NOTICE TO RESIDENTS OF THE MILWAUKEE AREA
TECHNICAL COLLEGE DISTRICT, WISCONSIN

A regular open meeting of the EDUCATION, SERVICES, AND INSTITUTIONAL
RELATIONS COMMITTEE of the Milwaukee Area Technical College District
Board, Wisconsin, will be held in the BOARD ROOM (ROOM M210) of the
MILWAUKEE AREA TECHNICAL COLLEGE, 700 West State Street, Milwaukee,
Wisconsin on Tuesday, December 11, 2012, beginning at 5:00 P.M.*

The agenda for said meeting is presented as follows:

A. Roll Call

B. Compliance with the Open Meetings Law

C. Approval of Minutes – November 19, 2012 - Attachment 1

D. Comments from the Public

E. Action Items

1. Resolution (E0056) to Approve Concept Review of Program Titled Truck Driver (30-458-1) – Attachment 2

F. Discussion Items

1. Dashboard Indicators – Attachment 3

2. Program Quality Review

   a. Interior Design (10-304-1) – Attachment 4

   b. Vi-Comm/Computer Graphics (10-206-3) – Attachment 5
G. Information Items

1. WTCS Process for Approval of New Programs Update
2. Enrollment Update
3. FTE Projection Update
4. Child Care Update – Attachment 6

H. Miscellaneous Items

1. Communications and Petitions
2. Information Items

I. Old Business/New Business

1. Date of Next Meeting: Tuesday, January 15, 2013
   Board Room (M210)
   Milwaukee Campus

Committee Members: Baker, Dull, Webber

* Other members of the MATC Board may be present, although they will not be participating as members of this committee. This meeting may be conducted in part by telephone. Telephone speakers will be available to allow the public to hear those parts of the proceedings that are open to the public.

** Action may be taken on any agenda item, whether designated as an action item or not. Agenda items may be moved into Closed Session for discussion when it becomes apparent that a Closed Session is appropriate under Section 19.85 of the Wisconsin Statutes. The Board may return into Open Session to take action on any item discussed in Closed Session.

Reasonable accommodations are available through the ADA Office for individuals who need assistance. Please call 414-297-6610 to schedule services at least 48 hours prior to the meeting.
CALL TO ORDER

The regular monthly meeting of the Education, Services, and Institutional Relations Committee of the Milwaukee Area Technical College District Board was held in open session on Monday, November 19, 2012, and called to order by Ms. Lauren Baker at 5:12 p.m. in the Board Room, Room M210, at the Milwaukee Campus of Milwaukee Area Technical College.

ITEM A: ROLL CALL

Present: Ms. Lauren Baker, Mr. David Dull, Mr. Bobbie Webber

ITEM B: COMPLIANCE WITH THE OPEN MEETINGS LAW

The Education, Services, and Institutional Relations Committee meeting was noticed in compliance with the Wisconsin Open Meetings Law.

ITEM C: APPROVAL OF MINUTES – October 16, 2012 – Attachment 1

Motion: The minutes were approved without objection.

ITEM D: COMMENTS FROM THE PUBLIC

ITEM E: ACTION ITEMS

E-1 Resolution (E0055-11-12) to Approve Scope Proposal for Program Titled Barbering (31-502-50) – Attachment 2

Discussion: Dr. Vicki Martin, executive vice president and provost, introduced Ms. LeeAnn Mikula, manager, Curriculum and Dr. Mohammad Dakwar, dean; Dr. Roy Vargas, associate dean; Ms. Judy Brown and Ms. Nancy Walters, faculty, Barber program. Ms. Mikula noted that this is the second step of the process to approve new programs. Dr. Dakwar described the program. Dr. Vargas explained projects currently underway for this program. Ms. Walters highlighted the pathways for students in this program.

Motion: It was moved by Mr. Dull and seconded by Mr. Webber to approve the Resolution (E00055-11-12) to Approve Scope Proposal for Program Titled Barbering (31-502-50) – Attachment 2.

Action: Approved
ITEM F: DISCUSSION ITEMS

F-1 Dashboard Indicators – Attachment 3

Dr. Thomas Pilarzyk, director, Institutional Research and Strategic Planning. Dr. Pilarzyk briefly reviewed the slides contained in the attachment. A request was made for more information related to the decline in enrollment in the PreCollege areas.

F-2 Program Quality Review Process (QRP)

1. Fashion/Retail Marketing – Attachment 4

Dr. Dakwar, Dr. Vargas, Ms. Deb Jansky and Ms. Ann Lucht, faculty, Fashion/Retail Marketing Program. Dr. Dakwar briefly highlighted the program. Dr. Vargas noted the commitment of the faculty with the students in this program. Ms. Lucht gave a brief history of the program and the pathways available to the students. There was a discussion related to the employment rate for our students as well as internship placement. Membership of the advisory committee was also discussed.

2. Dietetic Technician – Attachment 5

Dr. Martin introduced Dr. Dessie Levy, dean; Dr. Richard Ammon, associate dean; and Ms. Rachel Hughes, faculty, Dietetic Technician program. Dr. Ammon gave a brief overview of the program. Ms. Hughes briefly explained the job market for graduates of this program. Ms. Hughes highlighted projects currently underway by students in this program.

ITEM G: INFORMATION ITEMS

G-1 Enrollment Update

Discussion: Dr. Martin introduced Dr. Trevor Kubatzke, vice president, Student Services. Dr. Kubatzke noted that spring registration is underway. Dr. Kubatzke highlighted the success of the QuickStart program that took place earlier this month.

G-2 Retention Strategies

Discussion: Dr. Martin noted that several strategies have been put in place to help to improve retention. Dr. Kubatzke briefly described Retention Alert as one key strategy as well as the Great Lakes Higher Education Guaranty Corporation Grant. Ms. Baker requested a presentation related to the FTE Goals as well as the network we are using and the plans/projects we are working on to meet those goals.

ITEM H: MISCELLANEOUS ITEMS

H-1 Communications and Petitions
None

H-2 Information Items
None
ITEM I: OLD BUSINESS/NEW BUSINESS – Date of Next Meeting Tuesday, December 11, 2012, Milwaukee Campus, Board Room (M210)

ADJOURNMENT -- The Committee adjourned at 6:11 p.m.

Respectfully submitted,

Michele M. Conroy
Michele M. Conroy
Executive Assistant to the Executive Vice President & Provost
Academic Affairs
Resolution to Approve Concept Review
For Program Titled
Truck Driving (30-458-1)

Background Information:

MATC Academic Administration has had discussion with interested political leaders and employers to look at a Truck Driving program to be offered in the MATC District.

Internal meetings have taken place with Diesel faculty as there maybe some commonalities between programs. MATC staff has met with WCTC, Dean of T& I Mike Schiels and instructors, to share our intent to pursue this program offering. In the meeting discussion WCTC share with us some opportunities as well as the challenges of this type of program. However, WCTC expressed no concerns with MATC developing and offering the Truck Driving program. There are many employers and a number of jobs going unfilled in this industry.

There has been a conversation with the Fox Valley, Dean on the Curriculum information for the training. MATC’s, TAS Dean has had conversation with the State Consultant for Transportation Sandra Schmit as the college’s intent to develop the Truck Driver training program.

Resolution

BE IT RESOLVED, that the District Board of the Milwaukee Area Technical College submit a request to the Wisconsin Technical College System for consideration and approval of the Concept Review of the Truck Driving (30-458-1) program.

12/11/2012
CONCEPT REVIEW/PROGRAM APPROVAL
District Request (TC-OCCCRPA-1A)
Wisconsin Technical College System

For Applied Associate Degree (Code 10), Technical Diploma (Codes 30, 31, and 32), and Apprenticeship (Code 50).

District: Milwaukee 
Date: 12/6/2012

Program Title: Truck Driving
Program Aid Code and Number: 30-458-1

District Contact Person: Becky Alsup-Kingery Phone: (414) 570-4421
Primary Education Director: Sandra Schmit Phone: (608)266-1599

For Program Approval Stage:
Date of State Board Concept Review Approval Date:

CONCEPT REVIEW CRITERIA and SIGNATURE

a. Proposed Aid Code and Proposed Program Number: 30-458-1

b. Proposed Program Title: Truck Driving

c. Tentative Program Description: The Truck Driver diploma will focus on the following:
   - Safety in handling local and long distance over the road trucks
   - Understand basic maintenance of systems that operate the trucks
   - Operate and drive trucks based on the Department of Transportation Standards
   - Obtain a CLASS A or B CDL License

The program will prepare students with the safe driving skills to work in the Trucking Industry, in entry level positions as local or over the road drivers. The program will prepare students as drivers to move goods safely from terminals and warehouses to factories and stores and other locations. Long term drivers can become Independent owner operators of their trucks as their business. Students will attain CLASS A or B CDL license, as part of the training. Space can be provided at the Oak Creek campus, with sharing space with the Diesel program and the driving track with the Police and Fire programs, for the first cohort group.

d. Occupational Area to be Served (occupational title and Standard Occupational Classification (SOC) Code): 51-3032 Truck Drivers, Heavy and Tractor-Trailer


f. Source of Single Source Request (If applicable): N/A

g. Analysis of how this program supports employment demand: (attach)
h. Documentation of member participation and outcomes of the Ad Hoc group (attach)
i. Summary of initial discussions with other WTCS districts offering a similar or same program (attach)

j. Expected State Board “Program Approval” meeting date: 3/19/2013. (If not the meeting immediately following the Concept Review meeting, attach narrative)

k. Documentation of District Board Approval of the Concept Review (attach)

☒ Notification of districts with the same or similar program has been completed.

Signed: __________________________________________ Date _________________

President or Instructional Services Administrator
G. Analysis of how this program supports employment demand

The demand for truck drivers will continually increase due to retirement and turnover. The current drivers are age 55 or older. In May of 2011, a statement from an article titled Employers Desperate to Fill Truck Driving Jobs stated “Employment opportunities will increase as the US companies expect to add 115,000 jobs per year through 2016” according to an industry spokesman. Truck drivers will account for a 43% increase of expected growth in logistics jobs with fewer workers trained to fill the positions.

Analysis of Labor Market and Employment Trends
The needs analysis was based on data collected from Economic Modeling Specialists International, Job Centers of Wisconsin, and information received from the Trucking Consortium in partnership with the Department of Workforce Development, Wisconsin Economic Development Corporation and WTCS.

The trucking industry is consistently struggling with a shortage of qualified truck drivers. Nationwide this industry fluctuates based on the economic conditions however, the need for qualified truck drivers remains high in Wisconsin. The typical CDL program contains about 160 hours of instruction. The student then takes the CDL test from a third party administrator. Newly licensed truck drivers continue their learning (referred to as, driver finishing), while being paired with a more experienced driver thus prolonging the period of training and being allowed to drive independently. This lengthy learning process exacerbates the issue of qualifying more new solo truck drivers.

The Department of Workforce Development in conjunction with The Trucking Consortium provided documentation to explain the state and growth of the trucking industry including the projected workforce needs. The report stressed the shortage of skilled workers in both the diesel technician and truck driver career areas. Of importance is the reasoning for the increased need to train qualified truck drivers, that primarily being, increased demand for freight carrying services and the aging workforce. The trucking industry has predicted that 8,000-10,000 drivers will be needed annually. The Trucking Consortium recognizes there are obstacles in growing the industry with lack of trained commercial drivers being one of them. They further identified three primary objectives to grow this career choice: increasing the visibility of trucking as a career, increasing training capacity, and identifying funding to offset the high costs of training.

Curriculum State and Training Capacity
Currently there are three technical colleges Waukesha County Technical College, Chippewa and Fox Valley, offering truck driver curriculum to about 350 drivers per year with job placement being 79% within six months of graduation. Private training is also available at many of the trucking companies however the cost of training is not attainable by much of the general population. With the one to two year curriculum, many times students do not complete the entire degree program due to them “jobbing out” (hired while still attending school). Many schools (both public and private), have long wait lists thereby impeding the amount of qualified truck drivers ready for driver finishing. Annual average salary is $33,617 with salary approximating $39,000 within the MATC Counties.
EMSI data was collected and provided the following information:

- MATC counties show a 3.3% decline however this may be skewed based on the aging workforce
  
  Note: this estimate may be increased by the number of drivers close to retirement age, of this employee group 57% are between the age of 45 to over 65 years old

- Regional average earning per job to be $52,880 in 2012

- 450 current job openings

Job Centers of Wisconsin

- Regional trends show a 6.4% increase in jobs
  
  - 2008 estimated employment of 2,330 with projections of 2,480 in 2018

Wisconsin Workforce Information, Bureau of Labor Statistics Programs

- Employment estimates for Heavy and Tractor-Trailer Truck Drivers
  
  - 2008 – 50,170
  - 2018 – 53,610
  
  - Job openings due to growth and replacement – 1,240
H. Documentation of member participation and outcomes of the Ad Hoc group

Discussions for the truck driver curriculum were presented at Airport Gateway Business Association. Attendees agree that there is a great need for this type of program within the region.

