

October 29, 1999

NOTICE TO RESIDENTS OF MILWAUKEE AREA  
TECHNICAL COLLEGE DISTRICT, WISCONSIN

An open meeting of the **Education, Services, and Institutional Relations Committee** of the Milwaukee Area Technical College District Board of Wisconsin, will be held in the Board Room (Room 210), of the Milwaukee Area Technical College, 700 West State Street, Milwaukee, Wisconsin, **Tuesday, November 9, 1999**, beginning at **4:00 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—October 19, 1999--Attachment 1](#)**

**D. Comments from the Public**

**E. Action Items**

**F. Discussion Items**

1. MATC Web Page Presentation
2. [Minority Student Participation and Retention Five-Year Plan, 1999-2004—Attachment 2](#)
3. [Hispanic—Asian Task Force—Attachment 3](#)
4. NCA Update
5. [Presidential Search—Attachment 4](#)
6. Executive Vice Presidential Search

**G. Information Items**

1. [MATC/OmniTech Proposed Partnership—Attachment 5](#)
2. [1997 Cohort Default Rate—Attachment 6](#)
3. [MATC District Board Policy Manual Editorial Changes \(Section D—Instructional Programs and Services and Section E—Instructional Support\)—Attachment 7](#)

**H. Miscellaneous Business**

1. Communications and Petitions
2. Information Items

ATTACHMENT ESIR 1

**MILWAUKEE AREA DISTRICT BOARD OF VTAE**  
Education, Services, and Institutional Relations Committee Minutes

DATE: Tuesday, October 19, 1999

PLACE: Board Room (M210)

TIME: 4:30 p.m.

BOARD COMMITTEE  
MEMBERS PRESENT: Lauren Baker, Jeanette Bell, and A. Paul Pedersen

FACULTY/STAFF: Tony Baez, John Birkholz, Dave Belasco, Bill Roden,  
Rick Romano, Annemarie Rosenberg, Mike Walsh

**ITEM A: ROLL CALL**

COMMITTEE:  
ATTENDANCE: Ms. Baker, Ms. Bell, and Mr. Pedersen were present.

**ITEM B: COMPLIANCE WITH OPEN MEETINGS LAW**

DISCUSSION: The Education, Services, and Institutional Relations  
(ESIR) Committee meeting was called to order at  
4:30 p.m., was properly noticed, and was in  
compliance with the open meetings law.

**ITEM C: APPROVAL OF MINUTES—SEPTEMBER 21, 1999**

ACTION: Ms. Bell moved that the minutes of September 21,  
1999, be approved. Mr. Pedersen seconded the  
motion.

**ITEM D: COMMENTS FROM THE PUBLIC**

DISCUSSION: None.

**ITEM E: ACTION ITEMS**

**ITEM E1: POLICY REVIEW**

**ITEM E1A: POLICY A0115—PRIVATE INTERESTS IN PUBLIC CONTRACTS**

**DISCUSSION:** Mr. Roden indicated that this policy was presented at the September 1999 ESIR committee meeting. The policy was one of several policies presented for editorial changes as a part of the overview review/update of MATC's Policy Manual. Because of comments associated with this particular policy, it was felt that it should go through the two-step review process.

**ACTION:** Ms. Bell moved that Policy A0115—Private Interests in Public Contracts be recommended to the full board for review. Mr. Pedersen seconded the motion.

**ITEM E1B: POLICY D0109—INTERNATIONAL PROGRAMMING**

**DISCUSSION:** Mr. Roden stated that this revised policy reflects a more proactive approach to international programming in terms of training and working relative to an international economy. The revised policy is in correlation with the state board's policy on International Programming.

**ACTION:** Ms. Bell moved that Policy D0109—International Programming be recommended to full board for review. Mr. Pedersen seconded the motion.

**ITEM E2: RESOLUTION TO ENDORSE TRANSFERABILITY OF MATC COURSES TO WISCONSIN FOUR-YEAR INSTITUTIONS**

**DISCUSSION:** Mr. Roden indicated that this resolution was presented at the September 1999 ESIR committee meeting. Per directive by the committee, Mr. Roden and Dr. Baez revised the document by strengthening

the text. It was noted that the revised document addresses the thoughts and concerns of board members.

Mr. Pedersen asked if there is a real possibility that this resolution will result in a positive outcome. Ms. Bell noted that the transferability issue has been an ongoing battle between the two systems (two-year technical colleges and four-year colleges). It is laudable for the college to take a stand and continue to support this issue.

Dr. Birkholz indicated that because of the amount of attention given to this issue over the last few years at the state level, there is real value in moving forward with this initiative.

Mr. Pedersen stated that administration, faculty, and staff need to be in agreement and work together on this initiative. He then asked if the faculty would support this effort and develop their own resolution. Dr. Birkholz indicated that he was confident that the faculty would agree with this effort and would pass a similar resolution.

Dr. Baez noted that he has data on approximately 4,100 MATC transfer students over the last 10 years and will provide an analysis of the data at a future ESIR committee meeting.

**ACTION:**

Ms. Bell moved that the Resolution to Endorse Transferability of MATC Courses to Wisconsin Four-Year Institutions be recommended to the full board for review. Mr. Pedersen seconded the motion.

**ITEM E3:**

**RESOLUTION TO APPROVE DESIGNATION OF MATC STATE PUBLIC OFFICIALS**

**DISCUSSION:**

Mr. Roden indicated that the State of Wisconsin Ethics Board requests on a semiannual basis that the MATC board review its current position designation and adopt a resolution identifying those positions that

are designated state public official positions in accordance with Wisconsin's Ethics Code.

**ACTION:** Ms. Bell moved that the Resolution to Approve Designation of MATC State Public Officials be recommended to the full board for review. Mr. Pedersen seconded the motion.

**ITEM F1: NCA UPDATE**

**DISCUSSION:** Dr. Birkholz indicated that the NCA worksheet represents a culmination of the recent NCA visit. The next comprehensive evaluation is scheduled for 2008-2009. The next focused visit is scheduled for 2001-02 and will address the topics of (1) improving faculty credentials (GIR 9) and (2) assessment and the measurement of student academic achievement with verifiable data including program outcomes and methodology.

