

March 12, 2001



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 M210)**, of the **Milwaukee Area Technical College**, 700 West State Street, Milwaukee, Wisconsin, **Tuesday, March 20, 2001**, beginning at **4:30 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](#)—February 20, 2001—Attachment 1

D. Comments from the Public

E. Action Items

1. Policy Review
 - a. [Policy C0502—Faculty Hiring—Credentialing—Attachment 2](#)
 - b. [Policy C0700—District Employee Code of Ethics—Attachment 3](#)
 - c. [Policy I0601—WMVS/WMVT Contract, Co-Production, and Shared Purchase Agreements—Attachment 4](#)
2. [Resolution to Approve Stage III Program Implementation—Bilingual Office Assistant Two-Semester Diploma Program—Attachment 5](#)
3. [Core Committee and Campus Team Proposal—Attachment 6](#)

F. Discussion Items

1. [Special Needs Department—Attachment 7 \[*electronic viewing unavailable*\]](#)
2. [Student Assessment of the College Environment \(SACE\) at Milwaukee Area Technical College—Attachment 8](#)

G. Information Items

1. NCA Status Report
2. Presidential Search
3. [Monthly Advisory Committee Membership Report—Attachment 9](#)

H. Miscellaneous Business

1. Communications and Petitions
2. Information Items

I. Old Business/New Business

1. Date of Next Meeting—Tuesday, April 10, 2001
Board Room (M210)

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

ATTACHMENT ESIR 1

MILWAUKEE AREA TECHNICAL COLLEGE DISTRICT BOARD
Education, Services, and Institutional Relations Committee Minutes

DATE: Tuesday, February 20, 2001

PLACE: Board Room (M210)

TIME: 4:30 p.m.

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

FACULTY/STAFF: Joe Bauer, John Birkholz, Barbara Cannell, Kathleen Christensen, Charlie Dee, Bob Heeman, Bruce Heiser, William Hodgkinson, Annemarie Rosenberg, Cheryl Sayers, Don Weimer

ITEM A: ROLL CALL

COMMITTEE
ATTENDANCE: Ms. Baker, Ms. Bell, and Mr. Pedersen (arrived at 4:40 p.m.) were present.

ITEM B: COMPLIANCE WITH OPEN MEETINGS LAW

DISCUSSION: The Education, Services, and Institutional Relations (ESIR) Committee meeting was called to order at 4:35 p.m., was properly noticed, and was in compliance with the open meetings law.

ITEM C: APPROVAL OF MINUTES—JANUARY 16, 2001

ACTION: Ms. Bell moved that the minutes of January 16, 2001, be approved. Ms. Baker seconded the motion.

ITEM D: COMMENTS FROM THE PUBLIC

DISCUSSION: None.

Dr. Birkholz briefly highlighted the Governor's 2001-03 Budget Recommendations Affecting the Wisconsin Technical College System. Of special note was the fact that the governor's budget bill provides no increase in general state aids above the 2000-01 base level.

ITEM E: ACTION ITEMS

ITEM E1: POLICY REVIEW

ITEM E1A: POLICY I0601—WMVS/MMVT CONTRACT, CO-PRODUCTION, AND SHARED PURCHASE AGREEMENTS

DISCUSSION: Ms. Sayers indicated that this document had been reviewed by the Public Television Committee and forwarded to the ESIR Committee as the policy committee. The policy is before the ESIR Committee as a first reading.

Mr. Bauer provided an overview of the revised document.

Mr. Pedersen arrived at 4:40 p.m.

ACTION: Ms. Bell moved that Policy I0601—WMVS/MMVT Contract, Co-Production, and Shared Purchase Agreements be recommended to the full board for review. Ms. Baker seconded the motion.

ITEM F: DISCUSSION ITEMS

ITEM F1: PROGRAM EVALUATION

DISCUSSION: Mr. Weimer referenced the Program Evaluation document and provided a brief overview of the programs subject to an on-site quality review process as a result of district monitoring and screening, planned rotation, and other reasons during FY 2000-01.

ACTION: None required.

ITEM F2: REVIEW OF PROGRAM

ITEM F2A: INDIVIDUALIZED TECHNICAL STUDIES ASSOCIATE DEGREE

DISCUSSION: Pat Godin provided an overview of the Individualized Technical Studies Associate Degree. He indicated that faculty and staff completed the Quality Program Review in

December 2000. The Individualized Technical Studies degree program is an Associate in Applied Science degree program for persons who want to combine skills and knowledge from different disciplines for a customized technical degree. As a part of MATC's Individuated Technical Studies degree program a student can take core courses in two major areas, creating a hybrid degree that more closely matches their career goals.

ACTION: None required.

ITEM F3: CODE OF ETHICS (POLITICAL ACTIVITIES OF DISTRICT PERSONNEL)

DISCUSSION: Dr. Birkholz noted the letter from the Wisconsin Technical College System Board (WTCSB) regarding codes of ethics and related policies on political activities of district personnel. The WTCSB is requesting that "each district review its code of ethics, with particular attention to its policies on political activity of district personnel." The WTCSB is also requesting that each district "send revised policies to the State Board's General Counsel." Dr. Birkholz stated that the college has an existing policy that addresses political activities of district personnel. He recommended that the board reaffirm this policy through the regular two-step approval process and forward to the WTCSB upon final approval. The committee agreed that the college's existing policy adequately addresses political activities of district personnel.

ACTION: None required.

ITEM G: INFORMATION ITEMS

ITEM G1: NCA STATUS REPORT

DISCUSSION: Mr. Weimer distributed copies of Dr. Susan Murphy's (NCA Consultant) report and NCA timelines. He indicated that Dr. Murphy provided blunt observations and advice that will be helpful as the report is finalized in preparation for the focused visit.

It is anticipated that the written reports from the various committees will be completed and forwarded to the NCA coordinators by April 1, with the exception of the Student

Outcomes Assessment report being completed in mid-May. The final report will be written over the summer and it should be completed by late August.

Dr. Birkholz indicated that two key dates are April 1, 2001, and August 15, 2001. An in-depth presentation should be made before this committee to ensure that everything is in place.

Dr. Birkholz also indicated that Dr. Baez is in the process of setting up a meeting with Dr. Lopez which board members may want to attend.

Ms. Baker noted that a letter was sent to Dr. Lopez regarding a number of topics, including the board's approval of AQIP and the status of the presidential search.

ACTION: None required.

ITEM G2: PRESIDENTIAL SEARCH

DISCUSSION: Ms. Baker provided the following update on the presidential search:

- The board will be meeting Friday, February 23, 2001, and Saturday, February 24, 2001, to discuss with potential candidates the office of the president.
- Publicly noticed semi-finalists should be identified in the near future.
- Discussions have been held with Zeppos and Associates regarding a plan to notify constituents (internal and external) of the semi-finalists.
- The board chairperson will be meeting with representatives from the Journal/Sentinel and the MATC Times.
- An electronic mail will be sent to the college community prior to information being released from the media.
- Those community organizations that worked on the presidential search at the beginning of the process will be informed of the status.
- A series of public meetings with the candidates will be held with the internal and external community.

ACTION: None required.

ITEMG3: MONTHLY ADVISORY COMMITTEE MEMBERSHIP REPORT

DISCUSSION: The Advisory Committee Membership report was briefly reviewed. Ms. Bell noted that the newly added members to the Heat and Frost Insulators Apprentice Committee consisted of all non-minorities. Ms. Baker indicated that this is an ongoing issue that should be brought up at the March meeting when the Vice President of Academic Affairs is present.

ACTION: None required.

ITEM H; MISCELLANEOUS BUSINESS

ITEM H1: COMMUNICATIONS AND PETITIONS

DISCUSSION: None.

ITEM H2: INFORMATION ITEMS

DISCUSSION: Dr. Birkholz noted the correspondence sent to board members from the college's Special Needs staff. He indicated that he has met with the supervisors, staff, and union representatives regarding this matter. Dr. Christensen and Ms. Jante (the immediate supervisors) will prepare a report acknowledging the deficiencies in the department and how the deficiencies have been addressed. This report will be discussed at the March ESIR committee meeting. In addition, a Task Force will be established with the interpreter technicians to prepare a more in-depth study of their concerns as to the way the department is organized and outline suggestions for improvements.

Responding to a question by Ms. Bell regarding service to students, Dr. Birkholz indicated that the major problem has been with the telecommunications devices for the deaf (TDD) not being operational.

ACTION: None required.

ITEM I: OLD BUSINESS/NEW BUSINESS

DISCUSSION: None.

ITEM II: DATE OF NEXT MEETING

DISCUSSION: The next meeting date is scheduled for Tuesday,
March 20, 2001, in the Board Room, at 4:30 p.m.

The meeting adjourned at 5:50 p.m.

Respectfully submitted,

Gail A. Peterson
Executive Assistant

matc
Milwaukee Area Technical College

POLICY

Title: FACULTY HIRING - CREDENTIALING	Code: C0502
Authority: Wis. Stats., §§ 38.12(7); 38.14; Wis. Administrative Code, Chapter TCS 6	Original Adoption: Revised/Reviewed: Effective:

The Milwaukee Area Technical College District Board (MATC) assumes the responsibility of employing and establishing the compensation of all MATC personnel upon recommendation of the president. Compensation for represented employees is established by the board through the collective bargaining process.

The board further assumes the responsibility to assure that the faculty as a body falls within the guidelines for faculty credentialing of appropriate accrediting agencies. Standards consistent with those guidelines shall be developed by the faculty in academic departments and academic administrators subject to the approval of the president and the MATC District Board.

In the case of programs accredited by state, regional or national accrediting agencies, the MATC District Board shall assure that credentialing standards for its faculty and instructors are in compliance with the agencies' guidelines.

Certification of all teaching employees shall be subject to the approval of the state board and shall meet the requirements designated by the Wisconsin Technical College System Board (WTCSB).

The president, vice president for Academic Affairs, and staff, shall design and execute such personnel procedures that will expedite the credentialing of instructional staff.