The truck driving curriculum was also discussed at the Automotive Technology Advisory Committee, on October 4, 2012. The Committee also voiced its support for the program. See highlighted portion of attached minutes.
Automotive Technology

Advisory Committee Meeting Minutes

Meeting Date: 04 October 2012
Location: Mequon Campus
Facilitators: Becky Alsup/Jon Lebese

Meeting Date: 04 October 2012  Time: 3:05 p.m.
Location: Mequon Campus  Room: A202
Facilitators: Becky Alsup/Jon Lebese  Minute Taker: Beny Azcueta

Members Present
- Gary Beier: Foundation of WATDA
- Rob Benicke: Uptown Motorcars
- Mike Coisman: Ford Motor Company
- Rick Elliot: Ford Motor Company
- Jon Lebese: Amato Automotive
- David Moss: Miller Motor Sales
- Brandon Shimizu: American Honda Motor Company

Members Absent/Excused
- Rachel Falkowski: Hiller Ford
- Bruce Kolz: David Hobbs Honda
- Tom Lally: Rosen Nissan
- Jim Lausten: Russ Darrow Honda
- Greg Lecher: Russ Darrow Honda
- Pete Loberg: Schlossman’s Honda City
- Winston Morgan: American Honda Motor Company
- John Nemke: Schmit Ford

MATC Representatives Present
- Becky Alsup: Associate Dean
- Beny Azcueta: Administrative
- Julie Klug: Counselor
- Maynard McKillen: Student
- Sue Munger: Counselor
- Barb Pinkowsky: Administrative
- Scott Scheife: Auto Instructional Chair
- Bob Schultz: ASSET Instructor
- David Schwid: CAP/CART/PACT Instructor
- Tim Stankey: CAP/CART/PACT Instructor
- De’ Angelo Tatum: Student

Guest
- Trevor Bahr: Chrysler

A. Call to Order/Introduction/Roll Call

Discussion: Meeting was called to order at 3:05 p.m. by Chair J. Lebese. Members were welcomed, introductions made. Becky Alsup was delighted to be back and very excited to hear all the suggestions of the members.

Action items:
- None.

Person responsible: Deadline:
## B. Determination of Quorum/Approval of Previous Minutes

**Discussion:** A quorum was declared by the Chair. Then on motion made by Jon Lebese as seconded by Gary Beir, minutes of the 23 February 2012 meeting was unanimously approved.

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<tr>
<th>Action items:</th>
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<tr>
<td>Approval 23 February 2012 Minutes.</td>
<td>Committee</td>
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## C. Old Business

### Item 1: Advisory Membership Review

**Discussion:** Becky Alsup briefly advised the body that there were new guidelines on the Advisory Membership including the format for the minutes and agenda. Then she recognized Rob Benicke of Uptown Motorcars and Winston Morgan of American Honda Motor Company as new members.

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### Item 2: Program Progress/Enrollment Reports

**Discussion:** Julie Klug reported that 16 students had applied for Spring 2013 semester - 10 met program requirements and are on waitlist; 6 are conditionally admitted and may start conditional classes in Spring. From the Fall 2012 semester, there were 50 applicants who were conditionally admitted. Out of the 50, 25 are taking classes that will move them to the waitlist if they earn a "C" or better. Julie Klug expected an increase in volume of applicants as current high school seniors are starting to apply.

- Scott Scheife reported that he has 7 students (ASSET) in his 2nd year class.
- Dave Schwid has 13 students (CART) in his 1st year class, 5 of whom Chrysler and the rest Honda.
- For his 2nd year class, Tim Stankey has 3 students for Chrysler, 3 for Honda and 3 for others (including Nissan, Firestone and other dealers). He further stated that 19 students will start 19 October 2012.
- Bob Schultz has 16 students but 8 are still undecided because they have not found a dealer sponsorship.

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### Item 3: Curriculum Status and Review/ Course Outcome Summary (COS)

**Discussion:** During the last meeting, the body agreed to wait for the submission of Scott Scheife Course Outcome Summary to have a comprehensive review of the auto curriculum status. Scott was ready this time to finally and extensively present the three (3) Course Outcome Summaries (COS) namely – (a.) Automotive Fundamentals; (b.) Electrical Systems and Power Accessories (c.) Heating and Air Conditioning. Long discussion ensued. Becky Alsup requested the members if they can submit their comments in 2 weeks after complete details of these said COS would be e-mailed to them.

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<tr>
<td>Members will undertake to review in 2 weeks.</td>
<td>Scott Scheife</td>
<td>2 weeks</td>
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### Item 4: NATEF 2.5 Year Review
**Discussion:** Scott Scheife gave the body a preview of NATEF (National Automotive Technicians Education Foundation) and its impact on MATC to improve the quality of automotive technician training programs. The Course Outcome Summaries (COS) previously discussed would, according to Scott Scheife, support NATEF accreditation of automotive programs. NATEF is the educational partner of ASE (National Institute for Automotive Service Excellence), a non-profit organization by the automotive industry to improve the quality of vehicle repair and service through the voluntary testing and certification of automotive repair technicians.

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**Item 5: Quality Review Process (QRP)**

**Discussion:** Becky Alsup and Scott Scheife explained to the body that this was a 5-year program and mainly has a "work plan" in placed. So far, there was not much to discuss about it.

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**Item 6: Student Outcome Assessment (SOA)**

**Discussion:** No discussion was held on this item. It will be addressed at the Spring meeting.

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**Item 7: Technical Skills Attainment (TSA)**

**Discussion:** Becky Alsup and Scott Scheife both explained to the body that the Technical Skills Attainment (TSA) was actually doing the skill and at the end, taking the testing. Test would be conducted not by the instructor. TSA has relevance on NATEF on the accreditation for technician training programs in order to improve the quality of training offered at secondary and post-secondary, public and proprietary schools.

Advisory Committee members voiced their support for having skill standards and complimented the College for working to implement this initiative.

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**Item 8: Capital Equipment (FY 2013)**

**Discussion:** Scott Scheife informed the body that everything needed by the department was delivered. They have now a 6 new ATEC board electrical, 2 heating pulsating transmission line and cooler flushers, 2 additional MTS vibration analyzers and improved store containers.

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**D. New Business**

**Item 1: Operating Budget and Capital Equipment for FY 2014**
**Discussion:** Scott Scheife informed the body that the VCMs were older and a new version that is replacing the older style. In relation to safety issues, he explained the need to acquire an exhaust system. From MONOXIVENT, there were mainly 2 types – one manually operated and the other electric operated. Scott Scheife preferred the manual. Prices ranged from - Spring Retractable Hose Reel 28” drum width $1,700; Spring Retractable Hose Reel 32” drum width $1,900; Motor Operated Hose Reel $2,999.00. Scott explained that we need to look into carbon monoxide and combustible gas detectors for the shops and attached classrooms as a safety issue.

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**E. Announcements and Meeting Arrangements**

**Discussions:**

On the DOL Green Jobs Initiative Grant, Becky Alsup advised the body that this was that this was nationally funded intended to increase the number of individuals completing training programs who receive industry-recognized credentials and to increase the number of individuals completing training programs for employment in green jobs. DOL intends to fund national and statewide organizations with local affiliates with existing career training programs to provide technical and basic skills training that lead to green job opportunities like MATC. Gary Beier commented that the unique partnership between industry and education in Wisconsin was one of the primary reasons that we are one of only two cities to be awarded this grant.

Next, Becky Alsup announced the need to have students to be paid as tutors in or out classes in order to enhance the auto industry. Rick Elliot added that they have encouraged their employees/staffs to do this and had given them extra points.

Becky Alsup also announced that MATC hopes to enter into a Cooperative Agreement with Waukesha County Technical College to have a short term programs of 6-10 weeks for the issuance of Commercial Driver’s License (CDL). There has been a demand at the job market for commercial truck drivers. Rick Elliot however commented that for one to have a CDL, the person must have a perfect driving record. The Committee voiced its support of this undertaking.

Gary Beier also announced good news about the Pulaski High’s AYES program receiving two new electric cars for their training lab. This is the first known high school program of this kind in the nation. Also, Wisconsin’s AYES program ranks in the top ten nationally for its 2012 summer interns program that created over 40 part time learning positions this year.

On other matters, student De’ Angelo Tatum asked the body a question on why it was taking brake courses longer to finish than engine courses. Scott Scheife explained the reasons. Long discussion ensued. Becky Alsup appreciated the concern and requested everyone to give their inputs on Scott Scheife three (3) Course Outcome Summaries (COS) to make the auto program more responsive to the job market.

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**F. Next Meeting Date**

**Discussion:** On motion duly seconded, the body approved that the next meeting will be on 07 March 2013 at 3:00 p.m.

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<th>Action items:</th>
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<tr>
<td>Approval next meeting.</td>
<td>Committee</td>
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**G. Adjournment**
**Discussion:** Meeting adjourned at 4:30 p.m.

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I. Summary of initial discussions with other WTCS districts offering a similar or same program

MATC staff has met with WCTC, Dean of T& I Mike Schiels and instructors, to share our intent to pursue this program offering. In the meeting discussion WCTC share with us some opportunities as well as the challenges of this type of program. However, WCTC expressed no concerns with MATC developing and offering the Truck Driving program. There are many employers and a number of jobs going unfilled in this industry.

There has been a conversation with the Fox Valley, Dean on the Curriculum information for the training. MATC’s, TAS Dean has had conversation with the State Consultant for Transportation Sandra Schmit as the college’s intent to develop the Truck Driver training program.
Upon approval of Concept Review, district may continue with Program Approval. Upon Program Approval, District may submit electronic course files.
Attachment ESIR – 3

DASHBOARD INDICATORS

Student Demographic Trends and Profiles
MATC TREND: Student Age Breakdown

Source: WTCS; Data based on those self-reporting; Sums do not add to 100% due to rounding
MATC TREND: Student Gender Breakdown

Source: WTCS; Data based on those self-reporting
MATC TREND: Student Race & Ethnicity

Source: WTCS; Data based on those self-reporting
MATC PROFILE: FY2012 Student Residency Breakdown

- Milwaukee Co., 82%
- Waukesha Co., 5%
- Ozaukee Co., 4%
- Racine Co., 3%
- Washington Co., 2%
- Non-Metro Counties, 4%

Source: WTCS Report VE215320A; Note: Data based on those self-reporting.
**HIGHLIGHTS!**

**Interior Design students engage in professional design opportunities such as:**

➤ Design of a room, and execution of the work, for the Wisconsin Breast Cancer Showhouse for the Cure. This has been done for 6 years.

➤ Participation in the NARI Homebuilders & Remodelers Show. MATC students were 1st Place Student Design Competition Winners 3 years out of 5.

➤ Partnering with Aurora Medical Group to present design ideas for the Sinai location Chapel, Meditation Center and History Display. The work of one student was selected as the winning design, and that student is working with them to see the design through to construction.

**The Interior Design program has been strengthened and enhanced by:**

➤ The creation of a student chapter of American Society of Interior Design (ASID), with a direct mentoring link to the local Professional Chapter.

➤ The creation of career pathways or ladders to other programs such as Real Estate and Sustainable Facilities Management.

