



MADISON
AREA | TECHNICAL
COLLEGE

ACADEMIC PLAN

Madison Area Technical College

Prepared in Fall 2021





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INTRODUCTION

TREND LINES WERE BROKEN. PREDICTIONS MADE NO SENSE.

Trend lines were broken. Predictions made no sense. Relevant data and patterns were hard to come by. Questions were unending. Innovation and new possibilities emerged. As we slowly emerge from the disruptions of the past few years, this version of the Academic Plan is aimed at resetting, rebuilding, and reaffirming our academic portfolio to ensure it remains as responsive and relevant as possible for our students, our District employers, and our partners.

This plan is not all-inclusive, but rather serves as a guide for us as we position Madison College for inclusive excellence, student success, faculty support, and sustainability in the coming years. Based on the enduring elements of our mission and vision, and framed by key college success measures, this plan drives strategy and goal setting that cascades to the unit, school and program levels. It is assessed and refined every few years to roll forward, advance the momentum of the plan before, and adapt to changing demographic, economic, technological, and social realities and opportunities.

Thank you to all who have helped shape this 2021 plan. Thank you to all who will now make it happen—for the good of our students and their bright futures.

DR. TURINA BAKKEN

Provost
Madison Area Technical College



FOCUS AREA 1

PROGRAM AND COURSE MIX: HOW SHOULD MADISON COLLEGE THINK ABOUT OUR OFFERINGS AS WE EMERGE FROM THE COVID-19 PANDEMIC?

The disruption of the COVID-19 pandemic has given Madison College a unique opportunity

The disruption of the COVID-19 pandemic has given Madison College a unique opportunity to “take a step back” and holistically evaluate the entire Madison College academic portfolio--including programming needs, course instruction modes, and regional campus strategies. The college needs to consider the student, workforce, and economic needs of our district as well as synthesize lessons learned through our semesters of remote instruction and develop a framework to think about our “ideal” program and course mix during this recovery period.

Like most colleges, Madison College pivoted to an online/remote schedule at the beginning of the COVID-19 pandemic in March 2020. Courses continued to be primarily remote with a small number of on-campus offerings through academic year 2020-2021. The college increased the number of on-campus courses in Fall 2021 and plans to move forward scheduling courses with no health and safety restrictions in Spring 2022.

We have already learned that the end of the health and safety restrictions does not necessarily mean that all courses should immediately return to the location, format, or instruction mode they were taught in before the COVID-19 pandemic. Many students are extremely interested in returning to on-campus instruction, but there are also many others who discovered (and appreciated) the flexibility of online instruction and may be interested continuing online going forward. Developing a mix that balances these interests while using data to evaluate and prioritize student access and success is going to involve a lot of careful consideration and probably some trial and error.



PRIORITIES FOR FOCUS AREA 1

- **ESTABLISH** and test a framework to aid decision making about what instruction mode, where, and in what quantity to offer particular programs and classes in order to advance a relevant academic portfolio

- **CREATE** post-COVID strategic academic plans and identities for each of the regional campus locations

EXPLORE creating transfer pathways that link Madison College programming to high demand jobs that require a bachelor’s degree, short-term credentials that serve individuals interested in upskilling, and programming or credentials in the following Program of Promise areas:

- - Alternative Fuel-Sourced Vehicle Technicians
 - Self-Driving Automobile Technicians
 - Dental Therapists
 - Strategic Workforce Planning (HR)
 - Logistics and Supply Chain Management

- **EXPAND** the availability and use of program and course data for decision making, including developing improved diversity, equity, and inclusion metrics and tools.

- **REFINE** use of the Program Analysis System to better integrate with the college’s program marketing plan and the strategic enrollment management plan.



FOCUS AREA 2

EQUITY AND INCLUSION: AMPLIFYING AND FURTHER COMMITTING TO THE EXISTING ACADEMIC AFFAIRS AND SCHOOL EQUITY AND INCLUSION PLANS

The Madison College Equity and Inclusion Plan affirms college goals, priorities, action steps, and accountability plans to address equity issues.

Equity and Inclusion has been identified as a critical goal for Madison College including specific focus by the Board, President, and Provost. To leverage and support this work, Academic Affairs drafted the Academic Affairs Equity and Inclusion Plan 2020-2023 and created a new Institute for Equity and Transformational Change. Focus from the Academic Plan is designed to provide clarity regarding the integration of plans at multiple levels of the institution as well as provide metrics for assessment of progress.

Implementation of Academic Affairs equity and inclusion strategy will be grounded within five key pillars that are designed to support and leverage the college-wide Equity and Inclusion Plan for 2020-2023. These five pillars include:

1. Vision and Practice – Madison College academic units will articulate and implement a vision of inclusive excellence and model an intentional focus on equity and antiracism in policy and practice.
2. Curriculum and Programming – Madison College will serve as a place of active engagement and learning related to equity, inclusion and intercultural understanding.
3. Professional Development – Madison College will foster a culture of antiracist learning and inclusive engagement among faculty, staff, and academic leadership.
4. Talent Acquisition & Retention – Madison College will recruit, hire, retain, and support a diverse academic community of faculty, staff, and administrative leadership.
5. Student Success – Madison College will use data monitoring systems to assess equity of student performance and establish academic intervention strategies to address areas of inequity in student success.

