

Milwaukee Area Technical College

HLC ID 1699

STANDARD PATHWAY: Mid-Cycle Review

Review Date: 4/24/2023

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Context and Nature of Review

Review Date

4/24/2023

Review Type:

Mid-Cycle Review

Scope of Review

- Mid-Cycle Review
- Federal Compliance (if applicable)
- On-site Visit

There are no forms assigned.

Institutional Context

Previously, Milwaukee Area Technical College (MATC) was reviewed under HLC's AQIP accreditation pathway. After a successful reaffirmation process in 2018, the College opted to move to the Standard Pathway. Because the structure of AQIP and HLC's newer Pathway accreditation processes are significantly different, the current assurance argument is a completely new narrative and set of evidence files representing the Year Four mid-point of the Standard Pathway accreditation cycle. No Federal Compliance review is required at this time, only an in-person visit to the main campus.

MATC is a comprehensive, public, two-year technical college located in Milwaukee. It is the largest of the 16 public two-year technical colleges in the Wisconsin Technical College System (WTCS). The WTCS operates under a shared governance model between the governor appointed WTCS Board and the District Boards of each of the 16 local technical colleges. Vicky Martin, MATC's president, reports directly to the MATC District Board.

As an open enrollment institution MATC prioritizes affordability, accessibility, along with diversity, equity, and inclusion. Its stated mission is *"Education that transforms lives, industry, and community."* The stated vision is *"The best choice in education, where everyone can succeed."* And its stated values are *"Empowerment, Inclusion, Innovation, Integrity, and Respect."*

The current enrollment of MATC is more than 28,000 students with more than half (56%) being students of color. 92% of students are part-time, and the average age is 29. Over 11,450 students were awarded \$62.5 million in financial aid through grants, loans, scholarships, and work-study employment.

MATC offers over 170 associate degree, technical diploma, and apprenticeship programs. Its academic offerings include flexible start dates, multiple instructional modalities, and accelerated and bilingual programs delivered primarily in person at five locations. College-level programs are divided between seven departments; Academic and Career Pathways: Business & Management; Community & Human Services; Creative Arts, Design & Media; General Education; Healthcare; Manufacturing, Construction & Transportation; and STEM. Dual credit program courses are offered at more than 60 area high schools.

MATC's Community Education and Workforce Solutions teams support non-credit offerings consistent with the College's mission including English as a Second Language (ESL) courses, and workforce training. Basic skills training is offered for General Educational Development (GED) certificates or High School Equivalency Diplomas (HSED). The College is the only fully accredited Adult High School in the State.

As an outreach effort, the College's Milwaukee PBS television operation represents southeastern Wisconsin's only FCC-licensed non-commercial TV provider.

The only aspect of the last comprehensive review that the previous team judged to having been met with concerns was the AQIP Criterion Core Component 4B. MATC was required to submit an interim report demonstrating progress toward alignment of co-curricular processes with assessment outcomes. At that time, no outcome data was available. While the interim report was accepted by the HLC, this is an area that the present team should continue to review. The pandemic disrupted efforts to make substantial progress toward improvement in assessing cocurricular activities because such activities are usually dependent upon active in-person student participation in such activities.

Interactions with Constituencies

Criteria	1	2	3	4	5
Associate Dean Gen Ed			X	X	X
Associate Dean Business	X		X	X	
Associate Dean Health			X	X	
Associate Dean MCT	X		X	X	X
Chief Marketing Officer		X			X
CIO			X	X	X
Coordinator Creative		X			
Coordinator HR			X		
Coordinator Public Safety			X		X
Coordinator Student Life	X				
Credentialing Coordinator		X	X		
Dean Academics			X		
Dean Academic Services	X	X	X	X	X
Dean Business				X	
Dean Create	X	X	X	X	X
Director Facility Planning					X
Dean GEACP	X	X	X	X	
Dean Healthcare	X	X	X	X	
Dean of Enrollment	X	X	X	X	X
Dean of Online		X	X	X	X

Dean MCT		X	X	X	
Dean Serve			X		
Dean of Stem	X		X		
Dean of Student Records					X
Dean of Student Services	X				
Director of Advising		X	X		
Director CTE	X		X		
Director Financial Aid			X	X	
Director Food				X	
Director HCP			X	X	
DHO					X
Director HR					X
Director IR	X	X	X	X	X
Director IT	X	X	X	X	X
Director IT SEC					X
Director of Labor Relations					X
Director Marketing	X				
Director of Student Life	X		X		
Director of Public Relations					X
Director Public Safety	X		X		X
Director Quality Planning	X	X	X	X	X
Director of Recruitment					X
Director of Retention and Scheduling			X		
Director Title IX and EEO	X				
Director Workforce Solutions	X				
DTIX Equity Officer			X		
Executive Director Admin	X				X
Executive Director Campus		X			
Executive Director Comm Ed	X				X
Manager Tutoring/Academic Support		X	X		
President	X	X			X
VP Adv/Comm	X	X			X

VP DEI	X		X		
VP Finance		X			
VP HR	X	X	X		X
VP IE	X	X	X		X
VP of Learning	X	X	X		X
VP/GM PBS	X				
VP Finance			X	X	X

Faculty Staff Sessions on Criteria and Assessment

Criterion	Administrators	Faculty	Staff
1	0	6	15
2	0	6	11
3	2	19	19
4	1	16	16
5	1	5	18
Tuesday Morning meeting with Admin/staff/faculty on Assessment	10	10	11

Monday morning Cabinet meeting - **8 including the President**

Monday lunch meeting with the Board - **3 members present**

Tuesday morning student meeting - **9 students**

Tuesday noon exit meeting with the Cabinet - **8 including the President**

Additional Documents

29 employee records selected randomly

32 Syllabi representing all modalities offered at MATC

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 articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference 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 and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Rating

Met

Rationale

MATC's mission was developed through a strategic planning process facilitated by an outside consulting group. The strategic planning process includes multiple stakeholders, including institutional committees, planning leads, employees, community partners, and students, as evident through MATC's Strategic Planning Timeline.

The mission and related statements are current. As part of the Wisconsin Technical College System, (WTCS) the college's mission is mandated by Wisconsin State Statute, MATC's mission of "*Education that transforms lives, industry and community*" delivers the emphasis on current and relevant occupational skills training, as well as workforce and economic development.

The vision, "*The best choice in education, where everyone can succeed*" emphasizes success in education.

The mission and related statements identify what MATC offers. The Transformation 2025 initiative reflects the mission, vision and values of the institution. Through the Student Experience Statement, MATC offers characteristics that create an engaging and empowering education for students to include a welcoming environment, student support, innovative technology, and a sense of belongingness. MATC's Equity and Inclusion Statement emphasizes the direction in breaking down

barriers to student success and providing a safe place to celebrate differences.

MATC's institutional offerings include associated degrees, technical diplomas and apprenticeships, which align with the WTCS State Statutes. MATC offers over 170 programs, as well as over 40 four-year college and university transfer programs for students to obtain bachelor's degrees. MATC offers Dual Credit programs partnering with high schools as well as Workforce Education as part of its Workforce Solutions to assist in community professional development needs.

The MATC District Board endorses initiatives through its Policy A0101 supporting MATC's mission and needs of the community. The strategic priorities of the student experience, organizational excellence, equity, and community impact are aligned with the educational and training initiatives to included employability, transfer options, developmental education, partnerships with business and industry.

MATC works to establish partnerships based upon the demographics of the community. The College recognizes its student demographics and attempts to create an environment that is affordable and accessible. MATC offers programs for students to complete their high school equivalency diploma and GED in English or Spanish.

Other student support based upon the college demographics include lowering the costs of books through Open Education Resource (OER), affordable housing within walking distance to the downtown Milwaukee campus, a Bilingual Education office, and Multicultural Office.

MATC clearly articulates its mission. The mission, vision, values, and strategic priorities are accessible on the college website, Student Handbook, and Course Catalog, and social media. Information cards were provided to employees.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B - Core Component 1.B

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

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
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 external constituencies and responds to their needs as its mission and capacity allow.

Rating

Met

Rationale

MATC is a public, open-access, two-year, urban college. As part of its mission statement of "Education that transforms lives, industry, and community", education is centered as the foundation of the service of the College.

As evident from Chapter 38 of the Wisconsin State Statute, MATC supports and aligns its actions with this statute for the public interest to provide a system to those who pursue occupational skills training and retraining.

MATC's Institutional Learning Outcomes, known as Career Essentials, supports students goals regardless of whether students seek to graduate, enter the workforce, or transfer to four-year institutions.

MATC connects to the community through its mission through shared governance, consulting with full-time and part time faculty, and members of program advisory committees. The institution uses the Plan-Do-Check-Adjust (PDCA) model of continuous quality improvement to assess its three levels of learning outcomes.

