

November 1, 2016

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

A regular open meeting of the **EDUCATION, SERVICES, AND STUDENT SUCCESS 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 13, 2016**, beginning **at 5:00 PM.**

The agenda for said meeting is presented as follows:

A. Roll Call

B. Compliance with the Open Meetings Law

C. [Approval of Minutes – November 15, 2016 - Attachment 1](#)

D. Comments from the Public

E. Action Items

[NONE](#)

F. Discussion Items

- [1. Nursing QRP – Attachment 2](#)
- [2. Dashboard Presentation – Attachment 3](#)

G. Information Items

1. Communications Playbook
- [2. HLC Systems Portfolio – Attachment 4](#)

3. Enrollment Update
 - a. Promise Update
 - i. 1st Cohort
 - ii. 2nd Cohort

H. Miscellaneous Items

I. Old Business/New Business

1. Date of Next Meeting: **January 17, 2017
Board Room (M210)
Milwaukee Campus**

Committee Members: Hamilton, Isbister, Scheibel, Wachholz, Wilson

- * **The committee meeting is not a Board meeting despite the fact that a quorum of the Board is present at the committee meeting. Actions taken by a committee shall serve as recommendations to the Board for ultimate action.**
- ** **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.



Attachment ESSS - 1

**MILWAUKEE AREA TECHNICAL COLLEGE DISTRICT BOARD
EDUCATION, SERVICES, AND STUDENT SUCCESS
November 15, 2016**

CALL TO ORDER

The regular monthly meeting of the Education, Services, and Student Success Committee of the Milwaukee Area Technical College District Board was held in open session on Tuesday, November 15, 2016, and called to order by Ms. Mary Scheibel at 5:04 p.m. in the Board Room, Room M210, at the Milwaukee Campus of Milwaukee Area Technical College.

ITEM A: ROLL CALL

Present: Ms. Mary Isbister, Ms. Mary Scheibel, Mr. Kurt Wacholz

Excused: Mr. Ashante Hamilton and Ms. Ann Wilson

Guest(s): Mr. Mark Foley arrived at 5:24 PM

ITEM B: COMPLIANCE WITH THE OPEN MEETINGS LAW

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

ITEM C: APPROVAL OF MINUTES – October 18, 2016 – Attachment 1

Motion: The minutes were approved without objection.

ITEM D: COMMENTS FROM THE PUBLIC

ITEM E: ACTION ITEMS

None

ITEM F: DISCUSSION ITEMS

F-1 Quality Review Process (QRP) Process and Schedule – Attachment 2

Discussion: Dr. Mohammad Dakwar, provost, introduced Ms. Patricia Holt, director, Curriculum and Instructional Support and Mr. Tom Walsh, data analyst, Institutional Research. Ms. Holt gave a brief background of the QRP process. Mr. Walsh briefly talked about the data collection and scorecards for each of the programs. Ms. Holt noted that a portfolio containing all information about the program is created for each program each year. The new process is a three- year cycle as compared to five years in the past and Mr. Walsh briefly explained what the presentation for a pathway/program will look like. There was a conversation about criteria being used to determine which pathways/programs are presented to ESSS.

F-2 Dashboard Presentation – Attachment 3

Discussion: Dr. Dakwar briefly reviewed the slides contained in the Dashboard Presentation.

F-3 Student Advising Update

Discussion: Dr. Trevor Kubatzke, vice president, Student Services reminded the committee that there was a group of Admin, faculty and board members went to the Higher Learning Commission (HLC) in Chicago. The action project that was developed at that time was to improve Student Advising. Dr. Dakwar explained some training that is taking place for faculty as well as services available to them and the need to continue this training. Dr. Kubatzke explained that the Student Satisfaction Inventory (SSI) in addition to other surveys are being conducted to track the impact of the training on our students.

F-4 Service Excellence Update

Discussion: Ms. Janice Falkenberg, vice president and general counsel, noted that the Service Excellence standards were discussed at the October Board meeting. The standards were also a part of the MATC Day agenda. These standards are being further defined, training is being developed, and disseminated for all employees to create the foundation for the accountability model.

F-5 Financial Student Loans and Repayment Update

Discussion: Dr. Kubatzke; Ms. Camille Nicolai, director, Financial Aid; and Mr. Jeff Hollow, vice president, Finance reviewed a presentation explaining the options available to students for aid, grants, and loans and the repayment options. Mr. Wacholz expressed the need to lobby legislators on the importance of Federal Pell Grant funding and simplification of the FAFSA form.

ITEM G: INFORMATION ITEMS

G-1 Enrollment Update

a. Promise Update

- 1. 1st Cohort**
- 2. 2nd Cohort**

Discussion: Dr. Kubatzke noted that open registration for the Spring 2017 Semester started today. Dr. Kubatzke noted that on Saturday, November 12, 2016 MATC had an open house in addition to a Boy Scout Merit Badge clinic. Promise Student 1st Cohort just had the mid-term grades come in so staff are reaching out to those students. Promise 2nd Cohort currently has 2,217 applications for the 2017-2018 fiscal year. January 13, 2017 is the deadline for applications to the Promise, the College and the FAFSA. Dr. Kubatzke noted that two changes have been made to the Promise program: 1) Moving forward the EFC has been increased from \$3,000 to \$4,500 and 2) retroactively, all Promise Scholarship students will have five semesters of tuition available to them.

ITEM H: MISCELLANEOUS ITEMS

Education, Services, and Student Success

Minutes of November 15, 2016

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ITEM I: **OLD BUSINESS/NEW BUSINESS** – Date of Next Meeting Tuesday, December 13, 2016, Milwaukee Campus, Board Room (M210).

ADJOURNMENT – The Committee adjourned at 6:32 p.m.

Respectfully submitted,

Michele M. Conroy

Michele M. Conroy
Executive Assistant to the Executive Vice President & Provost
Academic Affairs



Nursing Pathway–Quality Process Review

(10-106-6-Reg. Nurse, 31-543-1-Practical Nurse, 30-543-1-Nursing Asst.)

Established in 1976*

Pathway Description

The Nursing pathway allows a student to complete the certificate after successful completion of one course, the technical diploma in Practical Nursing can be completed in the first year, and the associate degree in Nursing in the second year. Students who complete the first-year courses are eligible to take the Practical Nursing licensure exam, (NCLEX-PN). After graduation, students are eligible to take the RN licensure exam, (NCLEX-RN).

Nursing Graduates:

- Have real-world patient experience from hundreds of clinical hours
- Model professionalism in the clinic/hospital environment
- Receive excellent employer feedback
- Experience high NCLEX pass rates

Students benefit from:

- Average Annual Starting Salary (RN): \$40,845; 88.9% placement
- Median Wage Range: \$21,840- \$63,606 (*EMSI data, 2013*)
- Faculty credentialed with a Masters in Nursing and Wisconsin RN License
- Learning environment that is scenario-based with hands-on activities that replicate real-life traumas

Action Plan / Goals

Goals:

- RN-Increase program retention by focusing on completion and advancement from targeted program courses.
- PN-Increase program graduation rates by identifying best practices for student success
- NA-Increase enrollment by offering bi-lingual course sections.

HIGHLIGHTS!

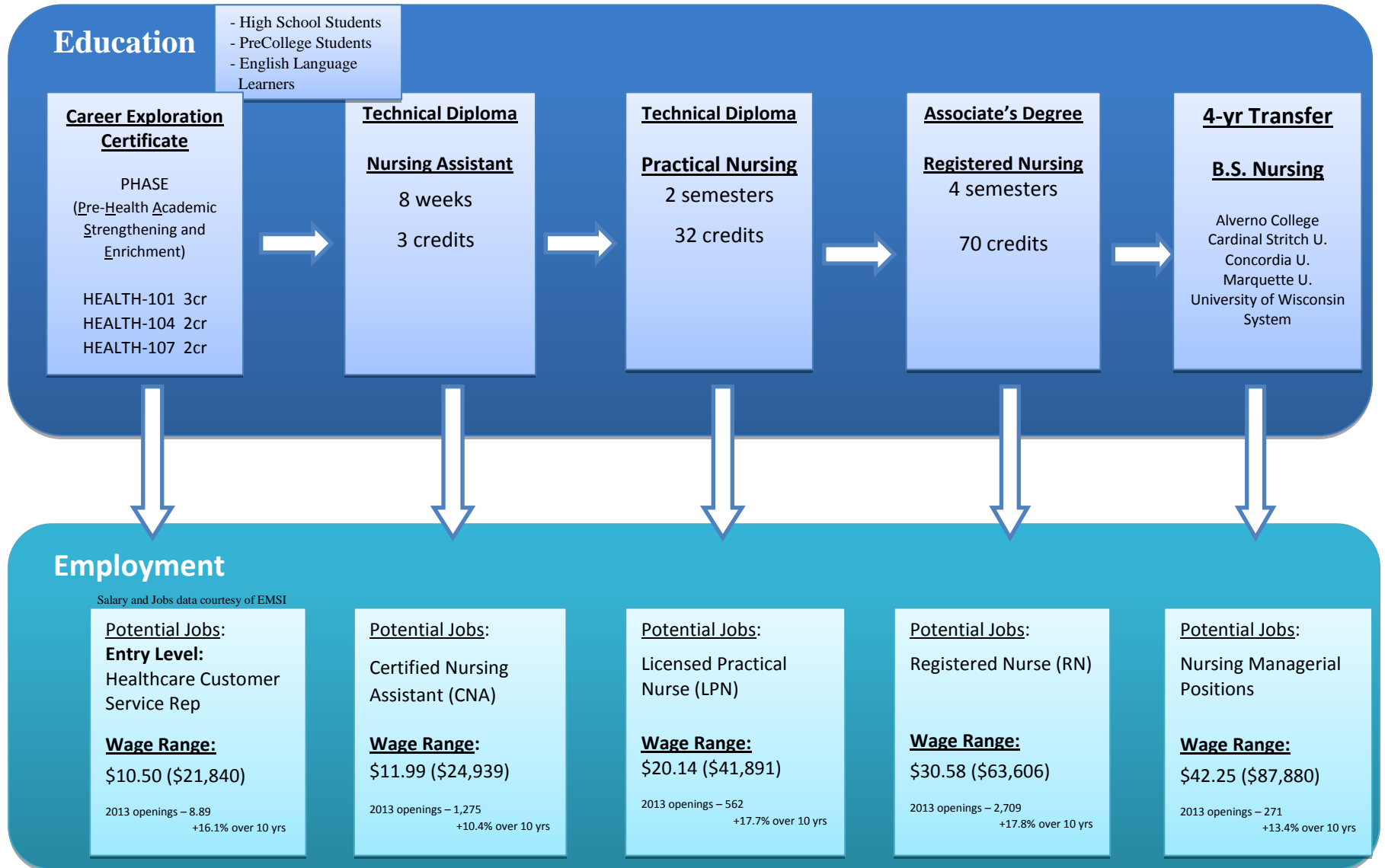
- MATC’s laboratory experiences provide opportunities to practice technical skills.
- Clinical experiences in every semester provide supervised patient care activities.
- Partnership with UW-Milwaukee for transition from Associate’s degree in Nursing to Bachelor degree in nursing.
- Formalizing a partnership with the Ascension Health System to increase program capacity.

*LPN-RN Progression program established.



NURSING CAREER PATHWAY

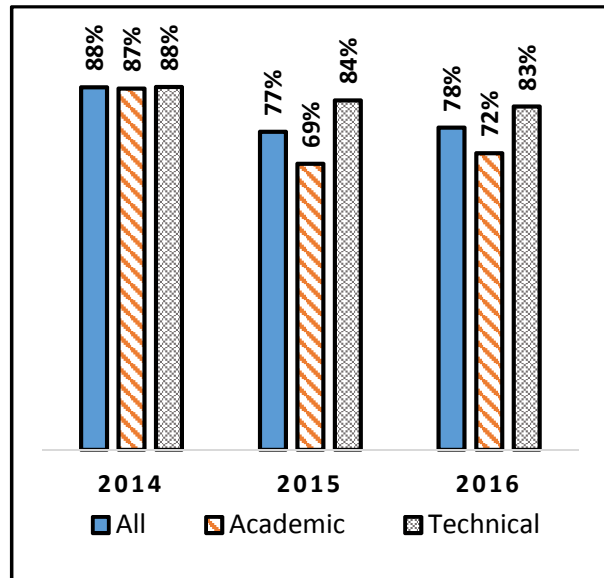
HEALTH SCIENCE – THERAPEUTICS CLUSTER



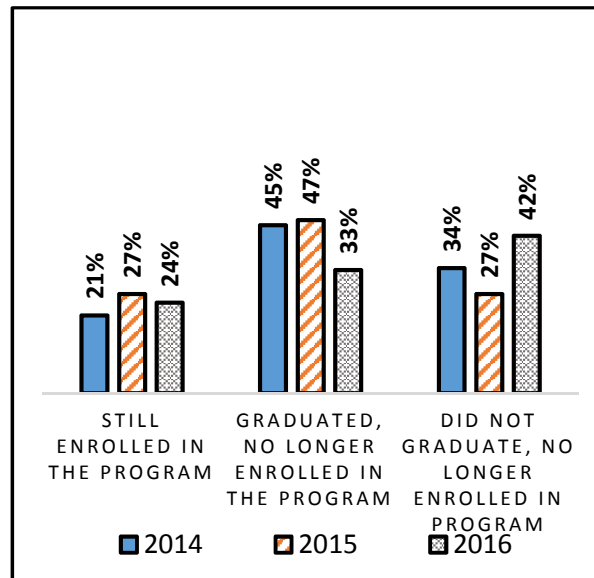
10-543-1 Nursing - Associate Degree

State Indicators		2014			2015			2016			WTCS (Excluding MATC)		
		Cohort	Achieved	Rate	Cohort	Achieved	Rate	Cohort	Achieved	Rate	Cohort	Achieved	Rate
Course Completion	All Program Course Enrollments	2,306	2,021	88%	4,211	3,236	77%	3,614	2,814	78%	36,905	32,367	88%
	Academic Program Course Enrollments	221	193	87%	2,102	1,454	69%	1,637	1,174	72%	11,630	9,247	80%
	Technical Program Course Enrollments	2,085	1,828	88%	2,109	1,782	84%	1,977	1,640	83%	25,275	23,120	91%
Retention	Semester-to-Semester	167	136	81%	1,774	1,269	72%	625	433	69%	2,543	2,152	85%
	Second Year	221	184	83%	205	157	77%	2,321	1,202	52%	3,396	2,274	67%
	Third Year	243	161	66%	221	162	73%	205	118	58%	3,750	1,899	51%
Transfer	Program Students	602	83	14%	573	116	20%	2,964	532	18%	10,336	1,196	12%
Graduation	Second Year	221	32	14%	205	11	5%	2,321	57	2%	3,396	302	9%
	Third Year	243	110	45%	221	103	47%	205	68	33%	3,750	685	18%
	Fifth Year	239	126	53%	235	117	50%	243	130	53%	3,750	1,010	27%
Employment (Self Reported)	All Employment	65	63	97%	78	76	97%	68	65	96%	909	893	98%
	Related	63	62	98%	76	76	100%	65	55	85%	893	863	97%

