Academic Plan Priorities

2018 Madison College Learner Success Priorities at a Glance

REIMAGINE THE MADISON COLLEGE ACADEMIC PORTFOLIO TO SERVE NEW AUDIENCES

01

In order to meet the changing labor market and workforce needs in our District, Madison College must find creative ways to serve additional audiences while working within budgetary and enrollment constraints.

STRATEGIES

× **Repackage existing programming and courses for new audiences.** Madison College currently offers a large number of individual courses that could be packaged in different ways to better serve our existing student population and new audiences. Some examples include:

- Interdisciplinary Programs
- Post-Baccalaureate Type Programs
- Programs with Emphasis Areas
- Occupational Options within Transfer Programs
- Non-Credit Incumbent Worker Training Opportunities
- Global Professional Development Training Opportunities
- Digital Badges or Microcredentials

✕ Develop Transfer Partnerships

As both student and employer demand for bachelor's degrees grows, Madison College must continue to focus on working with our four-year college and university partners to create more meaningful transfer pathways for students. Examples include:

- Meaningful transfer options for applied associate degree graduates
- On-campus bachelor's degree completion options

✕ Improve Organizational Infrastructure Related to Program Development

There are infrastructure improvements, both internally at Madison College and externally, that would enhance the College's ability to refine its academic portfolio to best meet both student and employer demand. Examples include:

- Expand credit for prior learning systems and opportunities
- Improve College's ability to communicate program options to students
- Collaborate with the Wisconsin Technical College System to rethink policies related to program development

✕ Explore Programs of Promise

Based on information about emerging industries and labor market trends, the following programming categories should be explored as possible additions to the Madison College academic portfolio:

DATA ANALYTICS
Business Intelligence
Health Informatics
Data Science
Research Analyst
Interdisciplinary options for various professionals

AGRICULTURE & NATURAL RESOURCES
Forestry
Urban Forestry
Horticulture

HEALTHCARE
Diagnostic Medical Sonography
Dental Therapist
(still progressing toward licensure in Wisconsin)
Community Paramedic

**FURTHER DEVELOP THE
PROGRAM ANALYSIS SYSTEM**

02

With further development and additional metrics, the program analysis system can help College leaders access consistent, reliable information to make proactive decisions related to resource allocation, marketing and strategic enrollment management.
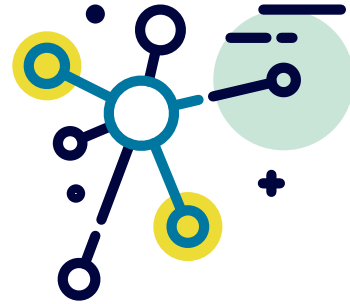
STRATEGIES

× Expand the system to better understand college equity issues.

× Create metrics related to the School of Arts & Sciences, and School of Academic Advancement.

× Establish a systematic process to collect and distribute program analysis information annually.

× Create visualizations and dashboards to make analysis data easier to use.

× Use "Opportunity Program" data from the Program Analysis Tool to guide internal decisions about resource allocation and other strategic initiatives.

**REDEFINE SYSTEMS FOR
OFFERING COURSEWORK
TO HIGH SCHOOL STUDENTS**

03

Improving or expanding these systems can provide opportunities for underserved young people in the District. Additionally, there is an opportunity to generate enrollment if more of these students transitioned to Madison College after high school.
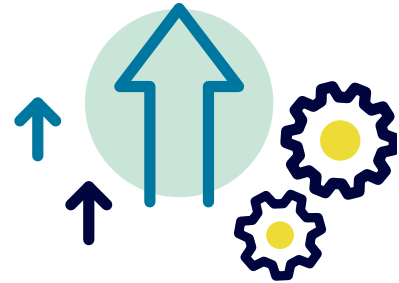
STRATEGIES

- × Create a "front door" model for K-12 initiatives that will establish a universal K-12 vision and targeted strategies as well as itemize and assess all existing K-12 engagements and improve relationships and communication with high school partners.

- × Increase college credit offerings to District high school students, especially those that allow students to earn a short-term credential while still in high school.