Through its activities, MATC's educational programs and partnerships meet community and constituent needs that align with service to the public good. Such examples include the college's open admissions policy and a variety of program offerings ranging from badges to associate degrees.

MATC makes available to its community resources, access to events, and other outreach activities. Activities that support external interests include the MATC Promise Program, which provides free tuition to eligible high school students. The MATC ReStart program allows students who previously owed a balance a maximum of \$1,500 after successful completion of one term. MATC also offers the only Adult High School in the state, providing an opportunity for individuals over the age of 16 to earn a high school diploma.

Service to the public is evident through the Economic Impact Study, provided by the labor market analytics firm Lightcast, sheds a positive light on the annual economic activity provided by MATC to its community.

MATC's mission is driven by Chapter 38 of the Wisconsin State Statutes, to provide occupational education, training, and retraining programs, separate from any private for-profit or nonprofit entity.

Academic programs engage advisory committees, which is required by State Statute 38.14(5). Advisory committees meet at least once per semester and consist of incumbent workers, graduates of the program, and employee supervisors to provide input to curriculum that aligns with the needs of the workforce. For example, in the development of the new Medical Laboratory Technician Apprenticeship Program, MATC partnered with healthcare facilities and the Bureau of Apprenticeships to address a workforce shortage. When modifying or suspending programs, MATC ensured the program advisory committees were consulted within the decision-making process.

Other ways that MATC interacts with its community include:

- MATC's "The Marketplace" that offers affordable services to the public including a bakery and other dining services, a dental clinic, and hair and nail services.
- MATC's Gap Year program in partnership with NEWaukee, that works to find innovative ways to attract students, particularly those taking a gap year.
- A Community Perceptions Survey, where MATC seeks to understand community perceptions and impressions of the College.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Rating

Met

Rationale

MATC encourages curricular and cocurricular activities that prepare students for informed citizenship and workplace success. Many of MATC's programmatic offerings require apprenticeships, clinicals, internships, or other workplace experiences that align with the workplace. MATC also offers faculty-led, credit-based, International Study Abroad Program over either the summer or winter break.

Through the Community Engagement and Service-Learning Team, support is given to faculty to engage students through the development of service-learning activities. The activities align with course objectives and program learning outcomes.

MATC's processes and activities demonstrate inclusive and equitable treatment of diverse populations. The institution hired its first Chief Diversity, Equity, and Inclusion (DEI) Officer and charged a DEI task force with creating the institution's first DEI plan. The DEI plan's foundation is based on a "desire for change and doing things differently". The plan outlines four pillars of change to include the campus climate, employee experience, student experience, and institutional commitment. The institution used results from the National Assessment of Collegiate Campus Climates (NACCC) survey to assess campus racial climate and collect demographic information. MATC hopes to provide this survey to employees in the upcoming years. MATC's value statements include inclusion and respect, a foundation of equitable treatment amongst all stakeholders.

Equity is listed as Strategic Priority #3, meant to specifically provide equitable outcomes for all students and employees. The five objectives defined within this strategic priority supports belongingness and fair treatment, as well as a climate of respect for all stakeholders. The institution seeks to become a Hispanic Serving Institution, backed by its increasing number of Hispanic Students (19.3%) and the cultural diversity of the community.

MATC also has to understand employee perceptions of racial diversity, as evident through the 2022 Racial Diversity Questions within the Personal Assessment of the College Environment (PACE)

Survey. A mandatory workshop was provided to 1,300 employees, addressing topics such as implicit bias, microaggressions, and cultural competency. MATC aligns its employee development with DEI values and priorities, as evident through the 2019, 2020, and 2021 Employee Development Days (EDD).

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

MATC's mission, vision, and values are clearly communicated and accessible to students and employees through various channels. The college's strategic priorities include student experience, organizational excellence, equity, and community impact.

The college aligns its actions with the Wisconsin State Statute for the public interest to provide occupational education, training, and retraining programs. The college's Institutional Learning Outcomes, known as Career Essentials, support students' goals, regardless of their intentions of graduating, entering the workforce, or transferring to a four-year institution. MATC connects to the community through shared governance and consulting with faculty and program advisory committees.

MATC values inclusion and respect, with equity as a strategic priority and a foundation of equitable treatment for all stakeholders. The college has a Chief Diversity, Equity, and Inclusion Officer and a DEI task force that created a DEI plan with four pillars of change.

Academic, dual credit, high school completion, and workforce programs provide collaborative learning opportunities that are distinctive, of high quality, and beneficial to the public welfare. Partnerships with local communities enhance programs, services, activities, and events and provide students, faculty, and other stakeholders with pertinent, meaningful experiences.

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 establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Rating

Met

Rationale

Milwaukee Area Technical College (MATC) is governed by policies put in place by both the State of Wisconsin (as part of the Wisconsin Technical College System) and the institution's District Board. Wisconsin Statue 38 (Technical College System) provides an overall framework for an institution including systemwide mission, responsibilities, powers, and duties of the District Board.

MATC's current mission statement *Education that transforms lives, industry, and community* was formally adopted by the District Board in June 2020. It was developed as part of a comprehensive strategic planning process that began in August 2019 -- a process facilitated by an outside consulting group, Campus Works. The process included District Board members attending a strategic planning retreat which informed the draft update to the mission statement. Before formal adoption, the mission statement was workshopped by the District Board. During the site visit, it was confirmed in multiple sessions that the process of updating the mission in 2019/2020 involved input from a large number internal and external groups. Based on input regarding its length, the mission statement was shortened and refocused.

Milwaukee Area Technical College operates with integrity, following Governmental Accounting Standards Board (GASB) and board policies and procedures on financial management. Examples of policies include B0101 (Fiscal Responsibility), B0103 (Fiscal Accountability -- Annual District Audit), BP0102-3 (Fiscal Reserves), and C0701 (Reporting Fraud/Unethical Conduct and Investigation). All policies listed above were last revised/reviewed in 2018. It may be a good idea to look at these once again.

To mitigate against unethical behavior, a Statement of Economic Interest is submitted annually to the Wisconsin Ethics Commission (Wisconsin Statute Chapter 19.43 and 19.44) that discloses investments and businesses held by College leadership and the Board.

Financial updates are given to the District Board for consideration at monthly meetings. An independent accounting firm conducts annual financial audits; there have been no findings or concerns as a result of these audits in the years requested for review. In addition, MATC has maintained AA rating from Moody's Investors Services.

MATC's Student Code of Conduct and Student Handbook present standards related to behavioral expectations and academic honesty; guide students in ethical academic expectations; and outline the consequences of violations. Other resources include the College Guidelines and the Student Support Resource. When an instructor suspects academic dishonesty, a process outlined in the Student Code of Conduct is followed, which includes submitting the information to the Office of Judicial Affairs for further action (when necessary). Course expectations related to academic integrity are relayed to students through the course syllabus and syllabus addendum in the LMS. Other policies and procedures related to academic integrity are available on the MATC web page.

MATC District Board Policy C0700 and the Employee Handbook detail employment practices and expectations for staff and faculty. Also included is the Code of Ethics for all employees. The policy details expectations of ethical conduct and penalties for violations. Subjects covered include conflict of interest, acceptance of gifts, political activities, relationship with staff or students, nepotism, use of the internet, collateral employment, etc.

All hiring team members are required to participate in mandatory Unconscious Bias trainings and other trainings prior to serving on a recruitment team (verified by the visiting team). These trainings must be completed annually for active hiring team members.

Once hired, employees complete orientation that covers Title IX, accommodations, affirmative action, discrimination, etc. In addition, all employees complete mandatory trainings on harassment prevention, diversity, FERPA, and workplace safety.

Ethical integrity related to Auxiliary functions is described in the WTCS Financial Administrative Manual -- Enterprise Operations. The bookstore, child care, food services, Milwaukee Enterprise Centers, and public television are examples of auxiliary enterprises. During the site visit, the team did not notice any irregularities regarding operation of these auxiliary functions.

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.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Rating

Met

Rationale

Milwaukee Area Technical College (MATC) represents itself clearly to prospective and current students, faculty, staff, and other internal and external stakeholders. The primary source of global information is the MATC website (www.matc.edu) which includes the course catalog, student handbook, student code of conduct, tuition and fees, District Board (including minutes and agendas) and administration, accreditation relationships, and financial information. Ensuring the accuracy of the information on the website is the responsibility of the Marketing and Communications Department, but is done in a collaborative way involving many departments. This was verified by the visiting team. Social media accounts and/or posts geared toward smaller and specific audiences (culinary students, athletic pages, etc.) are monitored by account creators. The Marketing and Communications Department has login credentials to all social media accounts.

