action projects have improved the hiring processes (Figure 5-1a), including job descriptions, timing of posting requisitions and approvals, recruitment efforts, transition to paperless applications, and improved employee orientations. In June 2009, HR began using PeopleSource software for online applications, and 2009-11 trend data shows that despite a dramatic increase in the number of postings and hirings, the system to fill positions has remained efficient.

All new employees take part in a New Employee Orientation. We have improved these orientations over the past few years in reaction to survey results that indicated new employees were not receiving consistent or necessary introductions to the college and our culture. At the beginning of each academic year, a two-day comprehensive orientation is provided for all new full-time faculty. There is an evening orientation for part-time faculty. New employees are given copies of college policies and procedures. Employees also learn about the history of the college, the mission, vision, and values, as well the educational and training initiatives that support the mission. The orientation includes information from Professional Development, Payroll, Employee Relations, Compensation and Benefits, Public Safety, Certification, and Information Technology. In response to SSI results, since the fall of 2008, new staff in Student Services participates in a more extensive orientation that includes cross training.

Diversity is an important value at MATC, as reflected in the assessment of diversity in the PACE surveys (Figures 7-3e, item #2 and 7-3f, item #2 and 7-3h, item #6). The MATC community is diverse in ideas and culture, and HR works to ensure that the workforce represents this diversity. In 2005, HR developed a five-year Affirmative Action Plan to confirm MATC’s commitment to equal employment opportunity. Divisions develop and update annual plans and activities for increasing representation of protected classes when hiring. In addition to maintaining a diverse workforce through hiring processes, the President’s Diversity Council was created in 2010. This council’s mission is to engage the college community in issues of diversity, multiculturalism, race, poverty, and social justice. The council reports to the President in an advisory capacity, as well as makes recommendations to Student Life and ER&D. They assist in fulfilling the President’s responsibilities regarding Affirmative Action; closely monitor the goals and progress established within the Affirmative Action Plan; provide researched recommendations regarding improvements to the Plan, facilitating initiatives to enhance and leverage the existing diversity within MATC; and recommend relevant projects for the Strategic Planning process. Some of the results of their efforts can be seen in Figure 7-3b; Figure 7-3c, and Figure 5-1c.

5.1.a(3) Work Accomplishment

The MATC value of Excellence is foundational, and we believe 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 by being an integral part in establishing and ensuring attainment of the goals. Employees who participate in divisional or program work teams or volunteer for one of the seven core committees and/or their strategy work teams can find satisfaction and reward in being an integral part of the process. As a result, a high number of employees feel their job is relevant to the mission of the college (Figure 7-3e #6).

5.1.a(4) Workforce Change Management

Training is an essential part of maintaining a flexible and productive workforce, helping to fulfill our strategic goal to Invest in People. Certification for teachers by WTCS requires that faculty continue to train and develop their skills throughout their teaching careers. Therefore, certification courses are offered regularly to faculty at all four campuses. Each semester, the Office of Professional Development provides a comprehensive schedule of training opportunities for faculty and staff. The categories of course offerings include Certification, Professional Development, Computer, and Wellness. Evaluations determine if the training meets participant needs. 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. Beginning in April 2012, an annual awareness, usage, and satisfaction survey was sent to all employees to assess college support resources. Program Advisory Committees also provide feedback to identify faculty training needs. Training for employees is provided by other departments such as HR, Public Safety, IT, Distance Learning, ER&D, and the Finance office. HR also provides training to all non-represented managers to improve managerial competency and satisfy legal compliance with applicable federal and state laws. Such training includes: Sexual Harassment Awareness; How to Conduct Effective Performance Appraisals; Managing Performance and Conduct; Understanding Workers’ Compensation Policies/Procedures; Unemployment Compensation; and Compensation and Benefits Policies/Procedures.

When preparing for workforce capacity changes for represented positions, the appropriate union contracts establish the terms and conditions MATC follows. For non-represented positions, including administration, staffing levels are managed “as needed” based on priorities established by the President’s
Cabinet, as described in 5.1a(1). This also describes the hiring processes that ensure continuity in the workforce. Layoffs at MATC are rare and usually occur with grant-funded and part-time positions. Workforce growth is usually an extension of high periods of student enrollment, and these periods often can be predicted. A large, qualified pool of part-time faculty and staff are available, when needed. In addition, HR is proactive by meeting with Deans and looking at part-time pools as well as using continuous sourcing options, which builds an applicant pool in anticipation of hiring. Recently, thanks to the Affirmative Action Plan and the Diversity Council, we are placing a greater emphasis on hiring part-time faculty who reflect the diversity of the student body because contracts stipulate a certain percentage of full-time hires come from the current part-time pool.

5.1.b WORKFORCE CLIMATE

5.1.b(1) Workplace Environment

MATC is committed to workforce health, safety, and security. The Wellness Program maintains a strong intranet presence for employees, guided by a shared-governance committee. In addition to promoting healthy activities, they also communicate safety updates. In February 2012, working with the national American Federation of Teachers under a federal OSHA grant, the faculty union’s Health and Safety Committee surveyed work-related health and safety issues to prioritize efforts. MATC is a non-smoking facility, and recently a joint student-staff committee passed a Student Government resolution to further restrict and enforce the smoking ban near building entrances. Since 2011, biometric testing has been available for employees to help reduce the cost of health insurance. Other actions to promote health and safety include ergonomic evaluations available upon request, an active Employee Assistance Program, fitness classes offered to faculty and staff, free shuttle service from parking lots to the buildings, and more healthy campus food choices.

Public Safety works to create and maintain a safe campus environment and has district-wide responsibility for all campuses and evening centers. The Public Safety Department continues to improve to campus safety, and this department has become a model of the PDCA improvement cycle for the MATC community. Public Safety creates an annual as well as three-to-five year Strategic Plan connected to our Strategic Goal: Invest in People. Feedback from student and employee surveys has driven many improvement initiatives. Public Safety’s goals include becoming more visible at all campuses, increasing training, and professionalizing the staff. Some specific improvements in these areas include: an emergency broadcasting system that uses email, telephone, and cell phone access to announce district-wide emergencies; an anonymous “tip line” to report suspicious activity on all campuses; an increase in the number of security cameras on all campuses; improved lighting and patrolling of all campus parking lots; a Comprehensive Evacuation Emergency Plan, including increased the number of campus drills each year; improved security signage, and new evacuation chairs for the disabled.

The results of the 2012 SSI (Figure 7.1s) indicate that improvements made in the Public Safety Department have positively effected the campus environment, and the area is considered a “best practice” at the institution (Figure 7.1y).

5.1.b(2) Workforce Policies and Benefits

MATC negotiates compensation with our five unions through collective bargaining. 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. The Benefits and Services provided to the various employee groups are shown in Figure 5-1d.

5.2 WORKFORCE ENGAGEMENT

5.2.a(1) Workforce Performance

We have a variety of mechanisms to determine workforce engagement and satisfaction and programs geared towards upward mobility, employee retention, and employee satisfaction. The PACE employee survey was administered in 2011. The great majority of employee responses fell under the “Consultative Management System” where leaders have substantial confidence and employee trust, employees are involved in decision-making, leaders consult over decisions, lower levels of the organization deal with morale and cooperation, and influence is ensured through rewards and occasionally through punishment and collaboration (Figures 7-3f, 7-3g and 7-3h).

In spring 2012, faculty engagement was measured for the first time, and results form the baseline for future assessments of remaining current in one’s field; pursuing continuous improvements; maintaining certification; participating in the MATC community; representing MATC in the wider community, and seeking opportunities to contribute to their profession. These categories align with six of the seven MATC Standards of Teaching Excellence.