3/9/2001 10:02 AM

Milwaukee Area Technical College

President

MEMORANDUM

TO: ESIR Committee
FROM: John R. Birkholz, President *JRB.*
DATE: March 6, 2001
SUBJECT: MATC District Board Policy, C0700, District Employee Code of Ethics

As a follow-up to our general discussion at the February ESIR Committee meeting regarding MATC District Board Policy C0700, District Employee Code of Ethics and political activities of district employees, I recommend that no changes be made to our current policy.

As we discussed the aforementioned policy is being placed on the March ESIR agenda for Action.

If you have any questions, please contact me.

JRB:scs

Title: DISTRICT EMPLOYEE CODE OF ETHICS	Code: C0700
Authority: Wis. Stats., Chapter 19, § 19.41 – 59; Chapter 15.62; Wis. Stats., §§ 38.04(14); 38.12(7); Wis. Stats., § 946.13(1)(a); WTCSB Administrative Code, TCS 6.06; Board Minutes, 2/16/83; 3/28/94; 12/14/99	Original Adoption: 2/16/83 Revised/Reviewed: 12/14/99 Effective: 12/15/99

POLICY STATEMENT

1. This Code of Ethics is promulgated in keeping with the district's goals to develop quality educational programs consistent with its philosophy and objectives which lead to gainful employment of students. The observance of high moral and ethical standards by its employees is essential to the conduct of the district. The employee holds his/her position as a public trust, and any effort to realize personal gain through official conduct is a violation of that trust.
 - a. The ethical standards set forth in this policy for employees in the performance of their official duties are intended to discourage conflicts of interest, improve standards of public service and promote and strengthen the faith and confidence of the people of this district in their employees.
 - b. Nothing in this policy shall deny the rights of an employee under the Constitution of the United States, and of this state, the Wisconsin Statutes or any other laws of this state, or under any labor agreement as long as such labor agreement is not in conflict with state or federal laws.

2. The District Board recognizes that:
 - a. Employees retain their rights as citizens to interests of a personal or economic nature.
 - b. An employee may engage in activities outside of his/her official employment duties and responsibilities with the district. However, such outside activities shall not conflict with an employee's official duties and responsibilities with the district.

Title: DISTRICT EMPLOYEE CODE OF ETHICS	Code: C0700
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3. Employees shall devote full attention to their duties, uphold the law, and conduct district business with fairness, integrity, and professionalism, with full regard to the public trust of the office.
4. Employees shall endeavor to meet all the requirements of state and federal law and regulations pertaining to education including the regulations of the Wisconsin Board of Vocational, Technical and Adult Education. An employee shall act in what is conceived, in their opinion, to be the best interests of the citizens of the entire district.

CONFLICTS OF INTEREST AND COLLATERAL EMPLOYMENT

The district board must, by necessity, specifically prohibit those activities that will cause a conflict of interest to the employee or to the district. Therefore, no employee shall:

1. Use the district's time, facilities, equipment or supplies or use the prestige or influence of the district's position strictly for his/her private gain or advantage.
2. Accept solely for his/her private gain or advantage, money or anything of value from a business for the performance of an act required as part of his/her official duties.
3. Engage in any collateral employment during the employee's normal business day within the district, that would conflict with the employee's normal duties, or call upon other employees to assist in the carrying out of duties related to the employee's collateral employment.
4. Advocate against the district for another district employee or member of the community who may have or anticipates having a claim against the district or is the subject of a personnel action or legal action by the district. This provision does not apply to union officials representing employees in processing grievances or engaging in other collective bargaining activities.
5. If any questions arise concerning conflicts of interest, the employee shall contact her/his supervisor. The supervisor may consult with the district's General Counsel. The district's final position as to whether there is a conflict of interest will be given by the District Director.

ACCEPTANCE OF GIFTS, FAVORS, OR HONORARIA

1. No person shall offer or give to an employee or his immediate family, and no employee or his immediate family shall solicit or receive, anything of value based solely on his/her position or relationship with the district.
2. No employee who is assigned or acts as an official representative of the district in the presentation of papers, instruction, talks, demonstrations, expert testimony or makes appearances shall obtain fees solely for personal gain. Any fees, honoraria or reimbursement of expenses which may be offered in connection therewith shall be paid to the district providing the district is reimbursing the individual for his/her expenses (exclusive of salary).
3. Fees and honoraria paid for papers, instruction, talks, demonstrations, expert testimony or appearances made by employees on their own time and not directly part of their official duties, may not be a violation of this rule. Employees should notify the district board prior to accepting fees and honoraria for papers, instruction, talks, demonstrations, expert testimony, or appearances if it appears that a potential for a conflict of interest exists.

POLITICAL ACTIVITIES

In general, the following political activities are prohibited:

1. Using governmental authority to interfere with or affect nomination or election for any public office or position within any political party.
2. Using governmental authority or influence to intimidate, threaten or coerce any person to vote contrary to his or her own voluntary choosing.
3. Using governmental authority to directly or indirectly intimidate, threaten or coerce any person to pay, lend, or contribute anything of value, including services, to any party, organization, group, or individual for political purposes.
4. Using any governmental authority or influence to coerce any individual or group for political action or to confer benefits or effect reprisals to secure desired political action or inaction.

Title: DISTRICT EMPLOYEE CODE OF ETHICS	Code: C0700
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5. Soliciting or receiving subscriptions or contributions for any partisan political purpose while on district time while in a building, office or room occupied for any purpose by the district.

USE OF CONFIDENTIAL INFORMATION

1. No employee shall use confidential information gained in the course of or by reason of his/her public position or official duties solely for private gain either financial or non-financial.
2. No employee shall engage in any collateral employment or business using district information used to administer courses and/or programs. This includes computer-generated lists, syllabi and course materials (prepared at the direction of the district).
3. No employee may exploit his/her position with the district or confidential information for the benefit of family members or friends in seeking employment with the district or other remuneration.

RELATIONSHIPS AMONG MATC STAFF MEMBERS AND/OR STUDENTS

A consensual romantic or sexual relationship between an employee or a subordinate employee may be exploitative in nature, leading to a conflict of interest for the person who is in the position of power and can affect the environment for other students and employees, or the manner in which they are treated. The sexual or romantic relationship, per se, is not the problem. Rather the problem is the conflict of interest and the potential discriminatory or damaging impact of the relationship when a power differential is involved. In keeping with this philosophy, employees are not prohibited from, but are strongly encouraged to avoid developing relationships of a romantic or sexual nature with a student who is currently enrolled in his/her class, a student who is currently receiving guidance from him/her, or an employee he or she is currently supervising. Such a relationship automatically creates the appearance of a conflict of interest.

MISCELLANEOUS PROVISIONS

1. Employees shall not, in their capacity as employees, make an entry in an account or record book or application, certificate, report, or statement, which in a material respect s/he intentionally falsifies.
2. Employees must meet all the requirements of state and federal laws and regulations pertaining to education and certification including the regulations of the Wisconsin Technical College System Board (WTCSB) and the Department of Public Instruction (DPI).

PENALTIES FOR VIOLATIONS

In the event any employee violates this policy, the employee's supervisor and/or the Board may consider any and all appropriate discipline including discharge.

Those employees whose conduct is governed by the State of Wisconsin Ethics Board in addition to action by the district board, could be sanctioned by the State of Wisconsin Ethics Board.

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POLICY

Title: WMVS/WMVT CONTRACT, CO-PRODUCTION, AND SHARED PURCHASE AGREEMENTS	Code: 10601
	Original Adoption: 2/17/92
	Revised/Reviewed:
	Effective: 2/18/92
Authority: Board Minutes, 2/17/92	

The MATC District Board recognizes that WMVS/WMVT-TV productions serve local as well as state, national, and international audiences. The district board also recognizes that certain opportunities and efficiencies may be obtained by entering into co-production or contract agreements. The district board further recognizes that certain economies can be achieved through the shared or group purchase of television programs. The sharing of resources with or providing services to other television stations or production facilities, independent program producers, or corporate clients will comply with MATC Policies B0301, Contracts for Services, and B0502, Goods and Services: MATC's Relationship with the Private Sector.

The MATC District Board recognizes that co-production agreements with other stations, telecommunications organizations, and independent producers afford WMVS/WMVT-TV unique opportunities to offer viewers diverse programming that might not otherwise be produced.

The board further recognizes that co-production partnerships may involve the designation of WMVS/WMVT-TV as the recipient of, fiduciary agent for, or disburser of underwriting dollars for program production and auxiliary educational, promotional, and outreach materials.

In evaluating co-production agreements for MATC District Board approval, WMVS/WMVT-TV management will consider criteria including:

- How the project relates to the stations' mission.
- How the project adds to the diversity of viewpoints expressed on our airwaves and in the community.
- How the project addresses ascertained needs of the community.
- How well the project engages, educates, or informs the audience.
- Whether the financial arrangements are sufficient to ensure the project's success.

matc

Milwaukee Area Technical College

Title: WMVS/MMVT CONTRACT, CO-
PRODUCTION, AND SHARED PURCHASE
AGREEMENTS

Code: I0601

When station management determines it will proceed with a co-production agreement, a letter of understanding will be drawn up between the station and co-producing entity or entities that includes: intended broadcast plans, administration of funds, arrangements to seek and accept underwriting funds, payment schedules, reporting requirements, project parameters, insurance requirements, deadlines, and any ancillary agreements.

In all co-production agreements, the stations will reserve the rights to: approve content; direct editing to ensure accuracy, fairness, good taste, and compliance with FCC, PBS, and WMVS/MMVT-TV guidelines; and to decide whether or not to broadcast the finished product.

WMVS/MMVT-TV will typically retain a **minimum** negotiated administrative fee of **10-15 percent**. The stations may provide in-kind services or retain a portion of the grant as reimbursement for services. The stations are also eligible to claim grant dollars that pass through its accounts as non-federal financial support and to receive Corporation for Public Broadcasting Community Service Grants based on a matching formula of \$.06 on the dollar.