Dr. Birkholz noted that a revised agenda has been distributed regarding Dr. Cecelia Lopez' visit scheduled for October 28, 1999. ESIR members are scheduled to meet with Dr. Lopez from 10-11 a.m. Dr. Birkholz further noted that he has the most recent reports from the Faculty Credentials and the Student Outcomes and Assessment Committees.

**ACTION:** None required.

**ITEM G: INFORMATION ITEMS**

**ITEM G1: MATC DISTRICT BOARD POLICY MANUAL (SECTION B—BUSINESS AND FINANCE) AND ADMINISTRATIVE REGULATION AND PROCEDURE MANUAL (SECTION BB—BUSINESS AND FINANCE) EDITORIAL CHANGES**

**DISCUSSION:** Mr. Roden noted that the MATC Board Policy Manual and the Administrative Regulation and Procedure Manual were reviewed over the summer for currency. As a result of this review, a number of minor editorial

changes were made to these documents. According to Policy A0120, policies requiring minor editorial changes do not require board approval. Each revised section of the MATC Board Policy Manual and Administrative Regulation and Procedure Manual will be presented to the ESIR committee until they are all reviewed.

ACTION: None required.

**ITEM G2: POLICY A0104-4—BORROWING POWER**

DISCUSSION: Mr. Roden stated that the revisions in this policy are basically for clarification purposes. This policy is an action item on the FPO agenda.

Mr. Pedersen noted the following change to the first paragraph/first sentence of the policy:

The Milwaukee Area Technical College district board may, as needs arise . . .

ACTION: None required.

**POLICY B0106—DEPOSIT AND INVESTMENT**

DISCUSSION: Mr. Roden indicated that the changes in this policy reflect investment practices. This policy appears on the FPO agenda as an action item.

ACTION: None required.

**ITEM G4: POLICY I0501—PROTECTION WMVS/WMVT MEMBERSHIP LISTS**

DISCUSSION: Mr. Roden indicated that the Corporation for Public Broadcasting (CPB) has notified public television stations of the steps that must be taken to control mailing lists of donors and subscribers to protect their subscribers' privacy and to guarantee that no membership lists will be exchanged with or rented to

political campaigns or committees. As license holder of Channels 10/36, MATC should have a policy in place addressing these concerns.

Mr. Roden further stated that complying with the directive by the CPB will require the cooperation of the Friends. He indicated that a draft agreement has been prepared and is currently under review by the executive director of Friends.

Dr. Birkholz indicated that the college has a signed grant application that states that the institution is in compliance with CPB guidelines. The college must have a copy of the membership list on file to be in compliance with the conditions outlined in the grant. Dr. Birkholz stated that this is a high priority.

Mr. Pedersen suggested a separate policy that basically states that the membership list is not to be shared with anyone.

Ms. Baker stated that since this item is on the ESIR committee's agenda as an information item and no action may occur; procedurally, these concerns should be shared with members of the PTV committee where this item is listed as an action item.

ACTION: None required.

**ITEM G5: ADVISORY COMMITTEE MEMBERSHIP REPORT**

DISCUSSION: Dr. Birkholz expressed concern regarding the Advisory Committee Membership Report. He noted that under the Consumer and Hospitality Services Division, nine members are identified as management and as non-minorities. He stated that committee membership should reflect diversity.

Dr. Birkholz recommended, and the committee agreed, that administration provide an analysis of the membership of all advisory committees to ensure that there is a balance in terms of diversity. The analysis should include the following categories: gender,

Education, Services, and Institutional Relations Committee

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minority/non-minority, management/non-management, and whether or not there is student representation on the committee.

ACTION: None required.

**ITEM H: MISCELLANEOUS BUSINESS**

**ITEM H1: COMMUNICATIONS AND PETITITONS**

DISCUSSION: None.

**ITEM H2: INFORMATION ITEMS**

DISCUSSION: None.

**ITEM I: OLD BUSINESS/NEW BUSINESS**

**DISCUSSION: DATE OF NEXT MEETING**

DISCUSSION: Ms. Baker asked committee members if the committee could meet at 4 p.m. in November due to a prior commitment. The committee agreed.

The next meeting date is scheduled for Tuesday, November 9, 1999, at 4:00 p.m., in the Board Room.

ACTION: There being no further business, the meeting adjourned at 5:35 p.m.

Respectfully submitted,

Gail A. Peterson  
Executive Assistant

**I. Old Business/New Business**

1. Date of Next Meeting—Tuesday, December 7, 1999  
4:30 p.m., Board Room (M210)

Committee Members: **Baker, Bell, Pedersen**

ATTACHMENT ESIR 2

*Milwaukee Area Technical College*

**MINORITY STUDENT PARTICIPATION AND RETENTION  
FIVE-YEAR PLAN, 1999-2004  
(Excerpt)**

*Submitted to the  
Wisconsin Technical College System on February 16, 1999,  
By the MATC Minority Participation and Retention Steering Committee*

**Committee Co-Chairs:**

*Susan Chicks, Director Student Development  
Francine Triplett, Counselor*

*Technical Assistance provided by the  
Division of Institutional Assessment, Research  
And Development*

*Dr. Tony Baez  
Virginia Balistreri  
Dr. Terry Firkins*

## MILWAUKEE AREA TECHNICAL COLLEGE

### MINORITY STUDENT PARTICIPATION AND RETENTION FIVE-YEAR PLAN

January 1, 1999 through December 31, 2003

#### SECTION ONE: GENERAL INFORMATION

##### **LEADERSHIP STATEMENT:**

The Milwaukee Area Technical College (MATC) and its Board of Directors fully support and accept responsibility for implementing the Wisconsin Technical College System's goals for minority student participation and retention. Efforts to enhance diversity and increase successful minority student participation and retention. Efforts to enhance diversity and increase successful minority student participation at the College have been for many years, and will continue to be, a priority of institutional planning and its allocation of resources.