A valuable retention tool comes through the tuition reimbursement and continuing education programs available to employees at all levels of the organization. These programs are aimed to improve job knowledge, job skills, professional skills, and increase upward mobility possibilities. Employee groups have various benefits such as: tuition reimbursement, tuition advance, tuition waiver, and remuneration incentives for taking courses for professional and career development (Figure 7-3j).

In addition, the college participates in the Wisconsin Leadership Development Institute (WLDI) and sponsors three to five upcoming leaders in the institution annually. The WLDS helps WTCS employees gain knowledge and develop abilities to qualify for upper-level leadership roles. Annually, a committee of senior administrators identifies employees with high potential for this program. MATC employees have participated every year since 1995, with emphasis placed on women and minority candidates. As of 2012, 32 employees have participated in the program, including MATC’s current provost, vice-president of West Allis Campus, vice-president of Mequon Campus, and two deans. Figure 7-3m presents the Professional Assignments allocated to faculty that also encourage shared-decision making and managerial responsibilities.
### Benefits & Services Table

<table>
<thead>
<tr>
<th>Benefits &amp; Services</th>
<th>Employee Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement annual District Board-approved salary changes</td>
<td>ALL</td>
</tr>
<tr>
<td>Coordinate and perform job studies to insure appropriate pay assignment</td>
<td>ALL</td>
</tr>
<tr>
<td>Provide employee &amp; supervisory training</td>
<td>ALL</td>
</tr>
<tr>
<td>Track eligibility for and coordinate issuance of vouchers for: safety glasses, safety shoes, standard uniforms, protective garments</td>
<td>ALL</td>
</tr>
<tr>
<td>Offer tuition reimbursement for Baccalaureate, Masters’ and Doctoral coursework</td>
<td>ALL</td>
</tr>
<tr>
<td>Coordinate claim filing and indemnity payments for work-related illnesses and injuries</td>
<td>ALL</td>
</tr>
<tr>
<td>Conduct “onboarding” orientations of compensation, benefits, operational subjects of interest</td>
<td>ALL</td>
</tr>
<tr>
<td>Coordinate filing and multiple notices/approvals for Family and Medical Leave applicants</td>
<td>ALL</td>
</tr>
<tr>
<td>Search out “Alternate Duty” assignments for employees who have specific work restrictions and coordinate with health care provider</td>
<td>ALL</td>
</tr>
<tr>
<td>Coordinate, investigate, and respond to applications for accommodation under the Americans with Disability Act</td>
<td>ALL</td>
</tr>
<tr>
<td>Administer all permissible leaves of absence and coordinate proper documentation and corresponding pay (if applicable) during time off. These include sabbatical leave, military leave, jury duty, medical leaves of absence, leaves of absence for other reasons.</td>
<td>ALL</td>
</tr>
<tr>
<td>Provide monthly services of nurse for blood pressure screenings, blood glucose screening, etc. at each campus</td>
<td>ALL</td>
</tr>
<tr>
<td>Administer claims, report volume, pay premiums of life insurance/AD&amp;D coverage</td>
<td>ALL</td>
</tr>
<tr>
<td>Conduct process for enrollments, deductions of 403(b) plan and 457 plan for enrolled employees</td>
<td>ALL</td>
</tr>
<tr>
<td>Advocacy with benefits issues that are unresolved by vendors</td>
<td>ALL</td>
</tr>
<tr>
<td>Conduct proactive work-safety training and periodic “walk throughs” with safety consultants to insure proper equipment/procedures in place</td>
<td>ALL</td>
</tr>
<tr>
<td>Administer claims, report volume, pay premiums of LTD coverage</td>
<td>All full-time</td>
</tr>
<tr>
<td>Provide and administer life and health insurance to eligible retired employees</td>
<td>All full-time</td>
</tr>
<tr>
<td>Coordinate claim filing and benefit payments for Long-Term Disability</td>
<td>All full-time</td>
</tr>
<tr>
<td>Provide one-on-one counseling about retirement benefit eligibility and timing</td>
<td>All full-time</td>
</tr>
<tr>
<td>Coordinate process of annual biometric testing for wellness program and subsequent impact on employee contributions</td>
<td>All full-time &amp; spouses</td>
</tr>
<tr>
<td>Provide assistance of health coaches/counselors for those with wellness concerns</td>
<td>All full-time &amp; spouses</td>
</tr>
<tr>
<td>Coordinate annual and bi-weekly allocation and proper administration of paid sick days</td>
<td>All full-time and some part-time</td>
</tr>
<tr>
<td>Monitor and manage internal systems that report hours and earnings to the State of WI for WRS pension purposes</td>
<td>All full-time and some part-time</td>
</tr>
<tr>
<td>Select and offer services of external Employee Assistance Program</td>
<td>ALL full-time</td>
</tr>
<tr>
<td>Track and implement periodic “step” increases dictated by bargaining agreements</td>
<td>Represented only</td>
</tr>
<tr>
<td>Coordinate, administer, communicate terms and open enrollment of:</td>
<td></td>
</tr>
<tr>
<td>- health insurance</td>
<td>Part-time Local 212/Local 715 and all full-time employees</td>
</tr>
<tr>
<td>- dental insurance</td>
<td>Part-time Local 212 and all full-time employees</td>
</tr>
<tr>
<td>- routine vision coverage</td>
<td>Part-time Local 212/Local 715 and non-represented full-time employees</td>
</tr>
<tr>
<td>- flexible Spending Accounts for health care and dependent care</td>
<td>Part-time Local 212 and all full-time employees</td>
</tr>
</tbody>
</table>

### 5.2.a(2) Organizational Culture

MATC’s culture of shared governance, which includes core committees and professional assignments, is a productive and satisfying work process for participant. The processes promote open communication, high-performance work, and engage the workforce. In 2011-12, approximately 200 employees participated in strategy work teams. Core committees are protected in the labor contract typically negotiated every two-three years. The core committees and their strategy work teams complete a 3rd quarter review and annual evaluation to assess this system and participants feel they are making a difference. The stronger alignment created between the Strategic Plan, core committees, and AQIP action projects since 2009 make designing more productive work processes possible.

As discussed in 5.1a(2), the President’s Diversity Council maintains and supports the value of diversity of MATC. They make sure that diverse opinions, cultures, and ideas remain a priority of managers and supervisors. In addition, the diversity of services provided to stakeholders and the diversity of the student organizations reflect the diverse MATC community. Examples of services created to better serve the student body include the Office of Bilingual Education, which includes bilingual programs and services. The Multicultural Affairs Office includes the African-American Office; American Indian Student Services Office; Asian American Affairs Office; Hispanic Affairs Office, and International Education.
5.2.a(3) Performance Management

MATC values of Integrity, Excellence, and Accountability are the foundation for our workforce performance management systems. The Human Resources Division has five units responsible for supporting high-performance work, workforce engagement, compensation, and incentives: Certification, Compensation and Benefits, Employee Relations, Labor Relations, and Wellness. Each provides specific human resources services to the college, and the HR Division offers links and information to each of these units on the internal website.

The MATC Mentoring Program is a formal partnership among non-represented employees for the transmission of knowledge to support career and professional development for the college’s talented and emerging leaders, and annual surveys are conducted. Wellness Program’s mission is to improve the quality of life for MATC employees by providing programming that meets a wide range of personal health needs.