Academic offerings and requirements are found in the print and online catalog. The content is managed, approved, and updated by the Learn Division and the Curriculum Office, in collaboration with the Marketing and Communications Department. Faculty and staff information is found in the employee directory on the MATC website. The Human Resources department is responsible for the information contained in the directory. Faculty credentials are reviewed and updated by the Academic Pathway Deans. The Wisconsin Technical College System State Board sets tuition/fees annually. Once approved, the Tuition & Fees page on the website is updated to reflect any changes. The roster of District Board members and meeting agendas/minutes are posted on the website. The institution's accreditation relationships, including programmatic accreditation relationships) are maintained by the Accreditation Liaison Officer (ALO).

MATC faculty are not expected to engage in formal research. Student "research" occurs during work-based training experiences (clinical, internships, and apprenticeships) imbedded within technical programs. Workforce Solutions offers customize training to meet the needs of local businesses and the community. Many programs provide learning opportunities with essential hands-on experiences within their chosen career fields. The many clubs and organizations available to students provide co-curricular learning experiences.

M³, a collaboration and coordination between Milwaukee Public Schools, Milwaukee Area Technical College, and the University of Wisconsin - Madison, seeks to transform the future of Milwaukee through education. Its goals are to increase the retention, graduation and career success of our students and provide a prepared workforce and citizenry for the Wisconsin economy.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Rating

Met

Rationale

Per Wisconsin Statue (Chapter 38 -- Technical College System), as outlined in the Composition and Organization of District Board section, Milwaukee Area Technical College is governed by a District Board consisting of nine members who serve staggered three-year terms: five employers, two additional members, one school district administrator, and one elected official who holds a state or local office. Each year, three members are appointed to the District Board by a committee consisting of the county board chairpersons of the counties within the College district.

Newly appointed District Board members must complete an online orientation presentation about MATC: general overview of the College and the areas it serves, MATC fast facts, key partners, strategic planning process, institutional accreditation, MATC promise, DEI, and governance structure. Onboarding continues with meetings with the College's executive team and functional areas of the College and a tour of the campus. Newly appointed members are also given a copy of the District Board Handbook, which provides more in-depth information for Board members. All new Board members participate in Board member orientation/training. By way of the peer review team's onsite discussion with the Board, this orientation/training is largely individualized (one-on-one). The extent of ongoing training appears to be either on an "as needed" basis or unknown. Board members might benefit from *required* and *formalized* annual training -- possibly through the Wisconsin Technical College Board Association or the Association of Community College Trustees. This would keep them apprised of legal/policy updates at the local, state, and national levels and provide refresher information on Board requirements, duties, and purview. This training would reiterate to Board members what is and is not appropriate to discuss in an open meeting (personnel issues, student issues, etc.) and during public comment (engaging with the speaker and/or providing possible resolutions).

To outline recurring and upcoming Board activities throughout an academic year, the annual District Board agenda is created. Included are statutory requirements, board policy requirements, and activities to which Board members are invited to attend (College and GED graduations; large donation presentations to the Foundation, building rededications, etc.). Discussions during the onsite visit revealed that Board members attend as many of the scheduled events as their schedules allow.

Duties of the District Board are outlined in Wisconsin Statute and in the District Board Handbook. District Board priorities to preserve and enhance the institution include hiring, supporting, and evaluating the President; reviewing and approving the annual budget; reviewing and approving major organizational decisions, commitments, and plans, including expenditures, loans, and leases, and the strategic plan; and monitor progress toward program and financial goals. Agendas and minutes of each District Board meeting are posted on the College's website. These were verified during the onsite visit.

Per Board Policy A106-1, by December 31 of each year, each District Board member is required to complete a self-assessment that confirms an ongoing commitment to preserving and enhancing the College through good governance practices. Through a collaborative effort involving the District Board and MATC administration, this self-assessment tool was recently updated.

Examples of specific board actions taken to preserve and enhance the institution include approval of the three-year facilities plan, approval of FY24 capital remodeling and renovation budget, adoption of fiscal year 2023-2024 budget, approval of the Medical Laboratory Technician apprenticeship program, and approval of the consensual relationships and sexual violence and sexual harassment policies.

During the team's discussion, it was noted that the Board felt *mostly* informed/updated on items deemed relevant by administration. While strides have been made in this area, continued efforts should be made to facilitate the flow of information and allow for open dialogue between all parties.

Per Wisconsin Statute, appointed District Board members must come from prescribed areas and sectors within the MATC district (employers, elected official, school administrator, and two other members). This requirement allows for a balanced external perspective on the institution and its vision and goals.

During monthly District Board meetings, agendas are published and sent to local media outlets one week before the meeting. Included in the agenda is a time for both internal and external constituencies to bring ideas, interests, and concerns to the attention of the District Board. According to the team's discussion with the Board, internal and external constituents regularly use this time each month to discuss issues (ADA issues on campus, general complaints, employee issues, etc.). Because items discussed at this time are not specifically identified on the agenda, no action can be taken. Notes are taken by the District Board Secretary for vetting. If the Board would like to further research or address the issue/concern, it may be placed on a subsequent month's agenda for formal discussion and/or possible action. Reports from other internal and external constituencies are regularly heard by the Board: student senate, Milwaukee PBS General Manager, legislative matters, etc.

Members of the MATC District Board are appointed using a process discussed earlier. For a College Board that is appointed, structures exist that guard against both perceived and real conflicts of interests. Wisconsin Statutes 38.12 and 38.14 outline powers and duties of District Boards. MATC board policies are also in place to preserve the District Board's independence from undue influence:

Policy A0104-A articulates the oversight duties of Board officers and Policy A0106 sets a Code of Ethics for Board members. Specific duties and responsibilities are further discussed in the District Board Handbook. Training on these duties and responsibilities is provided to new board members on a one-on-one basis. In addition, each Board member is required to file a Wisconsin Statement of Economic Interests with the Wisconsin Ethics Commission annually.

Included in board policy is the requirement that Board members "*shall remove oneself from consideration or voting on any matter before the District Board which does or could result in personal financial gain for oneself or family.*" During the team's on-campus meeting with the District Board, it was determined that Legal Council informs a Board member of a conflict of interest and/or a need for recusal from a discussion/vote.

Per District Board policy A0202-1, the day-to-day operations of the College are delegated to the College President. The College President is to oversee all aspects of College operations, following the District Board-approved mission, policies, and strategic plan. This was verified by the visiting team. The policy further states that the President is authorized to delegate authority to others in the organizational chart (Executive Vice President of Student Success, etc.). In the absence or incapacitation of the president, the succession plan is activated to preserve continuity and provide for continued leadership and direction.

The District Board Chair is responsible for the evaluation of the College President. Recently, the evaluation tool has been collaboratively updated to give more meaningful information and now evaluates both leadership abilities and College metrics.

As highlighted in the MATC Curriculum Handbook, faculty are largely responsible for academic oversight of curriculum including program updates, program review, practicum/fieldwork coordination, and committee membership. The MATC Employee Handbook identifies responsibilities for faculty that include preparation and delivery of instruction; developing, monitoring, and revising curriculum; and assisting in program evolution. Oversight of academic matters by faculty was verified during the site visit.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

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

Rating

Met

Rationale

The District Board and administration of Milwaukee Area Technical College (MATC) are committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning. The District Board's Freedom of Speech and Expression Policy, revised 11/18, outlines expectations as related to academic freedom and freedom of expression: "The purpose of this policy is to reaffirm the particular freedom of MATC faculty to pursue knowledge, speak, write and cultivate an atmosphere of intellectual inquiry and scholarly criticism, and set forth the responsibilities of faculty." The Faculty Appendix of the Employee Handbook expounds upon the Policy as specifically related to research, teaching, and citizenship. During faculty sessions, the visiting team confirmed MATC supports and encourages academic freedom and freedom of expression in the classroom.

Designated areas on MATC's campus are used by both students and the public for expressive activity. These include general assembly, performances, demonstrations, and hand billing for protesters to allow the exercise of freedom of speech. During the team's visit, students confirmed entities, such as religious organizations and candidates for office, use the designated areas for expressive activities. The Free Speech and Public Assembly Administrative Procedure, effective 09/21, provides guidance and a commitment to free speech and public assembly at the College. Definitions of terms and a public assembly procedure that guides and informs expressive activities are included in the Procedure. During an onsite session, it was confirmed that each entity wanting to use a designated area for expressive activity must submit proper notice (24 hours) and follow guidelines outlined in the Procedure. Specifically for MATC employees, a FAQ on political activities publication, created 08/20, is available that provides general guidelines for employees regarding engaging in political activities.

As discussed in 2C, included in the District Board's agenda each month is a time for both internal and external constituencies to bring ideas, interests, and concerns to the attention of the District Board. Topics are generally not limited, within reason, which shows another commitment of the institution and its Board to freedom of expression.