➤ The creation of a summer program for MPS through the Boys and Girls Clubs of SE Wisconsin, promoting the arts through the application of interior design for junior high school students.
## Quality Review Process Scorecard - FY2011

### INTERIOR DESIGN

#### Number of Districts offering the program: 6

<table>
<thead>
<tr>
<th>State Indicators</th>
<th>Actual Performance FY2009</th>
<th>Actual Performance FY2010</th>
<th>Actual Performance FY2011</th>
<th>Target based on 2011</th>
<th>Rank Among Districts</th>
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</thead>
<tbody>
<tr>
<td>Course Completion: all</td>
<td>63.63</td>
<td>65.29</td>
<td>63.64</td>
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<td>Special Populations</td>
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<td>Minority</td>
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<td>Second Year Retention</td>
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<td>Third Year Retention</td>
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<td>Third Year Graduation</td>
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<td>23.23</td>
<td>22.22</td>
<td>25.22</td>
<td>5</td>
</tr>
<tr>
<td>Fifth Year Graduation</td>
<td>26.98</td>
<td>23.96</td>
<td>26.00</td>
<td>29.00</td>
<td>1</td>
</tr>
<tr>
<td>Placement Rate - All</td>
<td>100.00</td>
<td>81.48</td>
<td>100.00</td>
<td>100.00</td>
<td>1</td>
</tr>
<tr>
<td>NTO Enrollment</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### Enrollment Details

<table>
<thead>
<tr>
<th>FY2009</th>
<th>FY2010</th>
<th>FY2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Headcount</td>
<td>223</td>
<td>170</td>
</tr>
<tr>
<td>Full-Time</td>
<td>47</td>
<td>21.1</td>
</tr>
<tr>
<td>Part-Time</td>
<td>176</td>
<td>78.9</td>
</tr>
</tbody>
</table>

#### PROGRAM GRADUATES (1)

<table>
<thead>
<tr>
<th>FY2009</th>
<th>FY2010</th>
<th>FY2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates</td>
<td>35</td>
<td>18</td>
</tr>
</tbody>
</table>

#### PROGRAM FTEs (1)

<table>
<thead>
<tr>
<th>FY2009</th>
<th>FY2010</th>
<th>FY2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTEs</td>
<td>108</td>
<td>95</td>
</tr>
</tbody>
</table>

#### GENDER (1)(2)

<table>
<thead>
<tr>
<th>FY2009</th>
<th>FY2010</th>
<th>FY2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>14</td>
<td>6.3</td>
</tr>
<tr>
<td>Female</td>
<td>209</td>
<td>93.7</td>
</tr>
<tr>
<td>N/A</td>
<td>0</td>
<td>*</td>
</tr>
</tbody>
</table>

#### ETHNICITY (1)(2)

<table>
<thead>
<tr>
<th>FY2009</th>
<th>FY2010</th>
<th>FY2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native American</td>
<td>1</td>
<td>0.5</td>
</tr>
<tr>
<td>Asian</td>
<td>4</td>
<td>1.8</td>
</tr>
<tr>
<td>Black</td>
<td>15</td>
<td>6.9</td>
</tr>
<tr>
<td>Hispanic</td>
<td>7</td>
<td>3.2</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>White</td>
<td>191</td>
<td>87.6</td>
</tr>
<tr>
<td>Multi</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>N/A</td>
<td>5</td>
<td>*</td>
</tr>
</tbody>
</table>

#### AGE (2)(3)

<table>
<thead>
<tr>
<th>FY2009</th>
<th>FY2010</th>
<th>FY2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>less than 18</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>18-24</td>
<td>83</td>
<td>37.2</td>
</tr>
<tr>
<td>25-34</td>
<td>71</td>
<td>31.8</td>
</tr>
<tr>
<td>35-49</td>
<td>39</td>
<td>17.5</td>
</tr>
<tr>
<td>50-Over</td>
<td>27</td>
<td>12.1</td>
</tr>
<tr>
<td>N/A</td>
<td>0</td>
<td>*</td>
</tr>
</tbody>
</table>

Notes: N/A = Not Available. N/A percentages are not computed.

(1) Source is State Report VE215330.

(2) Gender/ethnic/age numbers are self-reported. Percentages do not include unreported individuals. Multiple Ethnic codes began in FY2011.

(3) Source is WTCS Client Reporting data for 2011.
## Action Plan

<table>
<thead>
<tr>
<th>Program Name</th>
<th>College Division</th>
<th>Advisory Committee Review Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interior Design</td>
<td>School of Liberal Arts and Sciences</td>
<td>4/4/2012</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator Name</th>
<th>Action Item</th>
<th>Planned Outcome:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Populations Course Completion</td>
<td>Increase Math Score required for application to program</td>
<td>Students will enter with skill set capable of working with fractions and converting decimals to imperial measurement. Will assure students enter the program attuned to the level of math used in the industry</td>
</tr>
</tbody>
</table>

**Activity 1:** Raise Accuplacer requirement for Algebra component of Math score to mid 70s.

**Key Staff Responsible:** Mary Walgren / Terese Dressel

**Resource Needs:** Does action need Advisory Board Approval?

**Timeline:** Advisory Board Meeting SP13. New score adjusted for FA13 entry.

<table>
<thead>
<tr>
<th>Indicator Name</th>
<th>Action Item</th>
<th>Planned Outcome:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Populations Course Completion</td>
<td>Provide alternate delivery methods.</td>
<td>Hybrid, online and accelerated course offerings will allow students to maintain needed employment while attending required program courses in a more flexible structure.</td>
</tr>
</tbody>
</table>

**Activity 1:** Prepare INDSGN-130 Portfolio Design and Application as a hybrid course.

**Key Staff Responsible:** Mary Walgren

**Resource Needs:** Curriculum development time to translate 80% of content and requirements to BlackBoard.

**Timeline:** FA13 schedule

**Activity 2:** Prepare INDSGN-120 Professional Practice and Field Experience as a hybrid course.

**Key Staff Responsible:** Mary Walgren / Walter Janke
<table>
<thead>
<tr>
<th>Indicator Name</th>
<th>Minority Course Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action Item</strong></td>
<td>Develop a greater community awareness of ethnicity in the industry</td>
</tr>
<tr>
<td><strong>Planned Outcome:</strong></td>
<td>Minority students will have mentors / role models.</td>
</tr>
<tr>
<td><strong>Activity 1:</strong></td>
<td>Invite minority industry professionals to join Advisory Board.</td>
</tr>
<tr>
<td><strong>Key Staff Responsible</strong></td>
<td>Mary Walgren / Cathy Adams</td>
</tr>
<tr>
<td><strong>Resource Needs</strong></td>
<td>none</td>
</tr>
<tr>
<td><strong>Timeline:</strong></td>
<td>Contact 2-3 professionals per semester. Adding at least one minority member each year.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator Name</th>
<th>Minority Course Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action Item</strong></td>
<td>Make technology more accessible to minority groups, on campus, as well as at home.</td>
</tr>
<tr>
<td><strong>Planned Outcome:</strong></td>
<td>Students will have greater hands on experience with industry specific equipment and software - creating a sense of confidence and building a stronger skill set.</td>
</tr>
<tr>
<td><strong>Activity 1:</strong></td>
<td>Explore tablets as a required course supply - covered under financial aid in the bookstore. Define appropriate format and necessary apps, as they relate to specific course work.</td>
</tr>
<tr>
<td><strong>Key Staff Responsible</strong></td>
<td>Mary Walgren / Walter Janke</td>
</tr>
<tr>
<td><strong>Resource Needs</strong></td>
<td>Samsung Galaxy Tab 2 10.1 and Samsung Galaxy Note 10.1 per each of the above named instructors.</td>
</tr>
<tr>
<td><strong>Timeline:</strong></td>
<td>SP13 exploratory work. FA13 course requirement launch.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator Name</th>
<th>Third Year Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action Item</strong></td>
<td>Develop course content binders (digital and hardcopy)</td>
</tr>
<tr>
<td><strong>Planned Outcome:</strong></td>
<td>Consistent content distributed to students from all faculty.</td>
</tr>
<tr>
<td><strong>Activity 1:</strong></td>
<td>Compile materials based on standard format that provides basic syllabus, handouts, tests, quizzes, projects and rubrics. Lecture notes and graphics may be provided but instructors must maintain an element of academic freedom.</td>
</tr>
<tr>
<td><strong>Key Staff Responsible</strong></td>
<td>Mary Walgren / Walter Janke</td>
</tr>
<tr>
<td>Resource Needs</td>
<td>Compensation for time allotted to compile and prepare a binder for each of the 12 courses in our program.</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Timeline:</strong></td>
<td>1-2 per semester per FT faculty, more in summer if funds allow. Would LOVE for this to happen sooner but would need load or grant to justify time spent.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator Name</th>
<th>Minority Course Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action Item</strong></td>
<td>Recruitment strategies in urban high schools.</td>
</tr>
<tr>
<td><strong>Planned Outcome:</strong></td>
<td>Increase enrollments from MPS and surrounding areas</td>
</tr>
<tr>
<td><strong>Activity 1:</strong></td>
<td>Develop list of contacts within area high schools</td>
</tr>
<tr>
<td><strong>Key Staff Responsible</strong></td>
<td>M. Walgren, G. Szeklinski</td>
</tr>
<tr>
<td><strong>Resource Needs</strong></td>
<td>TIME</td>
</tr>
<tr>
<td><strong>Timeline:</strong></td>
<td></td>
</tr>
</tbody>
</table>

<p>| <strong>Activity 2:</strong>               | Develop presentation to entertain/educate HS students - digital platform!                                   |
| <strong>Key Staff Responsible</strong>     | M. Walgren, G. Szeklinski                                                                                   |
| <strong>Resource Needs</strong>            | SIMS 3 download, PC or tablet compatible to house download, time to develop                                 |
| <strong>Timeline:</strong>                 |                                                                                                             |</p>
<table>
<thead>
<tr>
<th>Name</th>
<th>Company</th>
<th>Position</th>
<th>Start Date</th>
<th>End Date</th>
<th>Race</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aga Artka</td>
<td>Aga Artka Interior Design</td>
<td>(Self Employed) Interior Designer/Owner</td>
<td>4/1/2009</td>
<td>6/30/2015</td>
<td>Minority</td>
<td>Female</td>
</tr>
<tr>
<td>Monica Birkholz</td>
<td>Kahler Slater Inc.</td>
<td>Interior Designer/Senior Facilities Planner/Assoc</td>
<td>6/30/2007</td>
<td>6/30/2014</td>
<td>Non Minority</td>
<td>Female</td>
</tr>
<tr>
<td>Lyn Falk</td>
<td>Retailworks, Inc.</td>
<td>President</td>
<td>5/30/2005</td>
<td>6/30/2014</td>
<td>Non Minority</td>
<td>Female</td>
</tr>
<tr>
<td>Nancy Miller</td>
<td>Form &amp; Function, Inc</td>
<td>(Self Employed) Interior Designer</td>
<td>6/30/2001</td>
<td>6/30/2014</td>
<td>Non Minority</td>
<td>Female</td>
</tr>
<tr>
<td>Jenny S. Schrank</td>
<td>Jenny S. Rebholz LLC</td>
<td>(Self Employed) Owner</td>
<td>4/1/2009</td>
<td>6/30/2015</td>
<td>Non Minority</td>
<td>Female</td>
</tr>
<tr>
<td>Mark Sekula</td>
<td>Facility Futures, Inc.</td>
<td>President</td>
<td>11/30/2002</td>
<td>6/30/2014</td>
<td>Non Minority</td>
<td>Male</td>
</tr>
<tr>
<td>Name</td>
<td>Company</td>
<td>Position</td>
<td>Type</td>
<td>Start Date</td>
<td>End Date</td>
<td>Gender</td>
</tr>
<tr>
<td>-----------------</td>
<td>------------------</td>
<td>----------------</td>
<td>---------------</td>
<td>------------</td>
<td>----------</td>
<td>--------</td>
</tr>
<tr>
<td>Zorka Stancevic</td>
<td>Kahler Slater Inc.</td>
<td>Interior Designer</td>
<td>Employee/Labor</td>
<td>11/21/2006</td>
<td>6/30/2014</td>
<td>Female</td>
</tr>
<tr>
<td>Carole Syse</td>
<td>Herman Miller</td>
<td>Territory Manager</td>
<td>Consultant</td>
<td>6/30/2007</td>
<td>6/30/2014</td>
<td>Female</td>
</tr>
</tbody>
</table>
**Advisory Committee Meeting Minutes**

**Meeting Date:** April 20, 2012  
**Time:** 8:30 a.m.  
**Location:** West Allis Campus  
**Room:** 117  
**Facilitator:** Nancy Miller, Chair  
**Minute Taker:** Catherine Adams

### Members Present

<table>
<thead>
<tr>
<th>Company Represented</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kahler Slater, Inc.</td>
<td>Monica Birkholz</td>
</tr>
<tr>
<td>Retailworks, Inc.</td>
<td>Lyn Falk</td>
</tr>
<tr>
<td>Form &amp; Function, Inc.</td>
<td>Nancy Miller</td>
</tr>
<tr>
<td>Jenny S. Rebholz LLC</td>
<td>Jenny Shrank</td>
</tr>
<tr>
<td>Herman Miller</td>
<td>Carole Syse</td>
</tr>
</tbody>
</table>

### Members Not Present

<table>
<thead>
<tr>
<th>Company Represented</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aga Artka Interior Design</td>
<td>Aga Artka</td>
</tr>
<tr>
<td>Facility Futures, Inc.</td>
<td>Mark Sekula</td>
</tr>
<tr>
<td>Kahler Slater, Inc.</td>
<td>Zorka Stancevic</td>
</tr>
</tbody>
</table>

### Guest Present

<table>
<thead>
<tr>
<th>Company Represented</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eppstein Uhen</td>
<td>John Miceli</td>
</tr>
</tbody>
</table>

### Students Present

<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robb Hrcray</td>
</tr>
</tbody>
</table>
Angie Sorrenti

<table>
<thead>
<tr>
<th>MATC Representatives Present</th>
<th>Position/Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barcie Benschawel</td>
<td>Instructor</td>
</tr>
<tr>
<td>Walter Janke</td>
<td>Instructor</td>
</tr>
<tr>
<td>Jill Kemper</td>
<td>Instructor</td>
</tr>
<tr>
<td>Al Pinckney</td>
<td>West Allis Campus Vice President</td>
</tr>
<tr>
<td>Duane Schultz</td>
<td>Associate Dean</td>
</tr>
<tr>
<td>Ken Vonderberg</td>
<td>Instructor</td>
</tr>
<tr>
<td>Mary Walgren</td>
<td>Instructor</td>
</tr>
<tr>
<td>Tom Wichert</td>
<td>Counselor</td>
</tr>
</tbody>
</table>

**Agenda Item 1 Call to order**

The meeting was called to order at: 8:35 am. By: N. Miller (Chair)

☑ A quorum was present

**Agenda Item 2 Welcome and Introductions**

Members were welcomed. Introductions were made.