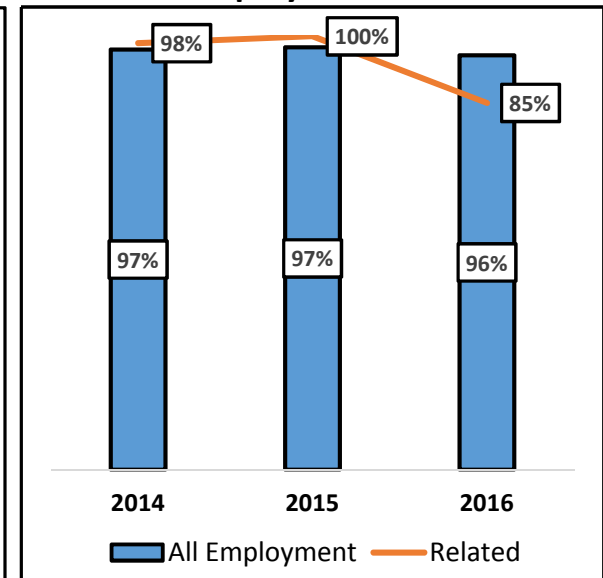
Course Completion



Student Status: 3 Years after Start



Graduate Employment

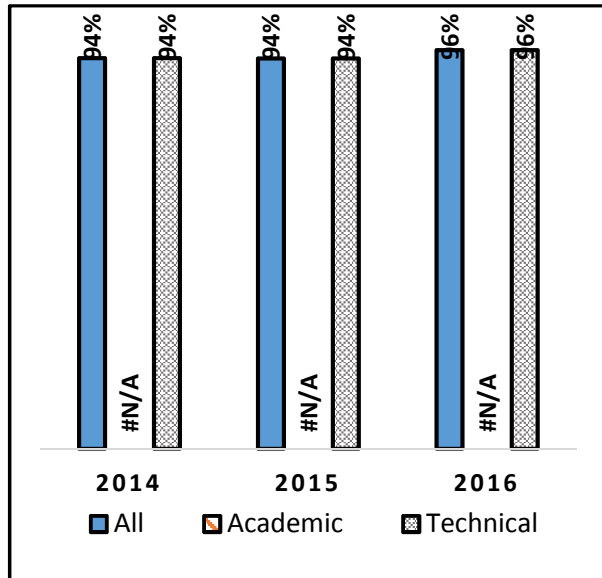


*Note: An administrative change was made in the way program enrollments are reported in 2015. See "Definitions" Page for further explanation.

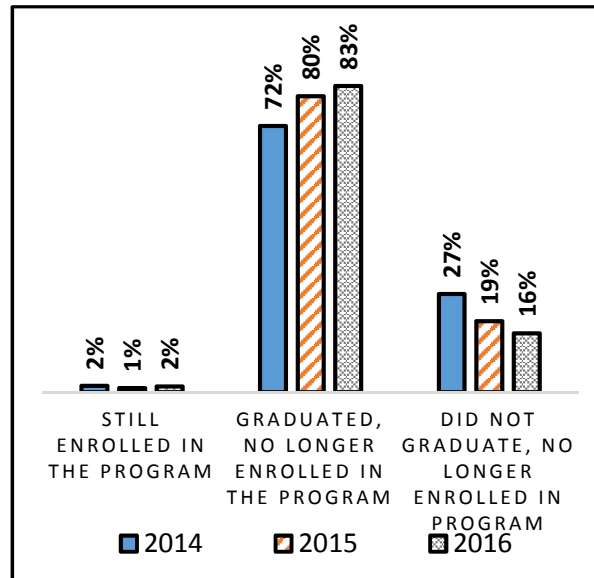
30-543-1 Nursing Assistant

State Indicators		2014			2015			2016			WTCS (Excluding MATC)		
		Cohort	Achieved	Rate	Cohort	Achieved	Rate	Cohort	Achieved	Rate	Cohort	Achieved	Rate
Course Completion	All Program Course Enrollments	343	324	94%	337	318	94%	251	242	96%	6,216	5,701	92%
	Academic Program Course Enrollments	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
	Technical Program Course Enrollments	343	324	94%	337	318	94%	251	242	96%	6,216	5,701	92%
Retention	Semester-to-Semester	275	260	95%	243	225	93%	181	167	92%	3,218	2,987	93%
	Second Year	439	375	85%	384	331	86%	376	333	89%	6,547	5,885	90%
	Third Year	513	377	73%	439	355	81%	384	323	84%	7,291	6,544	90%
Transfer	Program Students	640	114	18%	883	193	22%	734	165	22%	7,704	2,194	28%
Graduation	Second Year	439	348	79%	384	315	82%	376	302	80%	6,547	5,743	88%
	Third Year	513	368	72%	439	350	80%	384	317	83%	7,291	6,449	88%
	Fifth Year	440	223	51%	534	347	65%	513	369	72%	8,220	7,064	86%
Employment (Self Reported)	All Employment	145	128	88%	132	118	89%	85	82	96%	2,028	1,896	93%
	Related	128	70	55%	118	59	50%	82	57	70%	1,896	1,347	71%

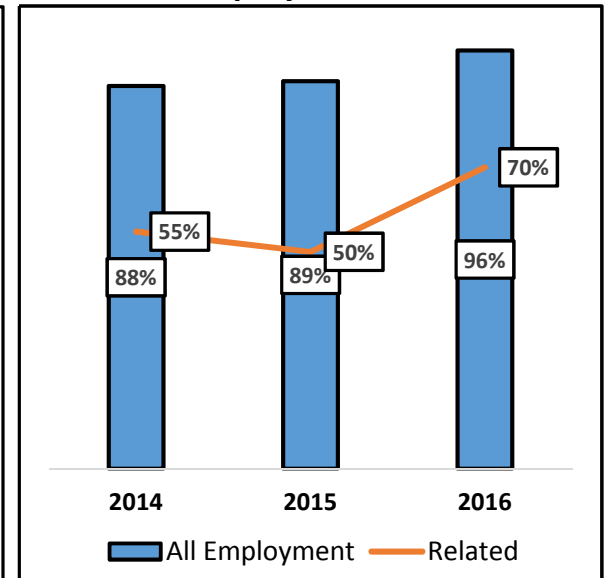
Course Completion



Student Status: 3 Years after Start



Graduate Employment

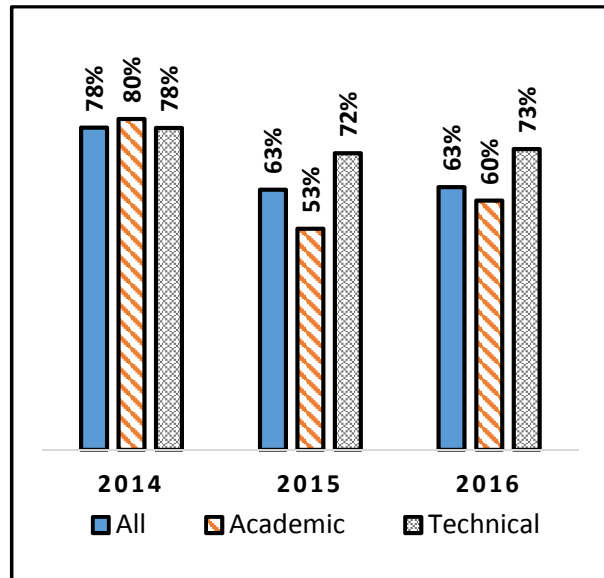


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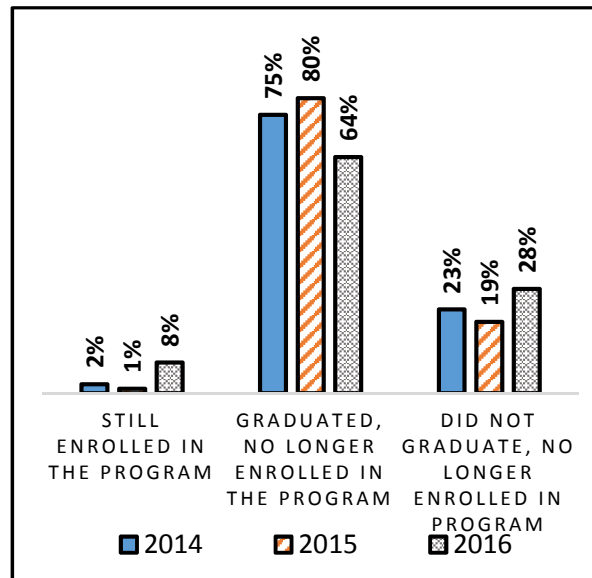
31-543-1 Practical Nursing

State Indicators		2014			2015			2016			WTCS (Excluding MATC)		
		Cohort	Achieved	Rate	Cohort	Achieved	Rate	Cohort	Achieved	Rate	Cohort	Achieved	Rate
Course Completion	All Program Course Enrollments	357	278	78%	245	154	63%	126	80	63%	3,877	3,537	91%
	Academic Program Course Enrollments	15	12	80%	118	63	53%	93	56	60%	439	382	87%
	Technical Program Course Enrollments	342	266	78%	127	91	72%	33	24	73%	3,438	3,155	92%
Retention	Semester-to-Semester	102	91	89%	409	288	70%	177	141	80%	679	638	94%
	Second Year	161	143	89%	121	103	85%	494	254	51%	1,313	1,158	88%
	Third Year	164	127	77%	161	130	81%	121	87	72%	1,618	957	59%
Transfer	Program Students	254	39	15%	197	39	20%	600	121	20%	1,774	129	7%
Graduation	Second Year	161	123	76%	121	74	61%	494	86	17%	1,313	1,077	82%
	Third Year	164	123	75%	161	128	80%	121	77	64%	1,618	939	58%
	Fifth Year	204	157	77%	142	106	75%	164	124	76%	1,821	993	55%
Employment (Self Reported)	All Employment	58	46	79%	45	42	93%	36	31	86%	289	272	94%
	Related	46	33	72%	42	30	71%	31	22	71%	272	233	86%

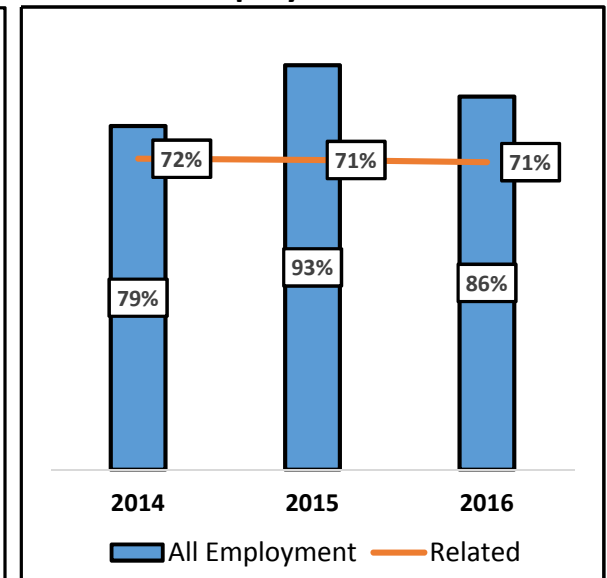
Course Completion



Student Status: 3 Years after Start



Graduate Employment



*Note: An administrative change was made in the way program enrollments are reported in 2015. See "Definitions" Page for further explanation.

Program Viability Matrix Summary

Prepared by: Tom Walsh, Data Analyst, walsht5@matc.edu, 414-297-7949

Overview:

The Viability Matrix has been an ongoing project at MATC. The purpose of the project is to provide a single program score by compiling a number of existing metrics from a variety of sources. The uses and processes regarding the tool are still in development, but it is important to note that the tool is NOT intended to be the sole source for making final decisions. The intent is to provide a high level overview that makes it easier and more efficient to identify area in which the college is doing well and areas that need final examination.

Outcomes Based Funding Tie-In:

Viability Matrix indicators were designed to parallel WTCS's Outcomes Based Funding (OBF) Measures whenever possible. The table below displays Viability Matrix measures that correspond with an OBF measure.

