

Madison Area Technical College

HLC ID 1694

OPEN PATHWAY: Mid-Cycle Review

Review Date: 6/8/2020

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Context and Nature of Review

Review Date

6/8/2020

Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

Scope of Review

- Mid-Cycle Review

There are no forms assigned.

Institutional Context

Madison Area Technical College (Madison College) is one of the sixteen colleges in the Wisconsin Technical College System (WTCS). The governing body of Madison Area Technical College District is the WTCS District Board, which consists of nine members. The WTCS Board is the coordinating agency and is responsible for setting statewide policy, program standards and curricula, and facilitating Department of Education guidelines and accrediting policies. The Madison College District Board serves as the official connection between the college and the community.

Madison College offers associate degrees, technical diplomas, certificates, apprenticeships, and digital badges that cover more than 150 programs of study. Additionally, Madison College offers professional and noncredit courses through customized training and continuing education to prepare students for the work force, but also to offer enrichment courses to the community. Madison College has a dual enrollment program in which students attend high school and college simultaneously while earning college credits and completing high school requirements.

Interactions with Constituencies

Email and phone call (05/13/2020) to Mr. Ali Zarrinam, Associate VP of Organizational Excellence.

Additional Documents

Addendum file was submitted by Madison College on June 15, 2020:

2b Addendum: Academic Council Course Feedback Issues Analysis

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Rating

Met

Rationale

The 2016 systems portfolio addendum clearly shows a rethinking of Madison College's mission, vision, and values statement. The mission statement was developed through a process suited to the nature and culture of the college in that it organizes themes around open access, quality education, student success and life-long learning. The updated mission statement was adopted by the district governing board.

A new strategic, dynamic, and all-inclusive enrollment management plan has been developed that appears robust in its design and far-reaching to include internal and external perspectives and shifting priorities within these uncertain times. Key pillars include student success, alignment with college wide strategic planning, and the inclusion of existing plans that include equity/inclusion, academic plans, and more.

The college continues to showcase its student support services surrounding its mission of student development and success (e.g. advising model).

The 2018 graduate employment report for associate degrees and three-year trends shows the same student satisfaction mean of 3.5/4 for all years 2016-2018; however, there was a slight decline in actual numbers during 2018 in which the number of responding students were less favorable regarding the training at Madison College than in previous years.

Madison College aligns its annual budgeting priorities with its mission. The college has a cooperative decentralized budgeting process that begins with establishing anticipated revenues and expenses based on concrete and empirical data. The process includes input from constituents around

the college. The budget process is guided by distinct financial goals that include maintaining a contingency of 3.0% of revenue and reducing General Fund expenditures on personnel. Madison College has met the required financial goals for FY2019-2020.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Rating

Met

Rationale

Madison College articulates its mission on the website, through college publicity, and in strategic planning documents. The college has also developed several plans articulating how the mission will be carried out including the Strategic Plan, the Academic Plan, the Strategic Enrollment Management Plan, and the Equity and Inclusion Plan. The mission, vision and values are included in annual reports designed for external audiences. The college is part of the Wisconsin Technical College System (WTCS) which requires that all system colleges provide access and support economic development.

The Strategic Plan, Academic Plan, Strategic Enrollment Management Plan, and Equity and Inclusion Plan describe how Madison College emphasizes various aspects of its mission. Further, the college has developed six strategic directives (successful outcomes, financial sustainability, faculty and staff support, student preparedness, community needs, and recruitment and outreach) which outline major initiatives designed to achieve its mission. Little information about how Madison College meets the WTCS charge to support economic development is provided.

Madison College's mission statement seeks to provide open access within its communities and the vision and values both address the diverse communities that the college serves.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Rating

Met

Rationale

Madison College demonstrates its commitment to equity and inclusion at various levels. The college hired a Vice President for Equity, Inclusion and Community Engagement in 2016. The college has also instituted a culture and climate policy in which student evaluations are analyzed bi-annually to determine the inequities in findings across ethnic student groups. The long-term goal is to establish a climate of inclusivity. There are other examples mentioned in the argument that include an equity and inclusion plan, various organized groups across the college such as the male of color initiative. An instructional diversity dashboard highlights the college's effort to identify potential diversity gaps and to find ways to close these gaps. One apparent success showcased on the dashboard shows a similar mirroring of diverse students compared to faculty. Minority employee data shows a slight edge over national data.

Externally, the college engages with the community as demonstrated in the Diversity and Community Relations Council. Internally, the District Board supports the college's diversity goals (2019 Diversity Report) in curriculum and assessment. An example is the chef series.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Rating

Met

Rationale

Madison College's efforts serve the public. The college is part of the Wisconsin Technical College System (WTCS) and provides credit, non-credit, basic, adult, and continuing education. The public obligation is evident in the mission, vision, and values. The college has invested in four campuses to serve its entire geographical region and engages local business and industry leaders to ensure a well-trained workforce.

As a non-profit, public institution, Madison College ensures education responsibilities take primacy over other interests. More than 80% of the budget goes directly to support instruction and student services, while the remaining 20% funds facilities, insurance and various contract services.

Madison College formally engages several external partners including, pK-12, workforce development, and community members through advisory boards. Informally, college employees serve on various boards in the region. The college offers public events designed to meet community needs, and is intentional about community engagement (as a strategic directive).

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Rationale

Madison College serves a diverse student population, and its focus on diversity is recognized in the college's vision statement of "to be the leader in accessible affordable education that meets the evolving needs of our diverse communities." The vision statement is complemented by the college's mission which is articulated on the website, through college publicity, and in strategic planning documents. Madison College has also developed several plans conveying how the mission is carried out to include academic planning, strategic enrollment management, and equity and inclusion initiatives. Madison College aligns its annual budgeting priorities with its mission.