When funding has been secured, the stations will seek MATC Board approval to accept the grants and to enter into a contractual arrangement with the co-production partner(s).

ATTACHMENT ESIR 5

RESOLUTION TO APPROVE STAGE III PROGRAM IMPLEMENTATION BILINGUAL OFFICE ASSISTANT TWO-SEMESTER DIPLOMA PROGRAM

Background Investigation

Bilingual Office Assistant is a two-semester diploma program. The Bilingual Office Assistant program graduate will be fluent in both English and a second language. The graduate will have employable computer document production skills using software in both English and a second language. The graduate will have knowledge of, and hands-on experience with, international business communications via computer videoconferencing, Internet, telephone, fax, and standard mail. Graduates will possess the professional skills of grammar, spelling, and punctuation in both English and a second language. The graduate will have an employable skill in information management and document formatting.

Primary occupations (target jobs):

- Bilingual Receptionist
- Bilingual Secretary
- Bilingual Data Entry
- Bilingual Clerk Typist
- Bilingual Help Desk
- Bilingual Customer Service

Background Information

Enrollment Projections:	1st year: FTE 3.5	Headcount 10
	2nd year: FTE 4	Headcount 12
	Annual/ongoing: FTE 8	Headcount 18

Campus Location:	MATC West Campus
New Full-time faculty:	0
New Part-time Faculty:	0
Starting Date:	Fall 2001-03-12
Program Initiated by:	WTCS Consultant and Office Technology Advisory Committee

Resolution

Therefore, BT IT RESOLVED, that the Milwaukee Area District Board of Vocational, Technical, and Adult Education submit Stage III, Bilingual Office Assistant, Program Implementation to the Wisconsin Technical College System Board for consideration and approval.

ATTACHMENT ESIR 6

CORE COMMITTEE AND CAMPUS TEAM PROPOSAL

Core Committee and Campus Team Proposal / Recommendation Form

Submitted by: Vicki Martin and Cliff Winkelman, Co-Chairs
(name)
Strategic and Quality Planning Steering Committee
(Committee / Campus Team)

Date: February 7, 2001

Need Statement: *(idea, problem, issue, concern)*

The members of the Strategic and Quality Planning Steering Committee value the importance of instruction and see it as the central core of the College. Having adequate instructional budget resources is essential if the College is to continue to offer flexible and current instructional programs and courses to the customers and communities that we serve. Conserving and/or optimizing instructional budget resources should be among the highest budget priorities within the College. Future budget reductions imposed upon instruction may severely impact the College's ability to meet short-term and long-term instructional and FTE goals. This includes the ability to offer new courses and programs, online courses and programs, technology currency, and other mechanisms that keeps the College competitive with other institutions.

Background Information: *(Include any relevant supporting information and/or research, identify barriers)*

There is a concern about across-the-board reductions in response to revenue shortages. Although this may be an efficient method, it may not be the most effective method. The Committee recognizes that the Board ultimately is responsible for making fiduciary decisions that impact programs and services offered by the College. The Committee also recognizes the complex nature of budget-balancing strategies.

Recommendation: *(Include how your suggested solution(s) will benefit the College)*

In an effort to strengthen the College's long-term strategic position as a leader in instructional programs, courses, and technologies that meet the changing needs of the customers that we serve, the members of Strategic and Quality Planning Steering Committee strongly recommend that:

- The budget planning process focus on strategies that help to strengthen the internal/external funding base for instruction.
- The College investigates areas, where budget-balancing strategies can be made that would have the least impact on instruction.

Submitted by: Strategic + Quality Planning
Approved by: John R. Birkholz
Dr. John Birkholz, President
Approved by: Michael Rosen
Dr. Michael Rosen, President, Local 212

Date: 2-15-01

Date: 2-15-2001

Date: 3/12/2001

If NOT approved, please explain: _____

When completed, please return this form to Vicki Martin at martinv@matc.edu

s:Recommendation\Recommendation Form 07 Feb 01

ATTACHMENT ESIR 7

SPECIAL NEEDS DEPARTMENT

(ELECTRONIC VIEWING UNAVAILABLE)

**Student Assessment of College Environment at Milwaukee Area Technical College
Fall 2000-2001
Executive Summary**

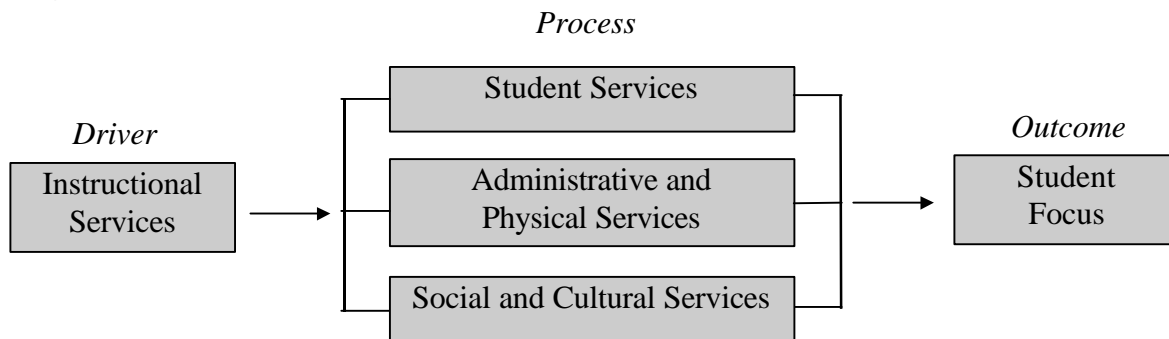
In October 2000, the Student Assessment of the College Environment (SACE) was administered to students at Milwaukee Area Technical College (MATC). A total of 4,154 SACE surveys were properly completed for analysis, representing 16.0% of the fifth-week enrollment of 26,019. The purpose of the survey was to obtain the perceptions of students concerning the institutional climate and to establish priorities for change based on those perceptions. Researchers at the National Initiative for Leadership and Institutional Effectiveness (NILIE) and representatives of MATC collaborated to create a survey that would reflect opinions of all students at the institution.

The 68-item SACE instrument is organized into five factors or domains including Instructional Services, Student Services, Administrative & Physical Services, Student Focus, Social and Cultural Services, and a Customized section developed specifically for MATC. Respondents were asked to rate the five climate factors on a five-point Likert-type scale. The instrument was specifically designed to compare the existing climate at MATC to a norm base and to a range of four different managerial systems found to exist in institutions. The information generated from the instrument has been developed into a research report and can be used for planning and decision making in order to improve the existing climate.

In previous studies, the overall SACE instrument has shown a coefficient of internal consistency (Cronbach's Alpha) of 0.97. This high coefficient indicates that the SACE provides an internal estimate of the instrument's reliability. A strong alpha coefficient means that participants responded the same way to similar items. Within this context, the climate survey is measuring what the designer expects to measure.

In this model, the instructional services (teaching) domain motivates the student services, administrative and physical services, and social and cultural service domains toward focus on the student domain (institutional effectiveness).

Figure i. The SACE Model



Note: Baker, G.A. (1998)

NILIE has synthesized from the literature four leadership or organizational systems ranging from coercive to collaborative. According to Likert, the collaborative system, which he termed System 4, generally produced better results in terms of productivity, job satisfaction, communication, and overall organizational climate (1967). Like Likert, NILIE has concluded that System 4 (collaborative) is the climate to be sought as opposed to generally existing naturally in the environment. Likert discovered that most organizations functioned at the System 2 (competitive) or System 3 (consultative) levels. This has been NILIE's experience, as well, with most institutional climates falling into the consultative system across the five original domains of the climate instrument.

At MATC, the overall results from the SACE instrument indicate a healthy campus climate, yielding a 3.69 mean score or high consultative system. The part-time students held a more positive perception, yielding a mean score of 3.72, than did the full-time students who yielded a 3.65 mean score of the institutional environment.

Of the more than 100 studies completed by NILIE, no organization has been found to have achieved a System 4 or collaborative environment, except in some aspects of some categories, and with some categories of students. Thus, the System 4 environment remains a climate to be sought through planning, collaboration, and organizational development. For descriptive purposes, only the normative SACE data (i.e., Instructional Services, Communication, Administrative & Physical Services, Student Focus, and Social & Cultural Services) will be compared against the NILIE norm base.

The SACE instrument administered at MATC included the 58 original, plus 10 custom items. Of the 68 items, none of the composite ratings fell within the least favorable category identified as the coercive range (System 1). Ten composite ratings fell within the collaborative range (System 4), 56 fell within the consultative range (System 3), and two fell within the competitive range (System 2).

As indicated in Figure 1, the Instructional Services climate factor received the highest composite rating (4.02) on a five-point scale, which represented a System 4 or collaborative management environment. The Student Services climate factor received the lowest mean score (3.38) within the middle area of System 3. Five composite averages, computed by combining the ratings of both part-time and full-time students, rated the management style above the middle of the System 3 (consultative) area.