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, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Rating

Met

Rationale

Faculty at MATC are not expected -- although some do -- to engage in formal research; this aligns with the College's mission and the Wisconsin State Technical College System. The primary focus of a two-year technical college is on career preparation. In the event of individual faculty or staff pursuing an advanced degree with a research component, a cross-sectional Institutional Research Board (IRB) determines the appropriateness, benefits, importance, etc., of the project -- in alignment with Board policy E0102 (Research Projects Conducted For Personnel Use Or For An Outside Organization). For research done on MATC students or personal, the IRB ensure compliance with College records policies and procedures: Policy F100-1 (Student Services, Student Records, Admissions, and Registration), Policy A0109 (Public and Other Records), and Procedure FF0100 (Privacy Act). The visiting team talked to an IRB representative on campus and confirmed that each application submitted for approval is thoroughly vetted. Applications that do not fall within the guidelines and meet criteria are rejected. Per the provided documents, policy A0109 was last revised/reviewed on 11/25/2008. It would be beneficial to review this policy and make updates (if needed).

The MATC District Employee Code of Ethics policy (C0700) sets expectations with regard to faculty and staff research standards and scholarly practices. Also included are sections devoted to conflicts of interest and collateral employment; acceptance of gifts, favors, or honoraria; political activities; use of confidential information; and relationships among MATC staff members and/or students.

Research and scholarly practice conducted by faculty and staff are monitored and supported by the institutions IRB, procedure EE0109A (Institutional Review Board Standard Operation Procedure, and policy E0102 (Research Projects Conducted For Personal Use Or For An Outside Organization).

Research projects conducted by students as part of the curriculum are guided and supported by individual instructors and the MATC library. Library staff provide content-specific instruction on

information literacy, etc., to classes on a regular basis. Available to students via the library are over 100 digital resources and academic database and instructional sessions on academic research, information literacy, and other ethical research practices. Information on research best practices can be provided by library staff in group or one-on-one sessions. The availability and frequency of usage of these services were verified by the visiting team.

Other resources available to students include the online Writing Center and in-person Academic Support Centers. The Writing Center provides instruction on grammar (OWL at Purdue, etc.), APA/MLA in-text citation, document formatting, elements of style, etc. The Writing Center is open from 8am to 8pm M-R and 8am to 4:30pm on Friday. The Center is staffed by one or two professions and helps student from a variety of areas, including English, Nursing, Sciences, Social Sciences, etc. Provided in the Academic Support Centers are tutors, the math and science centers, communication and computer centers, and a writing center.

MATC's Student Code of Conduct and Student Handbook guide students in ethical academic expectations and the consequences of violations. Other resources include the College Guidelines and the Student Support Resource. Course expectations related to academic integrity are relayed to students through the course syllabus and syllabus addendum in the LMS.

Course-specific examples related to research were provided for English 195 and English 201. Learning outcomes related to English 195 include *research outside sources* and *synthesize information from sources*. Learning outcomes related to English 201 include *conduct research from written sources, both primary and secondary, to support analysis, use support material effectively, and write a research-driven essay*. In these examples, instructors and library staff provide guidance in the ethics of research and use of information resources. Other resources and trainings (group or one-on-one) can be found in the MATC library and the Writing Center.

An online plagiarism checking tool -- SafeAssign -- is available in the LMS. In addition, instructors can use the LMS proctoring tool -- SmarterProctoring -- to further support academic integrity. The extent and frequency each is used is unknown.

Definitions and consequences of academic dishonesty (plagiarism, cheating, falsifying research or data, etc.) are outlined in MATC's Student Code of Conduct, which is supported by Board Policy F1100 (Codes of Conduct). The Student Code of Conduct can be found in the Student Handbook, Course Catalog, and on the web. When an instructor suspects academic dishonesty, a process outlined in the Student Code of Conduct is followed, which includes submitting the information to the Office of Judicial Affairs for further action (when necessary).

Per the assurance filing, most cases of academic dishonesty are handled at the instructor level. Of the 25 cases reported to the Office of Judicial Affairs in academic year 2021-2022, only one resulted in disciplinary action.

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

Milwaukee Area Technical College (MATC) has a mission statement that was last reviewed, updated, and approved in 2020 using a collaborative process. The current mission statement accurately reflects the goals of the institution and serves as simple and direct guidance for MATC.

MATC operates with integrity in its financial, academic, and human resources. It provides information related to program admission requirements, costs, length and course requirements, as well as governance structure and accreditation relations in the catalog and on the web. MATC contributes to the education experience through community engagement, experiential learning, and economic development.

Although ongoing formal training is recommended, the MATC District Board works hard to balance the needs of the college to advance priorities -- including providing faculty with professional development support for required content-specific trainings -- within the reality of fiscal limitations. The District Board delegates the day-to-day management of the College to the administration.

MATC has policies and procedures in place to protect academic freedom and freedom of expression. It also has policies and procedures directed at responsible acquisition, discovery, and application of knowledge by faculty, staff, and students.

3 - Teaching and Learning: Quality, Resources and Support

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

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its 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

MATC's 170+ academic programs are mission-aligned, leading to associate degrees, technical diplomas, and certificates.

The College has a standardized process for developing both new programs and courses, which is outlined in the standardized state-provided WTCS Educational Services Manual. The process is facilitated through the appropriate MATC's Advisory Committee, or an Ad-hoc committee as needed.

Additionally, to ensure ongoing program and course relevance, each program has an industry advisory committee that meets twice a year. Those committees review the course learning outcomes and program outcomes (e.g. employment data) annually. Faculty shared that recommendations and insight from advisory committee directly informs curriculum changes; specific examples were provided.

Program changes are reviewed/approved by the Curriculum department and affirmed by advisory committees and WTCS. Faculty and academic leadership affirmed the utilization and usefulness of this process and the importance of ensuring curriculum/programs are relevant and aligned with outcomes.

MATC offers associate degrees, technical diplomas (certificates), apprenticeships, and pathway certificates; all credentials are aligned to both the institutional learning outcomes and the appropriate program learning outcomes. This was affirmed through review of various program webpages,

through discussion with faculty and academic leadership, and review of the Catalog.

MATC ensures program quality and learning outcomes are consistent across modalities and locations; blended and online delivery modes have increased when compared with pre-COVID-19 numbers. Modality definitions are clearly articulated through MATC's modality matrix – providing faculty guidance on expectations.

The framework to assure quality was confirmed through evidence that illustrated the program/course review process was consistently followed and affirmed in conversations with faculty/academic leadership. Additionally, MATC disaggregates student success data by modality to identify any gaps that may exist.

MATC has strong quality assurance measures in place for dual credit offerings. Assurance measures include requirements on faculty to collaborate review curriculum, provide consistent and documented communication between College and High School faculty, and utilization of consistent textbooks/instruction materials. Faculty affirmed that they have consistent interactions with Dual Credit faculty.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. 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. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Rating

Met

Rationale

MATC has identified institutional learning outcomes, Career Essentials, that align with the established mission and educational offerings. The seven Career Essentials outcomes are: global awareness, effective communication in writing, technology competency, effective problem solving, mathematical competency, professionalism, effective communication through speaking and listening.

The seven outcomes are consistent across all degree levels provided through program and general education course work within each program. These were developed by a cross-discipline group and endorsed by Program Advisory Committees. It was verified through evidence provided and on-site discussions that the Career Essential framework is focused on enhancing graduates' employability skills, fostering success in the workplace, and meeting the needs of business and industry. Evidence was also provided demonstrating these outcomes are reviewed and updated as necessary.

Faculty were able to articulate the process that is followed to assess the Career Essential outcomes. This mirrors the provided and requested evidence. However, when discussed with the small sample of students during the visit, there was no awareness of the Career Essential outcomes and students could not articulate how they applied to their learning or when they were assessed on them. It is recommended that MATC clearly articulates the Career Essentials and identifies ways to enhance the knowledge among students about these outcomes. Additionally, it was shared that MATC is planning to revise the Career Essential as some faculty shared that the assessment of the seven outcomes is unmanageable. MATC is encouraged to consider how to close the assessment cycle with students related to the Career Essentials, regardless if they are revised or not.

The required general education course framework is established by WTCS and requires 15 general education credits in each program. This was verified in supplied and requested evidence. MATC also requires technical diploma programs longer than one semester to include at least two credits of general education in their curriculum.

It was demonstrated that MATC provides experiences and education to promote students' growth related to human and cultural diversity.

The Career Essential outcome 'Global Awareness' is mapped and assessed in both General education and program-specific courses with a thorough and consistent rubric.

A diverse, equitable and inclusive environment and experiences are also supported through well-defined expectations and shared policies, including the College values of 'Inclusion and Respect' and 'Equity', and Equity and Inclusion statement. These statements were referenced in a variety of the College's publications and prominently on several webpages.

Additionally, it was confirmed that a variety of service-learning opportunities are provided as part of both the academic and co-curricular programs. These experiences often provide opportunities for students to encounter, engage, and reflect in environments and diverse populations.