Externally, the college engages with the community at various levels and audiences as demonstrated in the Diversity and Community Relations Council and in hosting public events designed to meet community needs. The college is intentional about community engagement (as a strategic directive). Internally, the District Board supports the college's diversity goals (2019 Diversity Report) in curriculum and assessment and overall strategic planning.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Rating

Met

Rationale

Madison College follows policies and processes set forth by the Wisconsin Technical College System (WTCS) for ethical behavior of administration, faculty and staff. Ethical and professional expectations are further disseminated through policies developed by Madison College through shared governance as shown in the Employee Handbook.

Under the leadership of the Vice President of Administrative Services and Chief Financial Officer, Madison, College's budget is developed under the guidance of the WTCS Financial and Administrative Manual, the District Board's Policy 2.4 "Financial Planning/Budgeting," and Policy 2.5 "Financial Conditions and Activities," and Administrative Regulation #203: Fiscal Accountability. This process expands to administrative regulations and delineates clear expectations for transparency and fiscal sustainability, both crucial elements of integrity in financial services. Madison College's AAA bond rating provides independent evidence financial services operating with integrity.

Madison College provided ample examples of policies for students, faculty and personnel to demonstrate its integrity related to academics through policies and processes that establish standards for ethical behavior and practices. To ensure fair and effective job searches, Madison College developed guidelines including developing a job description, recruiting a qualified and diverse pool of candidates, conducting an ethical and fair selection process, and on-boarding hires.

In 2013, Madison College moved from a union structure to shared governance as a result of a Wisconsin law that limited collective bargaining for public employees. Madison College, through collaboration with leadership, faculty, staff and students, Madison College designed a Shared Governance system to develop policy recommendations. This approach uses an interest-based problem-solving approach to discuss issues that lead to new policies.

To further validate Madison College's commitment to ensuring all college areas and employees perform with integrity, the college created the Office of Internal Audit in 2016. Annually, the

Internal Audit Department conducts audits of several areas of substantive risk identified through a systematic college risk-management process.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Rating

Met

Rationale

In review of the website, program brochures and other communications, Madison College provides thorough and transparent information for students and the public regarding programs, requirements, costs, control, and accreditation. The institution also maintains a site in the course catalog that includes a program overview, admission requirements and process, curriculum outline, specific outcomes, information on potential careers, estimated cost to complete the program and program-specific summary of recent graduate-employment survey information.

To further disseminate program requirements, Madison College provides in-person communication referred to as Smart Start in person sessions. This in-person session aids with all aspects of enrolling to the college. Madison College also provides advising and registration sessions and a more detailed Advising, Application, Information and More (AAIM) sessions for students. New students obtain information on academic support services, financial literacy tools and campus activities with Wolfpack Welcome sessions. To provide more specific program and potential careers in industry, students have access to program-specific orientations at Madison College.

Madison College provides content about the governance and leadership of the college on a public website. The information provided ensures students and the public have access to understanding control of the college.

The website has detailed information about the accreditation status and process and lists the HLC report for the public to view. If a program specific accreditation is part of the program, the program website provides program accreditation information, including their program websites.

The institution presents itself clearly and completely to its students and to the public regarding its costs to students in multiple ways. Madison College provides cost information through several web resources including the Paying for College tab on the main website. This tab directs students to tuition and fees, financial aid and scholarships. Madison College provides in-person FAFSA workshops to assist students in the process.

Madison College academic departments have the option to list their instructors under the Faculty tab on the official website. The website provides students with all full-time faculty within the department and some part-time faculty are listed under this Faculty tab.

The program websites did not list faculty information and there is not a college-wide listing of

faculty. Madison College acknowledged in the argument there is a gap in providing information about faculty for students. Madison College researched and surveyed and decided not to add required templates under the faculty tab for faculty information to all program websites. Madison College does maintain an employee directory searchable by name of employee.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Rating

Met

Rationale

Madison College provides ample support validating that the governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity. In November 2019, the Madison College's District Board revised existing board end statements into the current outcomes statements to establish priorities that enhance student success and ensure sustainable practices at the college.

Referencing internal and external stakeholders, the District Board, outlined in Board Policy 4.3, defines board members as "an informed agent of stakeholders." The public (external stakeholder) can comment at each meeting. This process ensures direct access for any stakeholder wishing to communicate with the board. Madison College gave a great example how the board deliberated in conjunction with the internal and external stakeholders when considering the new Goodman South Campus. To ensure an informed and reasonable decision-making process for the Goodman South Campus, the District Board listened to interests from multiple stakeholders.

The members of the District Board are subject to the Wisconsin Code of Ethics and are required to file annual Statement of Economic Interests documents with the Wisconsin Ethics Commission. Furthermore, the board members' commitment to the Code of Conduct outlined in the Board of Administrative Policy 4.9 assures the board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.

Madison College's District Board delegates day-to-day management of the institution to the CEO/President as outlined in Board Policy 3.4. Madison College's president delegates oversight of academic matters to the provost and other faculty-driven committees and teams across the college. The administration expects the faculty to oversee academic matters.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Rating

Met

Rationale

Madison College provided evidence of its commitment to freedom of expression and the pursuit of truth in teaching and learning through the Academic Freedom Policy. Madison College recently updated the Academic Freedom Policy, and the provost is the responsible administrator for the policy.

Even though Madison College instructors collectively determine course competencies for assessment in courses, instructors have the autonomy to determine how they deliver the course to meet the competencies. This is another great example of the institution's commitment to freedom of expression and the pursuit of truth in teaching and learning.

The institution's commitment to freedom of expression and the pursuit of truth in teaching and learning includes Madison College students who are addressed in the Student Rights and Responsibilities Policy. Students at Madison College share the same freedom as the instructors to express their ideas in writing and speech, within the guarantees of the law.

Madison College offers innovation grants for both faculty and students. This freedom of expression and the pursuit of truth in teaching and learning activity allows faculty to submit promising new ideas or opportunities aligned with the college's mission, vision and values. Faculty can collaborate with students and jointly present a grant proposal, allowing faculty and students to pursue innovative projects.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Rating

Met

Rationale

Madison College incorporates a variety of effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students. The college maintains an Institutional Review Board to oversee any employee, faculty, or student research involving human subjects to ensure ethical collection of data. Further evidence of oversight to ensure the integrity of research is the Institutional Research and Effectiveness department at Madison College. This service allows employees to procure proper collection, use and analysis of data.