OBF Measure	Viability Matrix Measure
Criteria 1: Job Placement	External Demand Measure 1: Placement Rate
Criteria 2: High Demand Fields	External Demand Measure 7: High Demand Field
Criteria 3: Industry-Validated Curriculum	Program Uniqueness Measure 5: industry Validated Credential
Criteria 4: ABE Transition	None
Criteria 5: ABE Services and Success	None
Criteria 6: Dual Enrollment	Program Uniqueness Measure 4: Dual Enrollment
Criteria 7: Workforce Training	None
Criteria 8: Collaboration	None
Criteria 9: Special Populations	Program Uniqueness Measure 6: Special Populations
Criteria 10: Credit for Prior Learning	None

What it is:

- A high-level overview
- A compilation of existing data sources.
- A tool for identifying strengths and opportunities for improvement.
- An effort to minimize subjectivity surrounding important decisions.
- A way to frame the conversation around program performance, and an aid to help formulate additional in-depth questions.

What it is not:

- A perfect metric.
- The single source for program performance evaluation.
- The sole source for making final decisions.

QRP Scorecard: Demographic Summary

Created: Novemeber 2016

31-543-1 Practical Nursing

Demographic and Enrollment Summary	FY2014		FY2015		FY2016		3 Year Average	
	N	%	N	%	N	%	N	%
ENROLLMENT								
Headcount	197	-	600	-	494	-	430	-
Full-Time	10	5%	69	12%	46	9%	42	10%
Part-Time	187	95%	531	89%	448	91%	389	90%
PROGRAM GRADUATES								
Graduates	99		88		69		85	
PROGRAM FTEs								
FTEs	93		267		201		187	
GENDER								
Male	21	11%	44	7%	41	8%	35	8%
Female	176	89%	556	93%	453	92%	395	92%
N/A	0	0%	0	0%	0	0%	0	0%
NTO Bias					Male Gender Bias			
ETHNICITY								
Am. Indian/Alaskan Native	2	1%	11	2%	9	2%	7	2%
Asian	16	8%	28	5%	24	5%	23	5%
Black	48	24%	298	50%	263	53%	203	47%
Hispanic	15	8%	47	8%	44	9%	35	8%
Multiple	3	2%	12	2%	11	2%	9	2%
Pacific Islander	0	0%	0	0%	0	0%	0	0%
Unknown	5	3%	26	4%	19	4%	17	4%
White	108	55%	178	30%	124	25%	137	32%
AGE								
less than 18	0	0%	0	0%	2	0%	1	0%
18-24	39	20%	170	28%	107	22%	105	24%
25-34	96	49%	245	41%	204	41%	182	42%
35-44	35	18%	121	20%	127	26%	94	22%
45-54	24	12%	57	10%	47	10%	43	10%
55+	3	2%	7	1%	7	1%	6	1%

*Note: An administrative change was made in the way program enrollments are reported in 2015. See "Definitions" Page for further explanation.

QRP Indicators: Equity Gap

Created: November 2016

31-543-1 Practical Nursing

QRP State Indicators by Gender and Minority Status			2014			2015			2016			WTCS (Excluding MATC)		
			Cohort	Achieved	Rate	Cohort	Achieved	Rate	Cohort	Achieved	Rate	Cohort	Achieved	Rate
Course Completion	All Program Course Enrollments	All Program Students	357	278	78%	245	154	63%	126	80	63%	3,877	3,537	91%
		Male	29	19	67%	11	7	57%	14	12	79%	245	201	81%
		Female	328	259	79%	234	147	60%	112	68	60%	3,632	3,336	92%
		Minority	157	113	72%	169	91	51%	99	63	61%	517	449	87%
		Minority Male	8	5	63%	6	3	41%	12	10	75%	55	48	86%
		Minority Female	149	108	73%	163	88	51%	87	53	59%	462	401	87%
	Academic Program Course Enrollments	All Program Students	15	12	80%	118	63	53%	93	56	60%	439	382	87%
		Male	0	0	0%	1	0	0%	6	4	62%	21	15	74%
		Female	15	12	81%	117	63	52%	87	52	59%	418	367	88%
		Minority	5	5	100%	95	44	45%	71	40	56%	58	51	88%
		Minority Male	0	0	0%	1	0	0%	4	2	43%	1	1	100%
		Minority Female	5	5	100%	94	44	45%	67	38	56%	57	50	88%
	Technical Program Course Enrollments	All Program Students	342	266	78%	127	91	72%	33	24	73%	3,438	3,155	92%
		Male	29	19	67%	10	7	67%	8	8	100%	224	186	82%
		Female	313	247	78%	117	84	72%	25	16	64%	3,214	2,969	92%
Minority		152	108	71%	74	47	63%	28	23	83%	459	398	86%	
Minority Male		8	5	63%	5	3	54%	8	8	100%	54	47	86%	
Minority Female		144	103	71%	69	44	64%	20	15	76%	405	351	86%	
Graduation	Third Year	All Program Students	164	123	75%	161	128	80%	121	77	64%	1,618	939	58%
		Male	20	17	85%	16	12	75%	15	10	67%	166	91	55%
		Female	144	106	74%	145	116	80%	106	67	63%	1,451	848	58%
		Minority	53	33	62%	55	42	76%	53	22	42%	286	66	23%
		Minority Male	7	6	86%	4	4	100%	6	2	33%	33	7	21%
		Minority Female	46	27	59%	51	38	75%	47	20	43%	253	59	23%
	Fifth Year	All Program Students	204	157	77%	142	106	75%	164	124	76%	1,821	993	55%
		Male	21	15	71%	21	16	76%	20	17	85%	172	99	58%
		Female	183	142	78%	121	90	74%	144	107	74%	1,646	891	54%
		Minority	70	43	61%	62	33	53%	53	34	64%	312	76	24%
		Minority Male	5	4	80%	6	1	17%	7	6	86%	21	7	33%
		Minority Female	65	39	60%	56	32	57%	46	28	61%	291	69	24%

*Note: An administrative change was made in the way program enrollments are reported in 2015. See "Definitions" Page for further explanation.

31-543-1 Practical Nursing

Course Completion by Program Courses: 2016	Students in the Program			All MATC Students		
	Enrolled	Completed	Rate	Enrolled	Completed	Rate
Total - All Program Course Enrollments	126	80	63%	3,532	2,313	65%
Academic Course Enrollments	93	56	60%	3,499	2,289	65%
10-801-151 COMMUNICATION SKILLS 1	13	8	62%	1,527	927	61%
10-801-152 COMMUNICATION SKILLS 2	13	10	77%	890	676	76%
10-806-177 GEN ANATOMY & PHYSIOLOGY	41	22	54%	713	427	60%
10-809-188 DEVELOPMENTAL PSYCHOLOGY	26	16	62%	369	259	70%
Technical Course Enrollments	33	24	73%	33	24	73%
31-543-301 NURSING FUNDAMENTALS	8	5	63%	8	5	63%
31-543-302 NURSING SKILLS	8	6	75%	8	6	75%
31-543-303 NURSING PHARMACOLOGY	9	6	67%	9	6	67%
31-543-304 NURSING: INTRO CLINICAL PRACTC	8	7	88%	8	7	88%

NOTE: Rates include all students that were enrolled in the respective course as of the FTE Census Dates, which is approximately two weeks for a full-term course.

State Indicators

Course Completion

Cohort- Number of program courses attempted by Program Students. A course is considered "attempted" if the student is enrolled as of the FTE Census date, which is approximately two weeks for a full-term course. (Only includes FTE generating courses).

Achieved – Number of program courses completed by program students with a C or higher.

All Program Course Enrollments- Includes enrollments by program students in all courses listed with WTCS as part of the program curriculum.

Academic Program Course Enrollments – Includes enrollments by program students in "General Studies" courses that are part of the program curriculum.

Technical Program Course Enrollments - Includes enrollments by program students "Technical Studies" courses that are part of the program curriculum.

Retention

Cohort- includes first time program students enrolled in at least one FTE generating course during the year in which the cohort was generated. For example, the 2016 "Second Year" cohort includes students that started the program in the 2015 academic year. The 2016 "Third Year Cohort" includes students that started the program in the 2014 academic year.

Achieved – the unduplicated count of program enrollees from the cohort who were still enrolled or graduated from the program. For example, the 2016 "Third Year" achieved includes all students that started the program in 2014 academic year and were still enrolled in the 2016 academic year or graduated in or before the 2016 academic year.

Transfer

Cohort- The unduplicated count of program students in the **previous** year.

Achieved – the unduplicated count from the cohort that were enrolled in a non-WTCS 2-year or 4-year institution (Source: National Student Clearinghouse). For example, the 2016 achieved measure includes all students that were in the program in the 2015 academic year then were enrolled in a non-WTCS School during the 2016 academic year.

Graduation

Cohort- includes first time program students enrolled in at least one FTE generating course during the year in which the cohort was generated. For example, the 2016 "Third Year" cohort includes students that started the program in the 2014 academic year. The 2016 "Fifth Year Cohort" includes students that started the program in the 2012 academic year.

Achieved – the unduplicated count of program enrollees from the cohort who graduated from the program. For example, the 2016 "Third Year" achieved includes all students that started the program in 2014 academic year and graduated in or before the 2016 academic year.

Employment

Cohort (All Employment)- The number of graduates from the previous year that responded to the Graduate Followup Survey as "**employed**" or "**not employed, actively seeking employment**".

Achieved (All Employment)– The number of graduates from the cohort that responded as "employed" on the Graduate Followup Survey.

Cohort (Related)- The number of graduates from the previous year that responded to the Graduate Followup Survey as "**employed**".

Achieved (Related)– The number of graduates from the cohort that indicated employment is related to the training received at MATC.

Demographic Summary

Full-time - Student is enrolled in 24 or more credits during the academic year.

Part-time - Student is enrolled in fewer than 24 during the academic year.

FTE - One FTE for every 30 enrolled credits by program students.

Male Gender Bias - The program trains for occupations that are traditionally underrepresented by males (as designated by the WTCS)

Female Gender Bias - The program trains for occupations that are traditionally underrepresented by females (as designated by the WTCS)

No Gender Bias - The program trains for occupations where gender bias does not exist (as designated by the WTCS)

Equity Gap

Course Completion

Cohort- Number of program courses attempted by Program Students. A course is considered "attempted" if the student is enrolled as of the FTE Census date, which is approximately two weeks for a full-term course. (Only includes FTE generating courses).

Achieved – Number of program courses completed by program students with a C or higher.

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Academic Program Course Enrollments – Includes enrollments by program students in "General Studies" courses that are part of the program curriculum.

Technical Program Course Enrollments - Includes enrollments by program students "Technical Studies" courses that are part of the program curriculum.

Graduation

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Achieved – the unduplicated count of program enrollees from the cohort who graduated from the program. For example, the 2016 "Third Year" achieved includes all students that started the program in 2014 academic year and graduated in or before the 2016 academic year.

Course Completion

Cohort- Number of program courses attempted by Program Students. A course is considered "attempted" if the student is enrolled as of the FTE Census date, which is approximately two weeks for a full-term course. (Only includes FTE generating courses).

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Important Notes

Course completion rates include all students that were enrolled in the respective course as of **the FTE Census Dates**, which is approximately two weeks for a full-term course. Differences between this course completion rate and other completion rates calculated internally are likely caused by a difference in when the student is considered "enroll".

*An administrative change was made in the way **program enrollments** are reported in the 2015 academic year. Prior to 2015, official reporting excluded some students that were enrolled in the program but below a post-secondary level in certain subjects. These students were included in official reporting starting in 2015. The change causes data breaks in the enrollment count and some indicators.

QRP Scorecard: Demographic Summary

Created: Novemeber 2016

30-543-1 Nursing Assistant

Demographic and Enrollment Summary	FY2014		FY2015		FY2016		3 Year Average	
	N	%	N	%	N	%	N	%
ENROLLMENT								
Headcount	883	-	734	-	515	-	711	-
Full-Time	126	14%	84	11%	67	13%	92	13%
Part-Time	757	86%	650	89%	448	87%	618	87%
PROGRAM GRADUATES								
Graduates	331		331		239		300	
PROGRAM FTEs								
FTEs	398		299		218		305	
GENDER								
Male	112	13%	87	12%	47	9%	82	12%
Female	770	87%	647	88%	467	91%	628	88%
N/A	1	0%	0	0%	1	0%	1	0%
NTO Bias					Male Gender Bias			
ETHNICITY								
Am. Indian/Alaskan Native	13	1%	7	1%	4	1%	8	1%
Asian	45	5%	52	7%	40	8%	46	6%
Black	299	34%	223	30%	146	28%	223	31%
Hispanic	124	14%	130	18%	77	15%	110	16%
Multiple	27	3%	12	2%	22	4%	20	3%
Pacific Islander	0	0%	2	0%	1	0%	1	0%
Unknown	32	4%	31	4%	23	4%	29	4%
White	343	39%	277	38%	202	39%	274	39%
AGE								
less than 18	38	4%	41	6%	34	7%	38	5%
18-24	331	37%	247	34%	184	36%	254	36%
25-34	339	38%	293	40%	191	37%	274	39%
35-44	116	13%	94	13%	69	13%	93	13%
45-54	50	6%	49	7%	30	6%	43	6%
55+	9	1%	10	1%	6	1%	8	1%

*Note: An administrative change was made in the way program enrollments are reported in 2015. See "Definitions" Page for further explanation.