**Agenda Item 3 Approval of Minutes**

Motion made by: L. Falk  Second by: M. Birkholz

☑ Minutes approved
Old Business

Agenda Item 4    Announcements

W. Janke will be participating in an Occupational Currency project this summer. He will be working for a lighting company (Spectrum Lighting – Waukesha).

N. Miller invited members to the gallery night at Design Within Reach, tonight. The show is composed of 20 designers’ projects made from urban-forested wood and features presentations on the uses for this renewable resource.

C. Syse worked with ASID in this year’s Design Competition. She advised MATC to encourage student involvement in the competition. This year, projects were submitted, electronically – in keeping with new technology being used in industry (further enhancing the concept of “sustainability”).

Agenda Item 5    ENROLLMENT

<table>
<thead>
<tr>
<th></th>
<th>SP2011</th>
<th>SP2012</th>
<th>(as of 4/20/12) Fall 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applications Received</td>
<td>48</td>
<td>54</td>
<td>55</td>
</tr>
<tr>
<td>Applications Completed</td>
<td>30</td>
<td></td>
<td>27</td>
</tr>
<tr>
<td>Students Enrolled</td>
<td></td>
<td>22</td>
<td></td>
</tr>
</tbody>
</table>

T. Wichert stated it is an off-semester for program enrollment, but a fair number of students did apply. It shows strong interest in the program. Applications are being received for Fall, and we continue to accept new apps until July 31st.

D. Schultz reported 100% placement for 2011 graduates, who responded to the college’s graduate survey. He thanked the companies who hire our students, and those who encourage them in their careers.

Agenda Item 6    Student Events Update
W. Janke – 12 students participated in Career Day, in Madison. It was a great experience for the students. Faculty will continue to encourage participation, in the future.

R. Hrcray (Student Rep.) – reported on the ASID Student Chapter participation in the NARI Home Improvement Show Design Competition. This year’s theme was Global Design. The MATC design team won the competition and was awarded $1,000 for the student chapter.

The Student Chapter is now working on the Breast Cancer Show House – designing a foyer and stairway. They are also planning a field trip to NeoCon, on Student Day, and are organizing a rendering workshop, presented by Cathy Eck.

N. Miller invited the students to an ASID-sponsored social event, at the Breast Cancer Show House, on June 6th.

Old Business

<table>
<thead>
<tr>
<th>Agenda Item 7</th>
<th>Program Move</th>
</tr>
</thead>
</table>

M. Walgren stated, as of January, the program is no longer offered at the Mequon Campus. The removal of all materials and equipment was immediate. Two student workers were hired to help pack/move a large amount of program materials. Most of the materials are being held in storage until space can be identified at West Campus. She is working with A. Pinckney (Campus VP) to resolve the space needs – possibly by relocating the classrooms into a cluster, and in an area with adequate natural lighting.

L. Falk asked about the status of the Sustainable Materials Library (formerly located at the Urban Ecology Center), being housed at MATC. M. Walgren indicated that college is not able to contribute any funds to facilitate the acquisition of the library. The original proposal did not contain a monetary request, and when the bid was answered, funds were included. L. Falk will speak with her contact, at UEC, regarding the issue and see if the proposal can be revisited. MATC is interested in housing the library, on site, if the monetary concerns can be resolved. L. Falk and M. Walgren will report back to the committee at the Fall meeting.
New Business

<table>
<thead>
<tr>
<th>Agenda Item 8</th>
<th>MATC Design/Build Studio Project Proposal</th>
</tr>
</thead>
<tbody>
<tr>
<td>M. Walgren introduced John Miceli (Eppstein Uhen), who presented a proposal for integrating students’ design training with a hands-on project to benefit neighborhood stabilization, in areas of Milwaukee targeted for improvement. His concept is to integrate a hands-on experience within MATC coursework – where students would prepare the design in Fall, and implement the plans in Spring. He is working with the Housing Committee at Clark Square. This project would provide students with an opportunity to be involved in an actual hands-on project, which would benefit the community. Currently, it takes 2-years to restore a duplex. The concept could be expanded to include many of MATC’s construction/design-related programs. Another suggestion would be to contact Habitat for Humanity to see how this idea may fit into an established organizational model. Feedback from committee: J. Schrank – it would provide a challenge, to students, to actually use learned-theory in a hands-on experience. M. Birkholz – offers a “win/win” situation for all. L. Falk – would provide a huge advantage for students and a great resume booster. K. Vonderberg stated he is currently involved with Common Ground (a group doing similar projects in the Sherman Park area). He suggested a possible collaboration with this group. M. Walgren has had similar discussion with Rebuilding Milwaukee Together, though not in the same detail. Elective course INDSGN-160 (Interior Design Lab) was created for this purpose. D. Schultz – many programs could be engaged. MATC has looked at ways to work with the city on vacant home issues. Liability is an issue to be addressed, as well as, funding. Partnerships would have to be developed to complete the resource needs. C. Syse – would like to see the prospective homeowner involved in the hands-on, as well. The student representatives in attendance at the meeting expressed interest in participating in the project. A. Pinckney expressed his support for the concept and offered assistance, wherever possible, to help the project move forward. Committee members and faculty, interested in participating in a sub-committee to study this concept should contact Mary Walgren or Cathy Adams. A meeting will be scheduled, before the end of June to begin discussion.</td>
<td></td>
</tr>
</tbody>
</table>

**Action items:** Motion to endorse the design/build studio concept. Motion by: J. Miceli, seconded: C. Syse. Motion passed, unanimously.

Motion to develop a study committee to further review/refine the concept. Motion by: C. Syse, seconded: M. Birkholz. Motion passed, unanimously.

| Person responsible: | Deadline: |
Agenda Item 9  
**Spring Portfolio**

M. Walgren announced the Spring Portfolio Show will be held on May 9th, at Shabahang Carpets (601 E Ogden). Seventeen students will participate in the show, with an evening reception. Digital technology is being integrated into the students’ portfolio, to reflect new technology being used in industry. All students have a LinkedIn page and QR codes on their business cards and in their portfolios, which connects to the LinkedIn page and contact information.

Agenda Item 10  
**Faculty Updates**

Our Educational Assistant, Jody Poston, resigned in January, which left us without much-needed support in the classrooms/labs. Gigi Szeklinski has been hired as the new Educational Assistant and will begin to reorganize the student areas and assimilate the materials from Mequon. She has also agreed to serve as co-advisor to the ASID Student Chapter.

Jill Kemper and Ken Vonderberg are retiring in May, after many years of service to MATC. The committee thanked them for their work, and wished them well, in retirement.

M. Walgren stated one full-time faculty position will be posted, and the remaining load needs will be filled with part-time faculty. As the program grows, additional faculty needs will be addressed.

Agenda Item 11  
**Curriculum Changes**

M. Walgren distributed proposed curriculum changes (minor modifications), which includes absorbing the content of (304-106) Interior Design Process (2-credits) into the studio class and replace it with (304-106) Materials and Furnishings (3-credits). With the new program revision, a critical component was lost – the exploration of materials and specific furnishings. The new course will address those needs. To address the change in credit value, the Textiles course will be reduced to 2-credits. The program credit total will remain the same.

At the last meeting, three certificates were proposed to be integrated into the program: Home Staging, Kitchen & Bath, and Sales. This proposal is being rescinded, due to a college-wide decision to eliminate certificates, as they negatively affect students’ financial aid access.
Agenda Item 12  Advanced Technical Certificate

M. Walgren – the NCIDQ requires 60 design-credit hours to sit for the exam. MATC’s program has 46 design-credit hours. She proposes developing an advanced technical certificate to provide the remaining 14 design credit hours for students interested in pursuing the NCIDQ certification. She suggested holding a mini-DACUM (Fall 2012) to determine the content of the certificate courses. Courses could be ready for the 2014/2015 school year. The new requirements from NCIDQ go into effect in 2018.

The NDICQ has made a statement that the industry is trending away from the 2-year, 40-hour program, as the design industry has become more complex.

**Action items:** The committee recommended development of the 14-credit advanced technical certificate. Motion: M. Birkholz, seconded: J. Schrank.

<table>
<thead>
<tr>
<th>Person responsible:</th>
<th>Deadline:</th>
</tr>
</thead>
</table>

Agenda Item 13  Trends In The Industry/Other Business

M. Walgren informed the committee of the guideline requirement for naming a new chairperson each school year. She thanked N. Miller for her service, as chair, and asked for nominations/volunteers to serve for the 2012-2013 school year. M. Birkholz volunteered.

L. Falk – business is picking up. She is seeing demand for designers trained in professional organization – in response to employers’ need to conduct business in reduced office spaces.

C. Syse – asked instructors not to encourage students to design with corner work surfaces. With increasing limitation for office space, straight work surfaces are more efficient.

Agenda Item 14  Next Meeting Dates/Adjournment

Fall: October 12, 2012 (West Allis Campus, 8:30 a.m.)
**HIGHLIGHTS!**


- To meet the needs of industry, VICOM has been the incubator for new programs such as:
  - **2006:** Animation Associate Degree
  - **2008:** Web Developer Diploma
  - **2009:** Computer Simulation and Gaming
  - **2012:** Mobile Design Associate Degree and Diploma
Visual Communication Associate Degree

Animation Associate Degree 2006

Computer Gaming and Simulation Associate Degree 2009

Programming Emphasis

Design Emphasis

Animation Emphasis

Web Developer Diploma - 1st year 2008

Mobile Designer Diploma - 2nd year 2012

Mobile Design Associate Degree 2012
## Quality Review Process Scorecard - FY2011

### VISUAL COMMUNICATION/COMPUTER GRAPHICS

<table>
<thead>
<tr>
<th>State Indicators</th>
<th>Actual Performance FY2009</th>
<th>Actual Performance FY2010</th>
<th>Actual Performance FY2011</th>
<th>Target based on 2011</th>
<th>Rank Among Districts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Completion: all</td>
<td>50.00</td>
<td>54.79</td>
<td>62.41</td>
<td>65.41</td>
<td>1</td>
</tr>
<tr>
<td>Special Populations</td>
<td>43.28</td>
<td>50.00</td>
<td>56.47</td>
<td>59.47</td>
<td>1</td>
</tr>
<tr>
<td>Minority</td>
<td>46.66</td>
<td>40.00</td>
<td>57.89</td>
<td>60.89</td>
<td>1</td>
</tr>
<tr>
<td>Second Year Retention</td>
<td>56.36</td>
<td>84.21</td>
<td>67.19</td>
<td>70.19</td>
<td>1</td>
</tr>
<tr>
<td>Third Year Retention</td>
<td>54.72</td>
<td>43.64</td>
<td>55.26</td>
<td>58.26</td>
<td>1</td>
</tr>
<tr>
<td>Third Year Graduation</td>
<td>15.09</td>
<td>7.27</td>
<td>15.79</td>
<td>18.79</td>
<td>1</td>
</tr>
<tr>
<td>Fifth Year Graduation</td>
<td>15.00</td>
<td>10.84</td>
<td>16.98</td>
<td>19.98</td>
<td>1</td>
</tr>
<tr>
<td>Placement Rate - All</td>
<td>83.33</td>
<td>60.00</td>
<td>100.00</td>
<td>100.00</td>
<td>1</td>
</tr>
<tr>
<td>NTO Enrollment</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Enrollment Details

<table>
<thead>
<tr>
<th>FY2009</th>
<th>FY2010</th>
<th>FY2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
</tbody>
</table>

#### ENROLLMENT

- Headcount: 119, 146, 143
- Full-Time: 37, 31.1, 38, 26.0, 43, 30.1
- Part-Time: 82, 68.9, 108, 74.0, 100, 69.9

#### PROGRAM GRADUATES

- Graduates: 14, 7, 11

#### PROGRAM FTES

- FTEs: 66, 78, 81

#### GENDER

- Male: 75, 63.0, 100, 68.5, 92, 64.3
- Female: 44, 37.0, 46, 31.5, 51, 35.7
- N/A: 0, *, 0, *, 0, *

#### ETHNICITY

- Native American: 0, 0.0, 0, 0.0, 0, 0.0
- Asian: 4, 3.4, 6, 4.3, 5, 3.7
- Black: 14, 12.1, 17, 12.1, 18, 13.2
- Hispanic: 12, 10.3, 12, 8.6, 14, 10.3
- Pacific Islander: 0, 0.0, 0, 0.0, 0, 0.0
- White: 86, 74.1, 105, 75.0, 99, 72.8
- Multi: 0, 0.0
- N/A: 3, *, 6, *, 7, *

#### AGE

- Less than 18: 0, 0.0, 0, 0.0, 1, 0.7
- 18-24: 50, 42.4, 51, 35.2, 53, 37.3
- 25-34: 45, 38.1, 67, 46.2, 66, 46.5
- 35-49: 16, 13.6, 20, 13.8, 15, 10.6
- 50-0ver: 6, 5.1, 7, 4.8, 6, 4.2
- N/A: 1, *, 1, *, 1, *

Notes: N/A = Not Available. N/A percentages are not computed.