Students are offered guidance in the ethical use of information resources. Both English 1 and English 2 Composition classes at Madison College offer guidance in the ethical use of information resources. Examples were provided to validate competencies in selected courses that align with ethical use of information resources.

To further assist students in guidance in the ethical use of information resources, Madison College Library offers a "Reference and Research Help: Ask US" page, direct assistance from the librarians and writing center workshops.

Madison College has a well-defined Academic Integrity Policy that outlines the expectations on academic honesty and integrity. Students at Madison College have a student handbook that delineates the process and potential discipline for academic misconduct. Using data from a faculty survey in 2016, the Academic Integrity Steering Committee updated the academic misconduct protocols in 2017. This improvement process included information and support material related to academic integrity and assigning a faculty member to serve as the Chief Academic Integrity Officer. This officer addresses any questions or concerns about the process as well as track instances of enforcement.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Rationale

The documentation presented in Criterion 2 validated ample processes are in place at Madison College to ensure ethical and responsible conduct in each service area. The structure, policies and procedures were clear; the institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Financial integrity is evident in many policies and processes at Madison College. As of Fiscal Year, 2019, the college has been awarded a Certificate of Achievement for Excellence in Financial Reporting for 22 consecutive years. The college's AAA bond rating provides independent evidence financial services operating with integrity.

The board is kept informed and involved through well-established processes as shown in the transition from union to shared governance. In 2013, Madison College moved from a union structure to shared governance as a result of a Wisconsin law that limited collective bargaining for public employees. Under the president's leadership and vision, a team of administrators, faculty, staff and students designed a Shared Governance system to develop policy recommendations that established the current shared governance system.

Madison College provides access to learning resources primarily through the library and Blackboard. Adopted in 2017-18, the textbook rental program is an excellent example of how the college exercises authority over learning resources. Concerned with textbook expenses, the Student Affairs Council conducted a careful examination of textbook affordability. Ultimately Madison College implemented a textbook rental policy at a cost of \$7 per credit hour.

The program websites do not list faculty information and there is not a college-wide listing of faculty. Madison College acknowledged in the argument there is a gap in providing information about faculty for students. Madison College researched and surveyed and decided not to add required templates under the faculty tab for faculty information to all program websites. Madison College does maintain an employee directory searchable by name of the employee.

3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Rating

Met

Rationale

The quality and rigor of Madison College's courses and programs are aligned with the Wisconsin Technical College System's (WTCS) framework for what constitutes an associate degree, a technical diploma, and a certificate and number of credits students must acquire to complete each option. The distinction between diploma programs and certificate programs is in the depth, breadth, and number of credits of the program classes offered within the framework provided by the WTCS. Additionally, at least seven of the college's programs must also meet the quality standards established by their specialized program accrediting agencies (e.g. nursing, dental hygiene, radiography, etc.). Appropriate levels of student performance are also mandated by state law via program advisory boards whose purpose is to advise district staff on the provision of relevant career and technical education courses and programs. For example, the new associate degree in Office Management utilized an advisory board to create a clear pathway of courses and assist in the creation of outcomes and assessment criteria. Finally, articulation agreements with over 40 institutions within the state of Wisconsin ensure that Madison College's courses and programming are current and require appropriate levels of performance.

Madison College ensures that its student learning outcomes are appropriate to the level of the degree, diploma, or certificate. While goals might at times overlap, technical diplomas typically define more targeted and specialized learning goals, while associate degree programs offer more breadth and depth, as well as increased expectations for general education courses. For example, the Early Childhood Education (ECE) program clearly defines and differentiates learning goals across their offerings, while also scaffolding students toward increased levels of attainment.

Madison College invests heavily to ensure consistent quality across all modes of delivery and all locations. Key elements of this investment include specialized instructor training and support via the Center for Excellence in Teaching and Learning (CETL) for different delivery modes; college-wide processes for faculty professional development and evaluation; increased program participation in the WTCS Technical Skills Attainment (TSA) initiative to ensure consistent student attainment of skills across the state system; consistent expectations for foundational learning elements such as syllabi and a course feedback system; department and program coordination on consistent instruction, and course-level outcomes. Additionally, the college offers a robust dual-credit training and support process that includes high coordination with local high schools to ensure consistency and quality instruction. For example, Madison College faculty serve as faculty mentors to provide curriculum, training, and ongoing support to dual credit instructors, including meetings dedicated to curriculum oversight and consistency, syllabi review, and classroom observations.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Rating

Met

Rationale

Madison College's general education requirements are designed to meet the standards established by the Wisconsin Technical College System (WTCS) and the Higher Learning Commission. In accordance with expectations established by the WTCS, the college's general education program "provides explicit instruction in the essential lifelong skills required for success in careers, at home, in a community, and in society." For example, the WTCS has articulated eight intended learning outcomes for its general education program. These include: 1) communication, 2) critical thinking/problem solving, 3) ethics, 4) global awareness, and 5) inclusive social interaction, 6) mathematical principles, 7) science and technology, and 8) self-determination. Thus, Madison College's general education course requirements are purposefully designed to help students acquire these learning outcomes as they transfer to a baccalaureate granting institution or enter the workforce.

Madison College developed core workforce skills through feedback received from area employers about skills essential for success in the workplace. Based on the feedback, the college identified eight core workforce skills. The four core skills related to communication measure students' ability to read, research and interpret information and to convey meaning; the critical thinking core skills measure students' ability to evaluate and solve problems and make decisions; and the core skills related to self-management, social interaction and ethics measure students' ability to self-assess, respect diversity and demonstrate appropriate judgement. Over 5,000 students were assessed between

academic years 2015 – 2019 with oral communication receiving the lowest proficiency at 57% and critical thinking receiving the highest at 84%.