- × Expand early college credit models to different academic areas within the College including other associate of arts or science or technical degrees.

- × Explore ways to better retain K-12 students at Madison College after high school completion.

04

INCREASE THE NUMBER OF BASIC SKILLS STUDENTS WHO TAKE AND SUCCEED IN DEGREE CREDIT COURSES

Improving success rates for basic skills students would increase the number of opportunities available for this underserved population. There is also an opportunity to generate enrollment if more basic skills students transitioned to degree credit programming.

STRATEGIES

× Measure the effect of developmental education corequisite and accelerated pathways on student success rates, as compared to the traditional model.

× Work with staff to support sector bridge programming, which will provide more program options. This will include training for faculty to teach in the new models and for advisors to guide students appropriately.

× Explore having students apply to a program prior to starting coursework so they can be tracked, advised and feel a part of the process.

× Support the Personal Education Plan (PEP) initiative as an opportunity for developmental education students to understand and plan for their ultimate career goal, thereby increasing the rate of success.

DEVELOP STRATEGIC ACADEMIC PROGRAMMING PLANS AND IDENTITIES FOR REGIONAL CAMPUSES

05

Demographics and workforce needs are changing in the areas surrounding our regional campuses. Madison College needs to continue to find creative ways to best serve students and employers, as well as the greater community in these areas while maximizing available resources.

STRATEGIES

✕ **Establish an individualized programming plan for each regional campus.**
More than 35% of courses offered at any regional campus in the 2017-18 academic year were offered at three or all four regional campuses. Make programming plans at regional campuses more unique to limit competition for students, faculty and facilities among Madison College campuses.

✕ **Explore programs that can be offered exclusively at a regional campus.**
Examine existing programming to identify programs that could be moved from a Dane County campus to a regional campus. The following criteria may be useful when identifying programs that might be a good fit for this move:

  • Relatively high student demand.

  • Has unmet facility needs in their current location.

  • Can create a "commuter-friendly" schedule, often for a cohort-based program where students attend full-time, but there are other options.

  • Can meet any clinical/internship requirements without requiring students to travel significant distances from home campus.

✕ **Consider different ways to meet student demand vs. employer demand.**
Explore options that may require graduates to commute outside the region for work. Additionally, each campus should continue to expand their portfolio of employer-driven workforce training to serve the local labor market, which appears less concerned with degrees.

✕ **Pursue the 18- to 22-year-old student audience.**
Increase lower postsecondary enrollment rates by offering a programming mix at the regional campuses appealing to regional high school graduates. Focusing primarily on returning adult students when the unemployment rate is low is difficult since enrollment among that group is closely tied to their ability to find work.

ESTABLISH LEADERSHIP AND OVERSIGHT FOR ACADEMIC TECHNOLOGY AND ONLINE/ FLEXIBLE LEARNING

06

Demand for online and flexible learning is increasing as technology continues to improve. Madison College needs to create a structure that both promotes and supports increased access to online and flexible learning opportunities as well as adoption of academic technologies that enhance the student learning experience.

STRATEGIES

× Shift existing talent and skills in Learner Success to ensure leadership, decision-making and strategic planning for online learning and academic technology at Madison College.

× Hire an external consultant to help Madison College bridge the existing gap between Academics and Technology Services.

× Identify a centralized contact point for students to address questions and concerns about online courses.

× Create a governance group to oversee, plan and prioritize Learner Success initiatives as it relates to Academic Technology.

× Establish a formal process for ongoing assessment of online learning and academic technology that implements a model directly tying online course fees to technology, online growth, development and support.

× Create an "Innovation and Engagement Lab" to serve as a faculty support lab to experiment with different technologies and tools, as well as providing dedicated instuctional design support for online courses.

× Ensure UDL and accessibility are part of the "way we do business" for online teaching and learning.

× Explore opportunities and options to support "Bring Your Own Device" (BYOD), taking into account equitable access to technology for all students.

× Shift learning focus from access to online degrees at Madison College to access to success for all online students.