WCTS new program creation process also requires the College to review and respond to equity-specific questions; providing opportunity to consider and adjust new programs from an equity and inclusion lens.

Aligned with their mission, MATC appropriately supports student and faculty scholarship and creative work. Students participate in competitions related to their academic programs, clubs/organizations, and run a student-focused newspaper. In conversations with faculty, it was affirmed that this on-going professional development is a priority of the College. This was evidenced through the various professional development and conference engagement of faculty. However, the funding provided for these activities is extremely limited.

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 strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. 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, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. 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.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Rating

Met

Rationale

MATC has policies and practices in place to support the hiring of diverse faculty and staff appropriate to its mission and for the College's constituencies. Data provided indicates that the MATC's workforce is less diverse racially and ethnically than the community and its goal of 40%. The College's strategic plan articulates its goal related to Equity and has specific initiatives focused on increasing diversity among faculty members. Provided evidence indicates the College is utilizing data on the Institutional Scorecard and other measures to appropriately inform priorities in this area. The College's practices for utilizing employees' networks and partnering with other groups to promote open positions in diverse communities affirms they are striving to diversify the employee base.

MATC has sufficient faculty to fulfill its mission, with the student to faculty ratio of 11:1. MATC's faculty handbook also outlines appropriate thresholds for faculty and adjunct ratios. Faculty turnover is tracked annually and is below the national average.

Faculty are expected to be engaged in activities both inside and outside the classroom; these expectations are defined in the Faculty Employment Expectations. Committee work and other service expectations are also defined in the faculty section of the MATC employee handbook.

MATC has a thorough and efficient faculty credentialing process; this process aligns with the specific WTCS policies. The verification of faculty credentials is required by the Lead Faculty and Deans; this is conducted by use of a standard credentialing form that each department maintains outlining education, experience, certifications, and/or licensures for each program. These forms are updated at least every three years.

A random sample of 29 current faculty personnel records were reviewed while on-site. All records were found to be thorough and complete. The files also provided evidence that they were reviewed every three years as policy requires.

MATC has a well-defined process for evaluation of faculty that is focused on development. This process is guided by the WTCS framework and the Faculty Quality Assurance System (FQAS) and facilitated by the Center for Teaching Excellence. This process is articulated in the Faculty Development Guide. Within their first 3 years (5 years for part-time) faculty are required to complete five courses and three activities aligned with the 15 competencies in the FQAS framework. Once faculty demonstrate these initial competencies, they must demonstrate they meet the MATC Standards of Teaching Excellence by completing activities focused on Teaching Excellence and Student Success and participating in professional development.

Annually, a Teaching Action Plan is used to provide faculty with evaluation and development. Faculty shared examples of how they had various, internal professional development opportunities related to teaching, assessment and curriculum design. They indicated they do have some support for discipline-specific professional development opportunities - however, it is very limited. The College should consider reallocation of resources to ensure faculty are able to attend the required discipline-specific professional development.

Faculty members are expected, as outlined in the 21st Century Classroom Support Hours document, to be accessible to students. The modality of the Student Support Hours are expected to mirror the structure of the course. These support hours are expected to be published on course syllabi and posted in Blackboard, this was affirmed through reviewing sample syllabi. It was confirmed onsite by faculty and students that faculty are available and responsive to students needs.

Staff members are appropriately qualified and trained – as verified through evidence provided and affirmed during the on-site visit. All staff positions job descriptions include minimum and required education, competencies, knowledge/skills/abilities.

To ensure ongoing support and professional development, staff are actively engaged in national associations and conferences. Additionally, MATC's HR department provides a standardized new employee onboarding program and robust annual training that must be completed by every employee. MATC provides tuition reimbursement for employees and sabbaticals for some positions; limited funding for external professional development opportunities for staff members is provided.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.D - Core Component 3.D

The institution provides support for student learning and resources for 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 offerings 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 and museum collections, as appropriate to the institution's offerings).

Rating

Met

Rationale

MATC shows evidence of effective student support services aligned with its WE CARE standards tailored to the needs of its students. The College offers robust student support through the library, writing center, tutoring services, math and science center, military support office, and accommodation services. Evidence provided supports the utilization and satisfaction with these support services. Additionally, the College has adopted the guided pathways model and is integrating the EAB navigate software to further support students' success.

MATC adopted the guided pathways model and a co-requisite model for developmental courses to ensure 'the College is ready for the student' (versus the former perspective of getting students 'college ready').

Various support services are provided to address the academic needs of students. These services include eight academic support centers focused on specific subject areas, professional and peer tutors, and online resources like the OWL.

MATC utilizes a professional advising model that provides students with a consistent Pathway Academic Advisor for their entire academic career. These advisors help students understand and navigate program academic requirements, degree progression, and serve as a connector to student support services. MATC articulates that it ascribes to a proactive advising approach; however, each advisor has a very large caseload (1:500); the college has made goals to reduce this ratio. Students articulated they could receive assistance from the Pathway office as needed and expressed faculty members were accessible.

It was affirmed through a campus tour and discussions with stakeholders that MATC has the technological infrastructure and learning spaces needed to support the learning needs of students and employees. The campus tour provided the Team an overview of the extensive facilities and student-

focused learning spaces. In addition, the College has ample student services and co-curricular learning opportunities; however, an area of improvement is student participation in the co-curricular programs. Learning spaces appeared to be up-to-date and provide technology needed for effective teaching and learning to occur.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

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

Rationale

MATC's academic programs are mission-aligned, with associate degrees, technical diplomas and certificates being awarded. Program relevance and quality is affirmed through a robust process informed by student assessment data, advisory committee feedback, and WTCS standardized processes. Learning outcomes are identified at the College level and at the program level; and are consistent regardless of modality.

The College has seven institutional learning outcomes, 'Career Essentials', and include global awareness, effective communication in writing, technology competency, effective problem solving, mathematical competency, professionalism, effective communication through speaking and listening. The assessment of these outcomes is occurring as outlined; this consistent assessment should be prioritized as the outcomes are currently under review. An additional area of growth is sharing the Career Essentials importance and outcomes with students.

Faculty and staff are appropriately qualified and credentialed. The College clearly outlines faculty expectations within the Faculty Employment Expectations and the MATC Employee Handbook. All faculty are involved in assessment and curricular matters. Faculty indicated that they had opportunities to participate in professional development provided by the Center for Teaching Excellence. However, there is limited resources available for faculty to access external and discipline-specific professional development.

Evaluation of faculty is clearly defined and documented through the Faculty Quality Assurance System. The process for faculty to achieve success is developmental and adequately supported. Retention among faculty and staff is high.

The College provides robust student support services tailored to the needs of its students and aligned with the WE CARE standards. Support Services are diverse and include tutoring and learning centers, math and science center, military support office, library services, disability services, and many others. The adoption of guided pathways and the integration of EAB Navigate has further expanded the support provided. MATC facilities and learning spaces are up-to-date and future focused.

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 ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
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 ensure 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 ensures 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 ensures that the credentials 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.

Rating

Met

Rationale

MATC programs follow WTCS' Quality Review Process (QRP) process for all programs. All programs are on a 4-year quality improvement plan. MATC has a comprehensive repository that houses the program review schedule as well as the updated QRPs. The Early Childhood Education, Dietary Manager, and CNC Technician programs were available for review and were found to be up-to-date and in compliance with the stated QRP process. Additionally, faculty indicated changes to programing are made due to the QRP process. Some recent program changes include the inclusion of a new program required course in HVAC on electrical diagrams and the implementation of OERs in several programs across the institution. The QRP repository is available for review by all faculty and staff.

MATC has an extensive credit transfer policy that is publicly available. Credit can be transferred in

through previous college experience, AP courses in high school as well as through prior learning in a career field. During meetings with the staff, it was revealed that MATC is currently working on a transfer credit policy specifically for veterans that would allow for prior learning credit for their military training and service. MATC also participates in M3 which is a collaboration with MATC, Milwaukee Public Schools and the University of Wisconsin to allow area high school students to earn college credits at no expense to the student.

MATC ensures rigor and continuity of student learning expectations through its four-year QRP cycle, as well as through feedback from the advisory committees. Program advisory committees meet with program faculty, staff, and leadership once a semester. The advisory committees provide feedback on current standards of practice and graduates in the workforce. Dual credit faculty meet with MATC faculty throughout the semesters and as required by WTCS, a log is maintained of all interactions between MATC faculty and dual credit faculty. Dual credit faculty must maintain the same faculty credentials as the MATC faculty as regulated by WTCS.

MATC maintains specialized accreditation for most of the healthcare programs as well as some other programs throughout the institution. Although there are many programs with specialized accreditation, these programs are still required to participate in the four-year QRP process.