Madison College addresses its role in a multicultural society in various ways and at various levels of the organization. As mentioned in 1.C., the college hired a Vice President of Equity and Inclusion to develop and coordinate a college-wide equity and inclusion plan. Additionally, the College created the Goodman South campus to provide better access to a previously underserved population in Madison.

Madison College faculty, students, and staff contribute to scholarship, creative work, and the discovery of knowledge in a variety of ways. For example, many faculty give presentations at pedagogical and discipline-specific conferences and publicize in professional journals. In addition, some of the college's programs require students to do research and report their findings through presentations, posters, etc. via the Honors Program or the Student Research and Scholarship Symposium. Students often share their creative works in the student-run Yahara Journal or display their creative works in the Gallery at Truax. Finally, students are able to apply a wide-range of creative skills, including writing, journalism, and production in the college newspaper.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Rating

Met

Rationale

Madison College has sufficient numbers of faculty to serve its student population. In the fall 2019 semester, the institution employed 472 full-time faculty and nearly 1,000 part-time faculty. Evidence suggests full-time faculty teach approximately 66% of credit courses and part-time faculty teach the remaining 34%. The overall student/faculty ratio is approximately 16/1 while data states full-time faculty teach a higher ratio of credits and sections than both the national average and the average of the college's accreditation peer group.

The college utilizes an interest-based negotiation lens as it practices shared governance through the college's Academic Council. For example, this Council developed a Faculty Professional Workload Mode that provides guidelines for teaching responsibilities and expectations for service to the college, professional development and departmental level work, as well as college-wide initiatives and work teams. Additionally, Madison College adheres to the Higher Learning Commission's criteria for faculty qualifications by utilizing the Faculty Quality Assurance System (FQAS) which ensures quality education by establishing minimum system-wide standards for Wisconsin's 16 technical colleges. Faculty are directly involved in academic credentialing of their full-time, part-time, and dual enrollment peers ensuring consistent and quality instruction for programs and courses.

Faculty at Madison College are regularly monitored, observed, and supported by supervisors and peers. Probationary faculty participate in a robust three-year evaluation that includes orientation and on-boarding activities, classroom observations, meetings with their respective supervisors and a

mentor, and the completion of a teaching portfolio. Additionally, the College is also piloting an annual review of non-probationary faculty performance modeled after the probationary faculty process. A peer-reviewed compensation advancement model allows faculty to provide evidence via an extensive portfolio that includes teaching, industry proficiency, and professional development. Part-time faculty also have similar evaluation and advancement opportunities.

Madison College employs several strategies to ensure that faculty remain current in their fields. For example, the Center for Excellence in Teaching and Learning (CETL) supports faculty in the development and implementation of academic curriculum and assessment design, academic technology, and development and training for online teaching. The CETL also coordinates the on-boarding of all new faculty, a faculty mentoring program, and faculty compliance with the FQAS requirements for initial and continuing professional development. The college also provides funding for professional development for faculty through three separate programs: Educational Assistance Program (tuition reimbursement), Professional Development Funding (funding for external professional development such as conferences, etc.), and Employee Scholars Program (fee reimbursement for college programs/courses).

Faculty at Madison College are accessible for student inquiry. The Academic Council of the college has developed several policies addressing faculty availability to students. For example, the Faculty Professional Workload Policy states that faculty must provide support and availability to students in assigned courses through meaningful student engagement in all learning modalities. Additionally, the college is finalizing a Timely Student Feedback Policy ensuring faculty provide feedback to students on their progress in the course and answer students' inquiries in a timely manner. Student conversations is another best practice implemented by the College with the expectation that "each faculty member will meet with every student for a brief conversation early during the semester (or term for accelerated classes)." Finally, both full-time and part-time faculty are assigned hours in the various learning centers as part of their teaching load or as service to the college.

Staff members providing student support services at Madison College are appropriately qualified and trained. Job descriptions for those involved in academic advising, co-curricular activities, academic support/tutoring and financial aid outline minimal qualifications for hire. Staff members participate in a rigorous on-boarding program and are supported in their professional development and advancement by having access to professional development funding through the same programs as faculty listed above.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Rating

Met

Rationale

To meet the needs of its diverse student body, Madison College offers its own wide range of support services for its flagship and auxiliary campuses. For example, the college offers academic advising, services for students with disabilities, career and employment services, and services for veterans. While the flagship campus solely offers a Child and Family Center, evidence demonstrates a balance of services across all campuses. A recent Noel-Levitz Student Satisfactory inventory stressed the importance and satisfaction with student support services at Madison College.

Madison College requires mandatory assessment and placement tests in order to adequately direct entering students to courses and programs that reflect their level of preparedness. Multiple measures of placement and advising services are provided to students. For example, the Testing Center as well as faculty advisors in English and mathematics advise students on test scores and course placement. Many college programs have placed requirements on their first semester courses to better ensure that students are prepared for the academic rigors of their program. The college also offers developmental mathematics, reading, and English courses for those students who are under-prepared for college-level instruction in these subjects. However, developmental education is currently transforming into a sector career pathways approach utilizing contextualization and project-based methods for career-technical education students and a co-requisite mathematics/English model for Liberal Arts transfer students.

Madison College provides a robust academic advising experience for students through faculty and professional staff advisors. Academic advisors are available year-round to discuss academic concerns, academic planning, and degree progress through pathway specific programs via the five schools at the college (e.g. Arts and Sciences, Business and Applied Arts, Health Educations, etc.) Additionally, there is a primary and secondary advisor assigned to every technical program for back-up support

and advisors for specialized programs such as Scholars of Promise, TRIO, student athletes, Men of Excellence, and Early College.

Madison College can effectively support teaching and learning through its technology resources, library services, clinical sites, art gallery, STEM Center, the Center for Excellence in Teaching and Learning (CETL), and various career and technical related labs and specialty spaces. The eCourt is a three-room complex that includes an electronic courtroom, jury deliberation room and office/library. It provides legal services for community members and continuing legal education programs for practicing professionals. Finally, the Center for Entrepreneurship seeks to leverage the talents of Madison College faculty to support the regional entrepreneurship ecosystem in the creation of new businesses through providing tools for startups and resources for underserved populations.