Barriers to equal minority participation have been around for many years in the Milwaukee area. In 1986, prompted by minority student and staff concerns, MATC conducted a major self-assessment of minority participation, access and retention under the leadership of an Investigative Team setup by the President of the College and the MATC Board. The investigative Team made extensive findings and recommendations to guide the enactment of new policy, as well as new programmatic, staffing and organizational changes. These led to the implementation of new academic and support initiatives specifically designed to increase minority participation and the creation of the Office of Minority Affairs. They also led to an accelerated thrust in the hiring of minority individuals in key leadership positions in the college, and to the hiring of more minority faculty and academic support staff. At the time, minority students were 20.59% of the enrollment. By 1997-98 that figure had grown to 31%. College data point to significant improvements in the provision of educational opportunities and services to minorities over the last twelve years. For instance, more minorities are graduating and completing programs. In FY 1997-98, minorities constituted 26% of all students who graduated and/or completed a program or apprenticeship (as opposed to approximately 12% in 1984-85), and they represented 31% of the enrollment in the top twenty-five high-earning potential programs. That same year, minority students also participated in record numbers in Basic Education and English as Second Language courses designed to improve their earning capacity and their chances of entering and succeeding in employment training and postsecondary education (see **Appendix A**, Table VII)

The demographic profile of the College continues to change with a greater presence of minorities across all of its sectors. Currently, the MATC district population is composed of 25.1% minorities: 195,976 (19% of the district's total population) are African Americans, 45,338 (4%) are Hispanics, 15,814 (2%) are Asians, and 7,162 (1%) are American Indians. In the City of Milwaukee, where MATC's largest campus is located, minorities represent 39.2% of the population.<sup>1</sup>

Minorities are also now 81% of the city schools and 67% of its high school graduates (see Tables XV-1 to XV-3 in **Appendix A**. In 1997-98 a minority participation in MATC's four campuses was

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<sup>1</sup> These population counts are from the 1990 Population Census. As we approach the Year 2,000, observers of the demographic profile of Milwaukee are pointing to increases in the minority population. The Wisconsin Department of Administration reports in its population updates that by 1996 minorities in the Milwaukee County had increased as follows: African Americans by 11%, Asians by 23.4% and Hispanics by 20.9%.

as follows: Milwaukee, 52% minority; West is 20%; South 13%; and North 9%. MATC's student headcount for 1997-98 was 63,341. Of these 19,859 (31%) were minority students. Minority students were also 33% of the headcount in degree granting programs and 53% of the basic education headcount. That same year, minorities constituted 29.87% of the college's workforce and 20% of the College's faculty. Minorities are now 29.5% of the district's administrative leadership.

The racial and socio-economic problems faced by minorities in the Milwaukee area continue to present a significant challenge to MATC. A significant sector of the minority adults knocking at its doors is still ill prepared to enter degree granting programs; there continues to be an influx of immigrants (Hispanic, Asians and African Americans from Southern poor communities) trying to enter an employment market that holds jobs they can't perform or which they can't reach because of lack of transportation, lack of child care or poor health; and recent state and national welfare policies penalize them for their lack of skills, making it difficult to access educational and occupational training needed to enter today's highly skilled work force.

More than ever before, equality of educational and employment training opportunities must be central to a systemic strategy to reduce the negative effect of these social conditions on members of minority groups. MATC knows that when successfully connected and engaged in effective educational programs, minority students succeed in their educational goals, become contributing members to society, and ensure the future success of their progeny. Because the College fully understands the importance of its role in providing leadership to promote and accelerate the goal of equality of opportunity for its minority students, it is committed to the following.

- a) The involvement of every department, division and college administrative and service unit in addressing the conditions that prevent minorities from attaining full equality of access to programs, and in increasing their retention and graduation. The College community will be guided and supported by its Board and leadership to systemically improve conditions for all students and minorities in particular throughout the implementation of the activities and outcomes included in this five-year plan. Specifically, the College will:
  - Continue the District Minority Recruitment and Retention Steering Committee under the leadership of the Executive Vice-President, periodically strengthening its membership by including other representatives from its various academic and student support divisions and departments, and district-wide representation. The college will also ensure that the Committee retains active representation of student organizations committed to improving the condition of minority students.
  - It will achieve the goals of the current year's plan by June 30, 1999.
  - Develop a long-range evaluation plan to assess the effectiveness of the activities designed to increase minority participation and to improve their retention.
  - Continue the removal of enrollment and retention barriers for minority participants.
  - Increase the transition of minority students from adult basic education/ESL and Adult High School into occupational programs.
  - Increase collaboration and coordination between the Minority Committee and existing college-wide planning committees, such as the Student Outcomes Assessment Committee, the Curriculum Committee, the Basic Education Council, and the Institutional Effectiveness committee.

- Increase collaboration with public schools in the MATC district to support improved educational outcomes and to develop linkages that lead to a significant increase in MATC's share of minority graduates.
  - Engage business, industry and labor to institute efforts that target increase minority access to apprenticeships and high earning sustainable employment opportunities.
- b) The College will also maintain an institutional environment that celebrates diversity, encourages multicultural understanding, and promotes minority student success. To that end, it will:
- Ensure that its five-year plan details activities and outcomes for fiscal years 1999-2004 that identify specific areas for improvement and/or development, and which integrate minority recruitment, participation and retention into the day-to-day leadership and administration of the College.
  - Incorporate minority participation and retention into all facets of the College's strategic planning process.
  - Include in its institutional climate surveys items that will render a reading of the perception of students and staff regarding racial discrimination, adequacy of services to minorities, and perceptions regarding access and minority success.<sup>2</sup>
  - Develop and continue to foster partnerships with community-based minority advocacy organizations to increase the college's presence and reach into minority communities, and it will integrate their know-how in strategizing on how best to expand recruitment and retention of minority students; and it will
  - Continue to foster partnerships with educational institutions, the public and private sectors and labor to provide leadership in efforts to educate all of its citizens in accordance with this mission.

## **STEERING COMMITTEE**

Milwaukee Area Technical College maintains that ethnic diversity and the delivery of quality services for minority students is a district-wide responsibility that should be reflected in every division, department, and campus of the College. The District Minority Recruitment and Retention Steering Committee was organized to reflect this commitment. It is a cooperative, cross-divisional body that has been in existence for more than 10 years and serves as a forum and planning group for minority initiatives. Members of the committee include the Deans of all Divisions and staff representing African-American, Hispanic, Asian, Native American and Anglo-Americans. Other administrators, staff and faculty serve on the committee, as well as students representing various ethnic groups. MATC's District Minority Recruitment and Retention Steering committee reports directly to the Executive Vice President of the College, Dr. Dorsey L. Kendrick.