MATC reaches out to graduates six months post-graduation inquiring about employment status, salary, overall satisfaction and more. Initially the graduates are contacted via email. The email is followed up with a phone call. According to Institutional Research, there is approximately a 40-50% response rate on the graduate surveys using this method of contacting the graduates.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Rating

Met

Rationale

MATC has a multi-layer process for assessing student learning; course outcomes, program outcomes, and institutional learning outcomes. There are seven institutional learning outcomes at MATC, referred to as the Career Essentials. MATC faculty, staff, and administrations have worked together as well as with communities of interest to develop the Career Essentials. Advisory Committee members provide feedback on graduates' competencies in the seven essentials. MATC states that upon graduation from all programs students are expected to display the Career Essentials. There are universal grading rubrics in place to measure the students' attainment of each of the Career Essentials. Faculty and leadership expressed that there is a means for the students to track their progress towards the seven Career Essentials. However, conversations with the students revealed they are not aware of the tracking system. Students also indicated they are not aware there are seven Career Essentials, nor have they been informed of the purpose of the Career Essentials. Students did express that in every class there is an assignment that is called "Career Essentials."

Recently, the faculty formed a committee to re-evaluate the seven Career Essentials. Beginning Fall 2023, 1-year programs will only be required to meet three of the Career Essentials while 2-year programs will be required to meet four of the Career Essentials. Faculty also expressed they believe all seven of the Career Essentials are important and there is no intention to abandon any of the seven Career Essentials. Instead, the programs will have the freedom to decide which Career Essentials are most pertinent for their individual programs.

There is a strong concern from the peer reviewers that MATC will continue to promote that the graduates will possess all seven career essentials, yet not all will be woven into the MATC programs. It is recommended that college administration and other stakeholders work together with faculty on the plan to re-define expectations of the program graduates in regards to the Career Essentials. This will be an expectation of the visiting team for the institutions 10-year re-affirmation visit.

At the program level, assessment of student learning is completed through alignment of course and program outcomes. Each course has a course learning outcomes summary that defines the course

outcome and the assessment measures associated with the course outcome. While faculty state there is alignment between the course, program, and institutional learning outcomes, there is currently no completed curriculum map verifying alignment. Students are not directly made aware of the alignment of the course, program, and institutional outcomes. Faculty implied they assumed the students could determine the alignment of the leveled outcomes. It is recommended that all course outcomes are mapped to the program outcomes on the course outcomes summary sheets and those sheets are made available to the students.

The institution's processes and methodologies used to assess student learning reflect good practice. Faculty are responsible for the direct assessment measures within the classroom. CTE programs assess student learning based on WTCS's TSA scoring guides. There is a Curriculum Department at MATC that is responsible for utilizing WIDS to store and maintain assessment data for the institution.

Co-curricular assessment data is being collected from the Student Life Department. Currently Student Life is using the "Professionalism" Career Essential as a means of assessment. Student Life has implemented several activities to directly assess professionalism. These activities include but are not limited to workshops on professional communication styles, student leadership workshops professionalism and social media workshops and professional image workshops. These workshops have taken place across all of MATC's campuses. The Professionalism Career Essentials rubric is being used for all events hosted by Student Life that target professionalism. It is also recommended the institution move beyond the Student Life department when assessing student learning in the co-curricular realm.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve 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, 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

MATC's goals for student retention, persistence, and completion are defined in the MATC Strategic Plan. MATC collects and analyzes information on student retention, persistence and completion. MATC tracks cohorts to not only determine retention, persistence, and completion data for individual demographics but also to develop initiatives to increase retention, persistence, and completion. Conversations with leadership indicated most retention, persistence, and completion initiatives are based on the Fall to Spring persistence.

MATC has made a conscious effort to become a student focused institution, using the motto "It's not if the student is college ready, it's, is the college ready for the student?" Based on retention, persistence, and completion data, MATC has implemented Champions to support specific cohorts that have lower retention, persistence, and completion rates. MATC has also implemented guided pathways. Each pathway has a dedicated pathway office. Students are directed to their specific pathway offices for all academic needs. This has helped centralize the services for students and made services more accessible to students. MATC is also part of the Men of Color initiative due to the low retention, persistence, and completion rates among men of color. The Men of Color initiative targets intentional touch points with men of color.

The college obtains data from IPEDS, CCSSE, the National Clearing House, as well as internally developed surveys to track retention and provide guidance in the development of retention, persistence, and completion efforts.

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

MATC ensures the quality of its educational offerings by remaining in compliance with WTCS's QRP process. MATC has a comprehensive schedule of QPR deadlines. Each program is reviewed every four years and there is evidence the reviews are being completed as scheduled and meet the standards of the WTCS system. Evidence is provided that improvements are made to the educational offerings as a direct result of the QRP review process. MATC ensures there is input from communities of interest through the means of advisory committees. Rigor is maintained through the use of the QRP process. Dual credit faculty have documented contact throughout the semester with MATC faculty which helps ensure the integrity of the dual credit options. Dual credit teachers are also required to follow WTCS's credentialing requirements in order to teach a dual credit course.

MATC engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students. There are three levels of learning assessments that takes place at MATC: course, program, and institutional outcomes. While there is not an official curriculum map that shows alignment of the course, program, and institutional outcomes, the Curriculum Department is currently working on the creation of a master curriculum map that will show the alignment of the leveled outcomes. Students are not fully aware of the seven Career Essentials, nor of the relevance of the Career Essentials to their education. The team recommends that the institution be more intentional not only in educating the students on the Career Essentials but also in educating the student on the purpose and relevance of the Career Essentials in terms of their educational experience and career preparation. Co-curricular assessment is being completed using the "Professionalism" Career Essential. Currently this is only being assessed through the Student Life Department. The institution is encouraged to look at other co-curricular activities to include in its assessment efforts.

MATC employs a number of processes to collect and analyze retention, persistence, and completion data. There have been many efforts implemented to increase the retention, persistence, and retention across cohorts including the implementation of guided pathways, participation in Men of Color, and the introduction of "Champions" across at-risk populations.

MATC has stated they have mandated a master syllabus template that is to be used by all faculty. The purpose of the master syllabus template is to ensure that all students are given pertinent information in a universal format. Pertinent information includes items like pre-requisites, learning outcomes, Career Essentials associated with the course, student expectations, and more. Upon review of 32 syllabi, it was found that not all faculty members are using the master syllabus template.

5 - Institutional Effectiveness, Resources and Planning

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

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Rating

Met

Rationale

Between MATC's shared value of *inclusion: ... where all voices are heard and where all students and employees feel a sense of belonging* and their commitment to shared governance as described in the Employee Handbook, the College has positioned itself well with regards to governance. However, the Team noted that there were problems with the complaint process. The published policies and procedures are complex that could lead to untimely resolutions. Students were unable to articulate the complaint process to the visiting team in a sparsely attended meeting. Some students indicated that if they had a complaint, going to almost anyone higher up, seemed to get undocumented resolution of their concern. The published complaint policies and procedures are complex and lead to untimely resolutions. As consequence students are sometimes confused as to why a complaint has not been adequately resolved. As consequence students are sometimes confused and administrators may have circumvented the complaint process as verified by conversations with students. Faculty indicated that they did not feel their actions with regards to student concerns was always supported.

Administration, faculty, staff, and students are engaged in shared governance through inclusive committee/team structures and the use of collaborative decision-making processes expressed in MTAC's Committee Review and Update Workbook. There were over 100 MATC committees or teams that the President's Cabinet has been working to consolidate and streamline. Committees use charter templates to identify key stakeholders relative to the charge of the committee to ensure the

voices of these stakeholders are at the table. Two unions, the faculty union (AFT Local 212) and the staff union (AFSCME Local 587), appoint members to most committees, while non-represented staff and administration are selected based on content expertise, relevancy of position and scope of work, and capacity. The charters of several MATC committees were reviewed during this visit confirming the broad inclusion of committee memberships. As is the case with many two-year institutions with a preponderance of part-time students, student involvement even on student-focused committees is problematic. That said, the Director of Student Life or Dean of Student Experience strives to bring topics and issues to and from students both formally (e.g., surveys, through the District Student Government Association reports to the District Board) and informally (e.g., cafe chats) as appropriate. A student representative sits on the District Board, who provides a monthly update from the Student Government Association and participates in all discussions and deliberations. Comments from the public may be heard at Board meetings if the request to do so is made seven days prior to the Board meeting as confirmed in Board meeting minutes.