The Madison College library provides students guidance in the effective use of research and information resources. The library website provides students access to online resources that provide guidance on the correct use of citations, finding and utilizing good web resources, proper usage of research guides, and identifying bias in sources. Students can schedule a librarian reference appointment and faculty can request information literacy sessions. Additionally, the course competencies in courses such as English 1, Written Communication, and English 2 require students to conduct research from written resources, use advanced research skills by evaluating primary and secondary source material, process identified source material, and incorporate and document source material into a research projects.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Rating

Met

Rationale

Madison College provides students a range of diverse activities that enrich the educational environment and are suited to the institution's mission and guiding statements. Co-curricular programming complements students' academic experiences, thus contributing to the knowledge and skills needed to succeed academically, personally, and professionally. A sample of co-curricular activities include the student newspaper, theater productions, student governance, and service learning. These activities support the college mission as they enhance the quality of students' educational experience and foster lifelong learning.

Madison College's educational mission is further advanced by connecting students with the community through community engagement such as the Student Senate and service learning. For example, the Student Senate partnered with the University of Wisconsin-Madison and local community-based organizations to create food pantries at each of Madison College campuses to address student food insecurity. Additionally, The Volunteer Center coordinates a Service Learning Academy that connects students with community organizations for a semester-long service project demonstrating that the College positively impacts its community through service learning and outreach.

Finally, Madison College graduates are successfully entering the local workforce and communities as evidenced by the most recent Graduate Employment Report. The report is distributed six months after graduation and shows that nearly 93% of Madison graduates are employed, 70% within the district, and 88.4% within Wisconsin. Results also show a strong job satisfaction rating among recent Madison College graduates.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

Rationale

Madison College assures that its programs are current and require appropriately rigorous levels of student performance by ensuring that general education appropriate to its mission is required for all its degree programs. This includes providing sufficient numbers of appropriately qualified faculty and staff to deliver high quality programs and services and providing adequate support for student learning and effective teaching. Students are provided a variety of co-curricular learning experiences and student life activities designed to enhance their educational experience and positive impact on the local community.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Rating

Met

Rationale

Madison College incorporates a variety of internal and external sources to ensure students have relevant and high-quality learning opportunities leading to desirable employment and transfer opportunities. The annual program review process includes a review of admissions requirements as well a review of the curriculum. In 2015-16, Madison College added the Program Analysis Tool to measure key aspects of program health. The college is currently modifying some of the metrics with intent to expand use beyond career and technical education programs.

Additionally, the Wisconsin Technical College System (WTCS) provides another layer of program review through the Technical Skills Attainment. This process ensures alignment of program

curriculum with industry-validated skills. Through the state system, faculty have opportunities to collaborate with other statewide experts on course development. Program faculty also engage regularly with advisory boards to examine course offerings and explore changing needs within the profession.

Madison College provides a Creating a New Program checklist to guide faculty through the various layers of local and state oversight.

Credit delivered by Madison College faculty is carefully evaluated through the program review process, the curriculum development process, and the WTCS alignment process. Where appropriate, advisory committees help ensure the appropriateness of curriculum. Transfer arrangements within the WTCS system as well as those with the University of Wisconsin system and numerous private colleges also support the quality and rigor of course offerings.

Programmatic accreditation is another source for evaluation of credit. Madison College reports that 18 programs are accredited by appropriate accrediting agencies, and another eleven programs receive approval and certifications from outside agencies.

Credit for Prior Learning is either earned through by transcript or experience. When transcribed, Madison College has a clear process for students to follow to transfer credit from another institution, through Advanced Placement scores, military, or national exams and certifications. Experiential learning is awarded based upon demonstration of required skills and competencies through faculty-created and evaluated assessments.

Faculty make decisions about prerequisites in consultation with advisory boards, transfer institutions, and program partners. Through the WTCS, faculty collaborate to create and share course outlines. Outlines include competencies and course learning outcomes.

Madison College provides access to learning resources primarily through the library and Blackboard. Adopted in 2017-18, the textbook rental program is an excellent example of how the college exercises authority over learning resources. Concerned with textbook expenses, the Student Affairs Council conducted a careful examination of textbook affordability. Ultimately Madison College implemented a textbook rental policy at a cost of \$7 per credit hour.

Program and department faculty determine qualifications for instructors in their area and ensure they are satisfied during the hiring process. Human Resources maintains a master list of instructors and qualification status through the Faculty Quality Assurance System.

The same qualifications process is applied to dual enrollment faculty. Additionally, faculty mentors conduct site visits of new dual enrollment faculty in their first year of instruction and then every third year thereafter. To support high school students, Madison College offers a variety of options including dual enrollment and options to take on-campus classes in a STEM academy or leading to a variety of credentials and certifications. One noteworthy dual enrollment policy Madison College follows is to assign a W (withdrawal) grade to any dual credit student who does not earn a C or better in the course. This is done to prevent penalizing the student later in the college admission process and avoid any negative impacts on financial aid or satisfactory academic progress.

Madison College evaluates the success of graduates at multiple levels. Three District Board outcome statements focus on student success. The emphasis areas include retention and persistence, credential completion, and transfer and employment. Additionally, the college uses a graduate employment

report, and the WTCS statewide Employer Satisfaction Report. To examine the success of transfer students, Madison College uses National Clearinghouse data and participates in the National Community College Benchmarking Project. In addition, Madison College is the largest source of transfer students to the University of Wisconsin (UW) system. As such, they can examine a variety of success measures from UW system reports.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Rating

Met

Rationale

Madison College continues to exhibit its commitment to educational achievement through student learning assessment of co-curricular learning goals and curricular outcomes set at the course, program, and institutional levels. The college acknowledges this important work by employing a Director of Assessment to coordinate assessment efforts as part of the Center for Excellence in Teaching and Learning.