### **Members of the Steering Committee are as follows:**

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<sup>2</sup> MATC is currently collaborating with the National Initiative for Leadership Development & Institutional Effectiveness at the University of North Carolina State in the administration to the total college community of a personnel and student assessment of the college environment. Results of these surveys will be available in mid April 1999.

Francine Triplett, Co-Chair (African American) Counselor	Tony Báez (Hispanic) Director, Institutional Planning, Research & Development
Susan Chicks, Co-Chair (Native American) Director, Student Development	Carla Allison (African American) Teacher, West Campus
Carlos Soto (Hispanic) Vice President, Academic Affairs Dean, Health Occupations	Andrea George (African American) Media Specialist
Michael Walsh (African American) Dean, Business and Graphic Arts	Ter Her (Asian American ) Bilingual Specialist
Dorothy Walker (African American) Assistant Dean, Technical and Industrial	Linda Horner (American Indian) Teacher, South Campus
Marietta Advincula (Asian) Dean, Consumer and Hospitality Dan Burell, (African American) Dean, Liberal Arts	John Lopez (Hispanic) Student Services Specialist, Technical & Industrial
Kathleen Christensen (Anglo American) Director, Student Services	Barbara Bryce Coleman (African American) teacher, South Campus
Cheryl Mayes (African American) Dean, College Transition	Yvonne MacDonald (African American) Teacher
Andrew Hopgood (African American) Dean, High School Relations	Earl Wheatfall (African American) Associate Vice President, Community Relations
James Campbell (African American) Assistant Dean College Transition	Pa Vang (Asian American) Student
Dale Dulberger (Anglo American) Coordinator, Technical and Industrial	Leonard Johnson (American Indian) Student
June Roque (African American) Instructor, Liberal Arts Coordinator, Minority Teacher Educational Internship Project	Cynthia Beltran (Hispanic) Student
Doretta Ricks (African American) Student	

In preparation for the writing of this report, the Minority Committee held numerous strategy and input meetings with deans, program managers, and faculty. The Committee's Co-Chairs also met with minority students to hear their concerns regarding instructional matters.

Committee minutes are attached (see Appendix B).

## Hispanic – Asian Task Force

### *Progress Report and Preliminary Recommendations of the Hispanic-Asian Task Force on a new Organizational Structure To Improve Educational Services for Language Minorities and Other Minority Students in MATC*

**Note:** *The Hispanic-Asian Task Force, by full consensus of its members present, agreed to send to Dr. John Birkholz this progress report. Through it, it seeks input and guidance to continue its work towards reorganizing educational services for language minority students and invites other sectors of the college to participate in a dialogue to improve educational opportunities for all minority students and special populations. This report contains three organizational charts showing the unfolding of the ideas for reorganization –which went from reorganization of services focused on Hispanics and Asian students to reorganization of services to ensure success for all minority students.*

#### **Proposals for Reorganizational of Services**

The attached organizational charts describe three scenarios for a reorganized institutional effort to address the needs of language minority students and other minority students at MATC. It also incorporates selected input from other sectors of the College outside of the Hispanic-Asian Task Force.

Justification for a reorganization of educational services to better serve language minorities who are English dominant and other minority students (especially African Americans and Native Americans) is grounded on various institutional data analyses. Such data continues to point to significant disparities in the performance of minority and non-minority students on variables such as course completion rates, term-based retention, representation in non-traditional programs, and graduation, and transfer rates.

Institutional data clearly support the need for the reorganization of services to improve outcomes for all minority students. In the particular case of Hispanics and Asian students, the need for a reorganization of services is further grounded on several demographic, educational, equity and fiscal assumptions, some of which are delineated below.

#### **Demographic Issues**

- The enrollment of language minority students is increasing at MATC. The most significant increases are noted among Hispanic and Asian students (in 1998, Hispanics and Asians were 8% and 3%, respectively, of the college's headcount). In 1998, in raw numbers, Hispanics and Asians raised to 6,562 (10.4%) of the district's headcount. That number is larger than the size of the typical two-year college in the country. African Americans had a headcount of 12,745 (20%) and Native Americans were 552 (.9%).
- In 1998, approximately 3,683 (6%) of MATC students self-declared that they were of limited English proficiency.

- Between 1990 and 1998, Hispanic and Asians were the fastest growing minority groups in the state with growths of over 44% and 47%, respectively. They were also the fastest growing population in the Milwaukee area, with a record growth in the Milwaukee Public Schools of 40% for Hispanics and 48% for Asians. Both groups also experienced a significant growth in the number of graduates from high schools within the MATC district.
- The adult Hispanic and Asian population is in great need of educational and job training opportunities. In the Milwaukee area, close to 50% of Hispanic and Asians 25 years and older do not have a high school diploma or GED.
- These demographic trends suggest that MATC will have to play a major role in educating Hispanics, Asians and other language minorities for the workforce and for participation in advanced levels of higher education and the professions.