(1) Source is State Report VE215330.

(2) Gender/ethnic/age numbers are self-reported. Percentages do not include unreported individuals. Multiple Ethnic codes began in FY2011.

(3) Source is WTCS Client Reporting data for 2011.
### Visual Communication/Computer Graphics

**Part IV Action Plan 3/31/2012-5/31/2012**

**Printed on: 12/4/2012**

## Action Plan

<table>
<thead>
<tr>
<th>Program Name</th>
<th>College Division</th>
<th>Advisory Committee Review Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Indicator Name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Third Year Graduation</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using the collection of data offered through the institutional research department and collaboration with our advisory board, identify solutions that address the problems with third year graduation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Planned Outcome:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve graduation rates.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity 1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Request graduation information and academic standing from research development.</td>
</tr>
</tbody>
</table>

- **Key Staff Responsible:** Kate DenDooven
- **Resource Needs:** Graduation information 2011 Obtain Academic Standing, post-secondary credits accumulated, GPA info Run EVALs to see what classes they completed and where they left match
- **Timeline:**

<table>
<thead>
<tr>
<th>Activity 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>After analyzing non-graduate data and identifying students who were very close to completion, contact students to encourage program completion. Advising these students on options and solutions to their obstacle is crucial.</td>
</tr>
</tbody>
</table>

- **Key Staff Responsible:** All Full Time VICOM faculty
- **Resource Needs:** Access to COSMO data for all faculty for vicom students
- **Timeline:** to happen after exiting student data is analyzed

<table>
<thead>
<tr>
<th>Activity 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use feedback from student contact (from activity 2) to potentially adapt program options to accommodate student program completion obstacles.</td>
</tr>
</tbody>
</table>

- **Key Staff Responsible:** All FT Vicom Faculty
- **Resource Needs:** Access to COSMO student data
### Activity 4:
Through this process determine if the creation of pathways in our program would assist students in program completion. Input would also be obtained from our advisory board.

<table>
<thead>
<tr>
<th>Key Staff Responsible</th>
<th>All FT Vicom Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource Needs</td>
<td>to be determined</td>
</tr>
<tr>
<td>Timeline:</td>
<td>after activities 1, 2 and 3</td>
</tr>
</tbody>
</table>

### Activity 5:
Improve communication with program students regarding current and changing industry trends, program changes and opportunities. Accomplish by establishing communication mechanism such as mass email newsletter.

<table>
<thead>
<tr>
<th>Key Staff Responsible</th>
<th>faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource Needs</td>
<td>Access to Program Student Email addresses. Access to mass email system such as Constant Contact or MailChimp.</td>
</tr>
<tr>
<td>Timeline:</td>
<td>ongoing</td>
</tr>
</tbody>
</table>

### Indicator Name: Second Year Retention
**Action Item:** Using the collection of data offered through the institutional research department and collaboration with our advisory board, identify solutions that address the problems with second year retention.

**Planned Outcome:** Improve retention.

**Activity 1:** Graduation information 2011 Obtain Academic Standing, post-secondary credits accumulated, GPA info Run EVALs to see what classes they completed and where they left MATC.

<table>
<thead>
<tr>
<th>Key Staff Responsible</th>
<th>Kate DenDooven</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource Needs</td>
<td></td>
</tr>
<tr>
<td>Timeline:</td>
<td>Fall 2013</td>
</tr>
</tbody>
</table>

### Indicator Name: Job Placement - Related Employment
**Action Item:** To adapt curriculum to rapidly evolving industry needs.

**Planned Outcome:** Student’s skills will match industry demands.
<table>
<thead>
<tr>
<th>Activity 1:</th>
<th>We have identified though the input of our advisory board the need for creating curriculum for mobile development.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Staff Responsible</td>
<td>Jonathan Meersman</td>
</tr>
<tr>
<td>Resource Needs</td>
<td>Administrative support, innovation grant, faculty collaboration, input from advisory committee</td>
</tr>
<tr>
<td>Timeline:</td>
<td>Fall 2013 initiate program</td>
</tr>
<tr>
<td>Activity 2:</td>
<td>Expand industry connections through networking with area business people. This will help to promote our students and create awareness of our graduates' abilities. These connections will also help with internship placement.</td>
</tr>
<tr>
<td>Key Staff Responsible</td>
<td>David Thomas</td>
</tr>
<tr>
<td>Resource Needs</td>
<td>Faculty collaboration</td>
</tr>
<tr>
<td>Timeline:</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Activity 3:</td>
<td>Continue to incorporate service-learning projects in our classes to assist in developing real-world skills and portfolio examples.</td>
</tr>
<tr>
<td>Key Staff Responsible</td>
<td>All VICOM Faculty</td>
</tr>
<tr>
<td>Resource Needs</td>
<td>partnership with service-learning office for appropriate opportunities</td>
</tr>
<tr>
<td>Timeline:</td>
<td>ongoing</td>
</tr>
<tr>
<td>Activity 4:</td>
<td>Expedite the process of meeting industry need by adding a Mobile Design Technical Diploma to offerings while simultaneously working on developing a Mobile Design Associate Degree.</td>
</tr>
<tr>
<td>Key Staff Responsible</td>
<td>Jonathan Meersman</td>
</tr>
<tr>
<td>Resource Needs</td>
<td>Administrative support, innovation grant, faculty collaboration, input from advisory committee</td>
</tr>
<tr>
<td>Timeline:</td>
<td>Modify existing Web Designer Technical Diploma to Web/Mobile Designer Diploma for the Fall of 2012-2013.</td>
</tr>
<tr>
<td>Activity 5:</td>
<td>Develop new Mobile Design Associate degree consisting of two stackable diplomas. Year one Web Design and Year two Mobile Design allowing flexibility for individuals who may already have industry experience as well as comprehensive training for individuals lacking experience.</td>
</tr>
<tr>
<td>Key Staff Responsible</td>
<td>Jonathan Meersman</td>
</tr>
<tr>
<td>Resource Needs</td>
<td>Administrative support, innovation grant, faculty collaboration, input from advisory committee</td>
</tr>
<tr>
<td>Timeline:</td>
<td>Offer new associate degree for 2013-2014 school year.</td>
</tr>
<tr>
<td>Name</td>
<td>Company</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>Jon Chapman</td>
<td>R.A. Smith &amp; Associates, Inc.</td>
</tr>
<tr>
<td>Dustin Dupree</td>
<td>Discovery World</td>
</tr>
<tr>
<td>Jason Evans</td>
<td>G.S. Design</td>
</tr>
<tr>
<td>Mark Irving</td>
<td>iLevel Media</td>
</tr>
<tr>
<td>Brad Krause</td>
<td>Radiancee Media (Self Employed)</td>
</tr>
<tr>
<td>Name</td>
<td>Company</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Brad Manderscheid</td>
<td>None (Self Employed)</td>
</tr>
<tr>
<td>(Chairperson)</td>
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<td></td>
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<tr>
<td>John Mosey</td>
<td>GE Healthcare</td>
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<tr>
<td>James Newell</td>
<td>Fullhouse Interactive</td>
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<tr>
<td>Josh Rasmussen</td>
<td>Midland Video Production</td>
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<tr>
<td>Ben Reed</td>
<td>Versant</td>
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</tr>
<tr>
<td>Name</td>
<td>Company</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Mike Roth</td>
<td>BVK</td>
</tr>
<tr>
<td>Snyder</td>
<td>Trivera Interactive</td>
</tr>
<tr>
<td>Thomas</td>
<td>Hanson Dodge Creative</td>
</tr>
<tr>
<td>Matt Wooten</td>
<td>Planetarium Producer</td>
</tr>
</tbody>
</table>
FAX:
wooten@mpm.edu
Advisory Committee Meeting Minutes

Meeting Date: April 26, 2012  
Time: 12:00 p.m. – 2:00 p.m.  
Location: Milwaukee Campus  
Room: MPTV Conference Room  
Facilitator: Kathryn DenDooven  
Minute Taker: Charisse Place

Members Present
Matthew Friedel  
Jim Jennings  
Zach Nelson  
Tom Snyder  
Gretchen Thomas  
Matthew Wooten

Company Represented
Jam-Mobile.com  
Keystone Click  
Scuffedshoe Interactive  
Trivera Interactive  
Johnson Controls  
Milwaukee Public Museum

MATC Representatives Present
Ellis Bromberg  
Dr. Richard Busalacchi  
Kathryn DenDooven  
Jonathan Meersman  
David Thomas  
Anthony Garza  
Charisse Place

Position/Title
Dean – Media and Creative Arts  
Associate Dean – Media and Creative Arts  
VICOM Faculty  
VICOM Faculty  
VICOM Faculty  
VICOM Faculty  
Administrative Specialist – Media and Creative Arts

Agenda Item 1  
Call to order
The meeting was called to order at: 12:15 a.m.  
☑ A quorum was present  
☑ p.m. By: Matthew Friedel

Agenda Item 2  
Welcome and Introductions
Members were welcomed. Introductions were made.

<table>
<thead>
<tr>
<th>Agenda Item 3</th>
<th>Approval of Agenda and Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motion made by: Matthew Friedel</td>
<td>Second by: Zach Nelson</td>
</tr>
<tr>
<td>☑️ Minutes approved</td>
<td></td>
</tr>
</tbody>
</table>

## Old Business

### Agenda Item 4  Portfolio Night

Dr. Busalacchi announced that Portfolio Night will be held at MATC on Thursday, May 10, 2012. The event will primarily be on the 6th floor of the Main Building, utilizing the conference center as well as most of the other rooms on the 6th floor. The college is presently finalizing the details of a round table discussion that will provide some networking opportunities for local business focusing on the needs of Media and Creative Arts careers in Southeast Wisconsin.

### Agenda Item 5  VICOM QRP Update

QRP stands for Quality Review Process. This is the process that the college uses to maintain its accreditation. Each program must undergo QRP Review every four years. The VICOM department is up for review this year and has completed the self study phase. This is where faculty take a good look at the program and identify strengths and weaknesses / areas for improvement. The department examined the Scorecard for FY11 and identified where there were improvements as well as deficiencies in the following state indicators:

- Course Completion
- Special Populations Course Completion
- Minority Course Completion
- Second Year Retention
- Third Year Retention
- Third Year Graduation
- Fifth Year Graduation
- Placement Rate – this is the percent of students who are surveyed that are placed in related industry
- NTO Enrollment

Areas that did not show improvement from one year to the next will be addressed in the Action Plan that is presented to the ESIR Board in the spring.

Also reflected in the Scorecard are Enrollment Details (Headcount, FTEs, gender break-down, ethnicity, age, etc.).

### Agenda Item 6  Progress of Web/Mobile Diploma

Based on recommendations and support from this group the Web Designer diploma has been changed to a Web/Mobile Application Designer diploma which will be available to students in FA2013 (Fall 2012). Students will now be given choices in the second semester as to whether they want to gain emphasis on web design or mobile app development.

The department has until November to develop the mobile app courses so that they can be offered in spring semester (semester 2 of the diploma program). Faculty will have course outcome summaries developed for the fall meeting so that the advisory committee can review and approve.
Agenda Item 7  Assessment Results

Dr. Busalacchi notified committee members of an email containing a Needs Assessment for both the Web/Mobile Associate degree and diploma that went out to all who were present. This Needs Assessment needs to be completed in order to move forward with the new diploma and Associate degree. It was also requested that committee members forward this Assessment to any other colleagues and/or contacts in the industry. It is the goal of the department to complete the Needs Assessment phase within about two weeks.