Core workforce skills represent the college-wide general education learning expectations. Institutional rubrics were developed to assess each core workforce skill. In 2019, the college introduced digital badges to document performance of these skills. In the first semester, 615 students earned digital badges. Data analysis identified a gap in assessment of speech communication. In 2019 the college started a speaking-across-the-curriculum campaign including a variety of professional development activities intended to equip faculty to better assess speaking.

Both technical and liberal arts transfer programs have clearly stated program learning outcomes which are made public on program web pages. Rubrics from the Wisconsin Technical College System (WTCS) Technical Skills Attainment framework are used to assess program outcomes. Madison College can compare their results to those of other colleges within the system. In addition, students are informed of their skill attainment through dashboards.

Faculty are required to include course learning outcomes on their course syllabi. Faculty are encouraged to use the available course syllabus template.

Co-curricular learning goals are being developed around the college, with some units beginning to assess their outcomes. For example, Student Life delivers a self-assessment to student leaders twice a year.

While Madison College clearly demonstrates a robust assessment plan, clarification of assessment

language and extending beyond voluntary participation in the assessment process are opportunities for development. Through the assurance argument and supporting exhibits, the terms goals, objectives, competencies, and outcomes are all used. It is not clear if these are synonyms or have locally defined differences. Clarification and dissemination of terminology may strengthen internal communications, particularly when on-boarding faculty, and assist in the application of external assessment research and practice.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Rating

Met

Rationale

Madison College uses retention, persistence, and completion definitions and measures consistent with IPEDS, the Wisconsin Technical College System (WTCS), the National Community College Benchmarking Project (NCCBP) and the Perkins Accountability Guide. The Strategic Enrollment Management Plan includes several measurable goals. The Academic Plan identifies specific retention goals by program. Additionally, the Focus on Focus initiative emphasized improving retention, persistence of students of color. As a result, the college set retention and persistence goals for gatekeeper courses, defined as the 20 highest enrollment courses. Finally, the college provided examples of student services such as TRiO setting and monitoring student success goals.

It is not clear if, or how, all these goals are organized into a cohesive, hierarchical structure. Mapping existing measurable goals to the board end statements may be a useful mechanism to focus institutional efforts.

Madison College uses the data collected to make improvements. Data analysis illustrated a gap in success rates for minority students. This led to the Focus on Focus initiative to research and adopt several evidence-based practices for course success. Other examples include the analysis of developmental math and writing retention and success rates which led to development of the Sector Career Pathway model. The Program Analysis Tool, which integrates retention and graduation data, is used in the occupational and technical program review process.

Institutional Research and Effectiveness personnel maintain dashboards to monitor leadership as well as a variety of program and department goals. Examples provided include the executive dashboard,

School of Academic Advancement Workspace, the WTCS student success dashboard, and the strategic management and enrollment dashboard. The Institutional Effectiveness Council (IEC) is currently investigating best practices and potential concerns to help inform the creation of processes for disseminating course success data to faculty. The Center for Excellence in Teaching and Learning offers a data analysis course to better equip faculty to use available data for decision making.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Rationale

The college and the Wisconsin Technical College System (WTCS) ensure alignment of program curriculum with industry-validated skills. Program faculty engage regularly with advisory boards to examine course offerings. *Credit for Prior Learning* and experiential learning are thoroughly documented. Program and department faculty determine qualifications for instructors in their area and ensure they are satisfied during the hiring process. Human Resources maintains a master list of instructors and qualification status through the Faculty Quality Assurance System. Faculty mentors conduct site visits of new dual enrollment faculty in their first year of instruction and then every third year thereafter.

Madison College evaluates the success of graduates at multiple levels. Three District Board outcome statements focus on student success. To examine the success of transfer students, Madison College uses National Clearinghouse data and participates in the National Community College Benchmarking Project.

Madison College continues to exhibit its commitment to educational achievement through student learning assessment of co-curricular learning goals and curricular outcomes set at the course, program, and institutional levels. The college also employed a Director of Assessment as part of the Center for Excellence in Teaching and Learning.

Madison College uses the data collected and maintained on dashboards to make improvements on program and department goals. While Madison College clearly demonstrates a robust assessment plan, clarification of assessment language and extending beyond voluntary participation in the assessment process are opportunities for development. The Strategic Enrollment Management Plan includes several measurable goals. Mapping existing measurable goals to the board end statements may be a useful mechanism to focus institutional efforts.

5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Rating

Met

Rationale

Madison College has maintained a balanced budget during challenging fiscal times. The primary funding sources are state (46%), local taxes (27%), and tuition and fees (22%). Each of the funding sources has experienced challenges in the recent year; the state allocation formula has changed, local tax rates were capped, and enrollment has declined. The college has managed to maintain a balanced budget despite these challenges. Wisconsin Technical College System (WTCS) reviews the college's finances. The 2019 audit revealed no significant findings in general accounting principles. However, a 2017 Department of Education (DOE) audit of Title IV revealed a significant finding concerning inaccurate/untimely reporting. A 2020 DOE audit of Title IV did not address the inaccurate/untimely reporting. The college has also been awarded a Certificate of Achievement for Excellence in Financial Planning numerous times.

Madison College enrolls 8,300 FTE students but has experienced a decreasing enrollment trend since a peak in 2011. The college has developed a Strategic Enrollment Management plan in response.

Madison College is a large community college and employs 472 full-time faculty, 1000 part-time

faculty, 140 administrators, and 450 paraprofessional and school-related personnel (PSRP). NCCBP benchmarking data revealed that Madison College exceeds peers in percent sections taught by full-time faculty and has a student to faculty ratio slightly higher than its peer groups. The historical and trend data on numbers of full-time faculty was not provided and the college may, if not already doing so, want to consider the impact of declining enrollment on total faculty numbers. NCCBP data also revealed that Madison College is significantly lower than peers in the numbers of selected student affairs professionals, indicating that the college has the student affairs professionals to serve students in a way that meets the college's mission.