### **Educational Issues**

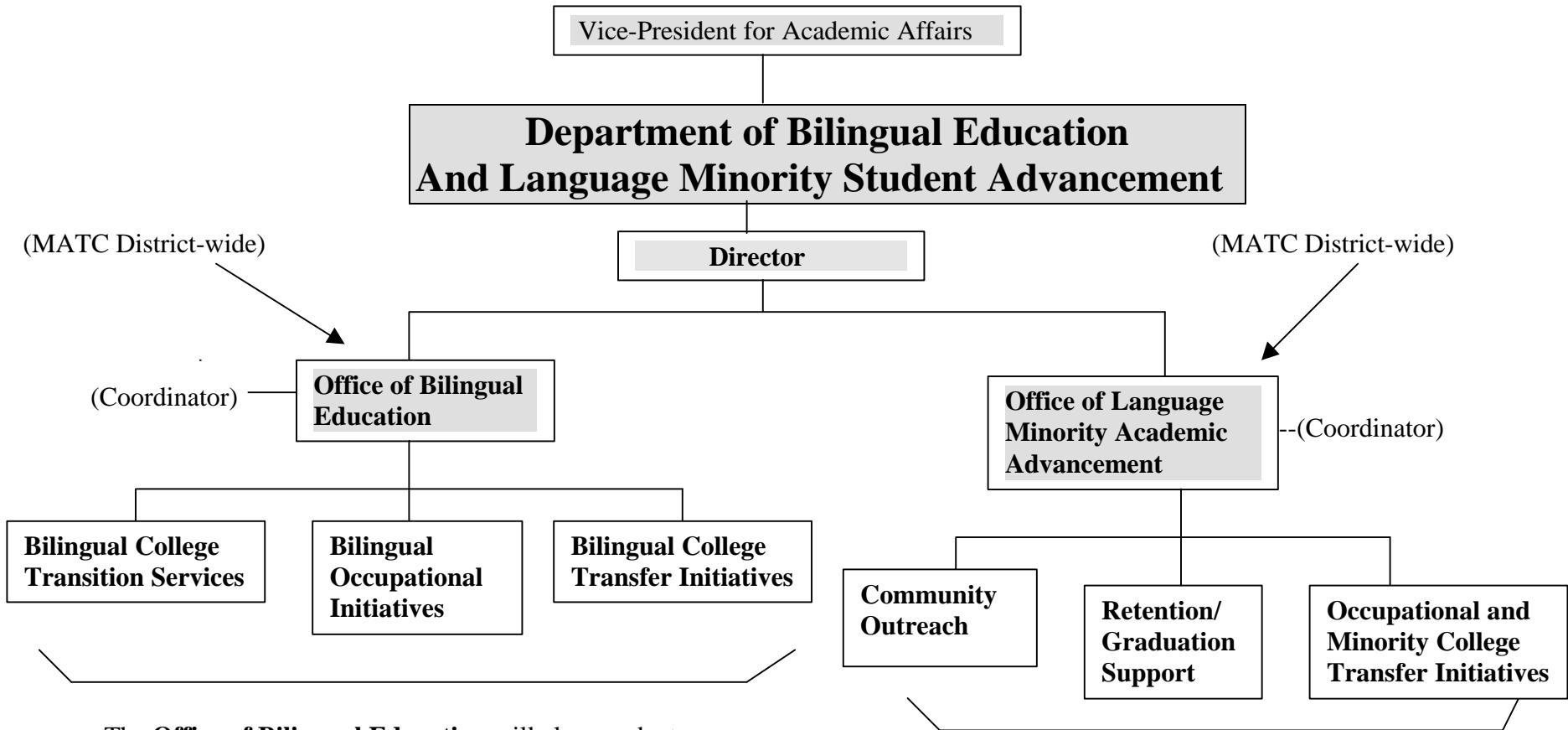
- Hispanics and Asians at MATC, and in other educating institutions in the Milwaukee area, are far from attaining equitable outcomes in educational institutions. This can also be said of Native Americans and African Americans. MATC must pursue a course of action that contributes to a significant improvement of their educational status or the whole Milwaukee area community and its economy will suffer. The need for improvements in the educational condition of these groups will not go away for quite some time. This calls for targeted action to improve language minority and minority education in general. If the current organizational structures in the college have not rendered improved outcomes for minorities, then they need to be changed.

### **Equity Issues**

- The failure of MATC to give targeted attention to the educational needs of language minorities and to create structures that encourage and promote their educational participation and success would constitute a serious breach of its equity obligations. MATC is aware that it is in the best interest of all its students to provide special opportunities for advancement for language minorities, other minorities, and all special populations.

### **Fiscal Issues**

- Hispanics and Asians continue to contribute to the revenue generation of the college. During 1998, they generated over 1,250 FTE's, which bring to the college over \$2.25 to \$2.5 million a year. Their presence in the college also allows it to receive special funding. 35% of Hispanic and 31% of Asian students were served with external grants during 1998. As the state and national governments appropriate more dollars to serve these populations, MATC will be the recipient of dollars to serve them, provided that it shows a commitment to serve them. That is important revenue that must be attracted by the college. But it can only do so if it shows a commitment to serve these groups.



The **Office of Bilingual Education** will also conduct community outreach activities, assist with recruitment, will support programs, implement retention initiatives, and do case management of students.

The **Office of Language Minority Student Academic Advancement** will also conduct community outreach, and will focus on retention, graduation and transfers.

September 1999

File: Dept-Bil Ed & Language Min.9.30.99

Draft 2

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**Note:** The proposed reorganization of bilingual and language minority services may also trigger changes in how the college provides academic advancement services to other minority students.

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*The Goal: To Develop a Bilingual – Multicultural Workforce for a Global Economy*

*This proposal represents an effort to integrate the need for college-wide reorganization of educational services directed at bilingual and other minority students. It invites input from persons advocating for improved services to all minorities.*

Vice-President for Academic Affairs

**Department of Bilingual Education And Minority Student Academic Advancement\***

Director

(MATC District-wide)

(Coordinator)

**Office of Bilingual Education**

(MATC District-wide)

(Coordinator)

**Office of Minority Student Academic Advancement**

**Bilingual College Transition Services**

**Bilingual Occupational Initiatives**

**Bilingual College Transfer Initiatives**

**Community Outreach**

**Support for Occupational & Transfer Initiatives**

**Retention & Graduation Support**

The **Office of Bilingual Education** will also conduct community outreach activities, recruitment, programs, and implement retention initiatives and case management.

The **Office of Minority Academic Advancement** will focus on programming and initiatives that promote retention/grad. and will also provide case management.

September 1999

File: Dept-Bil Ed & Min advancement.9.30.99

\* The name of the proposed department is not final. Suggestions are welcome.

**Note:** The proposed reorganization of bilingual and minority services may trigger changes in how the college provides academic advancement services to all minority students. This may include the reorganization and/or consolidation of functions and staffing units currently under various divisions of the college. The proposed chart does not assume, at this point in time, new positions or immediate movement of current staff in units serving minority students. It is intended as a framework to discuss change.

