

## The Madison Area Technical College Process for Program and Department Development of Curriculum Portfolios

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[www.matcmadison.edu](http://www.matcmadison.edu)

## Goal of this presentation...

Examine the "Course Portfolio Model"  
developed and implemented using a  
systematic process at MATC for  
continuous improvement.

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## Madison Area Technical College

- One of 16 technical colleges in the Wisconsin Technical College System
- Offerings Include:
  - Career and Technical Education
  - College Transfer
  - Continuing Education
  - College Preparatory
- More than 140 associate degree programs and certificates

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## Who is MATC?

The MATC District includes:

- 8 campus locations
- 223 municipalities
- 723,000 residents
- Portions of 12 counties

**Total unduplicated enrollment = 41,848**  
**FTE=4814**

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## A Commitment to Teaching...



- Over 450 full-time faculty
- Over 1200 part-time faculty

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## Scenarios

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## Why did MATC create Course Portfolios?

- AQIP 4 project team identified PT Instructor need for improved access to course documents and resources.
- Course documents were not consistently available for FT or PT faculty.
- Processes were not in place to develop and distribute course documents to FT or PT faculty
- In 2005, 51% of surveyed PT faculty reported a need for access to course materials

QUESTIONS VIDEO

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## What is a Program or Department Curriculum Portfolio?

- Contains required course documents for all courses in a Department/Program
- Each Department/Program has it's own Course Portfolio Blackboard site
- Access to Portfolios only for Program/Department Faculty (Fulltime and Part-time) Deans, Associate Deans
- 91 Program/Department Course Portfolio sites are currently in progress

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## How was the Course Portfolio Project Managed?

- Small cross functional team- consisted of: 3 FT faculty, 1 PT Faculty, 1 Administrator, 2 Continuous Quality Control Mentors (faculty),
- Utilized Six Sigma processes
  - Used data to make decisions
  - Analyzed and responded to customer needs
- Reported to College Council at benchmarks in the project (toll gate review)

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## Project Team defined the following course portfolio project outcomes:

- Contains minimum required items, including electronic course materials, as appropriate, for all courses taught
- Available to instructors 60 days before the course start date
- Available in clearly defined locations
- Reviewed and revised annually

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## What items are included in a Course Portfolio?

- Outline of Instruction (official course documentation that includes content covered, learner outcomes desired, and assessment methods and measures for outcomes)
- Sample Syllabi
- Required Resources: textbook list, websites, handouts, DVDs, etc.
- Recommended Resources: PowerPoint's, activities, assignments, assessments, lecture notes, lab manuals etc...
  - Standard Program/Department policies
  - Course Instructor Commentary

CINDY Clip

## How are Course Portfolios Managed?

- Course Coordinator- faculty member is responsible for:
- posting course information
  - communication with other faculty teaching the course
  - revising and updating course materials.
- How is this time compensated?

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## Major steps in constructing a Course Portfolio

- Create the Department/Program Course Portfolio Blackboard Site
- Include Target Goals for Course Portfolios Development in Unit Plan
- Assign a representative group of faculty to develop course portfolios designated as "Course Coordinator"
- Course Coordinator and assigned faculty collaborate as needed to compile portfolio materials
- Present Course Portfolio to Department/Program for Review and Approval
- Course Coordinator posts final course portfolio to department/program Course Portfolio Blackboard Site
- Course portfolio access provided to new instructors by Director or Course Coordinator

Refer to the Quick Start Step-by-Step Guide in handout!

## Major benchmarks and Implementation steps for the Course Portfolio Project:

- May 2007- Team begins to gather information and data, develops process steps
- March 15, 2008 pilot project "Course Portfolio Day" March 15th, 2008 (4 different faculty teams try the process)
- August 2008-Course Portfolio Team share information and elicit feedback from faculty at all fall convocation sessions.
- September 2008 VP of Learner Success officially directs faculty teams to include "Course Portfolio in Unit planning".

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## Major Benchmarks continued...

- December 2008, Course Portfolio template sites are created for all programs/departments on Bb, program director and course coordinators automatically enrolled.
- January 2009, Course Coordinator Training 117 coordinators trained.
- January 2009, Course Portfolio Guide books distributed at training, made available to all faculty and deans via Blackboard sites or in paper form by request
- March 2009, first Annual "Curriculum Review Day" for faculty- focus to build course portfolios.
- September 2009, course portfolio maintenance update on website resources.

## Moving forward: "Sustainability processes"

- Create a Course Portfolio Dashboard for the MATC Community
  - website to track progress of course portfolio development, provide descriptions of course portfolio processes, recognize departments and programs as leaders of the process, identify owners of the process, display accountability.
- Define an improved process for faculty enrollment to Course Portfolio blackboard sites.
- Train administrators on use and ownership/responsibilities of course portfolios.
- Need a "group" with general access to all portfolios for maintenance

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## Identified Challenges

- Systematic accountability process
- Making course portfolios a priority for administration
- Website URL changes
  - created maintenance issues (new MATC website 8/2009)
- Lack of participation
- Course Coordinator succession planning and budgeting
- Willingness by faculty to go beyond basic requirements and share more information

STEVE VIDEO

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## Lessons Learned and Other Unintended Outcomes

- Identified and clearly defined an ownership of the process
- Planned sustainable process by establishing measures and accountability.
- Created some standardization for curriculum processes without infringing on academic freedom, "fair share" and maintaining privacy of course portfolio blackboard sites.
- Integration of unit planning as a tool to plan time and resources to complete course portfolios
- Has allowed for a repository of program documents and information

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## Lessons Learned Continued...

- Mobilized faculty and administration to complete and make available outlines of instruction for all degree credit courses at MATC
- Shed light on "time gap" between hiring of faculty and their ability to access services and resources to prepare for course instruction.
- Fostered communication/connection gaps between fulltime faculty and part-time faculty within programs and departments.
- Innovative ways to utilize course portfolio for individual departmental needs.

[GENA video](#)

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Course Portfolio Guidebook

<http://matcmadison.edu/files/users/may/Guidebook10-09%20rv.pdf>