Compensation personnel work to meet the needs of MATC employees and the short- and long-term goals of the district. The compensation system ensures that employee earnings are consistent with the terms of the five contractual agreements. The earnings of employees not in bargaining units are measured against annual survey data provided by the College and University Professional Association. Evaluations promote internal equity between jobs, classify individuals for increases in their assigned responsibilities, and compensate individuals for acquiring and demonstrating higher-skill levels. When jobs are reclassified, established pay guidelines or bargaining unit contracts dictate rates of pay. Benefits provide 40 - 45 percent of employees’ total compensation. The health, dental, life, and long-term disability insurance plans are comparable to those of other technical colleges (Figure 5-1d).

Workforce reward and recognition occurs formally through the President’s monthly Communiqué newsletter, distributed to the MATC community online and posted on the website. Personnel achievements are also recognized at Convocation at the beginning of each semester, and at campus, divisional and/or department meetings. An annual Employee Recognition Banquet celebrates those employees reaching milestones. Retiring employees, 25- and 35-year employees, and 50-semester part-time employees are recognized yearly. Internal recognitions are also given in a variety of annual celebrations for participation in AQIP activities, the United Way campaign, the MATC Foundation, and Grants.

For performance evaluations of tenured faculty, a new Peer Coaching System began in 2009 that is aligned with the MATC Standards of Teaching Excellence. These standards were created by a joint administration-faculty work team and include: Understanding Students and Fostering Student Success; Classroom Management; Planning and Organization; Teaching Methodology; Assessment of Student Learning; Content Mastery and Currency, and Professional Contributions. A self-assessment focusing on these standards, along with feedback that can include student course evaluations, is used to create a Teaching Action Plan (TAP). Faculty are given the opportunity and encouraged to find and work with other faculty to achieve their annual goal(s). These individual action projects reinforce the faculty commitment and focus on student success in the classroom.

Performance evaluations for non-represented employees, including administration, are conducted on an annual basis with no connection to compensation or continued employment outside of the probationary period. This performance process is focused on accomplishing the mission of the college, creating a shared vision, and fostering employee growth and development. The performance appraisal process provides an opportunity for the employee to plan and assess performance goals and to identify and work on areas for continuous improvement. The three phases to the process are 1) a collaborative effort by the supervisor and employee to identify strategic and professional development goals focusing on the employee’s work and aligning it with the department’s strategic goals and objectives; 2) an attempt to accomplish these goals by the employee, and 3) an annual follow-up and assessment of the employee’s progress.

5.2.b ASSESSMENT OF WORKFORCE ENGAGEMENT

5.2.b(1) Assessment of Engagement

Figure 5-2a shows the alignment between MATC’s strategic goals with the focus of the PACE categories as they best represent how workforce engagement is assessed.

Some departments have created additional incentives for their workers. For example, members of Local 715 and the paraprofessionals of Local 212 earn compensation for low absenteeism. Employees from Local 587 are rewarded for low absenteeism with compensation time and a gift card. Total reported sick hours by staff are tracked annually, with declines registering between 2007 and 2011.

5.2.b(2) Correlation with Organizational Results

We believe that when the faculty, staff, and administrators are productive, they are effective in helping students learn, the primary function and mission of the college. In part, the SSI and PACE surveys measure employee and college effectiveness (Figures 7-1s and 7-2a; Figures 7-3d through 7-3h).

5.2.c WORKFORCE AND LEADER DEVELOPMENT

5.2.c(1)(2) Learning and Development System and Effectiveness

MATC employee learning and development systems are linked to the college’s mission, vision, values, and strategic goals. The aim of Professional Development is to provide course and seminar opportunities for MATC employees for skill development, professional development, and personal growth. By investing in employee development, MATC advocates the philosophy of lifelong learning and its commitment to providing educational opportunities to all employees (Figure 7-3j; 7-3l).

In addition, the American Federation of Teachers Educational Research and Dissemination (ER&D) Program is a union-sponsored, research-based professional faculty development program. In 2011, MATC’s chapter of ER&D merged its space with the Faculty Resource Center, allowing for a larger “teaching and learning center” for full- and part-time faculty, staff, and administration reflective of the school’s shared-governance culture. This center also has a cyber-presence on facultynet, MATC’s intranet. For the first time, a 2012 survey of all faculty
resources and auxiliary services was conducted, asking about awareness, usage, and satisfaction. The results of these will be part of the next strategic planning cycle and provide a baseline for future improvements.

One of the most popular and effective programs run through ER&D is MATC’s Peer Support Team, a group of faculty dedicated to supporting and empowering their peers. The Peer Support seminar pairs members of the team with those enrolled in a mentoring-type experience. Peer Support participation increased from 10 faculty in 2009-10 to 42 in 2011-12.

All seminars, workshops, and courses offered by Professional Development and ER&D use class evaluations to assess effectiveness and plan for improvements. In addition, ER&D conducts an annual needs assessment survey of awareness, usage, and satisfaction to identify service gaps. Data shows employee usage of training increased from 129 in 2009 to 228 in 2011.

5.2.c(3) Career Progression

Through the educational and professional systems described in 5.2.c(2), MATC demonstrates its commitment to workforce development. We further establish the importance of employee development by sending participants to leadership programs such as WLDI, supporting faculty sabbaticals, providing for professional leave for employees to attend conferences and seminars, and offering the Occupational and Academic Currency Program (OACP) (Figure 7-3k). OACP increases faculty skills and knowledge by working outside the college in their area of expertise and then developing a curriculum project related to that work experience to enhance classroom instruction. Innovation Grants awarded to faculty also encourage and promote improvement and workforce development. In 2011-12, over $300,000 was allotted for equipment, supplies, travel, software and other resources through this program.

In 2010, a college project created succession readiness plans for employees. Guided by the staff in the HR department, a process that identified skill and readiness levels of current non-represented employees was developed (Figure 5-2b). To assist those administrators who were not ready, training courses were identified. Through the performance evaluation process, preliminary steps were taken to assist in the development of needed skills for more advanced positions.

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### Table: PACE Engagement Results

<table>
<thead>
<tr>
<th>Strategic Goal</th>
<th>Supervisor Relations</th>
<th>Teamwork</th>
<th>Institutional Structure</th>
<th>Student Focus</th>
<th>Customized Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Learning</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Pathways to Success</td>
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<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Valuing People</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Internal and External Partnerships</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensure Sustainability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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### Figure 5-2a: Workforce Engagement

### Figure 5-2b: Human Resources “Succession Readiness”

**(EMPLOYEE BEHAVIORS)**
- Validates, rewards positive change
- Focuses on team building
- Sets long-term goals
- Shares new vision

**(MANAGEMENT ACTIONS)**
- Manage performance
- Clarify expectations
- Give information
- Coach

**(EMPLOYEE BEHAVIORS)**
- Prioritizes
- Provides training
- Sets short-term goals
- Harnesses new energy
- Conducts planning meetings
- Follows up on current projects

**MANAGEMENT ACTIONS**
- Listen
- Mentor
- Allow “venting”
- Encourage support
- Acknowledge Career Path

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Category 6: OPERATIONS FOCUS

6.1 WORK SYSTEMS

6.1.a(1) Work System Design Concepts

MATC’s educational and support processes are developed and delivered to provide students excellence in education to “enrich, empower and transform” their lives. The main work systems of the college are designed and evaluated systematically through the PDCA improvement cycle. Input from internal and external constituents ensures MATC’s occupational programs are high quality and meet the needs of employers. They are designed according to Wisconsin State statutes, collective bargaining decisions, college policies and procedures, and accreditation requirements. As an example, Figure 6-1a depicts the PDCA cycle for the Financial Management and College Planning work system.