PRIORITIES FOR FOCUS AREA 2

- **ESTABLISH** the Institute for Equity and Transformational Change as the hub for faculty and staff participation in diversity, equity and inclusion efforts
- **CREATE** a system to support funded faculty action research projects on topics that advance Madison College-specific equity and inclusion efforts
- **DEVELOP** and offer a series of DEI-related faculty professional development opportunities, including offerings that meet FQAS requirements and ongoing professional development options.
- **EXPAND** existing the Diversity, Equity and Inclusion curriculum mapping and revision efforts to all academic units and schools
- **ALIGN** and integrate Achieving the Dream strategies towards the inclusive excellence of all students.





FOCUS AREA 3

K-12 STRATEGY AND ENGAGEMENTS: REDEFINING AND EXPANDING SYSTEMS FOR OFFERING COURSEWORK TO HIGH SCHOOL STUDENTS



In 2018, a new unit was created called Early College and Workforce Strategy that combined different departments with ties to K12 and workforce development. One function of this unit was to act as the front door to our K12 partners and provide initiatives for students to earn college credit while still in high school. Recently, there have been some strategic organizational shifts that now allow for all K12 programming to be housed directly under the Early College and Workforce Strategy unit and eliminating the need for separate departments.

Madison College has made considerable progress since the launch of the 2018 Academic Plan on high school and K12 organization, engagements, and initiatives. However, there is still ongoing work in this area to continue to engage with our K12 partners on targeted strategies to grow, diversify, and support our K12 student population.

Current Strategies and Initiatives

- **Dual Enrollment**– Students take classes in their high school that earn them both high school and college credit. Madison College offers 42 dual enrollment course options 48 district high schools.
- **Start College Now**– Start College Now is a program through Wisconsin Department of Public Instruction in collaboration with the Wisconsin Technical College System (WTCS) to allow high school juniors and seniors in good standing to take college classes while still in high school. Madison College has packaged these opportunities into two different offerings: Running Start and Early College Academies.
- **Youth Apprenticeship**– For students still in high school who know the trades are the right fit, a high school student can meet with their high school counselor to determine if a youth apprenticeship would be a beneficial way to start learning a trade and earning an income while still in high school.
- **Gateway to College**– Gateway to College is a program offered at Madison College for high schoolers who are on the verge of dropping out of school or who have already done so. These at-risk students have an opportunity to earn college credit along with their high school diploma.

Challenges

- Madison College processes for Start College Now students are manual, outdated and require significant staff time to complete
- Personnel changes and challenges due to Covid at both Madison College and at partner K-12 schools have exacerbated existing process issues



PRIORITIES FOR FOCUS AREA 3

- **EXPAND** marketing and communication efforts for Early College offerings. Focus on reaching students earlier in their high school career so freshman and sophomore students can plan ahead for programming they might participate in as juniors or seniors.
- **DIVERSIFY** course options and expand access to underserved student demographics. Consider exploring additional credentials students could earn while in high school.
- **AUTOMATE** college processes and student tracking to free up staff time for direct student service.
- **DEVELOP** strategies to transition Early College participants to Madison College after high school.



FOCUS AREA 4

SCIENCE, TECHNOLOGY, ENGINEERING, & MATH: ADVANCING STEM PROGRAMMING AND STEM STUDENT SUCCESS

With integration between areas that offer STEM programming and services, Madison College can develop comprehensive and coherent pathways from entry level employment to advanced work in the STEM fields.

In 2021, Madison College defined a new organizational structure that aims to improve STEM (Science, Technology, Engineering and Math) offerings and increase STEM student success. More streamlined alignment between various areas and services, high schools, and industry can lead to increased support for students, more defined recruiting strategies, and a greater ability to stay updated on emerging industry trends.

Current Strategies and Initiatives

- **The Madison College STEM Center**– The STEM Center was established as a resource for students in STEM fields by providing a space to interact with faculty, peers, and other professionals in related industries. Students can find tutoring assistance, faculty advising, insights into career options, and connections to opportunities.
- **Creation of the new School of Engineering, Science and Math (ESM)**– In our College’s new organizational structure, the School of ESM has formally integrated Liberal Arts Transfer disciplines and Applied Engineering disciplines. ESM is working to create engineering pathways and common curriculum from Technician to bachelor’s degree programming.
- **Early College STEM Academy**– The STEM Academy is a dual enrollment program for high school students who are from four underrepresented demographic categories: first generation, low income, underrepresented race or ethnicity, and gender (female). Students take a full-time schedule of college classes at Madison College over 11th and 12th grade and tuition is paid by participating districts.