Madison College has an expansive physical presence with nine campuses. The college maintains a 3 and 10-year plan to ensure the physical facilities support the college's mission to provide educational opportunities to all persons in their geographic region. The plan is overseen by a Facilities Planning and Investment Council comprised of students, staff, faculty and administrators.

The college has upgraded technology in classrooms, added/enhanced video and streaming capability, and upgraded wireless coverage. A data warehouse was recently modernized which allows automated processes to collect data. The college has built an IT Security Team. The 2020 DOE audit identified this as an area of concern.

80% of Madison College's budget is allocated directly to instruction and student affairs. The college budgeting process follows WTCS guidelines and ensures educational purposes take priority.

The college's strategic directives to support the mission of access to quality education are financial sustainability, faculty and staff support, student preparedness, community needs, and recruitment and outreach. The declining enrollment trend is an important factor for Madison College. The Strategic Enrollment Management (SEM) plan reflects that the importance of enrollment as it relates to finances; the SEM plan outlines an expected 1.5% increase in enrollment while budgeting for a smaller enrollment and adds headcount as a metric given its relevance in the state funding model. The college has continued to expand its footprint to meet students' needs despite the enrollment trend. Madison College monitors several measures, direct and indirect, to measure the quality of education including Noel-Levitz SSI, Employer Satisfaction Reports, Graduate Employment Reports, and persistence, retention, and completion numbers.

Madison College ensures faculty are appropriately qualified by following the requirements of WCTS. Faculty participate in the Faculty Quality Assurance System, a requirement of WCTS to ensure faculty professional development at multiple campuses throughout the academic year.

Administrator and staff qualifications are guided by Madison College's classification system, and these employees are trained through Employee Learning and Organizational Development.

Additionally, all position descriptions include the necessary knowledge, skills, and abilities specific to unique positions.

Madison College follows customary budgeting and monitoring processes which include aligning efforts to strategic directives, broad input from the college community, and a public hearing. Monitoring occurs at regular intervals both internally and to the Board of Trustees. The WCTS-required annual audits verify that the college follows typical accounting protocols.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Rating

Met

Rationale

Madison College's Board of Trustees continues to remain knowledgeable about the institution. The District Board approved outcomes statements in September 2019 that provide direct measures of academic measures including enrollment, retention, persistence, completion, and transfer. Additionally, the budget document, Fiscal Year 2019-2020 outlines District Board expectations for the CEO and budget processes. The college maintains the shared governance structure started in 2013 which includes: Academic Council, Student Affairs Council, Finance Council, Facilities Planning and Investment Council, Institutional Effectiveness Council, Diversity and Community Relations Council, Information Technology Council, and Professional Development Council.

All the councils include representation from faculty, staff, and administration and follow interest based bargaining principles. The Shared Governance Process Manual provides details concerning the charge and composition of each council.

The Academic Council which consists of 12 faculty and student and administrative representation is responsible for all academic processes. Recently, the council adopted a Course Feedback Policy, Faculty Professional Workload Policy, and Course Syllabus Policy. The college also used the shared governance structure to draft academic integrity and misconduct processes and training in 2017.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Rating

Met

Rationale

The budgeting process aligns new initiatives to the college's mission. For example, the 2018-2019 budget priorities allocated resources to support the development of the South Madison campus. This expansion directly relates to the broader college mission and to the strategic directive designed to provide access to all geographical areas in the region. Further, the 2019-2020 budget allocated a significant amount to redevelop the faculty role to accomplish six priorities outlined in the 2018 Academic Plan. The college has a well-designed budgeting process that connects resources to strategic initiatives.

Madison College sets strategic goals and initiatives that are clearly linked to performance metrics. For example, the six strategic directions all identify clear measures such as financial measures and deliverables. The program review process also measures the financial viability of individual programs. Assessment outcome data was used to measure persistence and completion. However, there is no evidence provided of how learning outcome assessment is used to shape planning and budgeting. While growth potential (applications and completions) is important, use of student learning outcomes are equally important.

Madison College has spent considerable energy focusing on an enrollment decline and has recently developed a Strategic Enrollment Management Plan which involves internal stakeholders. Additionally, the college has created a strategic directive to better connect with external stakeholders. Each academic program takes into consideration members of an advisory committee who represent local business and industry professionals.

Budgeting and planning processes are developed with leading indicators to include state projections, enrollment projections, and high school class size. Madison College makes informed projections based on an environmental scan used to understand current and expected demographic trends of its

region. Additionally, the strategic directive to align academic offerings with regional needs has resulted in the creation of eight new programs and sixteen credentials since 2016.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Rating

Met

Rationale

The Board of Trustees reviews success and access metrics at least twice a year using the board outcomes statements. Access and enrollment outcomes were reviewed in December 2019 and retention and persistence will be reviewed in June 2020. The college monitors several data points and aligns measures with institutional goals. In addition to the established dashboard and employee and student surveys, the college recently created the Organizational Excellence to oversee performance. Finally, as part of the Wisconsin Technical College System (WTCS), Madison College collects data and compares performance data with other state technical schools.

Madison College learns from its operations. For example, based on a student survey, the college developed a Part-Time Faculty Compensation System to address improvement in the craft of teaching, teaching ability, and subject matter expertise. Another example comes from the West Transition Impact Team which addressed the strain two geographically close campuses placed on available resources. This resulted in the closure of one campus. The college continues to demonstrate a commitment to using data to drive institutional decisions.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.S - Criterion 5 - Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Rationale

Madison College's resource base supports its current educational programs and its plans for maintaining and strengthening program quality in the future. The college has a relatively stable financial base while experiencing enrollment declines and changes in structure to all three of its primary resource areas. The college has been able to maintain a balanced budget and refocus institutional efforts to deliver on its mission of access to quality education for the residents of the Madison area.