Figure 6-1a: PDCA Cycle of Improvement for Work Systems

The major college work systems include: College Administration (Figure 6-1b); Student Learning (Figure 6-1c); Student Services (Figure 6-1f); General Counsel and Human Resources (Figure 6-1g); Financial Management and College Planning (Figure 6-1h), MPTV (Figure 6-1d), and the MATC Foundation (Figure 6-1e).

Education is MATC’s core competency. The work systems are aligned to build on that competency as guided by the mission, vision, and values. MATC offers comprehensive services to incoming and continuing students, including but not limited to: Welcome Centers, computer labs, online and physical libraries, bookstores, testing services, counseling and advising resource centers, financial aid, academic support, cashier, banking, food service, multicultural services, veterans’ services, and legal aid. Educational requirements are set by the WTCS, accrediting bodies, and industry standards (including those of the FAA; NATEF; ABA; ACF; and NLNA).

MATC will consider work systems from external or internal resources based on the following criteria:

- Is the process or service related to the core competencies, mission, vision and values of the college?
- Will the process or service help MATC achieve its goals and objectives?
- What is needed to accomplish the task / what are best practices?
- Is there internal expertise to accomplish the process or service?
- What is the most cost-effective way to deliver the process or service?
- How will this process or service be evaluated?

If a service is not cost-effective or linked directly to the MATC core competency of delivering quality education, then it may be outsourced.

6.1.a(2) Work System Requirements

As shown in the Work System Charts provided, each system uses a variety of methods to capture input from appropriate stakeholders. These include input from program Advisory Committees; business and industry leaders; employers; health care organizations; four-year colleges; student government and organizations; “Listening and Learning” sessions; standing college committees; core committees and work teams; task forces; MAWIB; state-called meetings, and accreditation reports.

Figure 6-1b: College Administration Systems

<table>
<thead>
<tr>
<th>Key Processes</th>
<th>Process Requirements</th>
<th>Management of Processes</th>
<th>Measures of Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Govern college</td>
<td>- Provide vision and leadership</td>
<td>- Evaluate and update college Mission, Vision and Values</td>
<td>- District Board input and evaluations</td>
</tr>
<tr>
<td></td>
<td>- Ensure community needs are met</td>
<td>- Conduct SWOT analyses for input</td>
<td>- Feedback from internal and external stakeholders</td>
</tr>
<tr>
<td></td>
<td>- Uphold purposes, policies and procedures</td>
<td>- Administer all areas of the college</td>
<td>- Evaluation of Strategic Goal attainment</td>
</tr>
<tr>
<td></td>
<td>- Oversee accountability</td>
<td>- Evaluate and update policies and procedures periodically</td>
<td>- Performance evaluation of college leaders</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Feedback and input from WTCS</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Accreditation reports</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Audit data</td>
</tr>
</tbody>
</table>

The major college work systems include: College Administration (Figure 6-1b); Student Learning (Figure 6-1c); Student Services (Figure 6-1f); General Counsel and Human Resources (Figure 6-1g); Financial Management and College Planning (Figure 6-1h), MPTV (Figure 6-1d), and the MATC Foundation (Figure 6-1e).
### Category 6: Operations Focus

#### Figure 6-1c: Student Learning Systems

<table>
<thead>
<tr>
<th>Key Processes</th>
<th>Process Requirements</th>
<th>Management of Processes</th>
<th>Measures of Effectiveness</th>
</tr>
</thead>
</table>
| Program/course development | • Needs assessment for training or education  
• DACum – input from external constituents  
• Curriculum development (WIDS) | • WTCS processes  
• Curriculum Office  
• Program administrator  
• Program faculty | • Compliance to requirements/ industry standards  
• Appropriateness of curriculum  
• Adequate input from internal stakeholders |
| Course/program delivery | • Determine learning techniques  
• Determine technology needs  
• Textbooks and instructional aids  
• Space needed | • WIDS guidelines  
• Standards set for industry/ transfer/ matriculation  
• Instructor expertise  
• Program needs  
• College bookstore  
• Academic technology | • Courses provided at appropriate level  
• Courses utilize technology to maximize learning  
• Shop/lab/ classroom support learning environment  
• Bookstore service evaluation |
| Student learning assessment | • Outcomes established  
• Outcomes taught  
• Outcomes measured | • Program faculty  
• Program Advisory committees  
• State-wide program committees  
• TSA  
• SOA | • Data on student learning in course  
• Data on student learning in programs  
• Technical Skill attainment  
• Student transfer  
• Student employability |
| Program Evaluation | • WTCS guidelines  
• College scorecards established (QRP)  
• Core ability assessment  
• External evaluation- accreditation | • Program administrator  
• Program Faculty  
• Institutional Research data  
• TSA data  
• SOA Data  
• Accreditation feedback | • Scorecard data  
• Program benchmarks  
• Trend data on student success  
• Evaluation of program standards (set to industry needs)  
• Analysis by District Board |
| Program Modification | • Data on currency  
• Data on student learning  
• Data on effectiveness  
• Input from Advisory Committees/ Industry | • Program administrator  
• Program Faculty  
• Institutional Research data  
• TSA data  
• SOA Data  
• Accreditation feedback | • Scorecard data  
• Program benchmarks  
• Trend data on student success  
• Evaluation of program standards (set to industry needs)  
• Analysis by District Board |

#### Figure 6-1d: MPTV Systems

<table>
<thead>
<tr>
<th>Key Processes</th>
<th>Process Requirements</th>
<th>Management of Processes</th>
<th>Measures of Effectiveness</th>
</tr>
</thead>
</table>
| Programming   | • CPB and FCC requirements for noncommercial licensees  
• Community ascertainment  
• FCC Programs/Issues Quarterly Report  
• Producer proposals  
• Program Action Committee Review                                                                                                                                                                                | • FCC mandated public file  
• Program Action Committee recommendation  
• General Manager approval  
• Producer-developed treatment, budget  
• Program Manager scheduling | • Nielsen Ratings  
• CPB Local Content and Service Report to the Community  
• Reaction Line comments  
• Licensee Board evaluation  
• Audience surveys |

#### Figure 6-1e: MATC Foundation Systems

<table>
<thead>
<tr>
<th>Key Processes</th>
<th>Process Requirements</th>
<th>Management of Processes</th>
<th>Measures of Effectiveness</th>
</tr>
</thead>
</table>
| Raise money & in-kind support | • Needs assessment  
• Donor cultivation  
• Grant proposals  
• Annual appeals  
• Accept & transfer in-kind donations  
• Donor stewardship | • College President and Foundation Executive Director consult on priorities  
• Foundation Board members make introduction  
• Foundation staff prepares grant proposals  
• Foundation staff manages donor database  
• College administration approves in-kind donations  
• Executive Director and College President acknowledge gifts  
• Donor/student recognition event | • Fundraising results  
• Grant proposals funded  
• Diversity of funding sources  
• Donor data |
| Administer funds | • Comply with fund and grant criteria  
• Scholarship application review and awards  
• Financial policy review  
• Investment review and allocation | • Foundation staff  
• Automated scholarship management system  
• Scholarship application reviewers  
• Board Finance Committee  
• External accounting firm  
• Investment policy  
• External investment management firm | • Annual audit  
• Scholarship data  
• Quarterly investment performance reports  
• Monthly & quarterly financial reports |
### Operations Focus: Category 6