QRP Indicators: Equity Gap

Created: November 2016

30-543-1 Nursing Assistant

QRP State Indicators by Gender and Minority Status			2014			2015			2016			WTCS (Excluding MATC)		
			Cohort	Achieved	Rate	Cohort	Achieved	Rate	Cohort	Achieved	Rate	Cohort	Achieved	Rate
Course Completion	All Program Course Enrollments	All Program Students	343	324	94%	337	318	94%	251	242	96%	6,216	5,701	92%
		Male	55	52	95%	47	43	91%	28	26	93%	731	664	91%
		Female	287	271	94%	290	275	95%	222	215	97%	5,455	5,008	92%
		Minority	184	175	95%	182	169	93%	116	108	93%	1,020	851	83%
		Minority Male	21	20	95%	19	17	89%	12	10	83%	127	107	84%
	Minority Female	162	154	95%	163	152	93%	103	97	94%	887	739	83%	
	Academic Program Course Enrollments	All Program Students	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
		Male	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
		Female	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
		Minority	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
		Minority Female	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
	Technical Program Course Enrollments	All Program Students	343	324	94%	337	318	94%	251	242	96%	6,216	5,701	92%
		Male	55	52	95%	47	43	91%	28	26	93%	731	664	91%
		Female	287	271	94%	290	275	95%	222	215	97%	5,455	5,008	92%
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Minority Female	162	154	95%	163	152	93%	103	97	94%	887	739	83%		
Graduation	Third Year	All Program Students	513	368	72%	439	350	80%	384	317	83%	7,291	6,449	88%
		Male	62	42	68%	56	41	73%	56	50	89%	864	750	87%
		Female	451	326	72%	383	309	81%	327	266	81%	6,401	5,676	89%
		Minority	257	176	68%	226	173	77%	212	169	80%	1,091	896	82%
		Minority Male	24	14	58%	27	19	70%	20	15	75%	129	101	78%
	Minority Female	233	162	70%	199	154	77%	191	153	80%	958	792	83%	
	Fifth Year	All Program Students	440	223	51%	534	347	65%	513	369	72%	8,220	7,064	86%
		Male	68	36	53%	90	61	68%	62	42	68%	1,019	844	83%
		Female	372	187	50%	444	286	64%	451	327	73%	7,164	6,186	86%
		Minority	196	84	43%	253	145	57%	257	176	68%	1,267	983	78%
Minority Male		33	17	52%	33	18	55%	24	14	58%	172	125	73%	
Minority Female	163	67	41%	220	127	58%	233	162	70%	1,088	852	78%		

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State Indicators

Course Completion

Cohort- Number of program courses attempted by Program Students. A course is considered "attempted" if the student is enrolled as of the FTE Census date, which is approximately two weeks for a full-term course. (Only includes FTE generating courses).

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Cohort- The unduplicated count of program students in the **previous** year.

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Employment

Cohort (All Employment)- The number of graduates from the previous year that responded to the Graduate Followup Survey as "**employed**" or "**not employed, actively seeking employment**".

Achieved (All Employment)– The number of graduates from the cohort that responded as "employed" on the Graduate Followup Survey.

Cohort (Related)- The number of graduates from the previous year that responded to the Graduate Followup Survey as "**employed**".

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Equity Gap

Course Completion

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Important Notes

Course completion rates include all students that were enrolled in the respective course as of **the FTE Census Dates**, which is approximately two weeks for a full-term course. Differences between this course completion rate and other completion rates calculated internally are likely caused by a difference in when the student is considered "enroll".

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QRP Scorecard: Demographic Summary

Created: Novemeber 2016

10-543-1 Nursing - Associate Degree

Demographic and Enrollment Summary	FY2014		FY2015		FY2016		3 Year Average	
	N	%	N	%	N	%	N	%
ENROLLMENT								
Headcount	573	-	2,964	-	2,481	-	2,006	-
Full-Time	35	6%	356	12%	282	11%	224	11%
Part-Time	538	94%	2,608	88%	2,199	89%	1,782	89%
PROGRAM GRADUATES								
Graduates	128		152		101		127	
PROGRAM FTEs								
FTEs	266		1,310		1,071		883	
GENDER								
Male	80	14%	362	12%	323	13%	255	13%
Female	493	86%	2,600	88%	2,156	87%	1,750	87%
N/A	0	0%	2	0%	2	0%	1	0%
NTO Bias					Male Gender Bias			
ETHNICITY								
Am. Indian/Alaskan Native	6	1%	22	1%	21	1%	16	1%
Asian	30	5%	164	6%	172	7%	122	6%
Black	117	20%	1,134	38%	932	38%	728	36%
Hispanic	49	9%	322	11%	281	11%	217	11%
Multiple	6	1%	88	3%	72	3%	55	3%
Pacific Islander	0	0%	3	0%	1	0%	1	0%
Unknown	19	3%	158	5%	119	5%	99	5%
White	346	60%	1,073	36%	883	36%	767	38%
AGE								
less than 18	0	0%	26	1%	27	1%	18	1%
18-24	144	25%	1,150	39%	887	36%	727	36%
25-34	270	47%	1,154	39%	988	40%	804	40%
35-44	111	19%	435	15%	407	16%	318	16%
45-54	42	7%	165	6%	138	6%	115	6%
55+	6	1%	33	1%	33	1%	24	1%

*Note: An administrative change was made in the way program enrollments are reported in 2015. See "Definitions" Page for further explanation.

QRP Indicators: Equity Gap

Created: November 2016

10-543-1 Nursing - Associate Degree

QRP State Indicators by Gender and Minority Status			2014			2015			2016			WTCS (Excluding MATC)		
			Cohort	Achieved	Rate	Cohort	Achieved	Rate	Cohort	Achieved	Rate	Cohort	Achieved	Rate
Course Completion	All Program Course Enrollments	All Program Students	2,306	2,021	88%	4,211	3,236	77%	3,614	2,814	78%	36,905	32,367	88%
		Male	338	287	84%	528	412	77%	453	363	79%	3,646	3,076	84%
		Female	1,968	1,734	88%	3,682	2,823	75%	3,160	2,450	77%	33,191	29,237	87%
		Minority	667	554	82%	1,834	1,251	67%	1,662	1,187	71%	4,458	3,600	80%
		Minority Male	103	84	80%	190	127	68%	182	121	65%	541	430	78%
		Minority Female	564	470	82%	1,644	1,124	67%	1,480	1,066	71%	3,891	3,153	80%
	Academic Program Course Enrollments	All Program Students	221	193	87%	2,102	1,454	69%	1,637	1,174	72%	11,630	9,247	80%
		Male	33	32	98%	221	165	75%	189	136	72%	1,166	928	80%
		Female	188	161	87%	1,880	1,288	69%	1,447	1,037	72%	10,440	8,300	79%
		Minority	82	61	76%	1,219	793	65%	959	646	68%	1,890	1,407	75%
		Minority Male	10	9	91%	103	74	73%	93	56	61%	200	143	72%
		Minority Female	72	52	74%	1,116	719	65%	866	590	69%	1,683	1,257	75%
	Technical Program Course Enrollments	All Program Students	2,085	1,828	88%	2,109	1,782	84%	1,977	1,640	83%	25,275	23,120	91%
		Male	305	255	82%	307	247	80%	264	227	85%	2,480	2,148	86%
		Female	1,780	1,573	88%	1,802	1,535	85%	1,713	1,413	82%	22,751	20,937	92%
Minority		585	493	83%	615	458	74%	703	541	76%	2,568	2,193	85%	
Minority Male		93	75	79%	87	53	60%	89	65	73%	341	287	83%	
Minority Female		492	418	84%	528	405	76%	614	476	77%	2,208	1,896	85%	
Graduation	Third Year	All Program Students	243	110	45%	221	103	47%	205	68	33%	3,750	685	18%
		Male	35	14	40%	38	12	32%	28	8	29%	413	71	17%
		Female	208	96	46%	183	91	50%	177	60	34%	3,326	611	18%
		Minority	83	26	31%	86	27	31%	73	15	21%	592	54	9%
		Minority Male	11	5	45%	11	3	27%	10	1	10%	72	5	7%
		Minority Female	72	21	29%	75	24	32%	63	14	22%	519	48	9%
	Fifth Year	All Program Students	239	126	53%	235	117	50%	243	130	53%	3,750	1,010	27%
		Male	43	20	47%	39	16	41%	35	18	51%	410	90	22%
		Female	196	106	54%	195	101	52%	208	112	54%	3,327	916	28%
		Minority	84	33	39%	77	24	31%	83	30	36%	574	58	10%
Minority Male		9	2	22%	15	4	27%	11	6	55%	52	4	8%	
	Minority Female	75	31	41%	62	20	32%	72	24	33%	519	54	10%	

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QRP Scorecard: Course Completion

Created: November 2016

10-543-1 Nursing - Associate Degree

Course Completion by Program Courses: 2016	Students in the Program			All MATC Students		
	Enrolled	Completed	Rate	Enrolled	Completed	Rate
Total - All Program Course Enrollments	3,614	2,814	78%	9,937	7,026	71%
Academic Course Enrollments	1,637	1,174	72%	7,931	5,367	68%
10-801-151 COMMUNICATION SKILLS 1	114	72	63%	1,527	927	61%
10-801-152 COMMUNICATION SKILLS 2	90	63	70%	890	676	76%
10-806-177 GEN ANATOMY & PHYSIOLOGY	171	93	54%	713	427	60%
10-806-179 ADV ANATOMY & PHYSIOLOGY	110	89	81%	177	146	82%
10-806-186 INTRO TO BIOCHEMISTRY	350	258	74%	532	388	73%
10-806-197 MICROBIOLOGY	336	289	86%	663	571	86%
10-809-188 DEVELOPMENTAL PSYCHOLOGY	113	87	77%	369	259	70%
10-809-195 ECONOMICS	214	142	66%	1,821	1,219	67%
10-809-197 CONTEMPORARY AMER SOCIETY	139	81	58%	1,239	754	61%
Technical Course Enrollments	1,977	1,640	83%	2,006	1,659	83%
10-543-101 NURSING FUNDAMENTALS	172	109	63%	174	109	63%
10-543-102 NURSING SKILLS	176	108	61%	178	108	61%
10-543-103 NURSING PHARMACOLOGY	176	113	64%	179	114	64%
10-543-104 NSG: INTRO CLINICAL PRACTICE	160	132	83%	161	132	82%
10-543-105 NURSING HEALTH ALTERATIONS	121	107	88%	125	110	88%
10-543-106 NURSING HEALTH PROMOTION	120	91	76%	122	92	75%
10-543-107 NSG: CLIN CARE ACROSS LIFESPAN	114	106	93%	115	107	93%
10-543-108 Nsg: Intro Clinical Care Mgt	111	102	92%	112	103	92%
10-543-109 NSG: COMPLEX HEALTH ALTERAT 1	143	111	78%	145	112	77%
10-543-110 NSG: MENTAL HEALTH COMM CON	81	71	88%	81	71	88%
10-543-111 NSG: INTERMED CLIN PRACTICE	121	118	98%	123	120	98%
10-543-112 NURSING ADVANCED SKILLS	118	118	100%	120	120	100%
10-543-113 NSG: COMPLEX HEALTH ALTERAT 2	105	102	97%	107	104	97%
10-543-114 NSG: MGT & PROFESS CONCEPTS	53	51	96.2%	54	52	96%
10-543-115 NSG: ADV CLINICAL PRACTICE	104	101	97.1%	106	103	97%
10-543-116 NURSING CLINICAL TRANSITION	102	100	98.0%	104	102	98%

NOTE: Rates include all students that were enrolled in the respective course as of the FTE Census Dates, which is approximately two weeks for a full-term course.

State Indicators

Course Completion

Cohort- Number of program courses attempted by Program Students. A course is considered “attempted” if the student is enrolled as of the FTE Census date, which is approximately two weeks for a full-term course. (Only includes FTE generating courses).

Achieved – Number of program courses completed by program students with a C or higher.

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Achieved – the unduplicated count of program enrollees from the cohort who were still enrolled or graduated from the program. For example, the 2016 "Third Year" achieved includes all students that started the program in 2014 academic year and were still enrolled in the 2016 academic year or graduated in or before the 2016 academic year.

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Cohort- The unduplicated count of program students in the **previous** year.

Achieved – the unduplicated count from the cohort that were enrolled in a non-WTCS 2-year or 4-year institution (Source: National Student Clearinghouse). For example, the 2016 achieved measure includes all students that were in the program in the 2015 academic year then were enrolled in a non-WTCS School during the 2016 academic year.

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Employment

Cohort (All Employment)- The number of graduates from the previous year that responded to the Graduate Followup Survey as “**employed**” or “**not employed, actively seeking employment**”.

Achieved (All Employment)– The number of graduates from the cohort that responded as "employed" on the Graduate Followup Survey.

Cohort (Related)- The number of graduates from the previous year that responded to the Graduate Followup Survey as “**employed**”.

Achieved (Related)– The number of graduates from the cohort that indicated employment is related to the training received at MATC.

Demographic Summary

Full-time - Student is enrolled in 24 or more credits during the academic year.

Part-time - Student is enrolled in fewer than 24 during the academic year.

FTE - One FTE for every 30 enrolled credits by program students.

Male Gender Bias - The program trains for occupations that are traditionally underrepresented by males (as designated by the WTCS)

Female Gender Bias - The program trains for occupations that are traditionally underrepresented by females (as designated by the WTCS)

No Gender Bias - The program trains for occupations where gender bias does not exist (as designated by the WTCS)

Equity Gap

Course Completion

Cohort- Number of program courses attempted by Program Students. A course is considered "attempted" if the student is enrolled as of the FTE Census date, which is approximately two weeks for a full-term course. (Only includes FTE generating courses).

Achieved – Number of program courses completed by program students with a C or higher.

All Program Course Enrollments- Includes enrollments by program students in all courses listed with WTCS as part of the program curriculum.

Academic Program Course Enrollments – Includes enrollments by program students in "General Studies" courses that are part of the program curriculum.

Technical Program Course Enrollments - Includes enrollments by program students "Technical Studies" courses that are part of the program curriculum.

Graduation

Cohort- includes first time program students enrolled in at least one FTE generating course during the year in which the cohort was generated. For example, the 2016 "Third Year" cohort includes students that started the program in the 2014 academic year. The 2016 "Fifth Year Cohort" includes students that started the program in the 2012 academic year.

Achieved – the unduplicated count of program enrollees from the cohort who graduated from the program. For example, the 2016 "Third Year" achieved includes all students that started the program in 2014 academic year and graduated in or before the 2016 academic year.