We are on track, depending on the results of the Needs Assessment, to be approved by the State by November and the new programs being available to students and in the catalog for FA2014 (Fall 2013). We have completed the 2nd phase – approval from the state. Upon completion of the 3rd phase (Needs Assessment) all that is left is the 4th phase – program development.

Agenda Item 8  Articulation at Art Institute

About a year ago the Art Institute of Wisconsin opened its doors in Milwaukee. In examining their course offerings it is clear that every program that they offer – whether Associate degree or Bachelor’s – is a direct parallel to MATC’s offerings. Furthermore, for each MCA program with the exception of Music Occupations they have a Bachelor’s equivalent for. It is MATC’s approach to welcome them and discuss articulation agreements. The goal is to encourage our students to start at MATC and transfer into any one of their programs with an Associate degree that they will accept.

Agenda Item 8  Advisors’ Report – Dr. Evelyn Pumphrey

<table>
<thead>
<tr>
<th>SPRING 2012</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>APPLICATIONS</td>
<td>40</td>
</tr>
<tr>
<td>APPLICATIONS COMPLETED</td>
<td>33</td>
</tr>
<tr>
<td>CONDITIONAL ADMIT*</td>
<td>9</td>
</tr>
<tr>
<td>REFERRED TO BASIC SKILLS**</td>
<td>3</td>
</tr>
<tr>
<td>FULL ADMIT</td>
<td>21</td>
</tr>
</tbody>
</table>
SPRING 2011

APPLICATIONS 40
APPLICATIONS COMPLETED 34
CONDITIONAL ADMIT* 11
REFERRED TO BASIC SKILLS** 2
FULL ADMIT 21

*Students who took the Accuplacer Test but did not receive high enough scores necessary to be fully admitted to the program. As a result students are required to take additional courses which will help to satisfy the admissions’ test requirements. These courses must be completed with a ‘C’ or better.

** These are students whose test scores were much lower than those of conditional applicants. These students are required to be placed in remedial classes which are non-college courses designed to help students with these basic academic skills.

New Business

<table>
<thead>
<tr>
<th>Agenda Item 9</th>
<th>VICOM-128 – Web Development with HTML/CSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course was originally developed in 2005 in response to the needs of our advisory committee at the time. The charge was that the previous course covered html and Dreamweaver but did not go in-depth enough. This is a first semester course that introduces VICOM students to the web world.</td>
<td></td>
</tr>
</tbody>
</table>

Web Development with HTML/CSS

Course Outcome Summary

Course Information

<table>
<thead>
<tr>
<th>Project Type</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>Milwaukee Area Technical College</td>
</tr>
<tr>
<td>Developers</td>
<td>Jonathan Meersman</td>
</tr>
<tr>
<td>Development Date</td>
<td>10/31/2005</td>
</tr>
<tr>
<td>Revised By</td>
<td>Jonathan Meersman</td>
</tr>
<tr>
<td>Revised Date</td>
<td>11/26/2010</td>
</tr>
<tr>
<td>Revision History</td>
<td>Changed XHTML to HTML to reflect industry updates</td>
</tr>
<tr>
<td>Course Number</td>
<td>VICOM-128</td>
</tr>
</tbody>
</table>
Instructional Level  Associate Degree
Instructional Area  Visual Communications
Division  Graphic & Applied Arts
Department  Visual Communications
Potential Hours of Instruction  80
Total Credits  3

Description
Students develop the HTML and CSS skills needed to develop functional Web sites. Emphasis is placed on writing code, designing with Cascading Style Sheets, debugging, and publishing of Web sites. The final project is a Web site that students will develop by writing code.

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Contact Hours</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Presentation</td>
<td>16</td>
<td>1</td>
</tr>
<tr>
<td>On-Campus Lab</td>
<td>48</td>
<td>2</td>
</tr>
<tr>
<td>Individualized/Independent Study</td>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>

Textbooks


Learner Supplies


Exit Learning Outcomes

Core Abilities

A. Communicate effectively.
   1. Learner speaks effectively for the intended purpose, audience, occasion, and topic.
   2. Learner writes effectively for the intended purpose, audience, occasion, and topic.
3. Learner applies rules of standard English language structure, including grammar and spelling.

4. Learner uses correctly the language of his/her discipline.

5. Learner chooses presentation format (oral, written, graphic) appropriately.

6. Learner communicates in a bias-free manner.

7. Learner supports viewpoints with evidence.

B. Collaborate with others.

1. Learner cooperates with others.

2. Learner resolves conflicts effectively.

3. Learner participates in shared problem-solving.

4. Learner demonstrates empathy, respect and concern for others.

C. Demonstrate responsibility.

1. Learner prepares for and attends class.

2. Learner turns in quality work.

3. Learner adheres to safety rules and regulations.

4. Learner acts professionally to fulfill job duties within chosen field.

5. Learner demonstrates flexibility and self-directedness in learning.

6. Learner acknowledges a responsibility to the global community (cultural, economic, environmental, and political).

7. Learner practices environmental sensitivity in his/her profession.

8. Learner utilizes effective time management.

D. Think critically and creatively.

1. Learner differentiates between assertions based on evidence and opinions.

2. Learner considers others' viewpoints and perspectives.

3. Learner presents logical and reasonable arguments.

4. Learner evaluates sources of information for credibility and reliability.
5. Learner analyzes relationships between ideas, people, events, and things.

6. Learner breaks complex problems into component parts.

7. Learner selects and applies problem solving methods.

8. Learner evaluates implications of alternative solutions.


10. Learner considers unconventional solutions.

E. Utilize technology.

1. Learner acknowledges the scope of technology.

2. Learner recognizes the cultural, social, economic, and political effects of technology.

3. Learner solves problems using technology.

4. Learner uses the technologies appropriate for their occupational program.

5. Learner recognizes the impact of technology.

6. Learner uses appropriate technology to obtain information.

7. Learner uses appropriate technology to manage information.

Competencies

Unit I. General Concepts of the World Wide Web

1. Analyze and define what, who, and how the World Wide Web concept works

   Linked Core Abilities

   Think critically and creatively.

   Utilize technology.

   Competence will be demonstrated:

   o student will participate in class discussions

   o student will view and critique web sites using browser software
Criteria - Performance will be satisfactory when:

o learner will discuss the specifics of the WWW concepts in class

o learner will demonstrate web sites using browser software

Learning Objectives

a. Define the structure of the Internet

b. Define the communication protocols used throughout the Internet

c. Define the standards for viewing information using the Internet

d. Analyze web sites for content

2. Analyze web communication structure

Linked Core Abilities

Think critically and creatively.

Utilize technology.

Competence will be demonstrated:

o student will use software during normal class hours

o student will participate in class discussions

Criteria - Performance will be satisfactory when:

o learner will discuss the details of web structures and the building blocks to generate content

o learner will demonstrate use of software properly

Learning Objectives

a. Identify and differentiate between different web browsers

b. Identify and differentiate between various web technologies viewed in different web browsers

c. Analyze web sites and identify object content

3. Analyze web content strategy
Linked Core Abilities

Think critically and creatively.

Utilize technology.

Competence will be demonstrated:

o student will analyze and critique web sites

o student will participate in class discussions

Criteria - Performance will be satisfactory when:

o learner will discuss the process for developing content

o learner will differentiate between good and bad content

Learning Objectives

a. Define content restrictions

b. Define content types

c. Determine design restrictions

d. Critique designs

4. Describe the history and evolution of HTML and CSS Properties

Domain: Cognitive   Level: Knowledge

Linked Core Abilities

Communicate effectively.

Collaborate with others.

You will demonstrate your competence:

o student will participate in class discussions

o student will take an online quiz

Criteria - Performance will be satisfactory when:
learner will discuss the history and evolution of HTML and CSS

learner will successfully complete a quiz covering the history and evolution of HTML and CSS

Learning Objectives

a. Describe the history of HTML

b. Describe the history of CSS

c. Discuss the evolution of HTML

d. Discuss the evolution of CSS

Unit II. Planning the web site and design documentation

1. Identify target audience and realize importance of designing appropriate for intended target audience members

Linked Core Abilities

Demonstrate responsibility.

Think critically and creatively.

Competence will be demonstrated:

- student will write the demographics for several sites
- student will participate in class discussions

Criteria - Performance will be satisfactory when:

- learner analyzes and identifies appropriate target audience for different types of web sites
- learner participates in class discussions regarding design for target audience

Learning Objectives

a. Describe the need to identify your target audience in order to effectively development a web site

b. Identify target audience demographics for effective design planning

2. Create flowchart and storyboard to document design goals

Linked Core Abilities
Demonstrate responsibility.

Think critically and creatively.

Utilize technology.

**Competence will be demonstrated:**

- student will follow format and create a flow chart electronically

**Criteria - Performance will be satisfactory when:**

- learner will design and create a flow chart
- learner will present flow chart as part of project plan

**Learning Objectives**

a. Analyze appropriate web site structure

b. Construct an appropriate flowchart of the web site

---

3. **Plan, develop, and implement production schedule**

**Linked Core Abilities**

Demonstrate responsibility.

Think critically and creatively.

**Competence will be demonstrated:**

- student will follow format and write a schedule electronically

**Criteria - Performance will be satisfactory when:**

- learner will create project plan for a production schedule
learner will include production schedule as part of project plan

Learning Objectives

a. Describe the phases of production

b. Demonstrate how the production schedule is used

Unit III. Producing the web site with HTML and CSS

1. Incorporate site development with proper HTML syntax

   Linked Core Abilities

   Utilize technology.

   Competence will be demonstrated:

   o student will write HTML and CSS code in class

   Criteria - Performance will be satisfactory when:

   o learner will develop actual code for a web site

   o learner will incorporate code in assignments and final project

Learning Objectives

a. Examine language organization

b. Examine language syntax and rules

c. Define web site requirements

d. Analyze web sites for HTML and CSS structure

   e. Define color schemes and text fonts

   f. Analyze web sites and critique color schemes and font selections

2. Incorporate personally created graphics into web sites

   Linked Core Abilities

   Utilize technology.

   Competence will be demonstrated:
o student will use software programs in class

Criteria - Performance will be satisfactory when:

o learner will successfully import graphics into the web site

o learner will successfully create graphics for use in the web site

Learning Objectives

a. Demonstrate how to utilize personally created graphics for use in web site development

b. Discuss the benefits of creating graphics

3. Incorporate page layout and site design using proper CSS syntax

Linked Core Abilities

Think critically and creatively.

Utilize technology.

Competence will be demonstrated:

o student will write HTML code in class to insert actual content

o student will write CSS code in class for all page layout and formatting options

Criteria - Performance will be satisfactory when:

o learner will write code to develop the web site

o learner will validate code for syntax errors

Learning Objectives

a. Examine CSS structure

b. Examine web site structure
c. Examine object location structure

d. Analyze web sites containing CSS

4. **Design and code an 8-page industry-appropriate web site using HTML and CSS**

**Linked Core Abilities**

Communicate effectively.

Utilize technology.

**Competence will be demonstrated:**

- student will create a storyboard of their web site on paper first
- student will write HTML and CSS code in class

**Criteria - Performance will be satisfactory when:**

- learner will write HTML and CSS code to program an 8-page web site
- learner will develop web site according to storyboard

**Learning Objectives**

a. Demonstrate web site development skills

b. Demonstrate HTML and CSS syntax skills

**Unit IV. Debugging and usability testing of the web site**

1. **Analyze the different phases of debugging and usability testing**

**Linked Core Abilities**

Collaborate with others.

Think critically and creatively.

**Competence will be demonstrated:**

- student will participate in class discussions
- student will work on other’s programs for testing purposes
- student will document the outcomes
Criteria - Performance will be satisfactory when:

- learner will identify the phases of testing
- learner will take project through the different phases

Learning Objectives

a. Describe phases of testing - Alpha, Beta, Final

2. Analyze common problem areas

Linked Core Abilities

Collaborate with others.

Think critically and creatively.

Competence will be demonstrated:

- student will use instructor provided examples
- student will document the areas

Criteria - Performance will be satisfactory when:

- learner will identify common problems on samples
- learner will analyze own web site for common problems

Learning Objectives

a. Identify common problem areas to look for - typos, errors, alignment, etc.

3. Analyze and troubleshoot web sites for errors

Linked Core Abilities

Communicate effectively.

Collaborate with others.

Think critically and creatively.
Competence will be demonstrated:

- student will use software programs in class
- student will document findings

Criteria - Performance will be satisfactory when:

- learner will analyze and troubleshoot own and other's web sites
- learner will fix code on web site to eliminate errors

Learning Objectives

- Applying debugging techniques

4. Develop solutions and fix problems

Linked Core Abilities

Collaborate with others.

Think critically and creatively.