#### Key Processes

<table>
<thead>
<tr>
<th>Process Requirements</th>
<th>Management of Processes</th>
<th>Measures of Effectiveness</th>
</tr>
</thead>
</table>
| **Recruitment** | • Environmental scans  
• High school graduation and penetration data  
• Census Data | • Director of enrollment  
• Recruiters  
• Marketing  
• IRSP | • High School Penetration  
• Application rates  
• Application conversion data  
• Smart Start |
| **Financial Aid** | • ISIR data  
• Veteran Advisory committee  
• State and National FA data | • Director of FA  
• Department Staff  
• Welcome Center Staff  
• IRSP | • Default rates  
• Time to award  
• Return of Funds stats  
• Internal and External audits |
| **Admissions/Testing** | • Unemployment data  
• ACT data from applicants  
• Conversion data  
• Input from recruitment | • Director of enrollment services  
• Admissions Staff  
• IRSP  
• Recruitment | • College readiness percentage  
• Time to Admit  
• Application processing rate |
| **Registration** | • Registration patterns  
• Student withdrawal for non-payment  
• Credit Hour generation  
• Student focus groups | • Registrar  
• Welcome center staff  
• Manager of Welcome Center  
• IRSP  
• Counseling  
• Advising Center | • Per student credit load  
• Transcript Response time  
• Peak Registration volume  
• Application-to-registration conversion rate |
| **Academic Support** | • Student support services  
• Tutoring services  
• Data on users  
• Feedback from faculty | • Manager of ASC  
• Manager of Tutoring  
• ASC & Tutoring staff  
• Accommodation Services | • User feedback  
• User data  
• User Success rates |
| **Library** | • Student & Faculty support services  
• Collection development  
• ALA guideline compliance  
• Service effectiveness | • Manager and library staff  
• Faculty | • User data  
• Faculty feedback/repeat users  
• Suggestion box & complaint process, focus groups |
| **Student Life** | • Student government input  
• Club and organization interest  
• Academic/Student activity interest | • Director of Student Life  
• Student Life Coordinators  
• Coordinator of Athletics  
• Academic deans  
• Childcare | • Retention and persistence |

#### Figure 6-1g: General Counsel and Human Resources Systems

<table>
<thead>
<tr>
<th>Key Processes</th>
<th>Process Requirements</th>
<th>Management of Processes</th>
<th>Measures of Effectiveness</th>
</tr>
</thead>
</table>
| **Ensure legal requirements are upheld** | • Federal and State requirements are followed  
• College policies and procedures are current and followed  
• Agreements with employees are established and followed | • Contract processing and approval  
• Maintain board policies and procedures  
• Set compensation levels  
• Manage labor relations  
• Maintain personnel certifications | • Complaints or actions  
• Feedback on policies and procedures  
• Benchmarking with other colleges  
• Grievances or contract violations  
• Personnel reports  
• Certification audits |
| **Hiring** | • Budget allocation for personnel  
• FTE projection to determine needed positions  
• Certification and credentials for position  
• Position description  
• Advertisement of positions  
• Determine salary, benefit package for college and individuals | • People-Fluent software input, maintenance and evaluation  
• Oversee interview process  
• Evaluate requirements of position  
• Evaluate descriptions | • Data on People-Fluent  
• Use of budgets for ads.  
• FTE projections related to numbers of hires |
| **Support & maintain skills of employees** | • Certification needs  
• Credential needs  
• WTCS courses for instructors & administrators  
• Performance Evaluation  
• Professional Development | • Recertification data  
• Results of performance evaluations | • WTCS Audit on Certification  
• Completion of coaching/ evaluation documents  
• Evaluation of training needs  
• Certification Course  
• Coaching Info |
| **Safety** | • Protocol for Emergency situations  
• Patrolling and monitoring campuses  
• Training for guards  
• Signage and equipment available | • Alert systems working  
• Drills conducted  
• Information shared via multiple venues  
• Training done for all guards  
• Incidents reported and documented | • Data on incidents at each campus  
• Surveys on safety  
• Maxient data analyzed  
• Evaluation of all systems  
• Input from local police, fire and emergency agencies |
6.1.b WORK SYSTEM MANAGEMENT

6.1.b(1) Work System Implementation

MATC’s work systems, processes, and requirements are defined in Figures 6-1b through 6-1h, and MATC uses a number of methodologies to manage and improve its work systems and processes to deliver value and achieve organizational success and sustainability. MATC integrates Continuous Quality Improvement (CQI), Lean Analysis, and the PDCA model to document and analyze the effectiveness and efficiency of systems and processes.

Stakeholders have the opportunity to provide input to the design and innovation of work systems and processes through focus groups, cross-functional teams, District Board meetings, Conversation Days and MATC Day, town hall meetings, regional and program advisory committees, student orientation follow-up surveys, Student Government, college complaint systems, the Strategic Planning process, and through formal audits and site visits. MATC adjusts its work systems through the analysis of student and stakeholder feedback and evaluating the performance of these systems.

For example, prior to planned retirements or resignations, the direct manager attempts to document and verify key processes related to a vacant employee position, and conduct exit interviews. Each vacancy is analyzed by the Open Positions Team and the current job description is reviewed and modified if necessary.

6.1.b(2) Cost Control

MATC uses the Quality Review Process (QRP) to analyze educational program offerings. The QRP includes annual scorecards which provide a consistent and systematic approach to analyze program effectiveness, efficiency, and value. In addition, the college develops data reports on all programs using dashboards with the following information: ratio of graduates to district job openings, cost for general education, and median wage for entry-level graduates, job placement, cost per graduate, corporate industry value, cost per FTE, and availability of qualified instructors. Through these processes, MATC is able to identify opportunities to grow, maintain, shrink, or discontinue programs.

Others areas of the college control costs primarily through annual planning and identifying lower-priority services for possible reallocation of funding. The Budget Committee, vice presidents, and Cabinet then review those services to determine what can be reallocated while continuing to support the mission, vision and values. In addition to the annual budget planning process, some non-instructional areas have engaged LEAN consultants such as the Titus Group, to improve the efficiencies of processes. To aid in monitoring cost control, a monthly report is presented to the District Board that identifies budget-to-actual

<table>
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</thead>
</table>
| Budgeting     | • Prepare annual budget  
• Linkage between resource allocation and Strategic planning  
• Develop system-wide stakeholders participation processes  
• Comply with board policy regarding reserve | • Finance Department preparation  
• Linkage to five strategic goals  
• Supervised by Vice President  
• Maintain 10 to 15% reserve | • Annual Activity and Budget Plan  
• Departmental budget request forms  
• Annual external audit report on reserve balance |
| Student Accounts | • Publish student tuition and fee rates  
• Develop student payment and billing system  
• Develop student payment plans  
• Develop student collection processes | • Student catalog and schedule of classes  
• Use of DataTel administrative system for student invoicing  
• Monthly invoicing  
• Use of outside vendor for overdue balance | • Student term billing report  
• Monthly student accounts payable report  
• Monthly student reports to collection vendor |
| Procurement purchasing | • Internal requisition system  
• P-Card system  
• Formal bid processes  
• Product/Service delivery system | • Use of DataTel for internal requisitions  
• Use of U.S. Bank system  
• Comply with State regulation for formal bids  
• Establish shipping, receiving and mailing processes | • Daily requisition and approval reports  
• U.S. Bank Bi-monthly reports  
• FP0 Procurement consent agenda item |
| Operations | • Clean learning environment  
• Efficient mechanical systems  
• Sustainable learning environment | • Establishment of Operation Department  
• Establishment of Sustainability and Environmental Department | • Student and staff survey of campus environment  
• Daily service request to Operations  
• President’s Climate Commitment Report |
| Enterprises | • Support student life  
• Support student learning  
• Efficient operations | • Establish Food Service, Child Care Services, Enterprise Center, and MPTV  
• Integrated student learning into each enterprise operations  
• Enterprise Operations subsidy by general fund | • Monthly planning and reporting activities  
• Monthly report on student participation in enterprise activities  
• Monthly Variance report to FP0 |
| Business Office | • Payroll system  
• Accounts Payable system  
• Grant reporting system  
• Financial reporting | • Employee hiring and position control system  
• Vendor application system  
• Comply with grant financial reporting requirement  
• Prepare monthly and annual budget to actual reports | • Schedule of payroll for staff  
• Weekly vendor payment  
• Monthly grant financial and outcome reporting  
• Monthly, quarterly, and annual financial reports |
spending and variances for each budget manager. Each budget manager also communicates with members of the Finance Office to review budget line items for possible reductions. From an overall cost control perspective, MATC closely monitors its total operational costs on a per FTE basis and how it compares to the other 15 state technical colleges.