Figure 1: Milwaukee Area Technical College Climate as Rated by Part-Time and Full-Time Students Combined Using Composite Averages

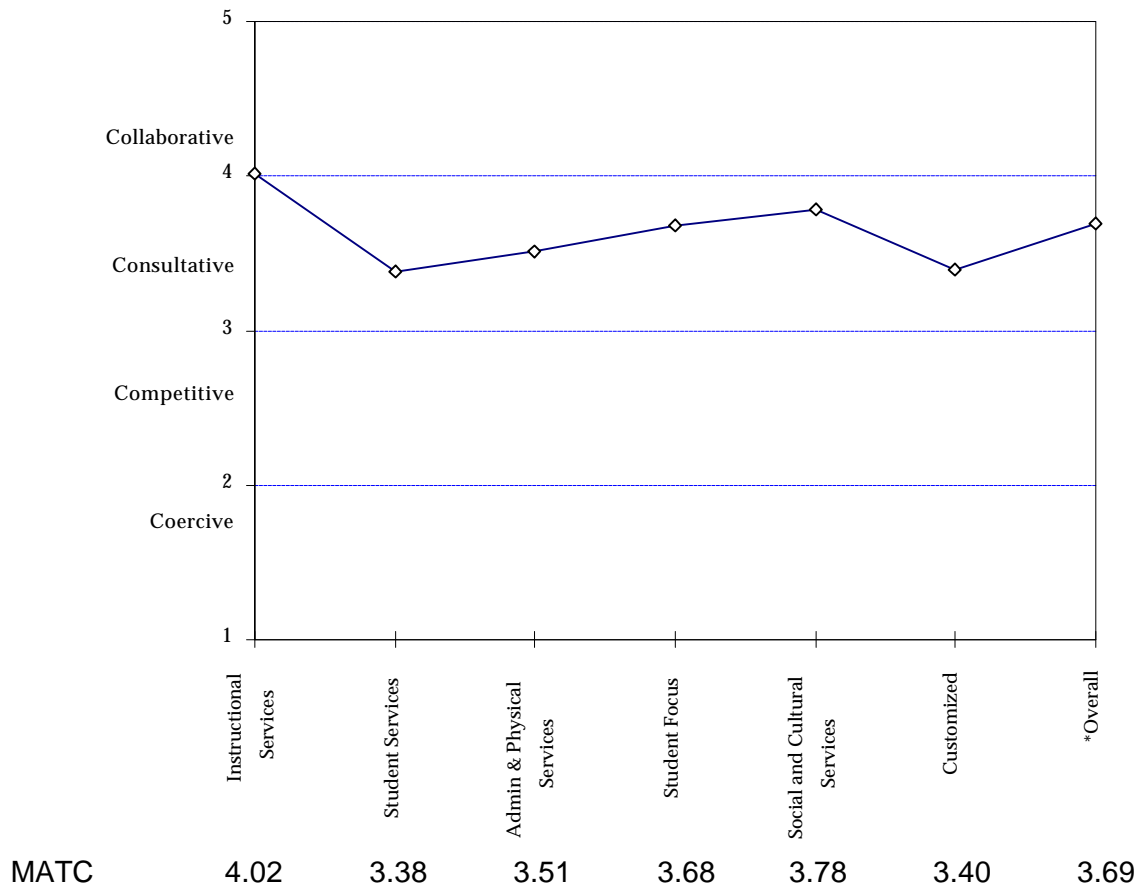


Figure 2 summarizes the mean response of all students for each of the 68-items included in the survey instrument. The means presented in Table 1 estimate what the students participating in the study at MATC perceive the climate to be at this particular time in the institution's development.

In reviewing each of the items separately, it was found that of the 68 means, 10 fell within a System 4 (collaborative) management style (i.e., a mean score rating between 4.0 and 5.0), 56 fell within a System 3 (consultative) management style (i.e., a mean score rating between 3.0 and 4.0), and two fell within the System 2 (competitive) management style (i.e., a mean score rating between 2.0 and 3.0).

The preponderance of System 3 (n=56, consultative) scores indicates that the institution has a relatively high level of perceived productivity and satisfaction. Overall, results from the survey yielded a mean institutional climate score of 3.69 on a five-point scale.

Figure 2: Mean Responses to 68-Item Climate Survey

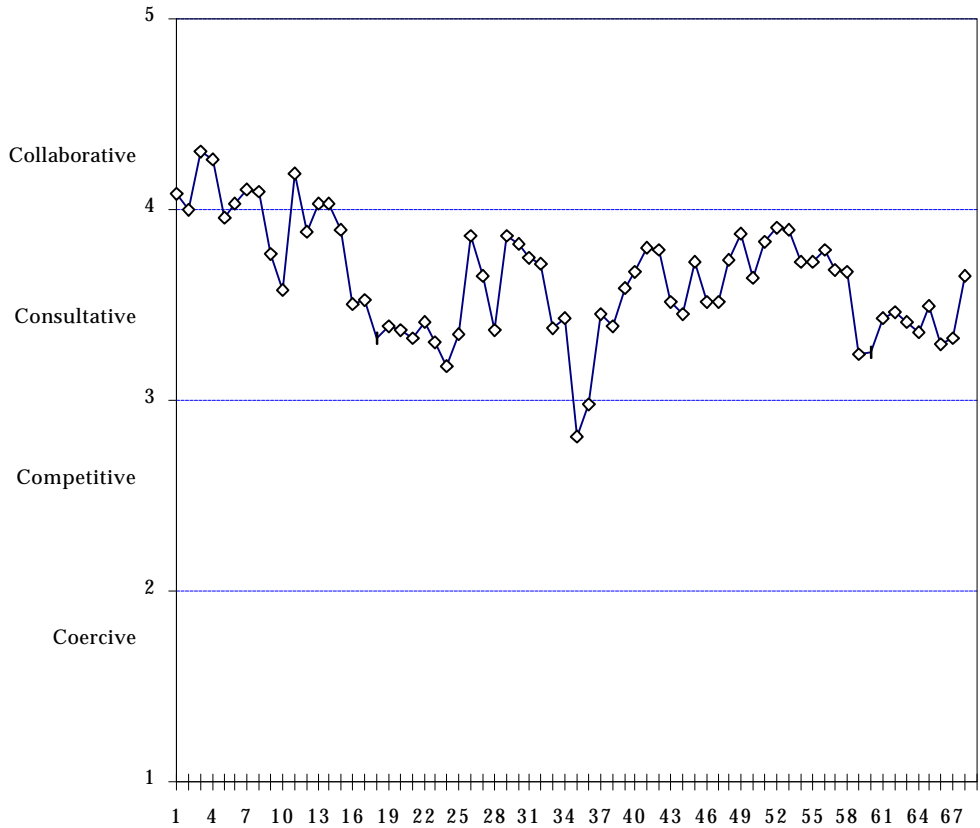


Table 1: Comparative Mean Responses to 68-Item Climate Survey

Instructional Services	Mean	SD
1 The quality of instruction in my field of interest	4.08	0.82
2 The overall quality of instruction at this institution	4.00	0.75
3 My instructors' expertise in subjects taught	4.31	0.78
4 My instructors' attitude toward students	4.26	0.84
5 My instructors' use of a variety of teaching strategies	3.96	0.90
6 The extent to which my instructors clearly define course objectives	4.03	0.84
7 The extent to which my instructors clearly define course requirements	4.11	0.79
8 The extent to which my instructors clearly define their grading policies	4.10	0.82
9 The availability of my instructors to help me outside of class	3.77	0.94
10 The extent to which I have an opportunity to evaluate my instructors	3.58	0.95

Comparative Mean Responses to 68-Item Climate Survey, continued

11 The extent to which I have an opportunity to participate actively in class	4.19	0.75
12 The extent to which I have an opportunity to work in small groups in class	3.88	0.88
13 The extent to which I am learning to learn	4.03	0.84
14 The extent to which I am acquiring the ability to learn on my own	4.03	0.79
15 The extent to which I am provided up-to-date technology in my coursework	3.89	0.89

Student Services

16 The quality of admissions and orientation services	3.51	1.00
17 The quality of learning assistance and tutorial services	3.53	0.85
18 The quality of financial aid services	3.33	1.03
19 The quality of career planning and placement services	3.39	0.91
20 The quality of the academic advising services	3.37	0.95
21 The opportunity for student involvement in campus activities (e.g., clubs, events, and organizations)	3.33	0.85
22 The quality of records and registration services	3.41	0.96
23 The quality of counseling services	3.31	0.94
24 The quality of athletic services	3.18	0.78
25 The advice I get in making educational decisions at this institution	3.35	0.98

Administrative and Physical Services

26 The quality of classrooms	3.86	0.84
27 The quality of laboratories	3.65	0.85
28 The quality of physical education services	3.37	0.77
29 The quality of computer labs	3.86	0.89
30 The quality of computer services	3.82	0.87
31 The quality of the bookstore	3.75	0.93
32 The quality of the library/learning resource center	3.72	0.86
33 The quality of food services on campus	3.38	0.98
34 The availability of informal places for students to gather	3.43	0.92
35 The availability of parking spaces	2.81	1.33
36 The convenience and proximity of parking to campus facilities	2.98	1.27
37 The quality of campus lighting	3.45	0.98
38 The availability of public transportation	3.39	0.88
39 The availability of places to study	3.59	0.94

Student Focus

40 The extent to which my educational needs are important to this institution	3.67	0.89
41 The extent to which I am receiving an excellent education at this institution	3.80	0.85

Comparative Mean Responses to 68-Item Climate Survey, continued

42	The extent to which the faculty meet my educational needs	3.79	0.86
43	The extent to which support services personnel are helpful	3.52	0.86
44	The extent to which administrative services personnel meet my needs	3.45	0.88
45	The extent to which this institution is preparing me for a career	3.73	0.91
46	The extent to which this institution is preparing me for transfer to a four-year college/university	3.52	0.91
47	The extent to which I am assisted with my personal development	3.52	0.88
48	The extent to which my personal skills are being enhanced	3.74	0.84
49	The extent to which I am satisfied with my learning experience	3.87	0.83
50	The extent to which ethnic and cultural diversity are important	3.64	0.84
51	The extent to which I feel safe on campus	3.83	0.91
Social and Cultural Services			
52	The extent to which instructors and staff are sensitive to students of all ages	3.91	0.87
53	The extent to which instructors and staff are sensitive to students' gender	3.89	0.83
54	The extent to which instructors and staff are sensitive to different ways that students learn	3.73	0.95
55	The extent to which instructors and staff are sensitive to students' physical challenges	3.73	0.84
56	The extent to which instructors and staff are sensitive to students' ethnicity	3.79	0.85
57	The extent to which instructors and staff are sensitive to students' religious preferences	3.68	0.82
58	The extent to which instructors and staff are sensitive to students' sexual harassment concerns	3.67	0.83
Custom			
59	The extent to which MATC reached out to recruit me for its programs and services	3.24	0.98
60	The extent to which I understand how to get my concerns and complaints resolved	3.25	0.98
61	The extent to which MATC's computerized admissions and entrance tests accurately matched me with my first semester courses	3.43	0.97
62	The extent to which the Adult Basic Education courses I have taken at MATC have prepared me to meet my educational and employment training goals	3.46	0.81

Comparative Mean Responses to 68-Item Climate Survey, continued

63	The extent to which I am satisfied with the number of courses in occupational programs available to me in the evening	3.41	0.99
64	The extent to which I am satisfied with opportunities for student involvement in decision-making at MATC	3.36	0.85
65	The extent to which I am satisfied with Academic Support Center services	3.50	0.84
66	The extent to which I am satisfied with the number of courses available at non-campus sites	3.29	0.84
67	The extent to which I am satisfied with Student Services available in the evening (such as Admission, Financial Aid, Registration, etc.)	3.33	0.84
68	The extent to which MATC was my first choice of school to attend	3.65	0.84
	Overall*	3.69	0.53

* The overall mean and SD do not include the means and SD's for the custom climate area developed specifically for MATC.