Competence will be demonstrated:

- student will document the changes
- student will use software programs in class

Criteria - Performance will be satisfactory when:

- learner will develop solutions for own and other's web sites
- learner will implement solutions on own web site

Learning Objectives

- Assess bug list and fix any problems noted

Unit V. Publishing a web site so it is live on the World Wide Web

1. Analyze the FTP process and the importance of proper file management

Linked Core Abilities

Think critically and creatively.
Utilize technology.

**Competence will be demonstrated:**

- student will document the whereabouts of the site particulars and file structures
- student will use software programs in class

**Criteria - Performance will be satisfactory when:**

- learner will document the process
- learner will successfully upload the web site

**Learning Objectives**

a. Using FTP to transfer web files for viewing over the WWW
b. Viewing web project live using a web browser over the WWW
c. Obtain design feedback from classmates on published web sites

2. **Publish final project web site to a live web server using the FTP process**

**Linked Core Abilities**

Think critically and creatively.

Utilize technology.

**Competence will be demonstrated:**

- student will use software programs in class

**Criteria - Performance will be satisfactory when:**

- learner will successfully upload the web site
- learner will demonstrate features of web site

**Learning Objectives**

a. Develop the process skills to publish a web site
b. Follow the process steps to successful publishing
Motion by Matt Friedel: To approve VICOM-128 as presented with minor modifications including comment and semantic mark-up inclusions.
Second: Tom Snyder
All in Favor: Motion carries unanimously.

Agenda Item 10  VICOM-123 – Web Site Development

The “Learning Design Summary” following these recommendations reflect what is currently in the system.

Recommendations:

1. Update goals to differentiate as a WYSIWYG class vs. our hand-coding, VICOM-128
2. Use HTML/CSS in place of any reference to just HTML
3. Remove any references to HTML layout and include CSS box model for layout.
4. Include using graphics editor (Photoshop) to create and optimize graphics
5. Add references to newer technology
   a. Understanding the role JavaScript and frameworks (such as jQuery) play in web sites
   b. Understanding role of content management systems and recognizing when to use them
   c. Recognizing the technologies used for data-driven websites (AMP) and/or .net?

Goals

1. Understand key concepts in web design, and a basic understanding to HTML programming
2. Develop basic HTML programming skills
3. Develop basic file management skills

A. General Concepts of the World Wide Web

1. Analyze and define what, who and how the World Wide Web concept works
2. Analyze web communication structure
3. Analyze web content strategy

B. Planning the Web Page

1. Identify Target Audience
2. Create flowchart
3. Plan and create production schedule

C. Producing the Web Page with HTML

1. Incorporate simple page layout with HTML basic syntax
2. Incorporate externally created graphics into web pages
3. Incorporate page layout using HTML syntax
4. Incorporate linking files and other WWW locations to create several HTML documents together
5. Design and code a 3-page web site using HTML
D. Introduction to WYSIWYG Programs for Web Design
   1. Differentiate between HTML hard coding and WYSIWYG software and their benefits and disadvantages
   2. Acquire and insert objects into the WYSIWYG program
   3. Construct a page grid using WYSIWYG program
   4. Design and create a personal web site using WYSIWYG program
E. Debugging and Testing the Web Page
   1. Analyze the different phases of testing
   2. Analyze common problem areas
   3. Analyze and troubleshoot web sites
   4. Develop solutions and fix problems
F. Publishing a Web Site
   1. Analyze FTP process
   2. Publish web site using FTP process

VICOM-123 - Web Site Development
   Learning Design

Performance Expectations

Goals
   1. Understand key concepts in web design, and a basic understanding to HTML programming
   2. Develop basic HTML programming skills
   3. Develop basic file management skills

A. General Concepts of the World Wide Web
   1. Analyze and define what, who and how the World Wide Web concept works

Learning Objectives
   a. Define the WWW Structure
   b. Define the communication techniques
   c. Define the standards for viewing information
   d. Analyze web sites for content
2. Analyze web communication structure

   Learning Objectives
   a. Identify and differentiate between browsers
   b. Identify and differentiate between objects viewed in browsers
   c. Analyze web sites and identify object content

3. Analyze web content strategy

   Learning Objectives
   a. Define content restrictions
   b. Define content types
   c. Determine design restrictions
   d. Critique designs

B. Planning the Web Page

1. Identify Target Audience

   Learning Objectives
   a. Describe the need to identify your audience
   b. Identify target audience demographics for effective design

2. Create flowchart

   Learning Objectives
   a. Analyze program structure
   b. Construct an appropriate flowchart of the program

3. Plan and create production schedule

   Learning Objectives
   a. describe the phases of production
   b. Demonstrate how the production schedule is used
C. Producing the Web Page with HTML

1. Incorporate simple page layout with HTML basic syntax

   Learning Objectives
   a. Examine language organization
   b. Examine language syntax and rules
   c. Define tabs, basic page requirements
   d. Analyze web sites for HTML structure
   e. Define color schemes and text fonts
   f. Analyze web sites and critique color schemes and font selections

2. Incorporate externally created graphics into web pages

   Learning Objectives
   a. Demonstrate how to import external graphics for use
   b. Discuss the benefits of creating graphics externally

3. Incorporate page layout using HTML syntax

   Learning Objectives
   a. Examine list structure
   b. Examine table structure
   c. Examine object location structure
   d. Analyze web sites containing lists and tables

4. Incorporate linking files and other WWW locations to create several HTML documents together

   Learning Objectives
   a. Examine page linking
   b. Examine object linking
   c. Examine text linking
   d. Analyze web sites and critique links
   e. Paper designs web site with 3 pages and associated links
5. Design and code a 3-page web site using HTML

   **Learning Objectives**
   
   a. Demonstrate design skills
   
   b. Demonstrate HTML syntax skills

D. Introduction to WYSIWYG Programs for Web Design

1. Differentiate between HTML hard coding and WYSIWYG software and their benefits and disadvantages

   **Learning Objectives**
   
   a. Review the tools available in the program
   
   b. Review the viewing capabilities
   
   c. Review the linkages between tool and browser

2. Acquire and insert objects into the WYSIWYG program

   **Learning Objectives**
   
   a. Construct a simple page using program
   
   b. View in browser
   
   c. Examine code and analyze differences between automated tool and hand coded HTML syntax

3. Construct a page grid using WYSIWYG program

   **Learning Objectives**
   
   a. Construct pages with frames, tables and lists
   
   b. View in browser
   
   c. Examine code and analyze differences between automated tool and hand coded HTML syntax

4. Design and create a personal web site using WYSIWYG program

   **Learning Objectives**
   
   a. Define design process using a WYSIWYG tool
   
   b. Identify structure types
   
   c. Design and construct a personal or client web site to be published
   
   d. Define minimum requirements
E. Debugging and Testing the Web Page

1. Analyze the different phases of testing

   Learning Objectives
   
   a. Describe phases of testing - Alpha, Beta, Final

2. Analyze common problem areas

   Learning Objectives
   
   a. Identify common problem areas to look for - typos, errors, alignment, etc.

3. Analyze and troubleshoot web sites

   Learning Objectives
   
   a. Applying Debugging techniques

4. Develop solutions and fix problems

   Learning Objectives
   
   a. Assess bug list and fix any problems noted

F. Publishing a Web Site

1. Analyze FTP process

   Learning Objectives
   
   a. Using FTP to transfer web files for viewing over the WWW
   
   b. Viewing web project over the WWW
   
   c. Obtain design feedback from class on published web sites

2. Publish web site using FTP process

   Learning Objectives
   
   a. Develop the process skills to publish a web site
   
   b. Follow the process steps to successful publishing
**Motion by Tom Snyder:** To accept the recommendation as presented for VICOM-123 including recommendations to add SEO and mobile responsive design to references to newer technology.

**Second:** Zach Nelson

**Discussion:**
- Suggestion to add ‘d’ to references to newer technology: Mobile Responsive Design
- Suggestion to add ‘e’ to references to newer technology: Search Engine Optimization (highlights) and accessibility

**All in Favor:** Motion carries unanimously.

### Agenda Item 11  
**VICOM-105 – Web and Multimedia Authoring**

<table>
<thead>
<tr>
<th>Course Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. General Concepts</strong></td>
</tr>
<tr>
<td>1. Planning and designing ground work for a useful and information website incorporating animation.</td>
</tr>
<tr>
<td><strong>II. Planning Phase</strong></td>
</tr>
<tr>
<td>1. Identify Target Audience</td>
</tr>
<tr>
<td>2. Create flowchart</td>
</tr>
<tr>
<td>3. Plan and create production schedule</td>
</tr>
<tr>
<td><strong>III. Production Phase Using WYSIWYG Program</strong></td>
</tr>
<tr>
<td>1. Site management</td>
</tr>
<tr>
<td>2. Demonstrate how to add use interactivity</td>
</tr>
<tr>
<td>3. Animating with timelines</td>
</tr>
<tr>
<td>4. Incorporate externally-created graphics using WYSIWYG software</td>
</tr>
<tr>
<td><strong>IV. Pros and Cons of Vector Based Animation</strong></td>
</tr>
<tr>
<td>1. Describe the positive attributes of a vector based animation package</td>
</tr>
<tr>
<td>2. Recognize the importance of the plug-in used to view Flash files</td>
</tr>
<tr>
<td><strong>V. Creating Graphics Using Web Animation Software</strong></td>
</tr>
<tr>
<td>1. Creating simple graphics using the drawing tools</td>
</tr>
<tr>
<td>2. Incorporate text as a graphic</td>
</tr>
<tr>
<td>3. Modifying simple graphics</td>
</tr>
<tr>
<td>4. Integrate externally created graphics</td>
</tr>
<tr>
<td>5. Creating graphics on multiple layers</td>
</tr>
<tr>
<td>6. Saving and reusing graphic objects</td>
</tr>
<tr>
<td><strong>VI. Flash Animation Techniques</strong></td>
</tr>
<tr>
<td>1. Incorporate frame-by-frame animations</td>
</tr>
<tr>
<td>2. Create animation using motion tween</td>
</tr>
<tr>
<td>3. Create animation using shape tween</td>
</tr>
<tr>
<td>4. Create complex animation using animated masks</td>
</tr>
<tr>
<td>5. Create more complex animation using motion guides</td>
</tr>
<tr>
<td>6. Create more complex animation using movie clip symbols</td>
</tr>
<tr>
<td>7. Add sound to movie clips</td>
</tr>
<tr>
<td><strong>VII. Building Interactivity with Simple Frame Actions</strong></td>
</tr>
<tr>
<td>1. Add actions to a frame</td>
</tr>
<tr>
<td>2. Organize the actions</td>
</tr>
</tbody>
</table>
VIII. Building Interactivity with Objects
1. Create a basic rollover button
2. Create fully animated buttons
3. Add action to buttons
4. Create buttons that respond to mouse events
5. Add sound to buttons

IX. Debugging and Testing Phase
1. Identify common problem areas
2. Debugging web site – others and one’s own
3. Fix any found problems

X. Publishing Web Site
1. Prepare your movie for optimal playback
2. Working with Flash player settings
3. Incorporate a swf file into a Dreamweaver file to be published

The course will also be changed to a three-credit course. It is presently a four-credit course. Department faculty need to re-assess what this course is teaching and then identify the best tool in order to teach it. It was the opinion of the committee as a whole that Flash isn’t the best tool to teach the techniques and skills that students should be learning in this course.

This will be presented to the committee for recommendation at the fall meeting.

Agenda Item 12 Name Change

There was a discussion at our last meeting concerning changing the name of the VICOM program. Because we are the only program in the state it does not require the approval from other colleges in WTCS in order to change the name.

At the end of the last meeting faculty were hanging in the balance between Interactive Communication and Digital Media. The department finally agreed to change name of the program from VICOM (Visual Communications / Computer Graphics) to ICOM – Interactive Communications based on feedback from the last advisory committee meeting.

The thought behind keeping communications in the title was that this was the constant in the program. The emphasis of the program is to communicate with several types of media. Interactive is also descriptive of the program but open enough for to adapt to changes in industry.

It is unclear whether ICOM will be the perfect name but it will make a good transition (from VICOM to ICOM) and still maintain some identity for the program from a marketing perspective.

Another suggestion was that, because the program is producing graduates who produce digital media, the name be changed to Interactive Digital Solutions.

It was determined that since there was still a great deal of controversy on the subject it would be tabled and brought up at the next meeting.

Agenda Item 13 Suggestions for Future Agenda Items

Restructure of VICOM-105
Program name change

Agenda Item 14 Next Meeting Dates
Fall: Thursday October 11th 12:00 p.m.