Across the college, we have developed processes to ensure services are consistent and protocol is maintained. Faculty and staff members receive training in the use of processes (e.g., curriculum development; hiring protocol; funding requests). Performance of employees occurs through an annual process of setting individual and departmental goals, including training needs to improve or correct performance. Measures to achieve are included in this process.

6.1.c EMERGENCY READINESS
MATC considers the safety and health of its students and staff a high priority, and our efforts have paid off based on the most recent SSI results for “Safety and Security” (Figure 7-1s). Over the last five years, MATC has substantially improved emergency preparedness, including the development and implementation of an emergency response plan and teams, crisis communication plan, and continuity of operations processes. These plans include substantial quarterly and annual district-wide training using exercises and in-class training. Such training has included business continuity operations, NIMS, emergency operations center (EOC), evacuation, shelter in place, lockdowns, pandemic outbreaks, emergency/crisis communications using RAVE, and post disaster/recovery operations. Figure 7-1y presents results in this area.

In The Emergency Procedures Document, information is provided in the event of: weather emergencies; lock down of the campuses; suspicious packages; chemical spills; utility failures; bomb threats; medical emergencies, and fire.

As part of its development grant, the Public Safety Department has conducted training targeted at managing emergency situations focused on continuity of operations regardless of the location of the disaster. Community partners have been identified for relocation and staging in evacuation emergencies. Long term recovery plans are currently being developed. The college is preparing to begin training on Continuity of Operations Planning (COOP), with the goal to have COOP plans developed on the college network for the various divisions and departments by the end of 2012. Once the COOP plans have been developed the plans will be tested through college emergency management exercises. The college has addressed preparedness by developing emergency plans and conducting training, exercises and drills, and will be better prepared for the management of an emergency or crisis as we practice and exercise the plans. After-action reports are completed for all drills and exercises resulting in improvements and revisions to the plans. As COOP is developed, plans will be written for how the college will operate after an emergency or crisis.

6.2 WORK PROCESSES
6.2.a(1) Work Process Design Concepts
MATC has designed processes to support the core business of providing high quality teaching and learning. Work processes are aligned with the mission, vision, and values. They focus on student access and student goal attainment. They are also designed to comply with the Wisconsin State Statute 38.001, collective bargaining processes and agreements, college policies, college-level and program-level accreditation requirements, the Department of Education, and the regional distribution of its learning sites. Integration of new technology is supported in all areas of the college to enhance performance and currency. Innovative concepts are sought through core committees and work team processes related to the college’s strategic planning goals.

6.2.a(2) Work Process Requirements
Key work processes for MATC, their requirements, and how they are determined are presented in Figures 6-1b through 6-1h.

6.2.b WORK PROCESS MANAGEMENT
6.2.b(1) Key Work Process Implementation
The work systems detailed in Figures 6-1b through 6-1h are determined through listening and learning with customers, employees, stakeholders, partners, advisory committees, accrediting bodies, professional organizations, and through benchmarking other high-performing organizations as identified through state or national quality award recognition. They work together to enhance the various pathways for our students’ success (Figure 6-2a).
6.2.b(2) Supply-Chain Management

MATC procurement needs include purchases, rentals, lease purchases, supplies, equipment, construction, rental purchases, and contracts for services, including personal and professional services. State regulations guide our management of the supply chain, selection of vendors, evaluation of vendors, and termination of relationships with vendors.

We perform an annual review of procurement of $25,000 or less of similar goods, supplies, or services to determine if a more competitive process should be used the following fiscal year. The college priority is to patronize quality Wisconsin businesses, which include small and minority businesses, women’s business enterprise, and businesses in labor surplus areas.

Procurement transactions are conducted in a manner that provides maximum open and free competition. Awards are only made to responsible contracts that possess the ability to perform successfully under the terms and conditions of the proposed procurement. Where sole source and emergency procurements are made, specific records and rationales are maintained. Contracts are not awarded for more than five years. A cost/benefit analysis or return on investment analysis is included in formal RFP proposals. The cooperative purchasing consortium, UW System, State Department of Administration and state bid programs are utilized as a cost saving measure and for the selection of well-qualified vendors. Bid bonds are required for public works contracts.

Sealed bids, using competitive processes, are required for proposal costing more than $25,000. All contracts have a 30 or 60 days termination clause provision, ensuring MATC’s ability to remove poor performing vendors. Criteria for evaluation of vendor performance are specified in the agreement.

Suppliers are encouraged to promote use of MATC for the education of their employees and to support MATC students, faculty, and staff. Selected partners are asked to provide employees to serve as advisors to MATC programs. The college also engages partners to accept students for practicum experiences and internships. They are also invited to participate in MATC Foundation functions that support student scholarships.

6.2.b(3) Process Improvement

As noted regarding various resources (e.g., scorecards, dashboards, surveys, conversations days, application of PDCA cycles, Lean Analyses, self-studies, process flowcharting, and program quality reviews) are used to analyze and modify work systems and processes to ensure that they are achieving the core competency of education, reducing variability when possible, and improving programs and services. Many classes, programs, and services are actively involved in improvement cycles; however, more training is planned for management in PDCA and CQI processes.
7.1.a STUDENT LEARNING AND PROCESS OUTCOMES & RESULTS

Student learning is at our core. The KPIs for student learning outcomes are an important measure of our processes and student success. For some students, performance measures include course completion in Prepared-Learner Initiative courses (PLI) or Pre-College courses (Figure 7-1a and 7-1b). We attribute the slow but steady improvement in the PLI courses to intervention strategies employed by the English and Math departments following the 2007-08 academic year. In Pre-College courses, the initial drop in course completion from 2008-09 to 2009-10 was the result of adding an “E” for effort grade. However, low and stagnant course completion rates in this area continue to be a challenge, and we look forward to reviewing 2011-12 results of a pilot intervention program with study labs. This pilot program was an action project conducted by the Student Success Core Committee.

Within programs, The Quality Review Process (QRP) helps focus on results to improve student learning processes. Figure 7-1c offers overall course completion in programs using QRP data. Figure 7-1d provides a sample QRP Scorecard within one division.

The Core Abilities are “soft skills” embedded in all courses and include: communicate effectively; collaborate with others; demonstrate responsibility; think critically and creatively; utilize technology; apply math and science; demonstrate environmental responsibility, and embrace change. Student Outcomes Assessments (SOA) use core ability data to verify and document where, when, and how well these objectives occur in the classroom, department, or program, which then leads to the enhancement of college processes to improve learning across the college. Figure 7-1e presents two core abilities as measured within one department on a 4-point scale.
In 2011, MATC joined the Community College Completion Challenge to increase graduation rates by 50% by 2020. Course completion rates as a preliminary measure of student learning have become a priority with a focus on students of color (Figures 7-1h). A successful pilot program to aid in course completion in the College of Health Sciences is being reviewed as a “best practice” to scale up to other divisions, focusing on its success with study groups and counseling services. Although we are only at the beginning stages of integrating Service Learning on an institutional level, preliminary data shows that Service Learning in courses is another successful strategy for student completion.