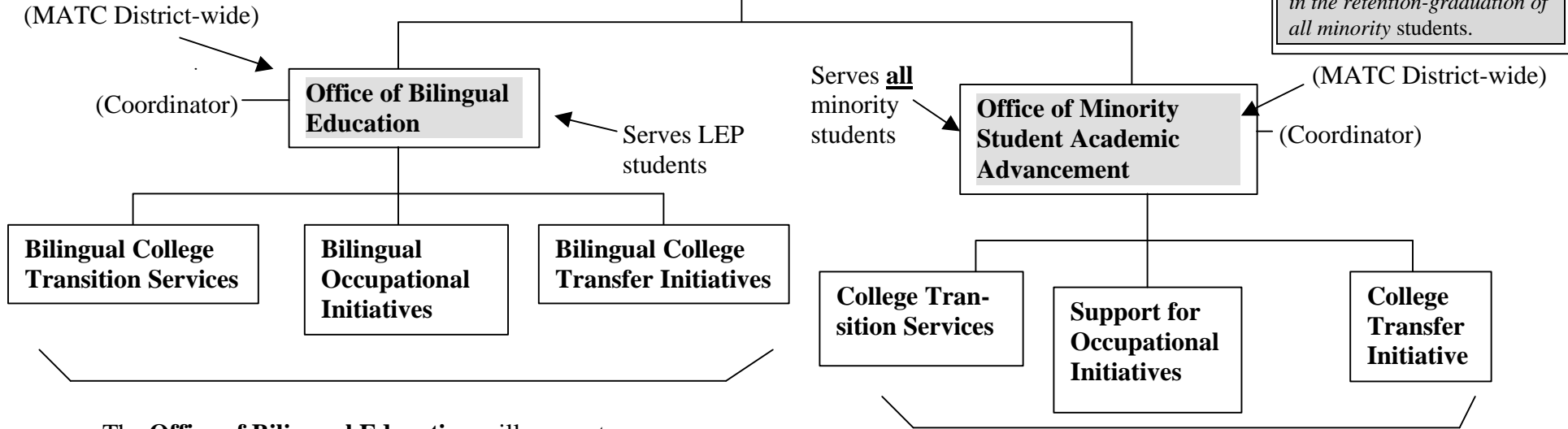
Vice-President for Academic Affairs

**Department of Minority Student Academic Advancement \***

**Director**

*This proposal advocates reorganization of college-wide educational services directed at minority and bilingual students. It invites input from persons advocating for improvement in the retention-graduation of all minority students.*

**The Goal:** To develop a successful, employment-ready, multicultural and bilingual workforce for a global economy



The **Office of Bilingual Education** will support community outreach activities, recruitment, programs, and implement retention initiatives and case management. The “boxes” represent *functional* areas that link to counseling and other student services.

The **Office of Minority Student Academic Advancement** will support community outreach, recruitment, programs, and implement retention initiatives and case management. The “boxes” represent *functional* areas that link to counseling and student services.

\* The name of the proposed department is not final. Suggestions are

**Note:** The proposed reorganization of minority and bilingual services should trigger changes in how the college provides academic advancement for minority students. This may include the reorganization and/or consolidation of functions and staffing units currently under various divisions of the college. The proposed chart does not assume, at this point in time, new positions or the immediate movement of current staff in units serving minority students. The chart is intended as a framework to discuss change. Central to this proposal is the view that retention is an academic activity that should be supported by academic strategies within academic departments.

File: dept-minority adv-bilingual ed.10.15.99

**Reorganization to support improved academic performance, retention, graduation, and transfer opportunities for all minority students.**

**Meeting with Hispanic-Asian Task Force and Minority  
Participation and Retention Committee**

Monday, October 18, 1999  
Board Room (M-210)

**Why the Need for Reorganization of the Delivery System of Educational Services  
for Hispanic, Asians and Other Minorities?**

**Demographic trends in the community and the college strongly suggests that as a college we need to revisit how we are organized to interface with minority communities and to provide them with access and equitable outcomes. We also need to think of minority and bilingual students as a resource that we should nurture, to develop a successful and employment ready multicultural and bilingual workforce for a global economy.**

**In addition to the compelling demographic changes in society, and in our community, the items below further support the need for reorganization:**

- **While the minority population in the college has increase, analyses of MATC data on these student populations continues to show significant disparities in outcomes between minorities and non-minorities on key performance indicators. This includes:**
  - (1) Limited participation of these groups in approximately 50% of MATC programs. In the case of Hispanics and Asians, there are slightly over 100 programs where they hold less representation than their percent in the college headcount.**
  - (2) An average disparity in course completion measures between minorities and non-minorities of greater than 25% and as high as 50-60% in some programs. A lower than 50% retention average for most of these groups in occupational and basic skills courses.**
  - (3) Low graduation rates on full-time cohorts. The 1995-96 cohort rendered a graduation rate of 11.54% for Hispanics, 19.61% for African Americans, 14.29% for American Indians and 35% for Asians.**
  - (4) A low percent of graduates in occupational associate degree programs: in 1998, 0.7% for American Indians, 3.0% for Asians, 11.9% for African Americans, 3.4% for Hispanics as opposed to 79% for Whites.**

**(5) An excessively large representation of these groups in basic education only. For instance, 47% of American Indians, 59% of Asians, 63% of African Americans, and 71% of Hispanics are in basic education courses only, as opposed to 26% of Whites.**

**(6) There are very few minorities (33 in 1997-98) that graduate from Liberal Arts and no programs specifically addressing the needs of language minority transfer students.**

- **There is a perception --generally supported by the data above and staff anecdotal concerns—that the way in which we are organized as a college to provide services to minority students is not functioning. MATC has not been able to fully reverse the negative trends suggested by the performance data. Also, the academic side of the college has expressed concern that the focus of minority student efforts is not on retention and graduation.**
- **There are compelling reasons, supported by the data, to rethink and reorganize staff utilization and funding distributions across the college to improve the performance of special populations and minorities. The current usage of staff and funds is incoherent, duplicative, and inefficient across various divisions and departments. It limits the ability of the college to institute a coherent curriculum strategy and an effective system of support for minority students from the point of entry to graduation and employment placement. For Hispanics and Asians, such strategies must be imbedded in effective bilingual and language minority retention pedagogy and practice.**
- **Under guidelines issued by the WTCS for Perkins III, AEA, and GPR funding, the focus is clearly on improved student academic performance. Perkins III, particularly, requires that we improve student attainment, graduation, placement in employment, and equity in non-traditional programs. There is a growing debate over the use of Perkins money for, primarily, special populations. Because MATC has argue that the state must retain its focus on special populations, the WTCS is expecting the college to show significantly better results with special populations and minorities, less we cause a lower performance across the state that jeopardizes Wisconsin's ability to attract more Perkins incentive dollars. WTCS consultants have made clear that we are spending these dollars in activities that show no promise of improving results.**

- **Almost all staff members in programs serving minority students are funded under Perkins III, AEA, and GPR Incentive grants. This limits the flexibility at times needed to creatively address the needs of this population. The college needs to review this situation and find ways to organize the delivery of services using a mixed-funding base approach, so that services that do not fit under the grant guidelines can be adequately provided.**
  
- **There is a compelling need to focus on retention strategies that are grounded within and informed by academic divisions across the college. To accomplish such a task, reorganization has to be driven by a focus on improving teaching, learning and academic support services to students... it must be driven by the recognition that the needs of students come first...**

File: hisp-asian taskf-minority ret.com.mtg.10.18.99

ATTACHMENT ESIR 4

TO: MATC Board of Directors

FROM: Lauren Baker  
Chairperson--Education, Services, and Institutional Relations  
Committee

DATE: September 9, 1999

RE: Presidential Search Process

As a follow up to discussions at the board retreat on Saturday, August 21, 1999, regarding the presidential search, it was agreed that the ESIR committee would begin to review this impending process. Attached, for your review, is a copy of a tentative timetable that was discussed previously as well as the Request for Proposal for Executive Search Services: CEO Higher Education that was prepared in 1997. It is planned that this issue will be discussed at the October 1999 ESIR committee meeting.

LB/gp  
ATT.(s)

cc: John R. Birkholz

**DRAFT**

**PRESIDENTIAL SEARCH**

**TENTATIVE TIMETABLE**

*(Dates Must Be Adjusted)*

April – June 1999	Start date for new president
March 1999	Confirm start date for new president
February 1999	Appoint new president
January 1999	Interview final candidates
December 1999	Screen up to 6 final candidates
September 1998	Screen up to 12 candidates
July – August 1998	Review applications for president
May – June 1998	Advertise for position
April 1998	Board determines criteria for president
February – March 1998	Committee reviews job description/criteria for president
January 1998	Appoint committee for screening/selection of president
March 1998	Board approves process for appointment of president

**If search firm is hired to perform the process:**

January 1998	Approve firm
November – December 1997	Develop RFP for firm Approval for RFP for firm

**REQUEST FOR PROPOSAL**

**EXECUTIVE SEARCH SERVICES: CEO HIGHER EDUCATION**

*(Electronic Viewing Not Available)*

## ATTACHMENT ESIR 5

### **MATC/OMNI TECH PARTNERSHIP PROPOSAL November 1, 1999**

Omni Tech Corporation, Pewaukee WI is presently the primary provider of desktop personal computer systems to the Milwaukee Area Technical College. Their base product is the standard, with some customized applications.

The college has been procuring systems from Omni Tech Corporation since 1992. Annual procurements by MATC total two million five hundred thousand dollars (\$2,500,000). It should be noted that the procurements of Omni Tech systems are made from the state contract. There are presently approximately five thousand (5,000) Omni Tech desktop systems operating district wide.

As part of the institutional technology plan implementation, the college is dedicated to providing as well as enhancing all existing areas of technology.

To that end, MATC has engaged key additional vendor providers of goods and services into partnerships. This has been facilitated by actively involving them in the institutional strategic planning process. In this instance there obviously is a focus on the technology plan.

In order to keep pace with emerging technologies, it is important that the appropriate resources are available to explore those technologies. It therefore, becomes increasingly important for us to partner with entities who have a vested interest in research and development as it relates to those emerging technologies.

The proposal for the partnership with Omni Tech Corporation will produce the following for MATC:

- I. Curriculum Development
  - A. Management will be made available to participate in curriculum advisory committees.
  - B. Provide a "scholarship" to support teachers and/or administrators that have innovative ideas for using technology. Funded at five thousand dollars (\$5,000) per year.
  - C. Provide pre-release and sample evaluation agreement to assist faculty in the development of curriculum and equipment specifications.
  
- II. Student Development Placement
  - A. Provide internship opportunities to MATC students.
  - B. Actively participate in graduate placement efforts of MATC students.
  - C. Omni Tech will provide topical facility tours on Quality Systems, Help Desk, Production Methodologies, etc. to support MATC courses.

## **MATC/OMNI TECH PARTNERSHIP PROPOSAL**

**November 1, 1999**

**Page 2**

### III. Faculty Training Development (Occupational Currency)

- A. Provide opportunities for MATC faculty to work in topical functional groups to enhance occupational currency.
- B. Sponsor Technology Forums at MATC that target the needs of the faculty and the strategic direction of the Information Technology Department. (\$20,000/event)
- C. Provide formal training on new operating systems and technologies.

### IV. Information Technology Support

- A. Sponsor a "lab" of ten (10) systems, twice annually to support new initiatives and innovative uses of technology in education. (\$30,000/year)
- B. Sponsor Technology Forums at MATC that target the needs of faculty and the strategic direction of the Information Technology Department.
- C. Provide enhanced levels of support from Procurement through the disposal phase of the Information Technology lifecycle. (\$35,000/year)

The Omni Tech Corporation would like to see the following as a result of this partnership:

- preferred vendor status
- presence on MATC web-site

The administration would like to continue to explore the partnership arrangement.