The top areas in need of improvement were identified for part-time and full-time students at the institution. Each group has generated a slightly different set of priorities. The full report includes an aggregation of the data for all groups, along with a set of priorities for the institution as a whole.

Areas of excellence at Milwaukee Area Technical College (mean scores based on a five-point scale):

- My instructors' expertise in subjects taught (item #3), Mean score: 4.31
- My instructors' attitude toward students (item #4), Mean score: 4.26
- The extent to which I have an opportunity to participate actively in class (item #11), Mean score: 4.19
- The extent to which my instructors clearly define course requirements (item #7), Mean score: 4.11
- The extent to which my instructors clearly define their grading policies (item #8), Mean score: 4.10
- The quality of instruction in my field of interest (item #1), Mean score: 4.08

All of these items represent the Instructional Service climate factor.

Areas of greatest concern (mean scores based on a five-point scale):

- The availability of parking spaces (item #35), Mean score: 2.81

- The convenience and proximity of parking to campus facilities (item #36), Mean score: 2.98
- The quality of athletic services (item #24), Mean score: 3.18
- The extent to which MATC reached out to recruit me for its programs and services (item #59), Mean score: 3.24
- The extent to which I understand how to get my concerns and complaints resolved (item #60), Mean score: 3.25
- The extent to which I am satisfied with the number of courses available at non-campus sites (item #66), Mean score: 3.29

The SACE survey provides comparison between demographic and organizational categories. In Table 2, the mean scores of the six domains are summarized for the following categories:

Age	English as Native Language	Instructional Division
Gender	Semesters Attended	Coursework
Ethnic Group	Reason to Withdraw	Computer Access
Student Status	Long-term Goal	Where Heard of MATC
Time Classes Meet	Objective	

Table 2: Average Climate Scores as Rated by Students in Various Demographic Classifications

	Instructional Services	Student Services	Administrative & Physical Services	Student Focus	Social & Cultural Services	Customized	*Overall
Age:							
20 or under	3.90	3.39	3.51	3.68	3.80	3.41	3.66
21-30	3.98	3.35	3.46	3.66	3.78	3.36	3.66
31-40	4.07	3.39	3.54	3.69	3.73	3.41	3.71
41-50	4.15	3.42	3.58	3.71	3.78	3.48	3.77
51-59	4.19	3.44	3.57	3.71	3.82	3.47	3.79
60 or over	4.51	3.81	3.78	4.01	4.12	3.61	4.09
Gender:							
Female	4.02	3.41	3.52	3.69	3.78	3.42	3.70
Male	4.01	3.34	3.49	3.67	3.77	3.37	3.67
Ethnic Group:							
African-American	4.05	3.57	3.59	3.83	3.78	3.58	3.76
Alaskan Native/American Indian	4.00	3.57	3.69	3.82	3.81	3.49	3.79
Asian American/Pacific Islander	4.05	3.43	3.54	3.67	3.79	3.51	3.71

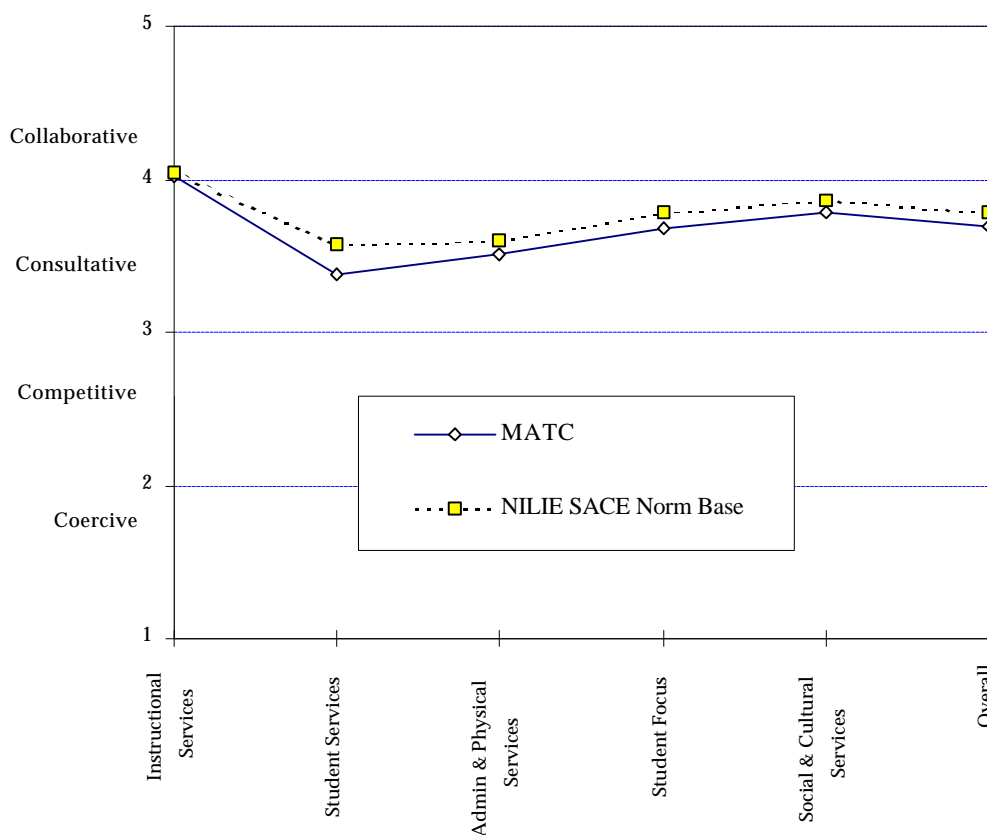
	Instructional Services	Student Services	Administrative & Physical Services	Student Focus	Social & Cultural Services	Customized	*Overall
Caucasian	4.00	3.30	3.47	3.61	3.78	3.31	3.65
Hispanic	4.04	3.49	3.60	3.80	3.88	3.59	3.78
Student Status:							
Part-Time	4.06	3.40	3.53	3.69	3.79	3.43	3.72
Full-Time	3.94	3.35	3.48	3.67	3.77	3.35	3.65
Time Classes Meet:							
Day only	4.03	3.47	3.55	3.77	3.83	3.48	3.74
Evening only	4.04	3.34	3.49	3.64	3.75	3.38	3.68
Both day and evening	3.96	3.34	3.49	3.65	3.77	3.33	3.65
English as Native Language:							
Yes	4.01	3.36	3.50	3.67	3.77	3.37	3.68
No	4.08	3.51	3.60	3.79	3.85	3.62	3.79
Semesters Attended:							
1-2	4.02	3.43	3.54	3.72	3.81	3.47	3.72
3-4	4.01	3.36	3.49	3.69	3.77	3.35	3.68
5-6	3.97	3.28	3.43	3.58	3.72	3.29	3.62
7 or more	4.04	3.32	3.51	3.60	3.73	3.33	3.67
Reason to Withdraw:							
No money to pay for books and tuition	4.03	3.40	3.54	3.74	3.80	3.45	3.72
No support for child care	4.01	3.56	3.58	3.78	3.79	3.53	3.76
Not interested in the courses or programs	3.95	3.36	3.51	3.63	3.77	3.38	3.66
Lack of information about programs and procedures	3.75	3.15	3.34	3.42	3.54	3.11	3.45
Unable to get time off from work to attend classes	4.13	3.47	3.60	3.79	3.90	3.53	3.80
Classes are at inconvenient times and/or bad locations	3.98	3.29	3.42	3.57	3.72	3.26	3.62
Long-term Goal:							
Transfer to another college or university	3.97	3.33	3.47	3.68	3.79	3.36	3.66
Improve skills for current job	4.07	3.38	3.54	3.67	3.75	3.46	3.71
Preparation for a career change	4.05	3.37	3.51	3.67	3.76	3.39	3.69
Preparation to enter the job market	3.95	3.40	3.52	3.67	3.76	3.38	3.67
Exploring courses to decide on a career	4.03	3.50	3.56	3.72	3.85	3.49	3.75
Objective:							
Earn Associate Degree	3.98	3.38	3.51	3.66	3.76	3.38	3.67
Earn Vocational Certificate/Technical Diploma	4.11	3.46	3.55	3.78	3.86	3.49	3.77