Retention remains an important measurement for student success (Figure 7-1f). These rates are compared to our peers (Figure 7-1g).

In 2011, MATC joined the Community College Completion Challenge to increase graduation rates by 50% by 2020. Course completion rates as a preliminary measure of student learning have become a priority with a focus on students of color (Figures 7 -1h). A successful pilot program to aid in course completion in the College of Health Sciences is being reviewed as a “best practice” to scale up to other divisions, focusing on its success with study groups and counseling services. Although we are only at the beginning stages of integrating Service Learning on an institutional level, preliminary data shows that Service Learning in courses is another successful strategy for student completion.
Online delivery is becoming more popular, but the challenge is increasing online course completion rates (Figure 7-1i). ER&D now offers an Online Teaching Methodology course to better assist our faculty in helping students succeed.

Student success is also measured by graduation rates (Figure 7-1j). Comparative data of part-time graduation rates (Figure 7-1k) and full-time graduation and transfer rates (Figure 7-1l) are also used to assess learning outcomes and plan for improvements.
The Completion Challenge also initiated discussions on how we track and count students, including non-credit students in certificate programs. They are not official “graduates,” but they achieve their academic and/or training goals. The great majority of certificates are awarded in the School of Business. Figure 7-1m presents an increase in certificates earned.

For many MATC programs, students must pass Licensure Exams. These results are also a measure of the learning systems; a sample is in Figure 7-1n.

Many student service processes shown in Figure 6-1f are directly related to student learning outcomes. These services are tracked and measured as part of their PDCA cycle of improvement. Figure 7-1r provides 2012 evaluations of Student Accommodation Services. The academic support systems, including tutoring and the Writing Center, are currently being evaluated as part of an AQIP Improvement project led by the Student Success Core Committee, including a cost analysis of each service. The results of this project will lead to focused improvements as part of next year’s Strategic Plan.
7.1.b OPERATIONAL PROCESS EFFECTIVENESS RESULTS

7.1.b(1) Operational Effectiveness

Operational performance of key work systems and processes are measured in a many ways, depending on the system. Student satisfaction scores reflect the effectiveness of college operations (Figure 7-1s). Figure 7-4a demonstrates effective governance and fiscal operations. Key learning systems at the program level are measured through the QRP Process (Figures 7-1c and 7-1d). Course completion rates within programs are also measured as a part of work systems, including results shown in Figures 7-1a, 7-1b, 7-1h, and 7-1i).

Workforce perceptions of operational effectiveness are captured in Figure 7-1t. Effectiveness of the hiring process is shown in Figure 7-1u.

Other measures of work systems that cannot be shown because of space limitations include application conversion data, transcript response time, and application-to-registration conversion rate.
A change of MATC foundation leadership in 2010 led to changes in that work system for raising revenue for scholarship and program support (Figure 7-1v). Operational effectiveness is also shown in additional funding that supports operations of the college coming from grants (Figure 7-1w) and our institutional efforts to be a more “green” campus (Figure 7-1x).

Figure 7-1v: MATC Foundation Contribution Sources

Figure 7-1w: Grant Support

7.1.b(2) Emergency Preparedness

Since 2009, MATC has improved its preparedness for disasters and emergencies. Improvements are seen in the SSI results (Figure 7-1s “Safety & Security”). Figure 7-1y presents the crime results of improvements implemented by the Public Safety Department.

Figure 7-1x: Trends in Energy Usage (metric tons)

Figure 7-1y: Major Campus Crime Statistics

7.1.c STRATEGY IMPLEMENTATION RESULTS

As shown on the Integrated Strategic Plan (Figure 2-1c), MATC measures the accomplishments of its strategic goals and action plans, depending on the particular project. In addition, dashboards are created to follow particular goals, especially the activities related to Student Success, such as course completion, student retention, student persistence, and student satisfaction (Figure 7-1a – 7-1s).

7.2 CUSTOMER-FOCUSED OUTCOMES

7.2.a(1) Student and Stakeholder Satisfaction

The Noel-Levitz Student Satisfaction Inventory is the formal measure of student satisfaction (Figure 7-1s). This online survey is conducted every two years, and helps the college focus on areas for improvement. National urban peer comparisons are also available to set annual goals (Figure 7-2a). For example, in 2008, Safety and Security was an area of concern according to the SSI results. After creating a strategic plan and utilizing data in a PDCA cycle for that area, the 2012 SSI results indicate that efforts are working. Employer Surveys (Figure 7-1q), mandated every five years by the State, also show a consistently high satisfaction rate among an important stakeholder segment — local employers.
7.2.b(2) Student and Stakeholder Engagement

In addition to graduate and employer data, MATC measures the relationship building activities for future and current students. Listening Mechanisms (Figures 3-1c and 3-1d) help to build student and stakeholder relationships with MATC. Their engagement with the college at various stages is also measured. For prospective students, data on the Marketplace, College Preferences for District Residents, Smart Start Sessions, and the Welcome Center are tracked and evaluated among prospects (Figures 7-2b, 7-2c, 7-2d and 7-2e). Figure 7-2c shows that over time, increased competition has affected preference rates for the largest institutions, including MATC.
Category 7: Results

Measures for new students include participation in orientations at the beginning of a semester, and to address low attendance rates, we are transitioning to required online orientations.

For current students, persistence and program enrollments are indications of their engagement (Figure 7-2f and 7-2g).

To capture more relevant data as part of our PDCA cycle of improvement, we participated in the Community College Student Engagement Survey (CCSSE) in spring 2012. These college-specific and comparative results, expected in July 2012, will provide a baseline and focus for improvements in active learning, student and faculty interaction, and support for learners. In addition, a spring 2012 online survey measured student awareness, usage, and satisfaction of 36 auxiliary services (e.g., Cyber Café, smart phone apps, on-campus banking) was administered. This data will be used as a benchmark in our PDCA cycle.

Our program Advisory Committees are assessed every six years (Figure 7-2h). Key measures of effectiveness indicate that these stakeholders have high levels of engagement and satisfaction with their work.
7.3 WORKFORCE-FOCUSED OUTCOMES

7.3.a(1) Workforce Capability and Capacity
As part of our annual planning process described in 5.1, MATC analyzes workforce capacity and capability to ensure that staffing levels are appropriate and employees are well-qualified. Figure 7-3a presents a breakdown of full-time employee groups. Reflective of MATC’s core competency of education, the largest employee group is the faculty, and the certification process explained in 5.1a(1) results in MATC’s qualified workforce. In 2011-12, the Certification Audit indicated 100% compliance for the second year in a row.

A focus on diversity in hiring has resulted in a workforce that more closely reflects the diversity of our student body. Figure 7-3b presents recent trend data; Figure 7-3c offers a six-year trend.

7.3.a(2) Workforce Climate
A low turnover rate (5.9%) is a key measure of the satisfaction most employees have with the MATC work environment. In addition, we have recently reinstated the use of the Personal Assessment of College Environment (PACE) to measure workforce climate for employees. Figure 7-3d presents the composite scores on climate factors among personnel segments. Figures 7-3e, 7-3f, and 7-3g present the results for measures of employees’ satisfaction with the institution’s focus on the students, structure, and supervisory relationships, which all contribute greatly to the workforce climate. The PACE survey will continue to be used every two to three years to provide trends and comparative data.
7.3.a(3) Workforce Engagement

The PACE survey (Figures 7-1d through 7-3g) provides measures of workforce satisfaction. In addition to the standard items, MATC added customized ones to better gauge employee satisfaction with particular areas of the college (Figure 7-3h).