Course Completion

Cohort- Number of program courses attempted by Program Students. A course is considered "attempted" if the student is enrolled as of the FTE Census date, which is approximately two weeks for a full-term course. (Only includes FTE generating courses).

Achieved – Number of program courses completed by program students with a C or higher.

All Program Course Enrollments- Includes enrollments by program students in all courses listed with WTCS as part of the program curriculum.

Academic Program Course Enrollments – Includes enrollments by program students in "General Studies" courses that are part of the program curriculum.

Technical Program Course Enrollments - Includes enrollments by program students "Technical Studies" courses that are part of the program curriculum.

Important Notes

Course completion rates include all students that were enrolled in the respective course as of **the FTE Census Dates**, which is approximately two weeks for a full-term course. Differences between this course completion rate and other completion rates calculated internally are likely caused by a difference in when the student is considered "enroll".

*An administrative change was made in the way **program enrollments** are reported in the 2015 academic year. Prior to 2015, official reporting excluded some students that were enrolled in the program but below a post-secondary level in certain subjects. These students were included in official reporting starting in 2015. The change causes data breaks in the enrollment count and some indicators.

Performance Summary By Measure

Criteria	Measure Name	Benchmark	2014	2015	2016
External Demand	Placement Rate	88.9%	96.9%	97.4%	95.6%
	Employment Opportunities	0.3	-	-	39.6%
	Graduate Wages	\$40,845	-	\$53,195	\$49,542
	Student Satisfaction	100%	100.0%	98.7%	98.6%
	High Demand Fields (Extra Credit)	Y			Y
Student Success	Course Completion Rate (Technical Courses)	N/A	87.7%	84.5%	83.0%
	Change in Course Completion Rate	3.0%	-	-3.2%	-1.5%
	Retention Rate	72.7%	83.3%	76.6%	51.8%
	Change in Program Retention Rate	0.03	-	-6.7%	-24.8%
	Graduation Rate (2nd year or 3rd year)	0.59/0.35	45.3%	46.6%	33.2%
	Change Program Graduation Rate	0.03	-	1.3%	-13.4%
Program Uniqueness	Identical Programs within WTCS	Less than 2	16	-	-
	Identical Programs within Area Served by MATC	Less than 6	6	-	-
	Part of Pathway Credential	Y	-	-	Y
	Course for High School Dual Enrollment	Y	Y	Y	Y
	Industry Validated Credential	Y	Y	Y	Y
Cost Analysis	Program Total FTE	N/A	266	1,310	1,071
	% Change in FTE from Previous Year	N/A	-	392.4%	-18.2%
	Total Headcount	N/A	573	2,964	2,481
	% Change in Headcount	N/A	-	417.3%	-16.3%

Performance Summary By Measure

Criteria	Measure Name	Benchmark	2014	2015	2016
External Demand	Placement Rate	88.9%	79.3%	93.3%	86.1%
	Employment Opportunities	0.3	-	-	0.31
	Graduate Wages	\$40,845	-	\$37,222	\$42,188
	Student Satisfaction	100%	97.1%	100.0%	100.0%
	High Demand Fields (Extra Credit)	Y	-	-	Y
Student Success	Course Completion Rate (Technical Courses)	N/A	77.8%	71.7%	72.7%
	Change in Course Completion Rate	3.0%	-	-6.1%	1.1%
	Retention Rate	72.7%	88.8%	85.1%	51.4%
	Change in Program Retention Rate	0.03	-	-3.7%	-33.7%
	Graduation Rate (2nd year or 3rd year)	0.59/0.35	76.4%	61.2%	17.4%
	Change Program Graduation Rate	0.03	-	-15.2%	-43.7%
Program Uniqueness	Identical Programs within WTCS	Less than 2	15	-	-
	Identical Programs within Area Served by MATC	Less than 6	2	-	-
	Part of Pathway Credential	Y	-	-	Y
	Course for High School Dual Enrollment	Y	Y	Y	Y
	Industry Validated Credential	Y	Y	Y	Y
Cost Analysis	Program Total FTE	N/A	93	267	201
	% Change in FTE from Previous Year	N/A	-	187.9%	-24.9%
	Total Headcount	N/A	197	600	494
	% Change in Headcount	N/A	-	204.6%	-17.7%

Performance Summary By Measure

Criteria	Measure Name	Benchmark	2014	2015	2016
External Demand	Placement Rate	88.9%	88.3%	89.4%	96.5%
	Employment Opportunities	0.3	-	-	0.30
	Graduate Wages	\$40,845	-	\$26,676	\$26,166
	Student Satisfaction	100%	97.1%	96.3%	98.2%
	High Demand Fields (Extra Credit)	Y	-	-	Y
Student Success	Course Completion Rate (Technical Courses)	N/A	94.5%	94.4%	96.4%
	Change in Course Completion Rate	3.0%	-	-0.1%	2.1%
	Retention Rate	72.7%	85.4%	86.2%	88.6%
	Change in Program Retention Rate	0.03	-	0.8%	2.4%
	Graduation Rate (2nd year or 3rd year)	0.59/0.35	79.3%	82.0%	80.3%
	Change Program Graduation Rate	0.03	-	2.8%	-1.7%
Program Uniqueness	Identical Programs within WTCS	Less than 2	16	-	-
	Identical Programs within Area Served by MATC	Less than 6	2	-	-
	Part of Pathway Credential	Y	-	-	Y
	Course for High School Dual Enrollment	Y	Y	Y	Y
	Industry Validated Credential	Y	Y	Y	Y
Cost Analysis	Program Total FTE	N/A	398	299	218
	% Change in FTE from Previous Year	N/A	-	-24.8%	-27.3%
	Total Headcount	N/A	883	734	515
	% Change in Headcount	N/A	-	-16.9%	-29.8%

Viability Definitions



External Demand

Placement rate - The placement rate is measured by the graduate followup survey, which is administered approximately six months after graduation. It is the percentage of survey respondents from the previous year that indicated they were employed out of the respondents that were in the labor force (either "Employed" or "Not employed, actively seeking employment").

Employment Opportunities - Employment opportunities are measured through an "openings to employment ratio". It is the total number of projected openings occupations related to the program over the next 10 years divided by the current number of jobs in the occupations.

Graduate Wages Student - Graduate wages for students is measured by the graduate followup survey, which is administered approximately six months after graduation. It is the Full-time equivalent (FTE) wage of program graduates that provided the information.

Satisfaction High Demand Fields (Extra Credit) - The program is on the WTCS list of high demand programs.

Student Success

Course Completion Rate (Technical Courses) - The percentage of technical program courses completed with a C or Higher by program students.

Retention Rate - The second year retention rate of program students. For example, the retention rate for 2016 looks at students that started the program in 2015. The rate is the percentage that graduated or were still enrolled in the program 2016.

Graduation Rate (2nd year or 3rd year) - The percentage of students that graduated from the program within the measured time frame. Programs starting with a "30" or "31" use the 2nd year graduation rate. Programs starting with a "10" use the 3rd year graduation rate.

Program Uniqueness

Identical programs within WTCS - The total number of schools in the Wisconsin Technical College System that have the same program code.

Identical programs within area served by MATC - The number of post-secondary schools in the region (Milwaukee, Waukesha, Ozaukee, or Washington County) that awarded at least one credential at the Associates degree level or below in the same program.

Part of Pathway Credential - The program curriculum was approved by WTCS as part of a stacked credential.

Course for high school dual enrolment - The programs department has enrollment in at least one course that meets the OBF definition of "dual enrollment"

Industry Validated Credential - Curriculum was developed with business or industry input and that is based on competencies and assessments that reflect the skills and knowledge necessary for a specific job or jobs within a specific type of business or industry.

Cost Analysis

Program Total FTE - The total number of FTE generating credits attempted by program students divided by 30. (1 FTE = 30 Credits)

Total Headcount- Number of program students that have an "active" code in the program and are enrolled a MATC.

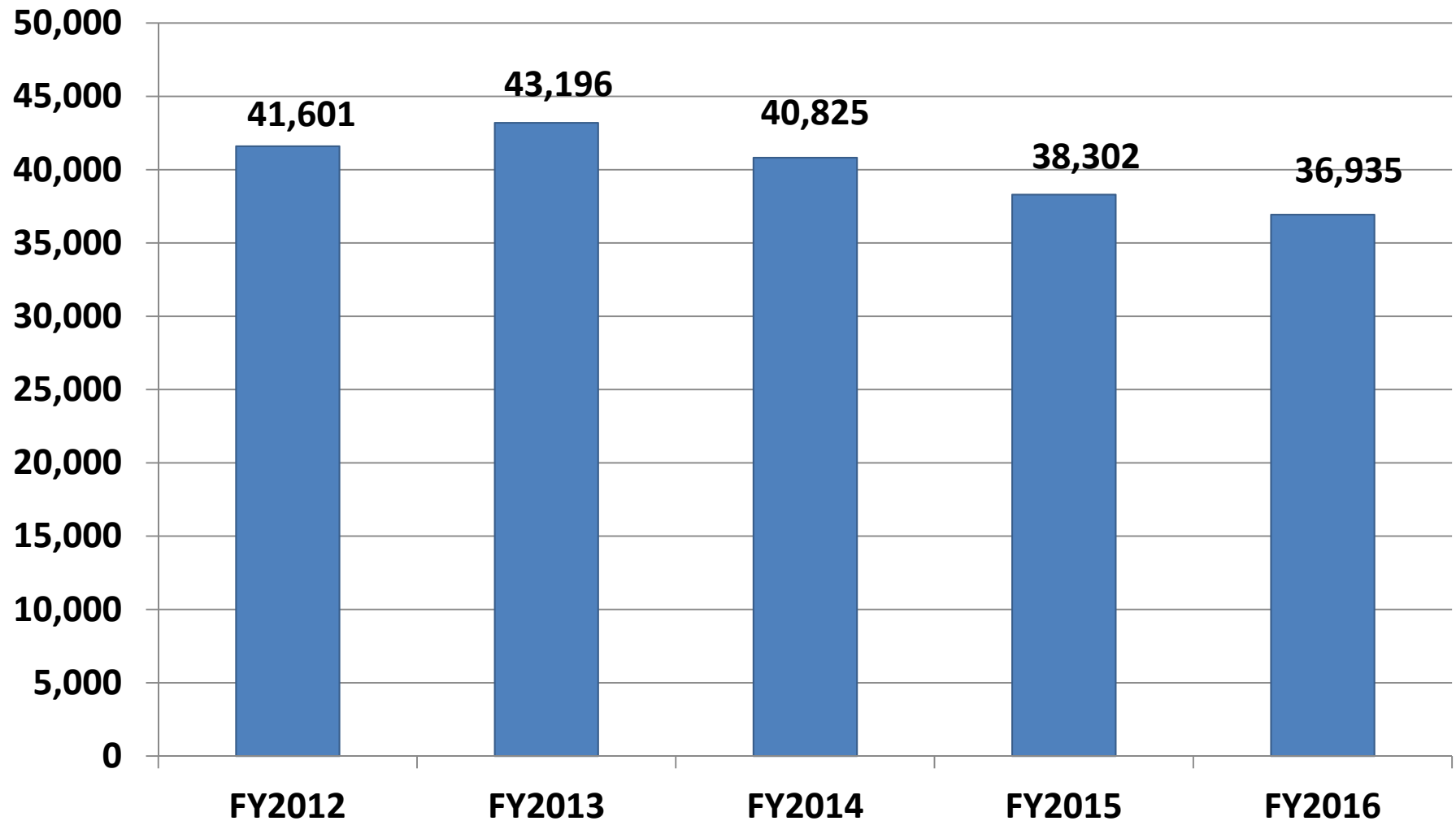
ESSS Attachment – 3

Dashboard Presentation

Goal 3— Economic & Environmental Sustainability – Number of Students Served and How We Serve Them

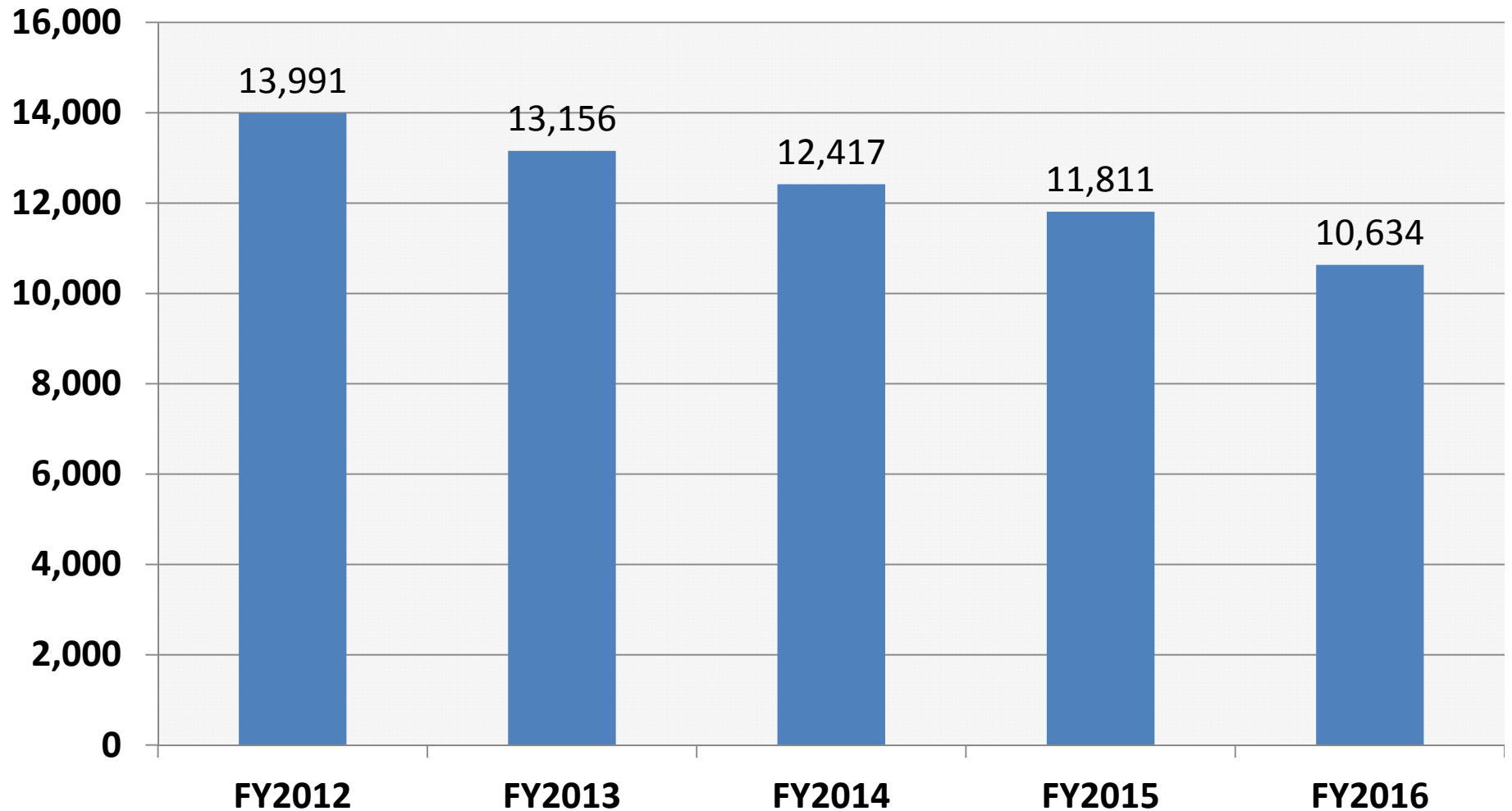
Source: WTCS State Reporting
and MATC Data

