

Madison College Academic Plan — Executive Summary



This **EXECUTIVE SUMMARY** provides an overview of the Madison College Academic Plan. With the implementation of this plan, Madison College will be well positioned to serve students, employers and the greater community. As the community around us evolves, so will we — making this plan a constant work in progress.



With input from employers, educators and students, we have identified **SIX STRATEGIC PRIORITIES** that will provide the framework for how we proceed in meeting our goals.

Within each priority we define challenges, opportunities and recommended strategies. Recognizing the budgetary and enrollment constraints we face, these priorities allow us to be creative with the resources we have available to ensure Madison College continues to thrive as a higher education institution.



REIMAGINE THE ACADEMIC PORTFOLIO TO SERVE NEW AUDIENCES

01

In order to continue 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.

CURRENT INITIATIVES



UNIVERSITY PARTNERSHIP CENTER

Building relationships, agreements and true partnerships with four-year institutions for students to transfer.

TRANSFER PATHWAYS PROJECT

Developed a series of transfer advising resources, advisement reports and course guides for students interested in high-demand majors at our top four transfer institutions: UW-Madison, UW-Whitewater, Edgewood College and UW-Milwaukee.

PROGRAM DEVELOPMENT PROCESS

Academic Strategy and Analysis unit formed to expand capacity for new program research and development in Learner Success.

CAREER PATHWAYS

Better align milestones in programming with qualifications needed in the labor market.



CHALLENGES

- × Communicating with students about their options.
- × Creating interdisciplinary programs or programs without an administrative champion.
- × State regulations.
- × Responding to demand for new programs quickly.

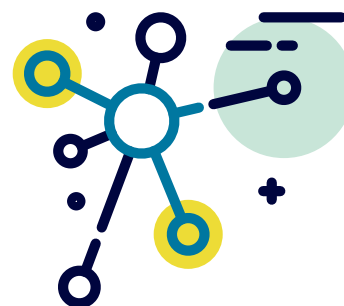


OPPORTUNITIES & RECOMMENDATIONS

- × Repackage existing programming and courses for new audiences, including expanding incumbent worker and credit for prior learning opportunities, interdisciplinary programming and post-baccalaureate options.
- × Continue to work with college and university partners to create more meaningful transfer pathways for students.
- × Improve organizational infrastructure related to program development, including credit for prior learning, better communication about program options, improved ability to develop programs without administrative champions and WTCS collaborations.
- × Explore programs of promise in emerging fields such as Data Analytics, Agriculture and Natural Resources, Healthcare, Advanced Manufacturing.

FURTHER DEVELOP THE PROGRAM ANALYSIS SYSTEM

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.



02

CURRENT

INITIATIVES

CREATION OF DIAGNOSTIC TOOLS

Pilot project with 11 program areas in 2016 to test tools for assessing program health and performance.



Expand the College's program analysis system to better understand college equity issues.

CHALLENGES

- × Some program directors and faculty are hesitant to embrace tools that evaluate program performance.
- × No established process to gather qualitative feedback and goals.
- × Data abnormalities need to be repaired.
- × Existing tool does not measure School of Arts and Sciences, School of Academic Advancement or School of Professional and Continuing Education.
- × Existing tool does not measure service to underrepresented student groups.

OPPORTUNITIES & RECOMMENDATIONS

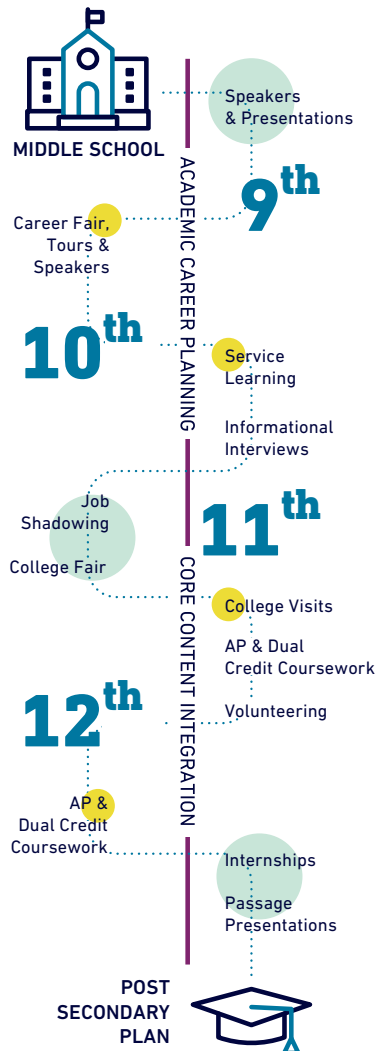
- × Expand the program analysis system to better understand college equity issues.
- × Create metrics related to School of Arts and Sciences and School of Academic Advancement.
- × Establish a systematic process to collect and distribute program analysis information annually.
- × Create visualizations & dashboards that make program analysis data easier to use.
- × Continue to use the tool to advocate for program-specific opportunities related to program growth, promotion/advertising, internal enrollment initiatives and retention or graduation initiatives.



03

REDEFINE SYSTEMS FOR OFFERING COURSEWORK TO HIGH SCHOOL STUDENTS

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



CURRENT INITIATIVES

DUAL CREDIT/ CONCURRENT ENROLLMENT

Allows a student to receive college credit upon successful completion of a college-level course delivered at the high school with the same competencies.

MIDDLE COLLEGE

Students in their senior year of high school can complete college-level coursework that focuses on a trade while still taking courses in their high school.