New measures were also used this year to provide baseline data on employee engagement of the strategic planning process and faculty engagement. Figure 7-3i shows that efforts to communicate and engage employees in the strategic planning process are beginning to pay off. In 2012, 83% of participants in shared-governance activities (core committees) viewed them as functioning effectively.

In 2011, employees were also asked for their awareness, usage, and satisfaction with 36 auxiliary services. These results are a baseline for future assessments and improvements.

7.3.a(4) Workforce Development

Workforce development and training remains an MATC priority in support of our strategic goal to invest in people. Figure 7-3j presents the tuition reimbursement results. The drop between 2008-09 and 2009-10 reflects major budget cuts throughout the college due to fiscal constraints. Figure 7-3k presents the faculty usage of Occupational Currency Program. Figure 7-3l presents the breakdown of the type of training in which employees participate.
Peer Coaching, based on MATC Standards of Teaching Excellence, completed its second year in spring 2012, and participation continues to increase. In addition to following participation trends, evaluations are being developed for that program. Professional Assignments (Figure 7-3m) are given to encourage shared-governance between faculty and administration and provide another measure of the investment MATC makes in its workforce.

Tangible evidence of workforce development is seen in the 32 current employees who have participated in WLDI and that 79% of these administrators have been promoted.

### 7.4 LEADERSHIP AND GOVERNANCE OUTCOMES

#### 7.4.a(1)(2) Leadership and Governance

Measures of leaders’ communication and engagement are in Figures 7-3f and 7-3g. Items in Figure 7-3h focus on leadership results.

The governance system and structure is presented in Category 1. Within this system, District Board Policy B0102-1 requires MATC to prepare an annual budget in accordance with WTCSB Financial Accounting Manual. The annual budget reflects discussions by the President and by the District Board based on available financial resources relative to identified needs for effective educational programs and priorities. It must reflect a balanced budget, projected fund balance designated for operations between 10-15% of the general fund revenue, sound cash flow, and reduce short-term borrowing. The three-year Financial Accountability Review demonstrates compliance with District Board policies for governance and fiscal accountability (Figure 7-4a). The three-year period in Figure 7-4a also demonstrates strong cash flow management, reduced short-term borrowing, and reduced deficit spending.
7.4.a(3)(4) Law, Regulation, Accreditation, and Ethics

MATC fully complies with all federal, state and local laws, regulations and any other legal requirements with respect to its operations. Legal compliance and risk management are key focus areas for MATC’s Office of the General Counsel and throughout management. Senior management introduced the concept of enterprise risk management to identify and prioritize areas of high institutional risk and develop strategies to ensure legal compliance and that the mission, vision and values of the college are being met. In early 2011, we retained an external auditing firm to conduct a risk assessment survey to identify those major risks based on perceptions of management. Priorities and objectives are being set to address those issues. From this survey, ownership of risk areas is assigned and action plans are being developed to assess and implement necessary process changes. Currently, the auditing firm is updating this risk assessment audit to determine what progress has been made in addressing the high risk factors and to assess whether the prioritization has changed based on changing circumstances.

A review of MATC legal challenges over the last three years demonstrates our commitment to compliance. These cases include both challenges in state and federal administrative agencies and courts, ranging from personal injury to employment related claims. Of the 31 claims filed against MATC over the last 3 years, no adverse findings were found against the college (Figure 7-4b).

The 2009 Systems Appraisal from the HLC revealed no accreditation issues, confirmed in the fall 2011 Quality Check-up Visit. Open and ethical communication is measured in the PACE (Figure 7-3f, item #4) and communication of unacceptable behavior is measured in Figure 7-3g, item #5.

7.4.a(5) Society

MATC’s societal responsibilities are embodied in our vision to “enrich, empower, and transform” lives in the community. Our School of Pre-College Education serves a key group of stakeholders not yet ready for college-level studies. These include adult learners from our community who seek basic education (Figure 7-4c).

Our societal responsibilities are also measured by the impact we have on our key stakeholder groups (Figure 7-4d).
Employee individual contributions to our community are discussed in 1.2.c(1); in addition, employees contributions to United Way are substantial (Figure 7-4e); satisfaction survey results from our CBOs also measure our commitment to key community stakeholders (Figure 7-4f).

Viewers have high satisfaction rates with MPTV (Figure 7-4g).

**7.5 BUDGETARY, FINANCIAL, AND MARKET OUTCOMES**

**7.5.a(1) Budgetary and Financial Performance**

MATC’s key budget and financial performance indicators are (1) General fund budget actual revenue and expenditure variance, (2) Change in general fund reserve, (3) Cash position and (4) Short-term liabilities compared to total assets. Figure 7-5a shows two years in which revenue were less than budgeted. However, over the three year period, revenue was only $561 less than budgeted. Since 2009, the WTCS has experienced revenue declines, in local property taxes and state general revenue. Figure 7-5b shows two years, 2009 and 2011, in which actual expenditures were substantially less than budgeted. MATC Leadership and Governance directed budget owners to reduce operating expenditures. The result was a substantial increase in the general fund reserve. Over the three year period, MATC exceeded the Board Policy goal of 10% to 15% general fund reserve.
Cash position as a budget and financial performance indicator is reported to the District Board monthly. Figure 7-5c reflects the cash position at fiscal year’s end. When compared to short-term liabilities, cash position is an indicator of liquidity. In each of the three years, cash position or short-term assets exceed short-term liabilities (Figure 7-5d), a strong indicator of good cash flow management. MATC has not experienced cash flow issues even during the three-year period of declining revenue.

### Figure 7-5c: Cash Position as a Percentage of Total Assets

<table>
<thead>
<tr>
<th>Year</th>
<th>Cash &amp; Cash Equivalents</th>
<th>Total Assets</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>91,209</td>
<td>282,879</td>
<td>32.24%</td>
</tr>
<tr>
<td>2010</td>
<td>100,347</td>
<td>303,289</td>
<td>33.09%</td>
</tr>
<tr>
<td>2011</td>
<td>103,512</td>
<td>316,386</td>
<td>32.72%</td>
</tr>
</tbody>
</table>

### Figure 7-5d: Short-Term Liabilities as a Percentage of Total Assets

<table>
<thead>
<tr>
<th>Year</th>
<th>Short-term Liabilities</th>
<th>Total Assets</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>61,078</td>
<td>282,879</td>
<td>21.59%</td>
</tr>
<tr>
<td>2010</td>
<td>63,459</td>
<td>303,289</td>
<td>20.92%</td>
</tr>
<tr>
<td>2011</td>
<td>65,272</td>
<td>316,386</td>
<td>20.63%</td>
</tr>
</tbody>
</table>

#### 7.5.a(2) Market Performance

Figure 7-2b “MATC Marketplace” and Figure 7-2c “College Preferences among District Residents” provide key indicators of our current levels of market performance. Figure 7-5e presents growing activity on our external website. Because the Internet is such an important communication vehicle within our marketplace, we are building a new state-of-the-art portal that will be available in fall 2012.

Our marketing efforts through a “Start here. Go anywhere” campaign attracted freshmen and sophomores looking for an affordable alternative to a four-year college. Longitudinal data bears out our success in this area (Figure 7-5f). Figure 7-11 provides transfer comparisons.