MATC Unduplicated Student Headcount 5-Year Trending

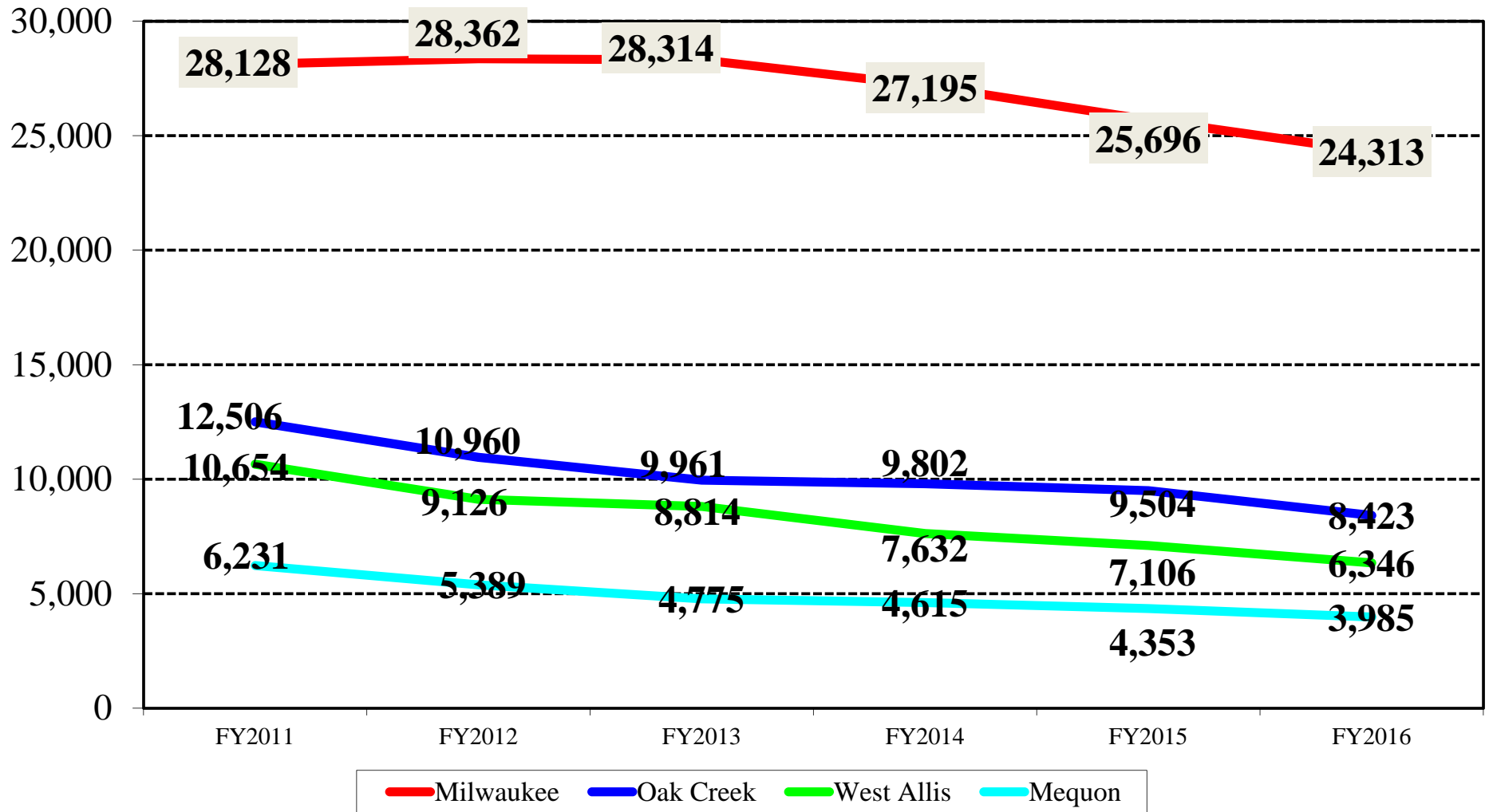


MATC Full-Time Equivalencies (FTEs) 5-year Trending

WI OBF Criteria #8 (50%) – Ranked #1

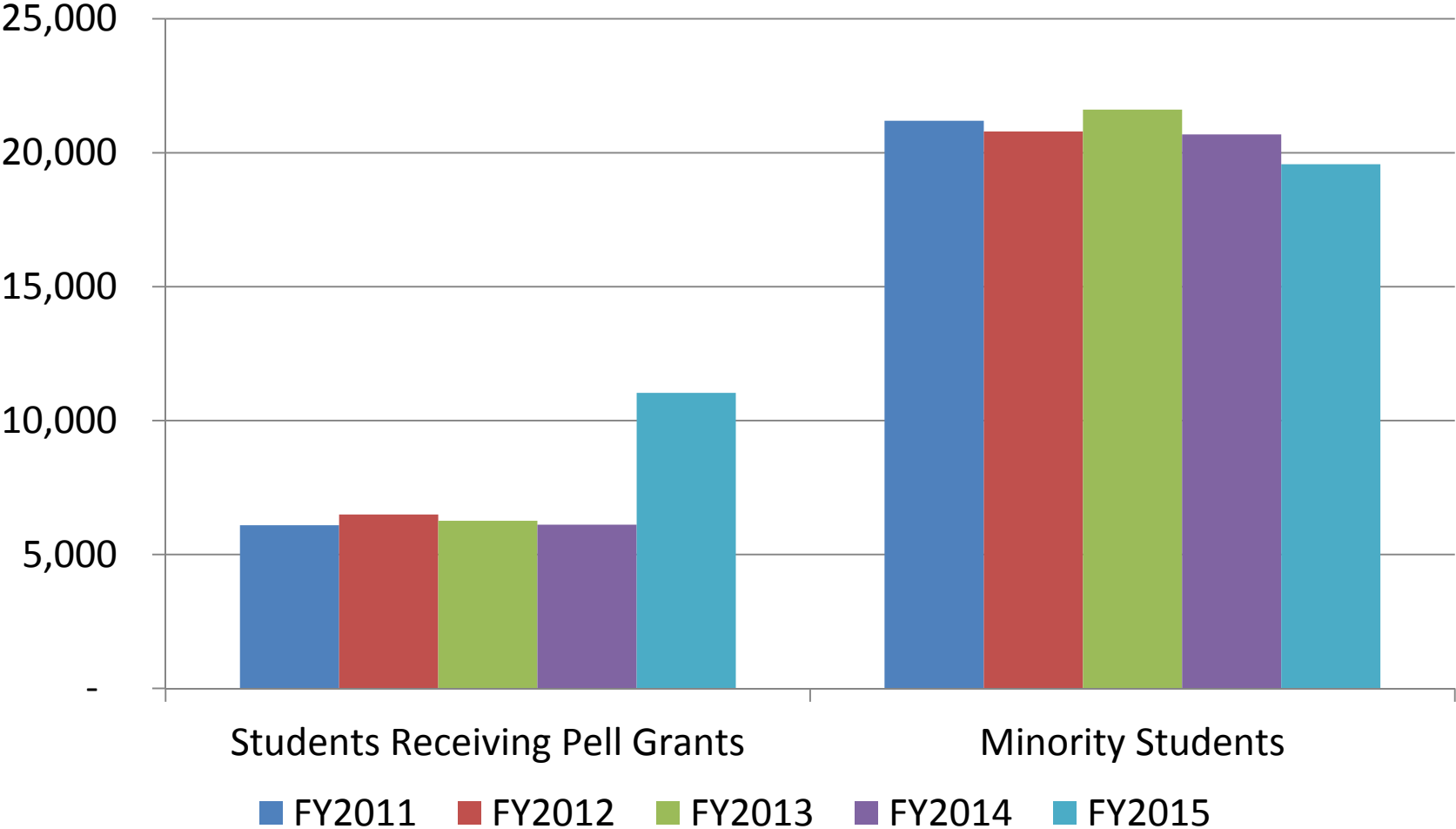


MATC Campus Student Headcount Trending



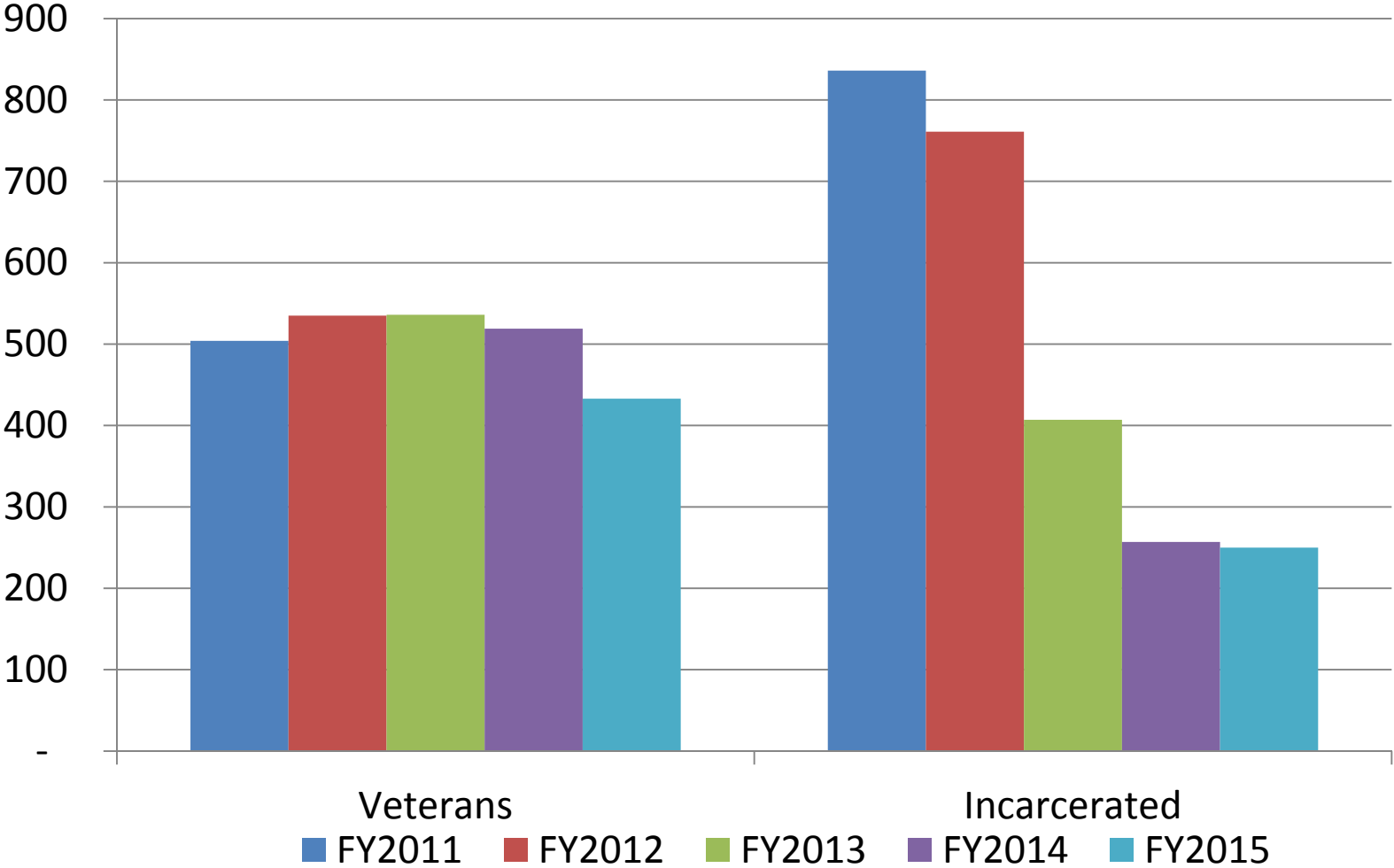
MATC Special Populations

WI OBF Criteria #9 – Ranked #1



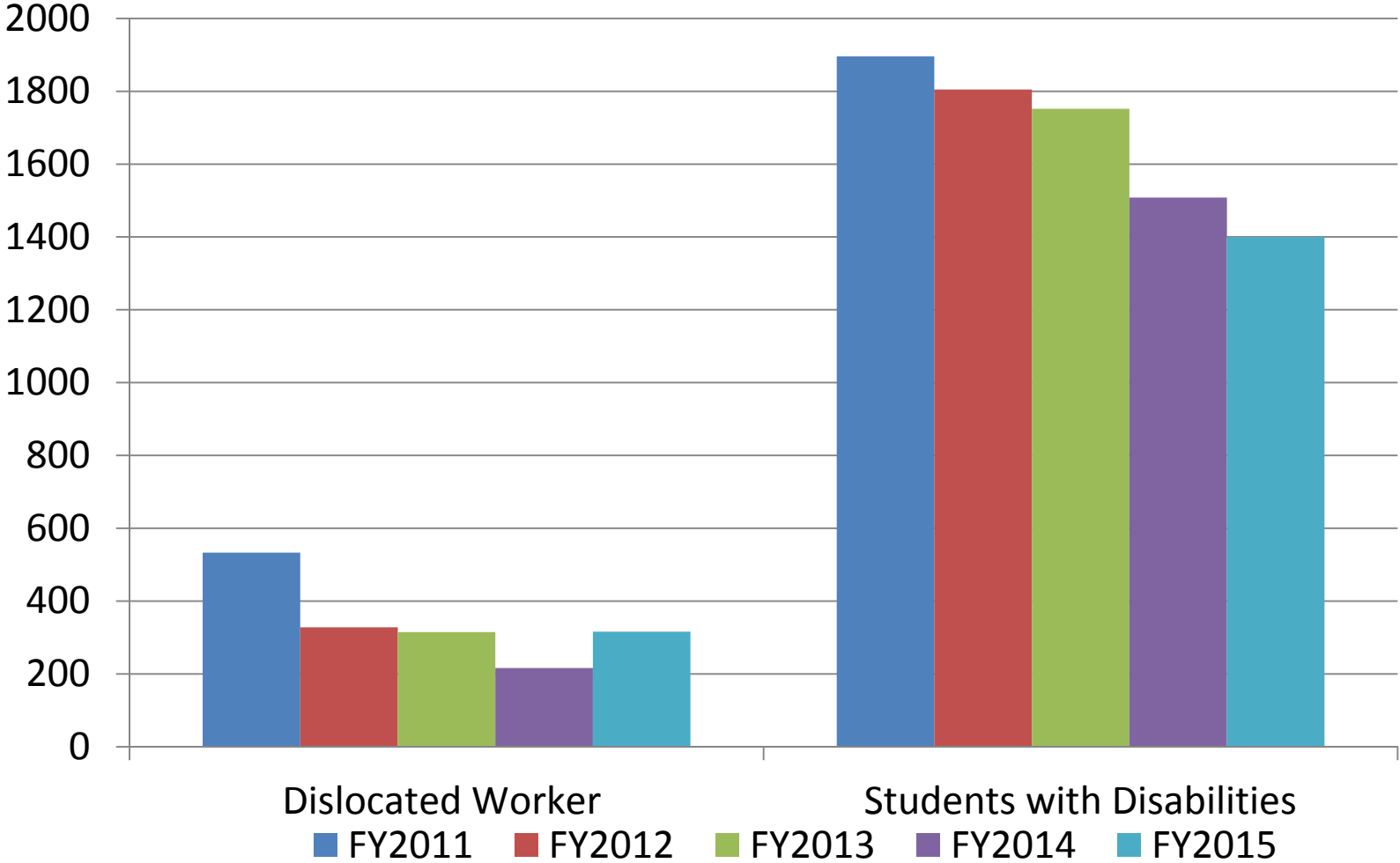
MATC Special Populations

WI OBF Criteria #9 – Ranked #1



MATC Special Populations

WI OBF Criteria #9 – Ranked #1



MATC Grants Related to Special Populations

Low-income Students

- WiscAid (WiscAid Org). Increase college success among students from moderate & low-income families.
- Food Stamp Employment & Training / PACE (FSET-WI Dept. Health). Support services for students receiving food share and FS eligibility, childcare, transportation.

Minority

- Student Support - Career Pathways (360° Support) Student/Men of Color - (GPR). Creation, expansion, implementation of innovative methods for direct services to students
- Integrated English Literacy & Civics Education - (E/L Civics) (AEFL). Experimental learning for ELL that includes community activities both in & out classroom