Shared governance continues to be used to ensure internal stakeholders engage in collaborative processes that enable the institution to fulfill its mission. The college has several robust planning documents including, among others, the Strategic Directives, Strategic Enrollment Management Plan, Academic Plan, and Board Outcomes that support systematic and integrated planning. Finally, the college demonstrates that it measures performance and adjusts accordingly to ensure it is learning from its operations. Recent examples include the consolidation of west side campuses, improvements to adjunct faculty professional development programs, and improvement of academic integrity processes.

Review Dashboard

| Number | Title | Rating |
|--------|--|--------|
| 1 | Mission | |
| 1.A | Core Component 1.A | Met |
| 1.B | Core Component 1.B | Met |
| 1.C | Core Component 1.C | Met |
| 1.D | Core Component 1.D | Met |
| 1.S | Criterion 1 - Summary | |
| 2 | Integrity: Ethical and Responsible Conduct | |
| 2.A | Core Component 2.A | Met |
| 2.B | Core Component 2.B | Met |
| 2.C | Core Component 2.C | Met |
| 2.D | Core Component 2.D | Met |
| 2.E | Core Component 2.E | Met |
| 2.S | Criterion 2 - Summary | |
| 3 | Teaching and Learning: Quality, Resources, and Support | |
| 3.A | Core Component 3.A | Met |
| 3.B | Core Component 3.B | Met |
| 3.C | Core Component 3.C | Met |
| 3.D | Core Component 3.D | Met |
| 3.E | Core Component 3.E | Met |
| 3.S | Criterion 3 - Summary | |
| 4 | Teaching and Learning: Evaluation and Improvement | |
| 4.A | Core Component 4.A | Met |
| 4.B | Core Component 4.B | Met |
| 4.C | Core Component 4.C | Met |
| 4.S | Criterion 4 - Summary | |
| 5 | Resources, Planning, and Institutional Effectiveness | |
| 5.A | Core Component 5.A | Met |
| 5.B | Core Component 5.B | Met |
| 5.C | Core Component 5.C | Met |
| 5.D | Core Component 5.D | Met |
| 5.S | Criterion 5 - Summary | |

Review Summary

Conclusion

Madison College serves a diverse student population, and its focus on diversity is recognized in the college's vision statement and complemented by the college's mission articulated on the website, through college publicity, and strategic planning documents. Madison College has also developed several plans conveying how the mission is carried out to include academic planning, enrollment management, and equity and inclusion initiatives. Madison College aligns its annual budgeting priorities with its mission. Externally, the college engages with the community at various levels and audiences as demonstrated in the Diversity and Community Relations Council and in hosting public events designed to meet community needs. The college is intentional about community engagement (as a strategic directive). Internally, the District Board supports the college's diversity goals (2019 Diversity Report) in curriculum and assessment and strategic planning.

Madison College's policies and procedures document ethical and responsible conduct in each service area, and the institution is committed to freedom of expression and the pursuit of truth in teaching and learning. Financial integrity is evident in policies and processes. As of Fiscal Year, 2019, the college has been awarded a Certificate of Achievement for Excellence in Financial Reporting for 22 consecutive years. The college's AAA bond rating provides independent evidence financial services operating with integrity.

The District Board is kept informed and involved through well-established processes as shown in the transition from union to shared governance. Under the president's leadership and vision, a team of administrators, faculty, staff and students designed a shared governance system to develop policy recommendations that established the current shared governance system.

Madison College provides access to learning resources primarily through the library and Blackboard Learning Management System. Adopted in 2017-18, the textbook rental program is an excellent example of how the college exercises authority over learning resources.

The program websites do not list faculty information and there is not a college-wide listing of faculty. Madison College maintains an employee directory searchable by name of the employee.

Madison College assures that its programs are current and require appropriately rigorous levels of student performance by ensuring that general education appropriate to its mission is required for all its degree programs. This includes providing enough numbers of appropriately qualified faculty and staff to deliver high quality programs and services.

The college and the Wisconsin Technical College System (WTCS) ensure alignment of program curriculum with industry-validated skills. Program faculty engage regularly with advisory boards to examine course offerings. *Credit for Prior Learning* and experiential learning are thoroughly documented. Program and department faculty determine qualifications for instructors in their area and ensure they are satisfied during the hiring process. Human Resources maintains a master list of instructors and qualification status through the Faculty Quality Assurance System. Faculty mentors conduct site visits of new dual enrollment faculty in their first year of instruction and then every third year thereafter. To support high school students, Madison College offers a variety of options including dual enrollment.

Madison College evaluates the success of graduates at multiple levels. Three District Board outcome statements

focus on student success. To examine the success of transfer students, Madison College uses National Clearinghouse data and participates in the National Community College Benchmarking Project.

Madison College continues to exhibit its commitment to educational achievement through student learning assessment of co-curricular learning goals and curricular outcomes set at the course, program, and institutional levels. The college also employed a Director of Assessment as part of the Center for Excellence in Teaching and Learning.

Madison College uses the data collected and maintained on dashboards to make improvements on program and department goals. While Madison College clearly demonstrates a robust assessment plan, clarification of assessment language and extending beyond voluntary participation in the assessment process are opportunities for development. The Strategic Enrollment Management Plan includes several measurable goals. Mapping existing measurable goals to the board end statements may be a useful mechanism to focus institutional efforts.

Madison College's resource base supports its current educational programs and its plans for maintaining and strengthening program quality in the future. The college has a relatively stable financial base while experiencing enrollment declines and changes in structure to all three of its primary resource areas. The college has been able to maintain a balanced budget and refocus institutional efforts to deliver on its mission of access to quality education for the residents of the Madison area.

Shared governance continues to be used to ensure internal stakeholders engage in collaborative processes that enable the institution to fulfill its mission. The college has several robust planning documents including, among others, the Strategic Directives, Strategic Enrollment Management Plan, Academic Plan, and Board Outcomes that support systematic and integrated planning. Finally, the college demonstrates that it measures performance and adjusts accordingly to ensure it is learning from its operations.

Overall Recommendations

Criteria For Accreditation

Met

Sanctions Recommendation

No Sanction

Pathways Recommendation

Not Applicable to This Review

No Interim Monitoring Recommended.