Decisions that MATC leadership and cross-functional teams make using data to reach informed decisions include annual goal setting, performance metrics, enrollment strategies, academic planning and programming, and operating budgets, which include marketing, capital improvements, and prioritization of staffing during periods of enrollment changes. The College uses an annually updated Transformation 25 Institutional Scorecard to set and track the accomplishment of strategic goals and inform management to improve upon the College's Wisconsin Outcomes Based Funding metrics. Numerous examples of how MATC uses data operationally were provided to the team, including:

- Six interactive Student Success Dashboards, including Course Enrollment, Course Success Rates, Fall-to-Spring Persistence Rate, Fall-to-Fall Retention Rate, 150% Credential Completion Rate, and 3-year Transfer Rate were developed under the leadership of the Student Success Integration Team, and the Office of Institutional Research (IR). The dashboards updated with data whenever available and published on the MyMATC intranet portal to inform College decisions and actions.
- IR has implemented a "Pillar Evaluation Project" that solicits qualitative and quantitative feedback to help leadership improve processes that include non-academic units to develop to action plans for improvement.
- Historical trends and current data are used to create, implement, and track the impact of the enrollment plan strategies and enrollment trends. The Dean of Enrollment Services, the VP of Advancement and Communications, and the Director of IR review weekly enrollment reports that are forwarded to the President's Council where timely decision responses can be made such as generating marketing communication to targeted student demographics that are deemed to be underperforming.
- A monthly Dashboard is provided to the District Board prior at each meeting to inform the Board on current key metrics (e.g., enrollment) that impact the budget.
- Environmental scans are used to inform the College of potential growth opportunities.

The Learning Pillar Integration Committee (LPIC) is the primary mechanism for faculty governance at MATC. Its structure includes staff and administration, to provide a diverse, equitable, and inclusive opportunity to give feedback on academic requirements, policy, and processes based upon direct interactions with students.

The LPIC provides a report at the beginning of each semester to the MATC community that details upcoming deliverables and the criteria for LPIC projects. Faculty oversight committees for each

academic pathway linked to the LPIC provide leadership and support in the implementation of program-level curriculum, instructional delivery, and assessment processes, especially when curriculum changes require action. Most if not all committees at MATC include faculty and staff as deemed appropriate.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.B - Core Component 5.B

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

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Rating

Met

Rationale

MATC is staffed with 1,252 full-and 771 part-time operational staff which include 984 faculty and 1,039 non-faculty. Staffing is evaluated using a position risk assessment, which considers district, location, and the department and/or program needs. Using the assessment, the executive leadership team prioritizes funded and unfunded positions based on the following criteria:

- *hiring versus reallocating current staff to ensure efficiency and cost-effectiveness.*
- *providing services for increased capacity due to major initiatives and grants*
- *evaluating staffing and services to meet student and community needs.*
- *maintaining a healthy balance of full-time and part-time staffing levels*
- *meeting student:staff ratio goals for a particular position category*

Qualified staff are hired into open positions using job descriptions that are reviewed and updated by the hiring manager and Human Resources (HR) staff to ensure candidates meet minimum qualifications including education, experience, skills, licensing, and certification necessary for success in the position.

A formal onboarding process for new employees provides training activities over a six-month period on policies, procedures, and job-specific expectations. Ongoing professional development is supported by offering a variety of training opportunities such as the Management Essentials leadership course. All training is tracked through SumTotal, MATC's learning and performance management system, which provides access to on-demand computer-based courses, videos, books, certification preparation, and other resources to support employee growth and development.

MATC has the facilities, capital equipment, and technology infrastructure to support all of its operations. The campus environment includes classrooms equipped with computers, document cameras, projection displays, and distance learning technologies supporting both face-to-face and virtual instructional delivery, including some "Hyflex" classrooms. Between MATC's Facilities Ten-

Year Plan and its operational Three-Year Facilities Plan, MATC maintains a healthy budget and planning process to maintain needed improvements to facility needs for the long run. MATC's Information Technology Multi-Year Plan includes a vision that supports digital badging, improvements to student accessibility, and other online upgrades.

MATC incorporates realistic goals in its mission through its strategic planning process. Metrics, based upon appropriate data and trends, are used to evaluate progress through its Institutional Scorecard. As a result of its efforts, MATC has been able to make essential pivots, review budget strategies, and was one of the few schools in the Milwaukee region to retain all its employees (no furloughs, no layoffs) during the pandemic.

Financial matters of technical colleges like MATC, are governed by the WTCS through state statutes. The MATC District Board oversees the budgeting process. MATC is required to report on two bases of accounting, budgetary and generally accepted accounting principles (GAAP), prescribed by the Governmental Accounting Standards Board (GASB). Budgetary statements are prepared monthly and are used for internal management purposes as well as regular reporting submissions to the WTCS.

The Finance Division is responsible for developing and monitoring controls; developing and monitoring the budget; internal and external financial reporting; coordinating external audits and reviews; and providing financial analysis at MATC. The Finance Division holds planning workshops for budget managers that include use of a prioritization criteria worksheet for any capital equipment requests. Alignment of these requests with the strategic plan and fiscal monitoring throughout the year helps ensure the College's resources remain aligned with initiatives that advance its mission and vision. Spending is aligned with anticipated revenues and the strategic goals, mission and vision. Public Hearings required by state statute allow taxpayers to hear budget presentations and ask questions.

Like most public institutions, MATC's three major sources of revenue are property taxes, tuition and fees, and state aid and grants. Reviewing MATC's budget, the primary allocation of resources goes to instruction and instructional services (approximately 62%), aligned to the strategic priority of Student Success. This allocation has been consistent over the past three years with only a bit of a downturn in 2020 due to the pandemic. The College goes to great effort to ensure that all financial decisions at MATC, even those that do not directly relate to the educational process, are evaluated, and prioritized based on potential impact to students and their success via the criteria used in the budgeting process.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
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, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Rating

Met

Rationale

MATC allocates its resources in alignment with its mission that begins with a strategic planning process, followed by a budget process that ensures that operational resources are allocated in alignment with its mission. There is specific language in the budget process that helps ensure that the budget and strategic plan are aligned including a prioritization matrix based on weighted criteria aligned with MATC's mission, strategic priorities, and student needs. Over 62% of the general fund budget has been allocated to instruction, student support, and instructional related expenses.

MATC links its planning and budgeting processes to the assessment of student learning and evaluation of operations as part of a state-mandated Quality Review Process (QRP) for all academic programs. The QRP Action Plans include prompts to consider necessary resource allocations related to planned improvements in programs such as the Healthcare Pathway, and the Medical Assistant diploma program. As another example, the Wisconsin Technical College System (WTCS) allocates some of its funding based on student success metrics to institutions under its umbrella using an outcomes-based funding model.

MATC considers the perspectives of internal and external constituent groups through many means including committee membership, surveys, focus groups, data, and advisory committees. The Student Satisfaction Inventory (SSI), the Community College Survey of Student Engagement (CCSSE), and the Survey of Entering Student Engagement (SENSE) are all employed to gauge student perceptions of, satisfaction with, and engagement with the College.

Perspectives of both internal and external groups provided input to the strategic planning process including broad, cross-functional representation from internal stakeholder groups and a student

member on the Strategic Planning Committee; as well as community representation at MATC-led “On the Table” events and in a series of “Stakeholder Sessions for Milwaukee Area Technical College.”

MATC has a clear understanding of its current financial capacity due to its rigorous budgeting processes. Even though MATC endured historic lows in enrollment for the past two years during the COVID 19 pandemic, future enrollment is on track to grow in 2022-23. Environmental scanning and predictive analytics is used to determine trends that may affect its capacity to meet its mission obligations. These scans include enrollment, retention, completion, and the industry and labor market data that drills down to a program level of analysis. These environmental scans are used by the Academic and Career Pathway Deans to inform the Academic Multi-year Plan.

The Academic Multi-Year Plan is the key planning document for educational programming at MATC. Labor market, historical data, and future trends in demographics, economic factors, and fastest growing occupations are used in creating the plan. The following are examples of external factors identified by the College that resulted in shifts in planning and strategy, Sustainability, Flexible Work Arrangements, and IT Cybersecurity. Cybersecurity has become one of the highest priorities for MATC. A wide range of MATC assets need to be protected from cybersecurity threats including laptops, software, medical devices, and building controls.

MATC has and continues to assess its operations consistent with systematic quality improvement concepts considering student learning outcomes. The IE division has been charged with providing leadership for MATC’s culture of continuous quality improvement. Its Office of Quality Planning & Assessment has been helping all departments and teams to develop Standard Operational Procedures for evaluation and action planning.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.S - Criterion 5 - Summary

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

Rationale

MATC is a very large complex organization with multiple locations, a student enrollment of approximately 30,000, over 100 programs, and an annual budget over \$170 million. The institution is well organized and has the resources in terms of physical plant, technology, and human resources necessary to effectively utilize its processes and procedures to fulfill its mission to transform the lives of its students and community. MATC is actively improving the quality of its offerings and has responded well to challenges and opportunities.

MATC's strong shared governance engages all levels of the institution including its governing board, administration, faculty, staff and students. Two unions, the faculty union and the staff union ensure that the voices of both are heard in planning, policies, and procedures. Data provided by MATC's IR professionals help the College reach informed decisions. Faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures that include close to 100 different committees. The Learning Pillar Integration Committee (LPIC) is the primary mechanism for faculty governance at MATC.