	Instructional Services	Student Services	Administrative & Physical Services	Student Focus	Social & Cultural Services	Customized	*Overall
Earn Transfer Credits to a 4-year college	3.95	3.25	3.43	3.63	3.79	3.30	3.62
Improve Basic and/or English skills	4.03	3.57	3.64	3.73	3.78	3.65	3.77
Earn High School diploma or GED	4.15	3.70	3.66	3.95	3.96	3.77	3.90
Improve job skills	4.01	3.26	3.48	3.61	3.67	3.36	3.64
Personal enrichment	4.11	3.32	3.41	3.62	3.74	3.31	3.68
Instructional Division:							
Business/Graphic Arts	3.94	3.34	3.49	3.61	3.73	3.33	3.64
Consumer/Hospitality	4.15	3.41	3.53	3.74	3.82	3.44	3.76
Health Occupations	4.04	3.45	3.53	3.74	3.84	3.46	3.73
Liberal Arts and Sciences	3.98	3.30	3.46	3.65	3.78	3.35	3.65
Technical/Industrial	4.05	3.32	3.48	3.67	3.76	3.38	3.68
College Transition/High School Relations	4.03	3.55	3.56	3.80	3.84	3.62	3.77
Television and Video Production	3.90	3.30	3.32	3.44	3.48	3.33	3.51
Coursework:							
Milwaukee Campus	4.00	3.41	3.47	3.71	3.77	3.40	3.69
South Campus	3.99	3.33	3.53	3.64	3.79	3.38	3.67
West Campus	4.06	3.39	3.57	3.71	3.83	3.45	3.73
North Campus	3.97	3.24	3.47	3.57	3.72	3.27	3.62
College of the Air	3.73	3.06	3.42	3.53	3.54	3.33	3.47
Internet/On-line	4.19	3.34	3.50	3.81	3.59	3.36	3.75
Other	3.92	3.28	3.34	3.52	3.59	3.32	3.55
Computer Access:							
No computer at home	4.01	3.43	3.53	3.74	3.81	3.47	3.72
Computer only at home w/o Internet	3.97	3.42	3.47	3.67	3.70	3.42	3.66
Computer with Internet access at home	4.01	3.33	3.49	3.65	3.78	3.35	3.67
Heard of MATC from:							
High School Counselor	3.97	3.39	3.52	3.71	3.79	3.44	3.69
MATC Representative	4.07	3.59	3.58	3.81	3.88	3.58	3.80
MATC schedule mailed to your home	4.05	3.37	3.50	3.68	3.77	3.40	3.70
MATC web site	4.06	3.31	3.52	3.64	3.75	3.31	3.68
Newspaper ad	3.94	3.22	3.48	3.59	3.80	3.31	3.62
Radio ad	3.92	3.28	3.47	3.56	3.74	3.28	3.61
Television ad	3.90	3.27	3.40	3.54	3.65	3.29	3.57

Results of the SACE at MATC compared with the NILIE SACE norm base

Figure 3 shows how MATC compares with the NILIE SACE Norm Base from all the climate studies conducted at two- and four-year institutions since 1997. These studies included small, medium, large, and multi-campus institutions; community college districts; and, statewide systems. Institutions ranged in size from 525 credit students on one campus to 32,000 credit students enrolled on multiple campuses. The figure shows how MATC compares with data from the “original” five SACE domains (i.e., Instructional Services, Student Services, Administrative & Physical Services, Student Focus, and Social & Cultural Services) maintained by NILIE.

Figure 3: Milwaukee Area Technical College Climate Compared with the NILIE SACE Norm Base



MATC	4.02	3.38	3.51	3.68	3.78	3.69
NILIE SACE Norm Base	4.04	3.57	3.60	3.78	3.86	3.78

* Normative data are not available for the customized climate factor developed specifically for MATC.

**Summary of Results of the
Student Assessment of the
College Environment
(SACE) Survey**

2000-2001 Academic Year

Methodology

- Distributed to students during classes held
 - Wednesday during third period, all campuses
 - Monday Evening, all campuses
 - Saturday all day, West Campus
- 4,154 of approximately 26,019 students responded (16.0%)
- Purpose: To obtain perceptions of students concerning the college climate and to establish priorities for change based on those perceptions.

Methodology (continued)

- 68 items organized into five factors or domains (there were several questions under each of the domains below).
 - Instructional Services
 - Student Services
 - Administrative and Physical Services
 - Student Focus
 - Social and Cultural Services
 - **Customized section specifically for MATC**

Framework: **The SACE**

Outcomes Inform Four Types of Organizations

- **Level 1: Coercive**
- **Level 2: Competitive**
- **Level 3: Consultative**
- **Level 4: Collaborative**

Coercive

- **Little trust in employees**
- **Top-down decisions**
- **Lower levels oppose goals of upper levels**
- **Influence through fear and punishment**

Competitive

- **Leaders have “condescending trust” in employees**
- **Some decisions at lower level, control at the top**
- **Lower levels cooperate in accomplishing selected goals**
- **Some influence through rewards, some through fear and punishment**

Consultative

- **Leaders have substantial but not complete trust in employees**
- **Employees significantly involved in decision making at lower levels**
- **Leaders consult with students on decisions**
- **Lower levels deal more with moral and cooperate toward goals**
- **Influence through rewards, occasional punishment occurs**

Collaborative

- Leadership environment is change oriented
- Appropriate decisions delegated to organizational teams
- Leaders seek to achieve trust and confidence in the followers
- Followers reciprocate with positive views of leaders
- Assumes that work is a source of satisfaction and will be performed voluntarily with self-direction and self-control because people have a basic need to achieve and be productive.

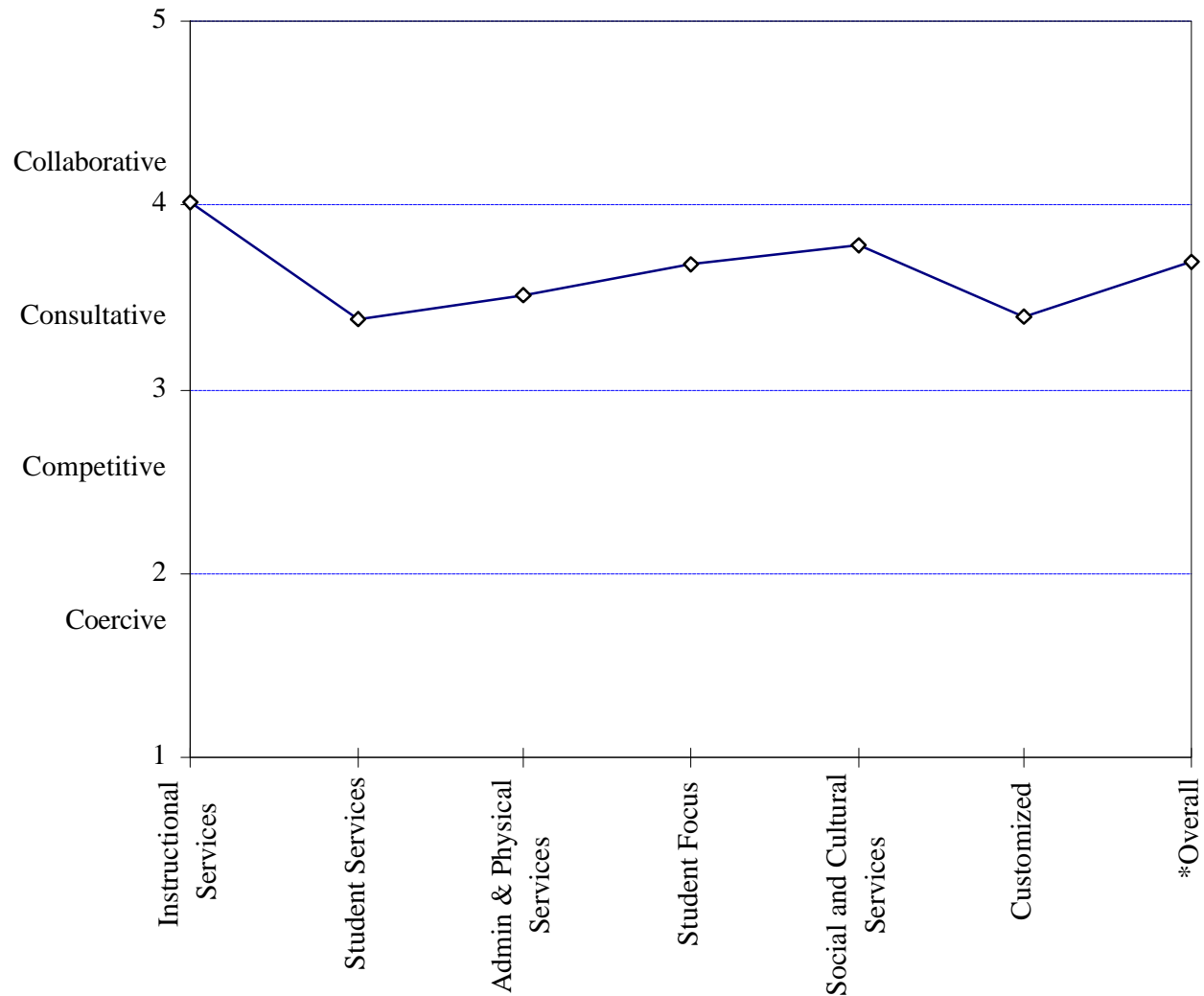
Basic premise of Survey:

As the perceptions of the students, staff, faculty, and administrators approach the characteristics of the collaborative environment, better results are achieved in terms of productivity and cost (Likert, 1967). Therefore, the collaborative environment is preferred.

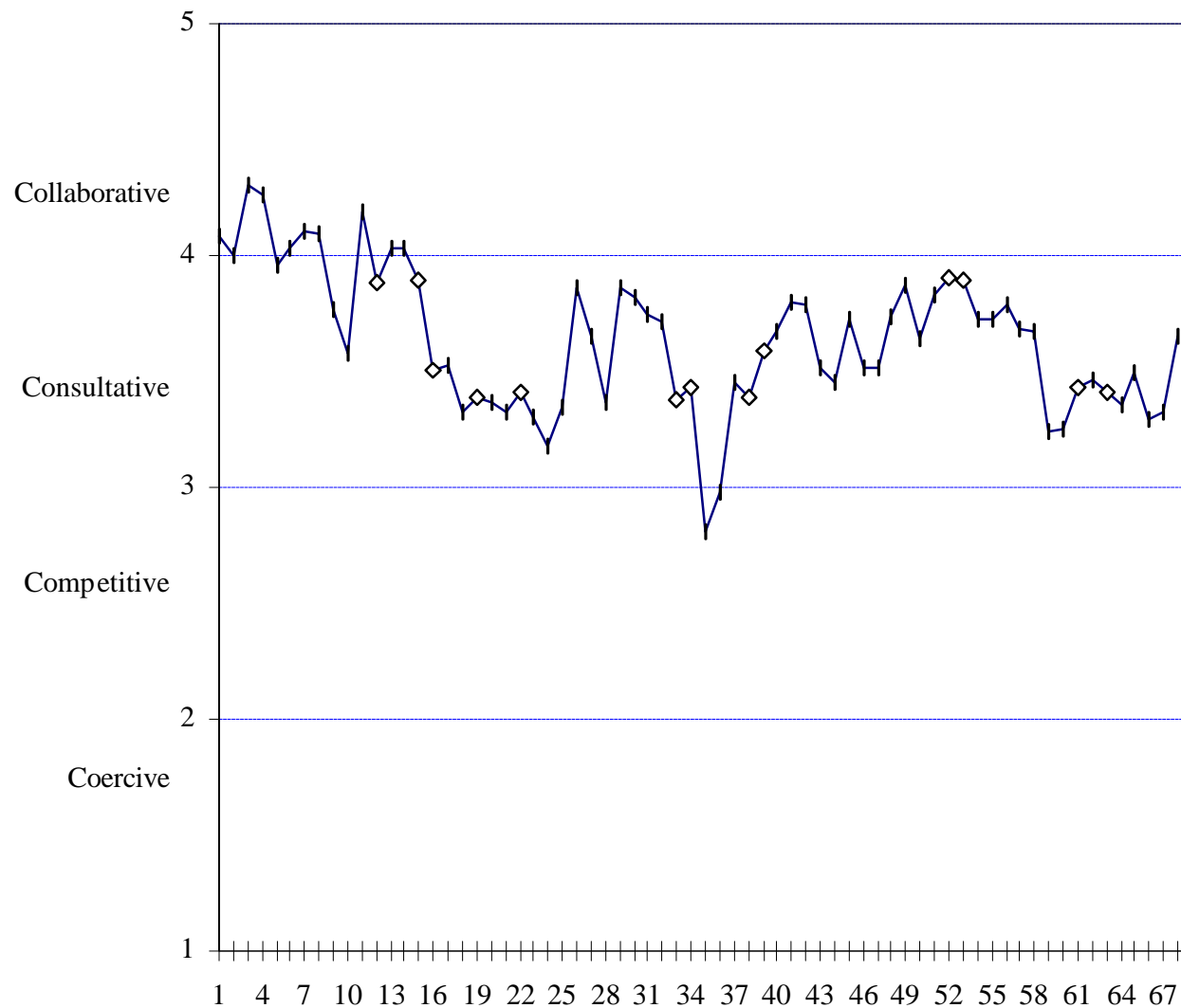
**So, how does MATC's climate
measure up?**

**Mid-range consultative
system, generally healthy.**

MATC Climate as Rated by All students



Mean Responses to 68-Item Climate Survey



Areas of Strength

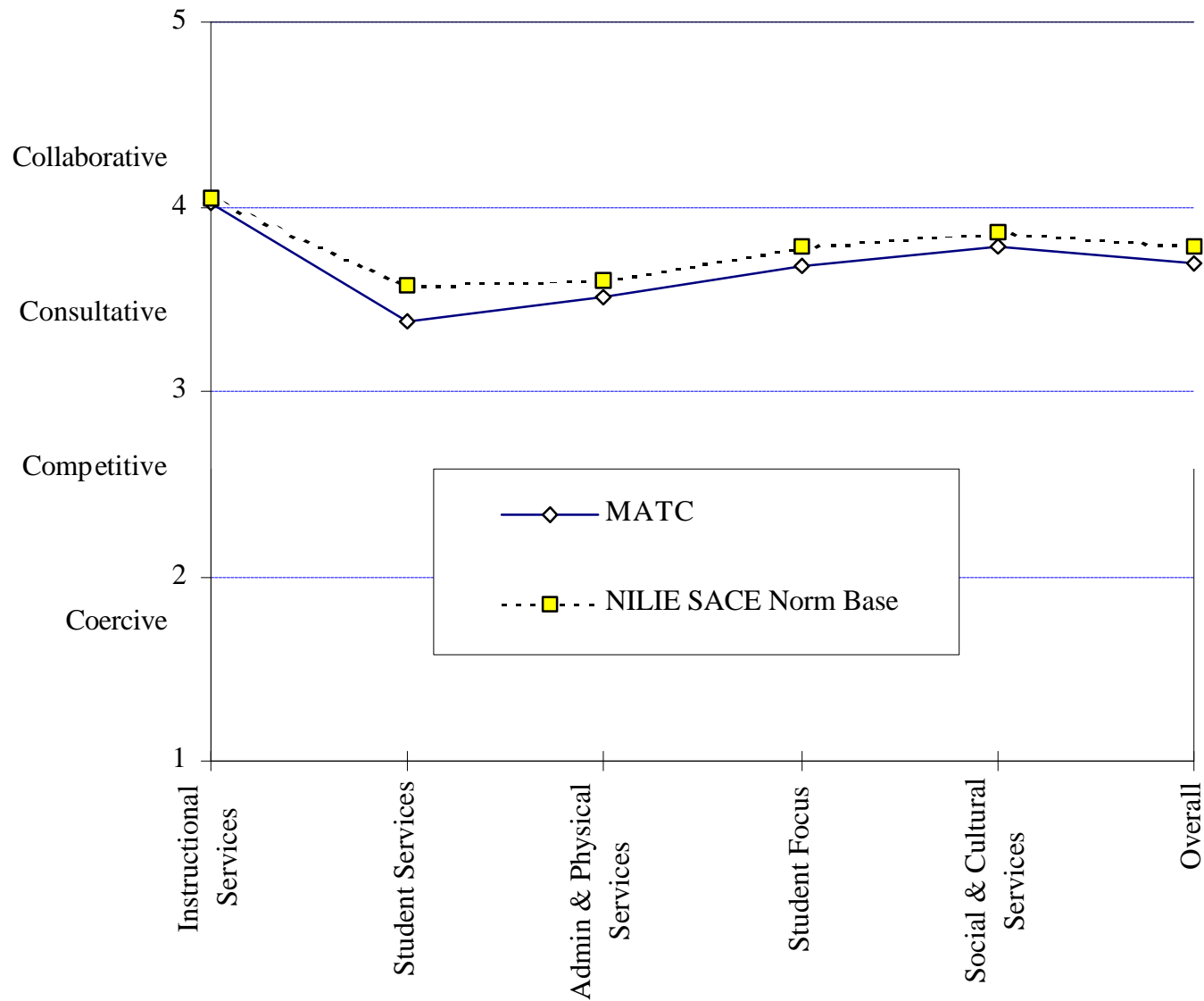
- My instructors' expertise in subjects taught
- My instructors' attitude toward students
- The extent to which I have an opportunity to participate actively in class
- The extent to which my instructors clearly define course requirements
- The extent to which my instructors clearly define their grading policies
- The quality of instruction in my field of interest

Areas of Greatest Concern

- The availability of parking spaces
- The convenience and proximity of parking to campus facilities
- The quality of athletic services
- The extent to which MATC reached out to recruit me for its programs and services
- The extent to which I understand how to get my concerns and complaints resolved *
- The extent to which I am satisfied with the number of courses available at non-campus sites

* **A Baldrige/AQIP Criterion**

MATC Compared to Other Colleges



Summary of Results of the SACE survey

2000-2001 Academic Year

**For more information, call Don Weimer, Research Manager
Institutional Assessment, Research, and Development.**

Ext. 76772

ATTACHMENT ESIR 9

MONTHLY ADVISORY COMMITTEE MEMBERSHIP REPORT

REPORT ON ADVISORY COMMITTEE MEMBERSHIP

FEBRUARY, 2001

COMMITTEE	VAC	MEMBERS RECENTLY LEFT	MEMBERS NEWLY ADDED
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ACADEMIC AFFAIRS DIVISION

No committee activity during this period.

BUSINESS & GRAPHIC ARTS DIVISION

ACCOUNTING	1		
8 members; 1 grad(s)			

BUSINESS ADMINISTRATION	1		
8 members; 3 grad(s)			

OFFICE TECHNOLOGY	1		
8 members; 1 grad(s)			

REAL ESTATE	3		
6 members; 2 grad(s)			

TRAVEL INDUSTRY TRAINING	2		
7 members; 0 grad(s)			

CONSUMER & HOSPITALITY SERVICES DIVISION

BARBER/COSMETOLOGIST	0	Linda Brown	Hafeezah Ahmad
9 members; 2 grad(s)		Essence Barber Shop	Bureau of Apprenticeship
		Operator/Manager	Field Representative
		(Labor/Minority)	(Consult/Minority)

COMMITTEE	VAC	MEMBERS RECENTLY LEFT	MEMBERS NEWLY ADDED
		Rick Butler Maxianna Beauty Supplies Sales Representative (Mgt/Nonminority)	Jont Tyson Beauty Stylist (Labor/Nonminority)
		Elise Garrett Giant Hair Cut & Design Owner Self-Employed (Mgt/Nonminority)	
		Steve Gengler Steven Edwards Salon Owner (Mgt/Nonminority)	
		Kay Haishuk Bureau of Apprenticeship Standards District Representative (Consult/Nonminority)	
		Dawn M Owens Elizabeth Arden Salons, Inc Stylist (Labor/Nonminority)	
DIETETIC TECHNICIAN/DIETARY MANAGER 8 members; 3 grad(s)	1		