Challenges

- Integrating STEM related curriculum in programs across the college will require non-STEM faculty to find value in the curriculum and partner with STEM faculty
- STEM programming and services occur in several areas at the college and cannot be consolidated given the size of our institution and STEM related programs and services
- Aligning curriculum to create exploratory pathways
- The next phase of the STEM Center is ambitious, especially given resource constraints
- The formal divide between STEM related programs, faculty, and students across different schools and areas in the college
- Our agility and resource constraints to be able to respond and create programming related to new technology in STEM related fields

PRIORITIES FOR FOCUS AREA 4

- **DEVELOP** a curriculum mapping process that includes STEM skills and abilities infused into all programs such as critical thinking, data literacy, and technological literacy
- **ADVANCE** the work of the Madison College STEM Center as a centralized hub that increases access to and success in STEM programming and unifies STEM efforts across the College
- **IDENTIFY** opportunities for integration between Madison College Schools, especially the Schools of Engineering, Science and Math and the School of Tools and Technology through the work of the STEM Center, curriculum mapping, and interdisciplinary programming
- **EXPLORE** new educational programming that promotes new jobs and entrepreneur opportunities in the STEM fields



FOCUS AREA 5

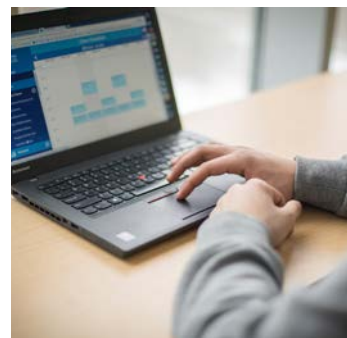
ACADEMIC TECHNOLOGY: CULTIVATING AND EXPANDING OUR COMMITMENT TO ACADEMIC TECHNOLOGY AND ONLINE LEARNING

Madison College needs to continue to promote and support increased access to online and flexible learning opportunities for students.

With an expanded emphasis on remote instruction during the COVID-19 pandemic, more students and faculty are using more advanced academic technology solutions than ever before. Ensuring access and success in high quality, engaging learning experiences is paramount to learner retention and overall success. In addition, leveraging technology to increase remote learner perceived sense of connectedness to the college is also vital toward their success.

Current Initiatives

- **Support faculty teaching in online or flexible instruction modes**—This includes activities such as enhancing and revising the Center for Excellence in Teaching and Learning’s professional development offerings, responding to increased faculty requests, managing virtual proctoring needs and supporting faculty interested in using new and emerging technologies such as Padlet, Mentimeter, CourseArc, Yuja and FlipGrid in their courses.
- **Explore and implement academic technology solutions college-wide**— This includes activities such as piloting new engagement technologies such as Articulate Rise, expanding the use of multimedia technologies such as Yuja and Course Arc to reduce our digital storage needs, and developing and supporting simulation and virtual reality modules for use in the classroom.



PRIORITIES FOR FOCUS AREA 5

- **CREATE** an Extended Reality (XR) Center to support Madison College students to experience virtual reality both for personal exploration and for teaching and learning purposes.
- **TRANSITION** to Blackboard Ultra, a more modern, responsive, and accessible version of Blackboard
- **ORGANIZE** and develop a leadership plan for college-wide simulation work as it becomes a larger focus in healthcare, EMS, and protective services programming
- **EXPLORE** opportunities for a more robust and enhanced instructional design process to support the use, integration, and adoption of academic technology as well as develop a systemic and scalable master course process
- **ADVOCATE** for and support the use of open educational resources (OER)



REFERENCES AND OTHER RESOURCES

ENVIRONMENTAL SCAN

● A comprehensive environmental scan of the Madison College district completed in Fall 2021 as background research for the academic plan.

[LINK TO DOCUMENT](#)

POST-COVID INSTRUCTION MODE FRAMEWORK

● This framework is designed to provide a more structured way of thinking about a course or department's instruction mode mix in the post-COVID 19 era.

[LINK TO DOCUMENT](#)

PROGRAMS WITH OPPORTUNITIES FOR ENROLLMENT GROWTH OR INCREASED STUDENT SUCCESS

● The 2022 outputs from the College's Program Analysis System identified programs that have potential opportunities for enrollment growth or increased student success.

[LINK TO DOCUMENT](#)

ACADEMIC AFFAIRS EQUITY AND INCLUSION PLAN

● The full text of the College's 2020-2023 Academic Affairs Equity and Inclusion Plan

[LINK TO DOCUMENT](#)

ADDITIONAL INFORMATION ON K-12 STRATEGY AND ENGAGEMENTS

● Further detail and background on K-12 strategy, engagements and priorities going forward.

[LINK TO DOCUMENT](#)

ECONOMIC IMPACT STUDY BRIEF

● Madison College leadership contracted with Economic Modeling Specialists Incorporated (EMSI) to conduct an objective assessment of the college's impact on the community.

[LINK TO DOCUMENT](#)

ACKNOWLEDGMENTS

THE ACADEMIC PLAN IS A CULMINATION OF COLLABORATIVE, RESEARCH BASED WORK THAT COULD NOT HAVE BEEN COMPLETED WITHOUT THE HELP OF MANY PEOPLE.

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