<table>
<thead>
<tr>
<th>Agenda Item 15</th>
<th>Adjournment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motion made by: Matt Wooten</td>
<td>Second by: Tom Snyder</td>
</tr>
<tr>
<td>✔ Motion approved</td>
<td></td>
</tr>
</tbody>
</table>

The meeting was adjourned at: 2:17 p.m.
# MILWAUKEE AREA TECHNICAL COLLEGE

## Visual Communication / Computer Graphics (VICOM)

### Advisory Committee Meeting Minutes

<table>
<thead>
<tr>
<th>Meeting Date:</th>
<th>October 11, 2012</th>
<th>Time:</th>
<th>12:00 p.m. – 2:00 p.m.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>Milwaukee Campus</td>
<td>Room:</td>
<td>M610</td>
</tr>
<tr>
<td>Facilitator:</td>
<td>Kathryn DenDooven</td>
<td>Minute Taker:</td>
<td>Charisse Place</td>
</tr>
</tbody>
</table>

### Members Present

- [X] Jon Chapman
- [ ] Jim Jennings
- [X] Brad Manderscheid
- [ ] Zach Nelson
- [X] Tom Snyder
- [ ] Gretchen Thomas
- [X] Matthew Wooten

### Company Represented

- R.A. Smith and Associates
- Keystone Click
- Action Mouse Games
- Scuffedshoe Interactive, LLC
- Trivera Interactive
- Hanson Dodge Creative
- Milwaukee Public Museum

### MATC Representatives Present

- Antonio Garza
- Jonathan Meersman
- David Thomas
- Kathryn DenDooven
- Dr. Richard Busalacchi
- Marshall Harley
- Charisse Place

### Position/Title

- Instructor
- Instructor
- Instructor
- Instructor - IC
- Associate Dean
- Student Representative
- Administrative Specialist
<table>
<thead>
<tr>
<th>Agenda Item 1</th>
<th>Call to order</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discussion:</strong></td>
<td>Meeting called to order by Brad Manderscheid at 12:20 p.m.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Agenda Item 2</th>
<th>Introductions (New Members/Guests)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discussion:</strong></td>
<td>Members were welcomed. Introductions were made.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Agenda Item 3</th>
<th>Determination of Quorum</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discussion:</strong></td>
<td>A quorum was present. The minutes from the last meeting were reviewed.</td>
</tr>
</tbody>
</table>

**Motion by Tom Schneider:** To approve the minutes as presented.

**Second:** Brad Manderscheid.

*Motion carries unanimously*
Old Business

**Agenda Item 4  Advisory Membership Review**  (Use Divisional Data Audit Forms)

**Discussion:** ESIR Board (Education subcommittee of the board) continues to monitor the makeup and composition of the Advisory Committees is reflective of employees, employers, supervisors, gender, ethnicity, former students, etc. They have charged us to have a minimum of all representatives of said groups. Dr. Busalacchi asked that each committee members send Charisse Place 1-2 names of potential advisory committee members.

**Agenda Item 5  Program Progress/Enrollment Reports**

**Discussion:** Dr. Pumphrey was unable to attend. Dr. Busalacchi presented the Admissions Report on her behalf. The college has noticed a decrease in enrollment by about 7% from this time last year.

<table>
<thead>
<tr>
<th><strong>FA2013 (Fall 2012)</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Applications</td>
<td>63</td>
</tr>
<tr>
<td>CPLI</td>
<td>13</td>
</tr>
<tr>
<td>CAD</td>
<td>4</td>
</tr>
<tr>
<td>Refer to Basic Skills</td>
<td>5</td>
</tr>
<tr>
<td>ADM</td>
<td>22</td>
</tr>
<tr>
<td>Incomplete Applications</td>
<td>19</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>FA2012 (Fall 2011)</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Applications</td>
<td>54</td>
</tr>
<tr>
<td>CPLI</td>
<td>6</td>
</tr>
<tr>
<td>CAD</td>
<td>7</td>
</tr>
<tr>
<td>Refer to Basic Skills</td>
<td>3</td>
</tr>
<tr>
<td>ADM</td>
<td>26</td>
</tr>
<tr>
<td>Incomplete Applications</td>
<td>12</td>
</tr>
</tbody>
</table>
CPLI = Conditionally Admitted into program. Student must take remedial courses to improve their reading and writing skills to meet program entrance requirements.

CAD = Conditionally Admitted into program. Student must take remedial course to improve math skills to meet program requirements.

Refer to Basic Skills = Student will take Pre-College Course (s) to improve skills. After course (s) is/are completed student must re-take the Accuplacer test.

ADM = Fully Admitted into program. Student has met all requirements needed to enter program.

| It was requested that Web/Mobile be included in the admissions reports for the next committee meeting |
| Action items: Include Web/Mobile Admissions data on admissions reports | Person responsible: Dr. Evelyn Pumphrey | Deadline: Next meeting |

**Agenda Item 7**  **Curriculum Status and Review**
iscussion: Two advisory committee meetings ago the committee recommended moving forward with developing both an Associate Degree and a Diploma in Mobile Application Development. A three-phase plan was presented that was approved by the committee. We are now entering phase 3 of this plan.

The department presented the new proposed curriculum for Mobile Developer A.A.S. (10-206-X) that was presented to the Board in order to meet the Fall 2013-2014 deadline. It was pointed out that, as many of the courses are project-based, project management is included as part of the curriculum in most courses in the program. VICOM-165; Advanced Mobile Development has not been created yet as the course will not be offered for the first time until SP2015. The course was designed to be fluid and in response to industry need.

**Motion by Tom Schneider:** To approve the AAS as presented.

**Second:** Brad Manderscheid.

*Motion carries unanimously.*

The department also presented the new proposed curriculum for Mobile Application Developer Diploma (31-206-X) that was presented to the Board in order to meet the Fall 2013-2014 deadline. This is essentially removing the application development portion of the modified web designer diploma and making it a stand-alone diploma. The Web Designer diploma will be restored to solely Web Design.

**Motion by Brad Mandersheid:** To approve the Diploma as presented.

**Second:** Matthew Wooten.

*Motion carries unanimously.*

Finally, faculty presented the name change proposal to the committee. It has been recommended by the department that the name of the program be changed to Interactive Media. There are no other programs in the WTCS that are called VICOM or Interactive Media. This means that the approval of the Advisory Committee is sufficient in changing the name of the program. The request is being made in order to be in effect FA2014 (Fall 2013). This will eventually lead to a new subject identifier that will replace VICOM.

**Motion by Matthew Wooten:** To change the name of the program to Interactive Media.

**Second:** Brad Manderscheid.

*Motion carries unanimously.*

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**Agenda Item 8  Course Outcome Summary (COS)**
VICOM-105 At the last committee meeting it was determined that Flash was not as important in industry as it used to be. This resulted in making some modifications to VICOM-105 – specifically changing it from a 4 credit to a 3 credit and reducing the Flash focus in the course. Also focusing on rich media content. Faculty asked for committee input on these changes. This is still a work in progress. The course will be offered for the first time as a 3 credit FA2014 (Fall 2013).

Adobe Edge is not included in the Adobe CS6 Master Collection. IT would need to be made aware of this course modification.

Motion by Brad Manderscheid: To approve VICOM-105 as presented.

Second: Matthew Wooten

Motion carries unanimously.

Agenda Item 9  Quality Review Process (QRP)

The committee reviewed the Quality Review Process Scorecard for the VICOM program for FY2011. The program is up for review by the MATC Board this year. The scorecard breaks down the program based on state indicators (course completion, minority course completion, retention, etc.) and enrollment. It is essentially a snap-shot of the health of the program and defines areas in need of improvement. The action plan will be presented to the committee in the spring.

New Business

Agenda Item 10  (Web Designer Diploma Program Modification)

The department presented the proposed curriculum revision for the Web/Mobile Application Designer (formerly the Web Designer) Diploma.

Motion by Brad Manderscheid: To approve the modifications as presented.

Second: Tom Schneider

Motion carries unanimously.

Agenda Item 11  (Name Change to Web Developer Diploma)
**Discussion:** Presented the proposed name change for the Web/Mobile Application Designer (formerly the Web Designer) Diploma to the Web Developer Diploma. This is phase three of the plan that was presented to the committee a year ago.

**Motion by Brad Manderscheid:** To approve the name change as presented.

**Second:** Jim Jennings.

**Motion carries unanimously.**

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**Agenda Item 12** (VICOM Proposed Curriculum Modification)

**Discussion:** Presented the proposed curriculum revision for the VICOM Associate Degree.

**Motion by Brad Manderscheid:** To approve the proposed curriculum modifications as presented.

**Second:** Matthew Wooten.

**Motion carries unanimously.**

**Action items:**

<table>
<thead>
<tr>
<th>Action</th>
<th>Person responsible</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correct CMS-XXX to CAS-XXX in 3rd and 4th semester of AAS curriculum modification</td>
<td>Charisse Place</td>
<td>ASAP</td>
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**Agenda Item 13** Announcements

**Discussion:** Many area high schools have media programs. It would be beneficial to identify courses within the VICOM programs that can be made into a pathway into the VICOM program. The obvious course was VICOM-150. It would also be beneficial to identify two or three courses that are common among all MCA programs (Animation, Photography, Graphic Design, Television, VICOM, and CSG). The result will be that students completing these courses as part of their high school experience will at the same time have completed part of the first semester of several MCA programs at MATC. David Thomas volunteered to work with Nutan on this initiative.

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**Agenda Item 14** Next Meeting Date

**Discussion:** The next VICOM Advisory Committee meeting is scheduled for Thursday, March 21, 2013 at 11:30 a.m.
<table>
<thead>
<tr>
<th>Agenda Item 15</th>
<th>Adjournment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discussion:</strong></td>
<td>Motion to adjourn made by Brad Manderscheid. Second by Matthew Wooten</td>
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<tr>
<td></td>
<td>Meeting adjourned at 1:59 p.m.</td>
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</tbody>
</table>
NAEYC (National Association for the Education of Young Children) Accreditation:
Re-accreditation was awarded to MATC Mequon and Milwaukee Campus Children’s Centers for an additional five (5) years

Mequon and Milwaukee have been re-accredited until 12/01/2017

Oak Creek was re-accredited last Spring until 8/01/17

West Allis is in the process of preparing for a re-accreditation validation visit which is expected prior to mid-May 2013

Annual YoungStar renewals are underway. YoungStar is the quality rating system for child care centers through the State Department of Children and Families. Each MATC center will request state technical assistance in order to qualify for micro-grants of $1,000 per site. Micro-grant monies can be used for accreditation fees, educational materials, or minor equipment needs not currently met by existing budgets.

NAEYC-accredited centers in the State of Wisconsin are rated as “5-stars” which is the highest rating on the State’s YoungStar Quality Rating System for child care centers. NAEYC/5-star centers are compensated at a slightly higher rate than lesser-rated centers by the Wisconsin Shares program, state child care funding for low-income families.

Continued utilization of the centers by the MATC Associate Degree Early Childhood Education Program: Student teachers are placed for Practicums 1 through 4 (1-2 days per week) and for observational classroom assignments in all MATC child care centers. They are under the direct supervision and tutelage of MATC Child Care Services staff.

Student child enrollment remains the top priority at each location; some staff/faculty children are enrolled. Fewer community children are enrolled, primarily due to the fact that 3 of the 4 centers only operate on MATC student-contact days, leaving several weeks per year when child care would not be available to community, working families.

The federal CCAMPIS (Child Care Access Means Parents in School) grant allows for individual interaction between MATC Child Care staff and Pell-eligible students. This activity supports the College’s retention efforts. Student parents receive 1:1 conferencing with classroom teachers, extra hours for tutoring services or study hours, and parenting information and/or referrals to social service agencies.

The 11th Annual MATC Child Care Food Drive will be held in Spring. All collected items will be distributed to food pantries in the vicinity of each campus so donations are utilized by needy District families.
National Association for the Education of Young Children

Having met the NAEYC Early Childhood Program Standards,

MATC Mequon Campus Children's Center

5555 West Highland Road
Mequon WI 53092
Program Id 290330

is hereby awarded

NAEYC Accreditation
by the NAEYC Academy for Early Childhood Program Accreditation

12/01/2017

Certificate is valid until date above.

www.rightchoiceforkids.org
accreditation.information@naeyc.org
800-424-2460

Jerlean E. Daniel, Ph.D.
NAEYC Executive Director
National Association for the Education of Young Children

Having met the NAEYC Early Childhood Program Standards,

MATC Child Care Services Downtown Campus

1130 N. 8th Street H240
Milwaukee WI 53233
Program Id 280798
is hereby awarded

NAEYC Accreditation
by the NAEYC Academy for Early Childhood Program Accreditation

12/01/2017

Certificate is valid until date above.

www.rightchoiceforkids.org
accreditation.information@naeyc.org
800-424-2460

Jerlean E. Daniel, Ph.D.
NAEYC Executive Director