EARLY COLLEGE STEM ACADEMY

Students complete 60 college-level credits with a STEM focus that will transfer to many area colleges and universities.

GATEWAY TO COLLEGE

Assists students between the ages of 16 and 23 who have dropped out of high school or are behind on their coursework to keep on track for graduation.

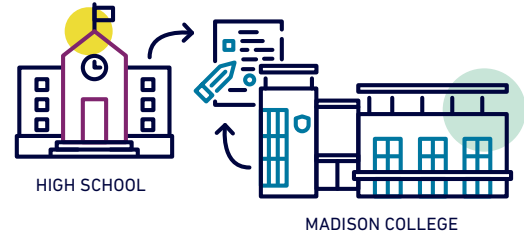


BASIC SKILLS COURSEWORK

Students take basic skills coursework to begin a pathway from high school to college-level courses.

WISCONSIN FAST FORWARD, ACT 59

Focuses on short-term, entry-level credentials that students are more likely to complete while still in high school.



PERSONALIZED PATHWAY INITIATIVE

Groups students into smaller learning communities focused on curriculum and careers in a specific career field.

START COLLEGE NOW

Provides college-ready high school juniors and seniors the opportunity to take college-level classes while still in high school.

CHALLENGES

- × Current decentralized model of K-12 initiatives leads to duplication in efforts and does not allow for a universal vision with targeted, strategic goals.
- × K-12 staff are frustrated because they need to have so many different contacts at the College for different things. Because the College is so complex, it is impossible for K-12 staff to know who to reach out to for what.

OPPORTUNITIES & RECOMMENDATIONS

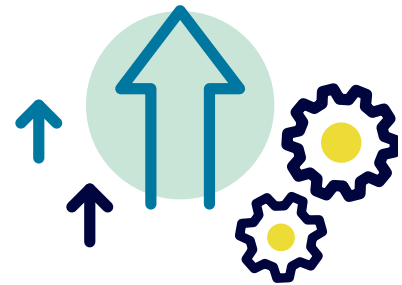
- × Create a centralized “front door” model for K-12 initiatives to improve relationships and streamline communication with high schools.
- × Itemize and assess current K-12 engagements.
- × Increase college credit offerings to high school students, especially those that allow students to earn a short-term credential while still in high school.
- × Expand Early College credit models to different academic areas within the College.
- × Explore ways to better retain K-12 students at Madison College after high school.



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 opportunities available for this underserved population. There is also an opportunity to generate enrollment if more basic skills students transitioned to degree credit programming.



CURRENT INITIATIVES

BRIDGE PROGRAMS

Current programming in Construction and Remodeling, Industrial Maintenance and Biotechnology.

CARES TITLE III GRANT PROJECT

CHALLENGES

- × These students face more barriers — more likely to be a single parent, minority, unemployed, disabled, less likely to have parents who are college graduates.
- × Current transition rates from developmental education to degree credit are low.

OPPORTUNITIES & RECOMMENDATIONS

- × Explore and address gaps in student success for certain populations.
- × Identify and implement programming models to better serve this population, including bridge programming, accelerated math/English & contextualized curriculum.
- × Explore requiring developmental students to apply to a program prior to starting coursework so they can be tracked and properly advised.
- × Support the Personal Education Plan initiative, specifically as an opportunity for developmental education students.





05

DEVELOP STRATEGIC ACADEMIC PROGRAMMING PLANS AND IDENTITIES FOR REGIONAL CAMPUSES



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, employers and the greater community in these areas while maximizing available resources.

CHALLENGES

- × Types of jobs available in regional areas don't always align with regional residents' interests.
- × Smaller population of students.
- × Decisions often made by individuals without direct knowledge of regional campus operations.
- × Regional campuses and employers underrepresented in program planning.
- × Most program-specific, specialized facilities and faculty are not located at regional campuses.
- × Significant drop in non-traditional age students at regional campuses.

16%

of all regional residents need to commute out of the regional area to find work

26%

of residents with an associate degree or higher need to commute out of the region to find work in their field

OPPORTUNITIES & RECOMMENDATIONS

- × Establish an individualized programming plan for each regional campus.
- × Explore programs to be offered exclusively at a regional campus.
- × Consider different ways to meet student demand vs. employer demand.
- × Pursue the 18- to-22-year-old student audience.



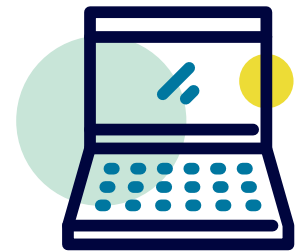
06

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

Demand for online and flexible learning is increasing and academic technology continues to improve. Madison College needs to create a structure promoting and supporting increased access to online and flexible learning opportunities, and the adoption of academic technologies that enhance the overall student learning experience.

CHALLENGES

- × Lack of strategic leadership or decision-making authority for academic technology and online learning in Learner Success.
- × Lack of long-term and short-term vision for academic technology and online learning in Learner Success.
- × Slow to adopt new technologies.
- × Lack of governance structure for academic technology.
- × Lack of identified funding to support, grow or pilot new initiatives related to academic technology and online learning.
- × Classrooms are not equal as it pertains to academic technology.



OPPORTUNITIES & RECOMMENDATIONS

- × Create vision and strategic planning oversight for online learning, academic technology and flexible learning in Learner Success.
- × Identify and refine online learning and academic technology access and support systems for faculty and students.
- × Expand and systematize flexible learning options, including remote course attendance.
- × Focus on academic and educational technology innovation, exploration and adoption, in collaboration with technology services.
- × Create governance and decision-making structure around flexible learning in Learner Success.