MATC Grants Related to Special Populations

Incarcerated

- DWD Blueprint for Prosperity (Fast Forward) - CNC. Expand sections for CNC and offer a third-shift program for Re-entry students
- Institutionalized Individuals (AEFL). ABE, Pre-GED, prep skills, testing & literacy education, services for incarcerated individuals.
- Youth Build (DOL). Community-based alternative ed. program for at-risk youth ages 16-24 to rehab homes and buildings.

MATC Grants Related to Special Populations

Veterans and Dislocated Workers

- TAACCCT Round II - Making the Future (Advanced Manufacturing) (DOL). Develop Welding/Matching Certifications and train TAA, Vets, Dislocated Workers
- TAACCCT Round III - INTERFACE (IT) (DOL). Develop Help Desk Certifications and train TAA, Vets, Dislocated Workers
- TAACCCT Round IV – ACT for Healthcare (DOL). Incorporate Health Info Tech into Med. Asst. program and train TAA, Vets, Dislocated Workers

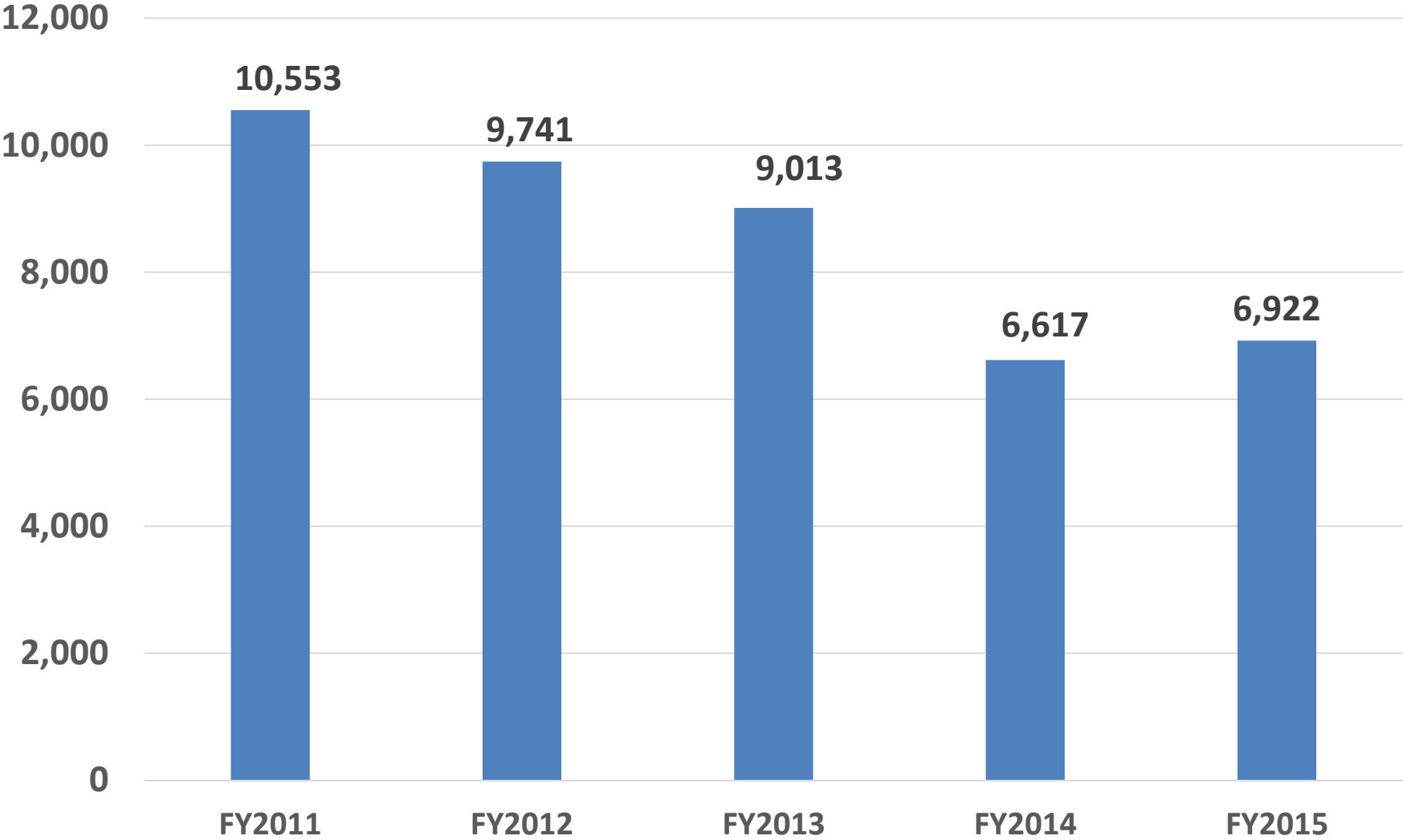
MATC Grants Related to Special Populations

Veterans

- Student Success RESERVE - Veterans (Perkins). Supports veterans with 12 credits & 2.00+ GPA with advising, tutoring, & case management

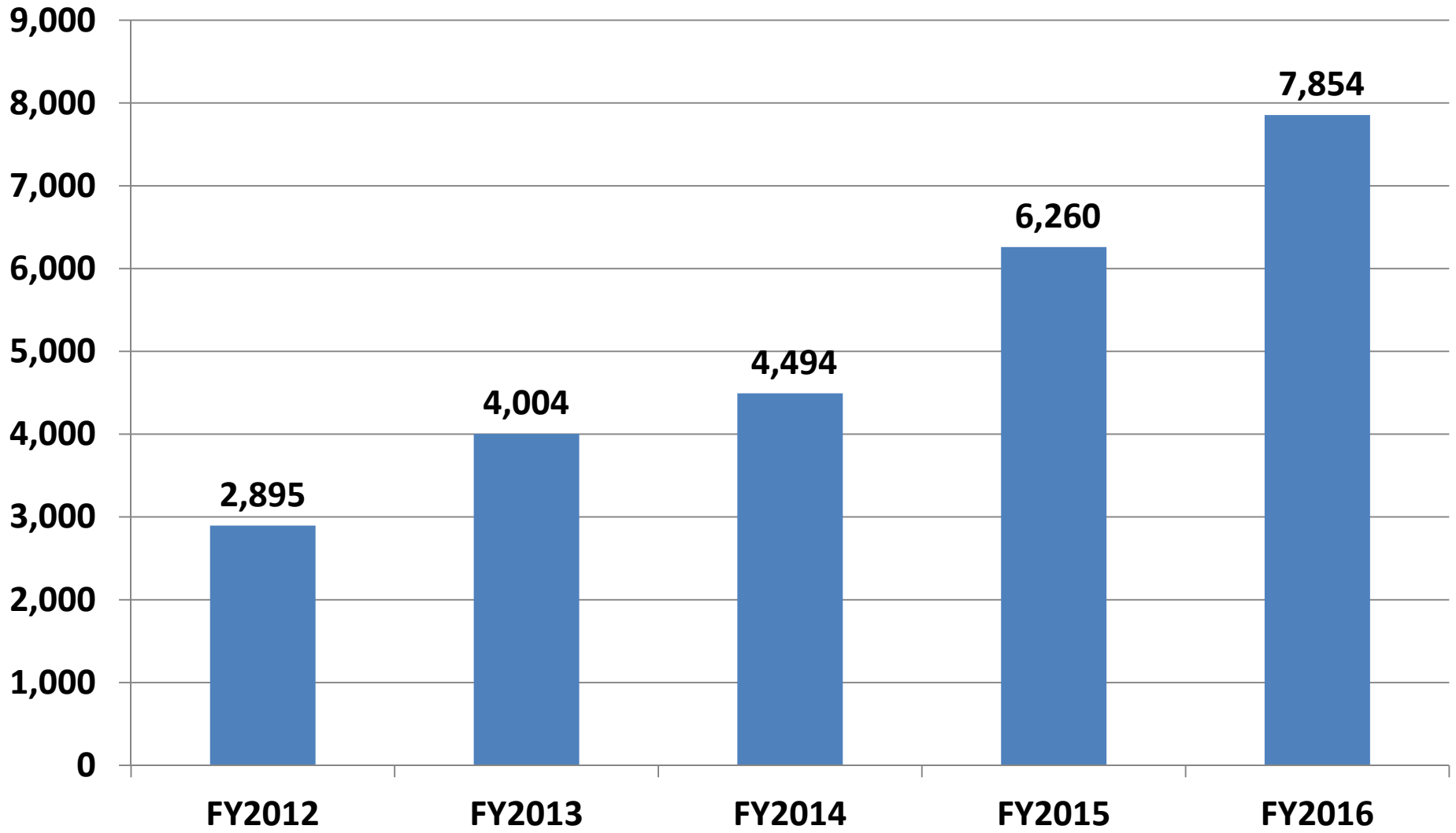
MATC Adult Basic Education Enrollment

WI OBF Criteria #5 (50%)- Ranked #1

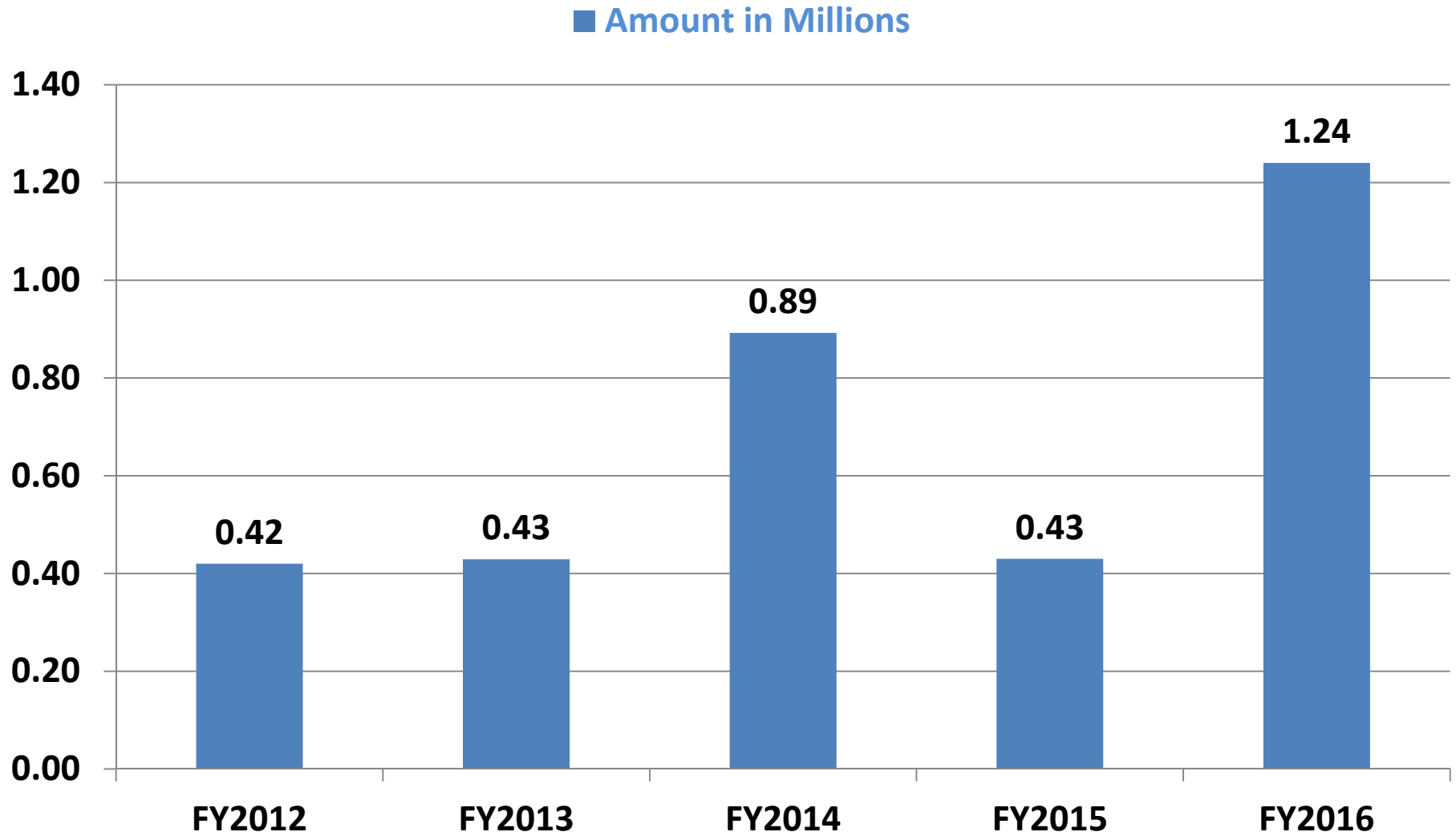


MATC Trends: Dual Enrollment Credits

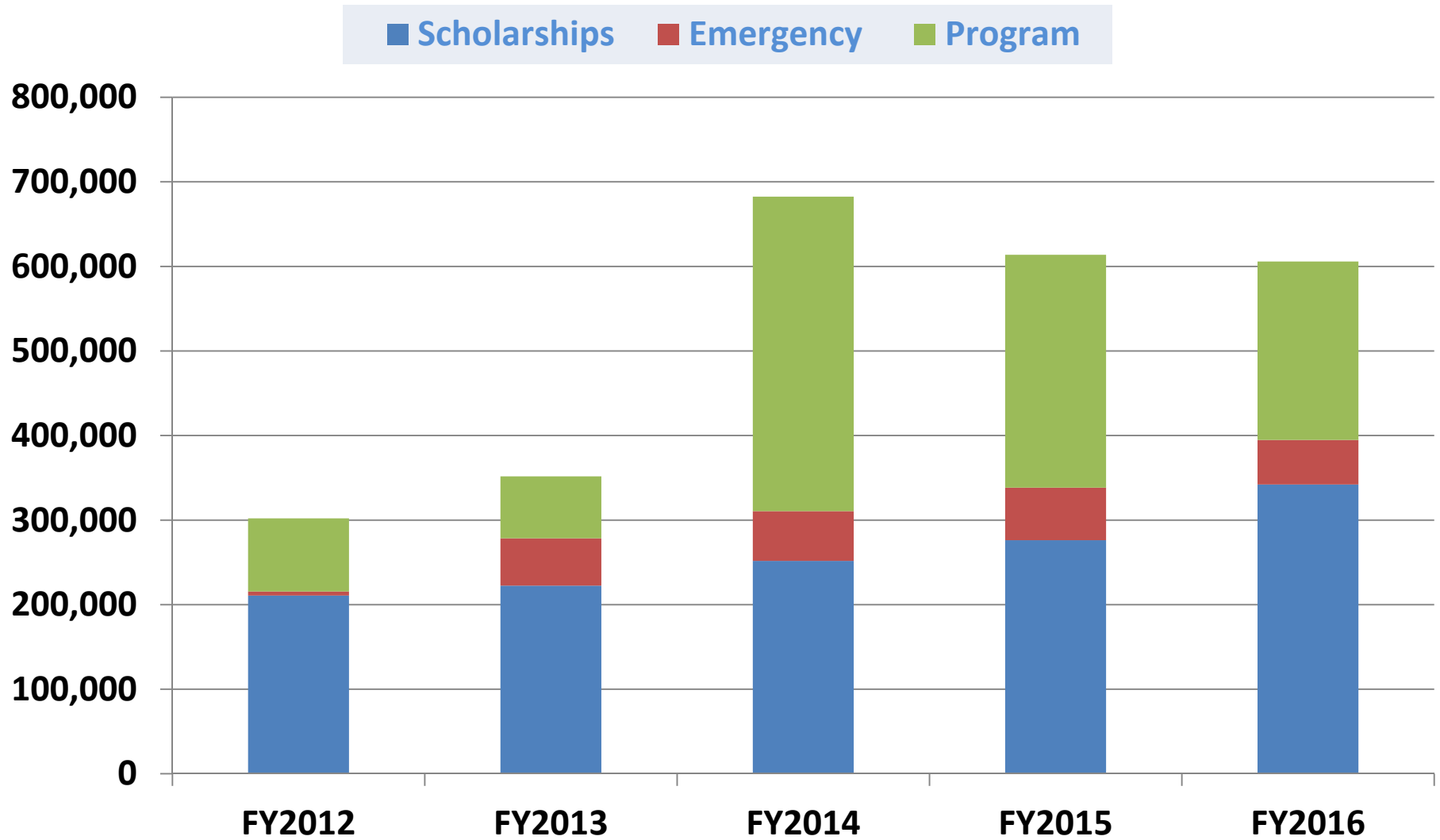
WI OBF Criteria #6 – Ranked #9 in FY2015



Funds Raised by MATC Foundation



Support Provided by MATC Foundation Support



Attachment ESSS - 4

AQIP Systems Portfolio




HIGHER
LEARNING
COMMISSION

ACCREDITATION 8-YEAR CYCLE

- ▶ Declare **Action Projects** annually
- ▶ Submit **Institutional Update** annually
- ▶ Attend **Strategy Forums** every 2-3 years
- ▶ Submit **Systems Portfolio** every 4 years
- ▶ Receive Peer Review **Systems Appraisal**
- ▶ **Federal Compliance Report** every 4 years
- ▶ **Comprehensive Quality Review** every 8 years
- ▶ **Reaffirmation** of Accreditation every 8 years

SYSTEMS PORTFOLIO PURPOSES

- An opportunity for self-reflection
 - A common reference point
 - An objective, qualified opinion
 - A planning tool
 - Evidence of a commitment to Improvement
- 

PORTFOLIO COMPONENTS

Categories

Criteria for Accreditation



SIX CATEGORIES (205 QUESTIONS)

- ▶ **Category One: Helping Students Learn** focuses on the design, deployment, and effectiveness of teaching-learning processes (and on the processes required to support them) that underlie the institution's credit and non-credit programs and courses.
- ▶ **Category Two: Meeting Student and Other Key Stakeholder Needs** addresses the key processes (separate from instructional programs and internal support services) through which the institution serves its external stakeholders in support of its mission.
- ▶ **Category Three: Valuing Employees** explores the institution's commitment to the hiring, development, and evaluation of faculty, staff, and administrators.

- ▶ **Category Four: Planning and Leading** focuses on how the institution achieves its mission and lives its vision through direction setting, goal development, strategic actions, threat mitigation, and capitalizing on opportunities.
- ▶ **Category Five: Knowledge Management and Resource Stewardship** addresses management of the fiscal, physical, technological, and information infrastructures designed to provide an environment in which learning can thrive.
- ▶ **Category Six: Quality Overview** focuses on the Continuous Quality Improvement culture and infrastructure of the institution. This category gives the institution a chance to reflect on all its quality improvement initiatives, how they are integrated, and how they contribute to improvement of the institution.

RESPONSES (P, R, I)

Processes (P)

- Describe the who, when, where, how and why for key processes

Results (R)

- Use clear tables, graphs, and charts to present data tracked from key processes

Improvements (I)

- Provide narrative summaries of data-based improvements (current & 3-year plans) linked to Processes and Results



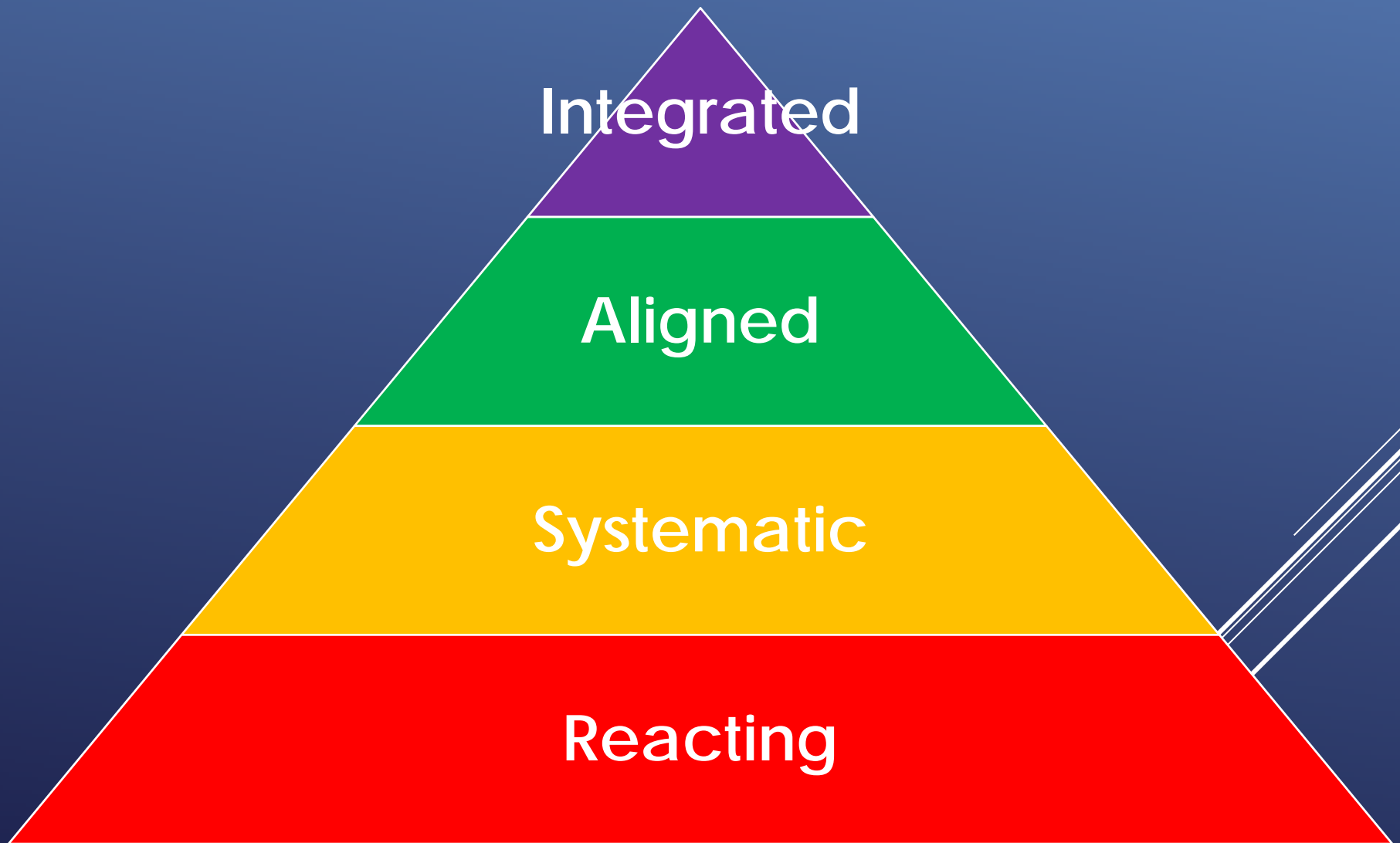
CRITERIA FOR ACCREDITATION

5 Criteria:

1. Mission
2. Integrity: Ethical & Responsible Conduct;
3. Teaching & Learning: Quality, Resources & Support
4. Teaching & Learning: Evaluation & Improvement
5. Resources, Planning & Institutional Effectiveness

- **Core Components**

Levels of Maturity



Met, Met with Concerns, Not Met

Met



No
Follow up

Met with
Concerns



Interim
Report

Not Met



Focused
Visit