ATTACHMENT ESIR 6

**STUDENT FINANCIAL AND EMPLOYMENT SERVICES**

MEMORANDUM

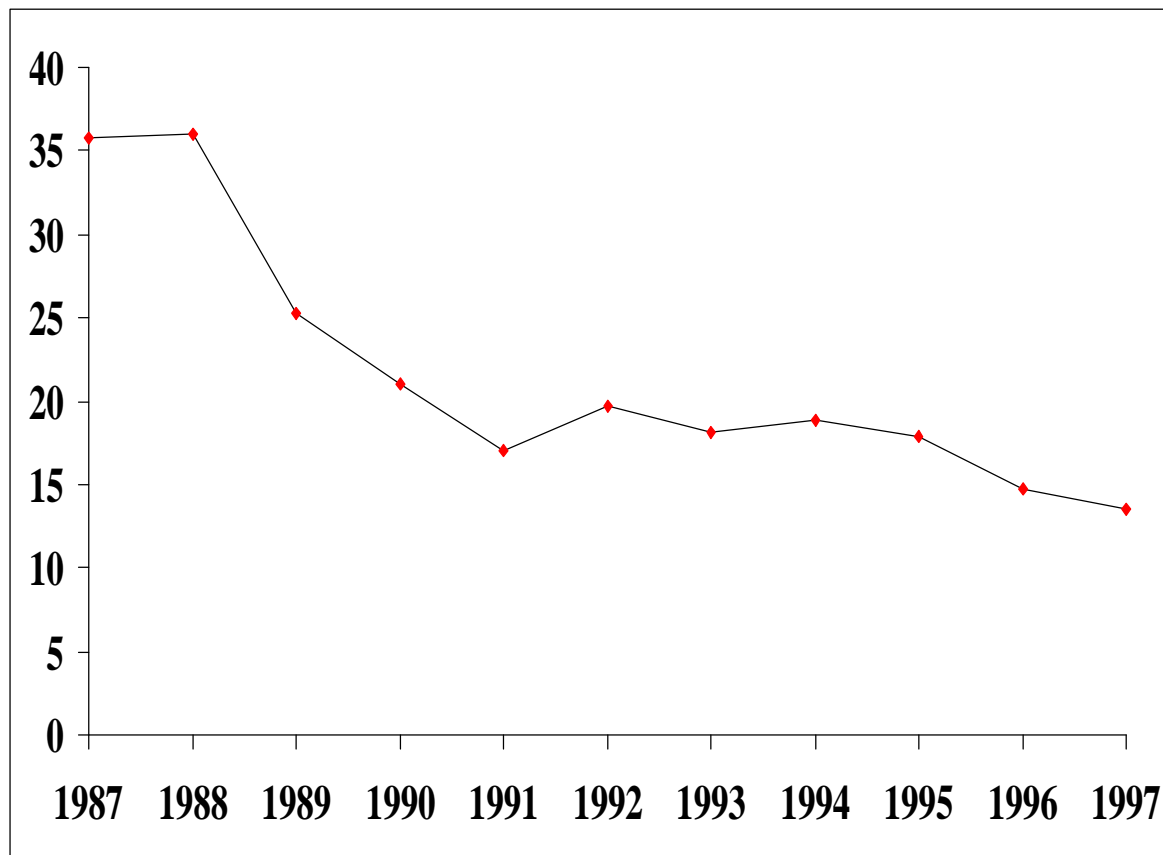
TO: Dr. Birkholz  
FROM: Zina Haywood  
DATE: October 26, 1999  
RE: 1997 Cohort Default Rate

I am pleased to announce the official 1997 cohort student loan default rate for MATC is 13.5%. This is down from the 1996 rate of 14.8. We had 283 defaulters out of 2,100 who went into repayment on their student loan(s) from October 1, 1996 through September 30, 1997. The defaulters went into default between October 1, 1996 and September 30, 1998. The MATC default rate has been dropping for the past 11 years. Please find attached a graph for the past 11 years.

The average rate for the 16 districts in our system is 7.4%. The average rate for the state of Wisconsin is 5.4%. The national average is 8.8%. Even though we have a relatively high rate, given the demographics of our student population, we should be proud that we have had steady declines in our default rate.

An institution's loss of eligibility to participate in the Pell Grant and Federal Stafford Loan Programs occurs when an institution, for 3 consecutive years, has a default rate of 25% or more.

# MATC COHORT DEFAULT RATE (%)



1987	35.8
1988	36.0
1989	25.3
1990	21.0
1991	17.0
1992	19.7
1993	18.1
1994	18.9
1995	17.9
1996	14.8
<b>1997</b>	<b>13.5</b>

ATTACHMENT ESIR 7

TO: MATC District Board  
FROM: William J. Roden, Vice President and General Counsel  
DATE: August 25, 1999  
SUBJECT: Revisions to Board Policies Pursuant to District Board Policy A0120

This summer all of our policies and procedures were updated. As our office inputs the changes, we will identify those policies that have been revised for information purposes as per Board Policy A0120 – Policy Manual.

Subsequent to the respective board meetings, these revised policies will be available online through the MATC web page and hard copies will be sent to board members.

If you have any questions, please contact me.

Cc: Dr. John R. Birkholz

## **EDITORIAL CHANGES TO MATC POLICIES**

### **SECTION D: INSTRUCTIONAL PROGRAMS AND SERVICES**

#### **D0100 – INSTRUCTIONAL CONTRACTS**

- Authority changed so that 118.15(2a, b, c) is replaced with 118.15(2). There is no subsection (2)(b) under 118.15 and all provisions are relevant to the Policy.

#### **D0108-1 – SERVICES TO HIGH SCHOOL AGE YOUTH (Principally 16 and 17 Years Old)**

- Chapter 298 does not exist. Reference changed to Chapter 118. Chapter 118 is entitled “General School Operations.”

#### **D1000 – ATTENDANCE (Except High School Contract and Apprentice Students)**

- Because attendance requirements are the same for credit and audit students (Procedure DD0401), the Policy should state this. (“Whether the class is taken for credit or audited”)

## **EDITORIAL CHANGES TO MATC POLICIES**

### **SECTION E: INSTRUCTIONAL SUPPORT**

#### **E0102 – RESEARCH PROJECTS CONDUCTED FOR PERSONAL USE OR FOR AN OUTSIDE ORGANIZATION**

- Included 38.04(14), which gives the Board the power to promulgate district policies.