COMMITTEE	VAC	MEMBERS RECENTLY LEFT	MEMBERS NEWLY ADDED
HOTEL/HOSPITALITY MANAGEMENT 11 members; 2 grad(s)	0	<p>Jeff Arman Midway Hotel General Manager (Labor/Nonminority)</p> <p>Kathy Gibbons Hyatt Regency - Milwaukee Director, Human Resources (Labor/Nonminority)</p> <p>Nancy Hartmann Manchester East Hotel & Suites General Manager (Mgt/Nonminority)</p> <p>Barbara Hudson Park East Hotel Executive Housekeeper (Labor/Minority)</p> <p>John S Pena WMA Securities, Inc Registered Representative (Labor/Minority)</p> <p>Scott Richter Wyndham Milwaukee Center General Manager (Mgt/Nonminority)</p>	<p>Gloria Gappa-Grundman Greater Milwaukee Convention & Visitors Bureau Dir, Membership (Mgt/Nonminority)</p> <p>Beth Helmueller Manchester East Hotel & Suites (Mgt/Nonminority)</p> <p>Miguel Herrera Wyndham Hotel Food & Beverage Super (Mgt/Minority)</p> <p>Carrie A Hersh PHR Milwaukee Hospitality Employment Partnership Director (Mgt/Nonminority)</p> <p>Roberta Powell Milwaukee Hilton PBX Operator (Labor/Nonminority)</p> <p>Kenisha Terrell Hyatt Regency Milwaukee (Mgt/Minority)</p>

COMMITTEE	VAC	MEMBERS RECENTLY LEFT	MEMBERS NEWLY ADDED
		Tiffany Roberts Residence Inn by Marriott Assistant General Manager (Labor/Nonminority)	
		Peter Ross Four Points Sheraton Hotel General Manager (Mgt/Nonminority)	

CONTINUING ED. & BUSINESS OUTREACH DIVISION

INSURANCE CONTINUING 3
EDUCATION
6 members; 0 grad(s)

HEALTH OCCUPATIONS DIVISION

OCCUPATIONAL THERAPY 0
ASSISTANT
10 members; 8 grad(s)

Joyce Jones
Kindcare
Day Program Super
(Mgt/Minority)

PRACTICAL NURSING 2
7 members; 3 grad(s)

COMMITTEE	VAC	MEMBERS RECENTLY LEFT	MEMBERS NEWLY ADDED
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LIBERAL ARTS & SCIENCES DIVISION

MUSIC OCCUPATIONS	1		
8 members; 2 grad(s)			

TECHNICAL & INDUSTRIAL DIVISION

APPLIANCE TECHNICIAN	1		
8 members; 1 grad(s)			

AUTOMOBILE/AUTO BODY SERVICING	1		
8 members; 3 grad(s)			

BRICKLAYER APPRENTICE	1		
8 members; 5 grad(s)			

CARPENTERS & CABINETMAKERS	1		
8 members; 3 grad(s)			

CEMENT MASONS APPRENTICE	1		
8 members; 1 grad(s)			

CIVIL ENGINEERING TECHNOLOGY	1		
8 members; 2 grad(s)			

GLAZIERS APPRENTICE	2		
7 members; 4 grad(s)			

COMMITTEE	VAC	MEMBERS RECENTLY LEFT	MEMBERS NEWLY ADDED
HEAT & FROST INSULATORS APPRENTICE 8 members; 4 grad(s)	1		
MATERIALS TECHNOLOGY 7 members; 3 grad(s)	2		
PAINTING & DECORATING APPRENTICE 8 members; 3 grad(s)	1		
PATTERNMAKING APPRENTICE 7 members; 4 grad(s)	2		
POLICE SCIENCE 15 members; 1 grad(s)	0	Michael Krewinski Milwaukee Police Dept Deputy Inspector (Mgt/Nonminority)	E Doyle Barker Mequon Police Dept Chief of Police (Mgt/Nonminority)
		Jane Sadusky Wisconsin Dept of Justice Standards Section Chief (Mgt/Nonminority)	Mary Ann Farkas Marquette University Program Coordinator (Consult/Nonminority)
			Nannette H Hegerty US Marshal's Service US Marshal (Mgt/Nonminority)

COMMITTEE	VAC	MEMBERS RECENTLY LEFT	MEMBERS NEWLY ADDED
			Richard Krizan State of Wisconsin Field Rep - Dept of Justice (Consult/Nonminority)
			Laura R Schwefel Milwaukee Police Dept Deputy Inspector of Police (Mgt/Nonminority)
			Stan Stojkovic U W Milwaukee Criminal Justice Coord (Consult/Nonminority)

TELEVISION & VIDEO PROD. DIVISION

No committee activity during this period.

**REPORT ON ADVISORY COMMITTEE MEETINGS
FEBRUARY, 2001**

COMMITTEES THAT MET IN FEBRUARY:

BARBER/COSMETOLOGIST
HORTICULTURE
POLICE SCIENCE
RETAIL MANAGEMENT/FASHION
MARKETING

COMMITTEES SCHEDULED TO MEET IN MARCH:

<u>DATE and TIME</u>	<u>ROOM and CAMPUS</u>	<u>ADVISORY COMMITTEE</u>
3/1/01 4:30 PM	M206 -- Milwaukee Campus	RESPIRATORY CARE
3/5/01 8:30 PM	S316 -- Milwaukee Campus	INTERPRETER TECHNICIAN
3/6/01 8:00 AM	A200-E -- South Campus	MACHINE TOOL & COMPUTER NUMERICAL CONTROL
3/7/01 10:00 AM	A200 -- South Campus	E-COMMERCE/WEB ADMINISTRATION AD HOC
3/7/01 11:30 AM	M614 -- Milwaukee Campus	ELECTRICITY - DIPLOMA
3/13/01 11:30 AM	M614 -- Milwaukee Campus	PATTERNMAKING APPRENTICE
3/13/01 11:30 AM	M612 -- Milwaukee Campus	APPLIANCE TECHNICIAN
3/13/01 5:30 PM	S-320 -- Milwaukee Campus	DENTAL ASSISTANT
3/14/01		COMPUTER SOFTWARE
3/14/01 5:00 PM	M612 -- Milwaukee Campus	CARDIOVASCULAR TECHNOLOGY
3/14/01 8:00 AM	Off Campus	MACHINE TRADES APPRENTICE
3/20/01 10:30 AM	M614 -- Milwaukee Campus	PHARMACY TECHNICIAN
3/20/01 11:30 AM	M612 -- Milwaukee Campus	MAINTENANCE & INDUSTRIAL ELECTRICIAN APPRENTICE
3/20/01 8:30 AM	A200 -- South Campus	TRAVEL INDUSTRY TRAINING
3/20/01 11:00 AM	A202 -- North Campus	ENVIRONMENTAL & POLLUTION CONTROL TECHNOLOGY
3/21/01 11:30 AM	M614 -- Milwaukee Campus	MATERIALS TECHNOLOGY
3/21/01 4:30 PM	S-320 -- Milwaukee Campus	ANESTHESIA TECHNOLOGY
3/21/01 7:00 AM	107 -- West Campus	WELDING/WELD TECH
3/26/01 5:00 PM	S316 -- Milwaukee Campus	PHYSICAL THERAPIST ASSISTANT
3/27/01 11:30 AM	M612 -- Milwaukee Campus	PAINTING & DECORATING APPRENTICE
3/27/01 12:00 PM	A202 -- North Campus	TOOL & DIE MAKING
3/27/01 3:00 PM	B132 -- South Campus	CARPENTERS & CABINETMAKERS

REPORT ON ADVISORY COMMITTEE MEETINGS

FEBRUARY, 2001

3/27/01	3:00 PM	Off Campus	LINE MECHANIC
3/27/01	8:00 AM	Off Campus	HOTEL/HOSPITALITY MANAGEMENT
3/27/01	8:00 AM	A200 -- South Campus	MANAGEMENT DEVELOPMENT
3/27/01	8:30 AM	M612 -- Milwaukee Campus	VI-COM/COMPUTER GRAPHICS

COMMITTEES SCHEDULED TO MEET IN APRIL:

<u>DATE and TIME</u>	<u>ROOM and CAMPUS</u>	<u>ADVISORY COMMITTEE</u>	
4/3/01	11:30 AM	M614 -- Milwaukee Campus	ELECTRONICS TECHNOLOGY
4/3/01	3:30 PM	H230 -- Milwaukee Campus	RENAL DIALYSIS TECHNICIAN
4/3/01	8:00 AM	H112 -- Milwaukee Campus	ASSOCIATE DEGREE NURSING
4/4/01	8:00 AM	M612 -- Milwaukee Campus	OPTICIANRY SCIENCE
4/4/01	8:00 AM	Off Campus	RADIOGRAPHY
4/5/01	7:30 AM	A200 -- South Campus	LOGISTICS
4/5/01	7:30 AM	M614 -- Milwaukee Campus	OCCUPATIONAL THERAPY ASSISTANT
4/9/01	11:00 AM	M612 -- Milwaukee Campus	HEALTH UNIT COORDINATOR
4/10/01	8:30 AM	M612 -- Milwaukee Campus	GRAPHIC DESIGN
4/11/01	10:00 AM	M614 -- Milwaukee Campus	FOOD SERVICE PROGRAMS
4/11/01	7:30 AM	M614 -- Milwaukee Campus	DENTAL HYGIENE
4/11/01	8:00 AM	M614 -- Milwaukee Campus	COMPUTERIZED MACHINING TECHNICIAN
4/11/01	8:00 AM	M614 -- Milwaukee Campus	INDUSTRIAL ENGINEERING TECHNICIAN
4/12/01	8:00 AM	H112 -- Milwaukee Campus	PRACTICAL NURSING
4/24/01	11:30 AM	M614 -- Milwaukee Campus	CIVIL ENGINEERING TECHNOLOGY
4/25/01	11:30 AM	M614 -- Milwaukee Campus	BAKING PRODUCTION
4/26/01	7:30 AM	H112 -- Milwaukee Campus	MEDICAL ASSISTANT
4/26/01	8:30 AM	M-316 -- Milwaukee Campus	MARKETING
4/27/01	7:30 AM	H336 -- Milwaukee Campus	NURSING ASSISTANT & GERIATRIC ASSISTANT
4/27/01	8:00 AM	M614 -- Milwaukee Campus	DENTAL LABORATORY TECHNOLOGY