The student complaint process is overly complex and is not well understood by students. Students indicated that if they had a complaint, going to almost anyone higher up, will get resolution of their concern. However, as a consequence, students are sometimes confused as to why a complaint has not been adequately resolved.

MATC has adjusted its educational offerings, sunsetting some programs, like the Administrative Assistant program, that were no longer economically viable and expanding other programs consistent with the resources within its means such as Business Analyst program. MATC is staffed with 1,252 full-time and 771 part-time operational staff which include 984 faculty and 1,039 non-faculty. Depending on shifts in revenue, the executive leadership team is able to prioritize which positions are filled and which are deferred until budget is available. The institutions budgeting processes are sound, well documented, and clear of audit findings. Because of its sound fiscal management, MATC has been able to maintain a healthy allocation of resources to instruction and instructional services (approximately 62%), aligned to the strategic priority of Student Success.

MATC formulated its most recent Five-Year Strategic plan in 2019 and as a result of the pandemic, has had to systemically make revisions to that plan on an annual basis during its integrated planning and improvement initiatives. Resources were reallocated while maintaining the goals of the strategic plan. A state-mandated Quality Review Process (QRP) for all academic programs is soundly based on assessment of student learning. Planning occurs at all levels and includes input of both internal and external stakeholders. Environmental scanning is used to determine trends and predictive analytics that may affect MATC's capacity to meet its mission obligations. The next round of strategic planning has already begun and will be complete in time for a 2025 rollout.

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.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.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	Institutional Effectiveness, Resources and Planning	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.S	Criterion 5 - Summary	

Review Summary

Conclusion

MATC's mission, "Education that transforms lives, industry, and community", is clear, easily remembered, and articulated through its public signage, internet presence, and other appropriate venues. This mission guides MATC's operations and resource allocations. The College provides occupational education, training, and retraining programs as well as opportunities to prepare students for transfer to four-year institutions. Its collaborative learning opportunities are distinctive, of high quality, and beneficial to the public welfare.

MATC acts with integrity in its financial, academic, and human resource functions, providing information to the public related to program admission requirements, costs, length, and course requirements. While the collaborative governance structure is sound, the team does recommend that the MATC governing board pursue formal training outside what is currently provided internally. MATC's liaison should follow up with this recommendation offering recommendations for governing board training outside what is currently provided internally.

MATC does value academic freedom and freedom of expression and has policies and procedures in place to ensure responsible acquisition, discovery, and application of knowledge by faculty, staff, and students.

MATC provides quality education, through its main campus, branch locations, and online delivery modalities. MATC's assessment of its seven institutional learning outcomes is occurring but needs to be better communicated to students. Faculty teaching credit courses and staff are appropriately qualified and credentialed. The College has a grace period for credentialing dual enrollment faculty at the high school. Credentialing expectations are well documented in the MATC Employee Handbook. Faculty indicated that while they had opportunities to participate in professional development, financial constraints limited their access to external and discipline-specific professional development.

The College provides robust student support services tailored to the needs of its students and aligns with the WE CARE standards. A question of how student complaints are handled was posed to the students and discussed with the MATC administration. More clarification of what constitutes a formal complaint, and how it should be handled and addressed within the hierarchy of the institution is needed. The complaint processes need to be simplified and communicated clearly to students as well as the rest of the College. MATC's HLC liaison should follow up on this recommendation before the next comprehensive review.

There is ample evidence that MATC ensures the quality of its educational offerings by remaining in compliance with WTCS's QRP process that has a comprehensive schedule of QPR deadlines. Each program is reviewed every four years and there is evidence the reviews are being completed as scheduled and meet the standards of the WTCS system.

MATC engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students at the course, program, and institutional levels. The Curriculum Department is currently working on the creation of a master curriculum map to show alignment of these outcomes. Students need to be made more aware of the seven Career Essentials and their relevance to their education. The team recommends that the institution be more intentional in educating the students on the Career Essentials and their relevance to their educational experience.

Co-curricular assessment is being completed using the "Professionalism" Career Essential. Currently this is only

being assessed through the Student Life Department. The institution is encouraged to look at other co-curricular activities to include in its assessment efforts.

While MATC has stated they have mandated a master syllabus template that is to be used by all faculty, in a review of 32 sample syllabi, it was found that not all faculty members are using the master syllabus template.

While MATC is a very large complex organization with multiple locations, a student enrollment of approximately 30,000, over 100 programs, and annual budget over \$170 million, the institution is well organized and has the resources in terms of physical plant, technology, and human resources necessary to effectively utilize its processes and procedures to full its mission to transform the lives of its students and community.

MATC's strong shared governance engages all levels of the institution including its governing board, administration, faculty, staff, and students. The Learning Pillar Integration Committee (LPIC) is the primary mechanism for faculty governance at MATC.

MATC manages its educational offerings well, sunsetting some programs no longer relevant and adding new ones to meet the needs of the community. MATC formulated its most recent Five-Year Strategic plan in 2019, and the next round of strategic planning has already begun and will be complete in time for a 2025 rollout.

Given that there are more than 1000 faculty and staff employed at MATC, the team noted that attendance at forums set up for the visit could have been better. The College does have multiple campuses, and it is recommended that for the next comprehensive review, effort should be made to include those campuses in the process to a greater extent.

Overall Recommendations

Criteria For Accreditation

Met

Sanctions Recommendation

No Sanction

Pathways Recommendation

Not Applicable to This Review

No Interim Monitoring Recommended.

INTERNAL



Institutional Status and Requirements (ISR) Worksheet

Review Details

Institution: Milwaukee Area Technical College, Wisconsin

Type of Review: Standard Pathway - Mid-Cycle Review

Description: Year 4 Comprehensive Evaluation. Specific review of compliance with faculty qualifications requirements solely for dual credit faculty has been suspended until the first evaluation occurring on or after September 1, 2025.

Review Dates: 04/24/2023 - 04/25/2023

No Change in Institutional Status and Requirements

Accreditation Status

Status: Accredited

No Change

Recommended Change:

Degrees Awarded: Associates

No Change

Recommended Change:

Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2018 - 2019

Year of Next Reaffirmation of Accreditation: 2028 - 2029

No Change

Recommended Change:

Accreditation Stipulations

General:

The institution is approved at the following program level(s): Associate's

The institution is not approved at the following program level(s): Bachelor's, Master's, Specialist, Doctoral

- No Change
- Recommended Change:

Additional Locations:

Prior HLC approval required.

- No Change
- Recommended Change:

Distance and Correspondence Courses and Programs:

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

- No Change
- Recommended Change:

Competency-Based Education:

- No Change
- Recommended Change:

Accreditation Events

Pathway for Reaffirmation of Accreditation: Standard Pathway

- No Change
- Recommended Change:

Upcoming Reviews:

Comprehensive Evaluation Visit - 2028 - 2029

Federal Compliance Review - 2028 - 2029

- No Change
- Recommended Change:

Upcoming Branch Campus or Additional Location Reviews:

No Upcoming Reviews

- No Change
- Recommended Change:

Monitoring

Upcoming Monitoring Reviews:

No Upcoming Reviews

- No Change
- Recommended Change:

Institutional Data

Academic Programs Offered:

Undergraduate Programs		
Associate Degrees:	88	<input type="checkbox"/> No Change <input type="checkbox"/> Recommended Change:
Baccalaureate Degrees:	0	<input type="checkbox"/> No Change <input type="checkbox"/> Recommended Change:
Graduate Programs		
Master's Degrees:	0	<input type="checkbox"/> No Change <input type="checkbox"/> Recommended Change:
Specialist Degrees:	0	<input type="checkbox"/> No Change <input type="checkbox"/> Recommended Change:
Doctoral Degrees:	0	<input type="checkbox"/> No Change <input type="checkbox"/> Recommended Change:
Certificate Programs		

Certificates:	125	<input type="checkbox"/> No Change <input type="checkbox"/> Recommended Change:
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Contractual Arrangements:

No Contractual Arrangements

- ✓ No Change
- Recommended Change:

Off-Campus Activities

Branch Campuses:

No Branch Campuses

- ✓ No Change
- Recommended Change:

Additional Locations:

Mequon, 5555 West Highland Road, Mequon, Wisconsin 53092 UNITED STATES

Health Education Center, 1311 North 6th Street, Milwaukee, Wisconsin 53212 UNITED STATES

Walker's Square, 816 W National Avenue, Milwaukee, Wisconsin 53204 UNITED STATES

Oak Creek, 6665 South Howell Avenue, Oak Creek, Wisconsin 53154 UNITED STATES

West Allis, 1200 South 71st Street, West Allis, Wisconsin 53214 UNITED STATES

- ✓ No Change
- Recommended Change: