

May 6, 2002

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, May 14, 2002**, beginning at **4 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—April 16, 2002—Attachment 1](#)

D. Comments from the Public

E. Action Item

F. Discussion Items

1. [Quality Programs Review](#)
 - a. [Practical Nursing \(31-510-1\)—Attachment 2](#)
[Registered Nursing \(10-510-1\)](#)
[Practical Nursing—RN \(10-510-0\)](#)
 - b. [Occupational Therapy Assistant Program \(10-514-1\)—Attachment 3](#)
2. [Report on WTCS Health Care Symposium—April 29-30, 2002, Madison, WI](#)

G. Information Item

H. Miscellaneous Business

1. [Communications and Petitions](#)
2. [Information Items](#)

I. Old Business/New Business

1. Date of Next Meeting—Tuesday, June 18, 2002
4 p.m., Board Room (M210)

Committee Members: **Bell, Cochran, Pedersen**

***Other members of the MATC Board may be present, although they will not be participating as members of this committee.**

Reasonable accommodations are available through the ADA office for individuals who need assistance. Please call 414-297-6874 to schedule services at least 48 hours prior to the meeting.

ATTACHMENT ESIR 1

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

DATE: Tuesday, April 16, 2002

PLACE: Board Room (M210)

TIME: 4 p.m.

BOARD COMMITTEE
MEMBERS PRESENT: Jeannette Bell and Sheila Cochran

FACULTY/STAFF/
OTHERS: Tony Baez, Paul Carrier, Darnell Cole, Carolyn Hamilton,
Rob Hartung, Bob Heeman, Bill Hodgkinson, Bob Ilk,
Helen Miller, Heidi Peterson, Al Pinckney, Roger Plath,
Kathleen Rinehart, Cheryl Sayers, John Stilp, Chris
Susedik, Cathy Thompson, Mark Trask, Nancy Vrabec,
Dorothy Walker, Pat Whalen

ITEM A: ROLL CALL

COMMITTEE
ATTENDANCE: Ms. Bell and Ms. Cochran were present. Mr. Pedersen
was excused.

ITEM B: COMPLIANCE WITH OPEN MEETINGS LAW

DISCUSSION: The Education, Services, and Institutional Relations (ESIR)
Committee meeting was called to order at 4:05 p.m., was
properly noticed, and was in compliance with the open
meetings law.

ITEM C: APPROVAL OF MINUTES—MARCH 19, 2002

ACTION: Without objection, the minutes were approved.

ITEM D: COMMENTS FROM THE PUBLIC

DISCUSSION: None.

ITEM E: ACTION ITEMS

DISCUSSION: None.

ITEM F: DISCUSSION ITEMS

ITEM F1: QUALITY PROGRAMS REVIEW

ITEM F1a: CULINARY ARTS

ITEM F1b: FOOD SERVICE PRODUCTION

ITEM F1c: CULINARY COOK APPRENTICESHIP

DISCUSSION: Dr. Baez stated that the Culinary Arts, Food Service Production, and Culinary Cook Apprenticeship programs went through a quality program review together during the spring semester of 2001. Program staff provided an overview of each area identified. It was noted that currently waiting lists exist for these programs.

ACTION: None required.

ITEM F2: APPRENTICESHIP PROGRAM REPORT

ITEM F2a: CONSTRUCTION ELECTRICAL APPRENTICESHIP

ITEM F2b: TOOL AND DIE MAKER APPRENTICESHIP

DISCUSSION: Bill Hodgkinson and Dorothy Walker provided an overview of the construction electrical and tool and die maker apprenticeship programs.

Responding to Ms. Cochran's question regarding counseling students into areas with a positive outlook, Ms. Walker stated MATC's instructors are linked to the industry and are able to counsel students in this regard.

Ms. Cochran indicated that a future agenda should include a review of the status of apprenticeship programs at MATC. The report should include why certain apprenticeship programs were lost as well as strategies to maintain current apprenticeship programs.

Ms. Cochran expressed the importance of MATC staff being proactive and communicating with the apprenticeship community. Dr. Baez stated that it is planned that there be dialogue with the apprenticeship community. Ms. Cochran stated that the college should move quickly.

ACTION: None required.

**ITEM F3: PRESIDENT’S COUNCIL DRAFT POLICIES TO
CREATE A SEAMLESS POST-SECONDARY SYSTEM**

DISCUSSION: Dr. Baez stated that the Wisconsin Technical College System’s President’s Council engaged in discussion regarding the mission and purposes of the WTCS, which led to the advancement of three new policy statements. A central purpose of these policies is “eliminating barriers to creating access so that all residents in the State of Wisconsin will have the opportunity to gain the skills needed to achieve their goals.” This would be achieved when students and employers of the system are “able to efficiently and productively move in and out of and between educational systems throughout their lifetime and to move from secondary to post-secondary and then move between every component of the post-secondary system easily and without penalty.

The three policies are as follows:

Policy 1

The Wisconsin Technical College System Board, each technical college board of trustees, and the presidents of each college commit that all general education courses that are part of an applied associate degree or an associate degree will be equivalent to general education courses at the baccalaureate degree level. General education courses are considered to be those that cover the social sciences, math, science, and communications.

Policy 2

When one of the Wisconsin Technical College System colleges has an articulation agreement with one of the University of Wisconsin System universities for a specific program of study or course and another WTCS college has the same program or course, though not articulated; that

college commits that its program or course will have the same level of exit competencies as the articulated program or course of its sister college.

Policy 3

The Presidents' Association of the Wisconsin Technical College System commits that there shall be full transferability of similar courses among the Wisconsin Technical Colleges.

Dr. Baez noted that Policy 1 would be the most difficult for MATC to implement because of the two levels of general education courses that are offered. The WTCS board staff has agreed to begin a pilot leading to the implementation of Policy #1 beginning with math courses.

Dr. Baez indicated that this is an initial briefing and he will continue to advise the board as to progress in this area.

ACTION: None required.

ITEM G: INFORMATION ITEMS

ITEM G1: MONTHLY ADVISORY COMMITTEE MEMBERSHIP REPORT

DISCUSSION: The Monthly Advisory Committee Membership Report was briefly reviewed.

ACTION: None required.

ITEM H: MISCELLANEOUS BUSINESS

ITEM H1: COMMUNICATIONS AND PETITIONS

ACTION: None.

ITEM H2: INFORMATION ITEMS

ACTION: None.

ITEM I: OLD BUSINESS/NEW BUSINESS

ACTION: None.

ITEM II: DATE OF NEXT MEETING

ACTION: The next meeting is scheduled for Tuesday, May 14, 2002,
at 4 p.m., in the Board Room.

The meeting adjourned at 5:55 p.m.

Respectfully submitted,

Gail A. Peterson
Executive Assistant

QUALITY PROGRAM REVIEW

PROGRAM PROFILE

**Practical Nursing (Program Code: 31-510-1)
Registered Nursing (Program Code: 10-510-1)
Practical Nursing – RN (Program Code: 10-510-0)**

These programs went through an external accreditation review during the fall of 2001. A program evaluation team constituted by representatives from the National League for Nursing Accrediting Commission visited the college in early October 2001. On March 18, 2002, MATC was formally notified by the NLNAC that the programs were approved for continuing accreditation through the fall of 2009. The NLNAC team applauded the quality of the program, but also raised several concerns, which are addressed in the action plan prepared by program leadership.

This profile focuses on data from the Practical Nursing and Registered Nursing Programs. No disaggregated data is presented for the Practical Nursing-RN program because it is duplicative student data in the other two programs.

Practical Nursing

Demographics for FY 2000-01:

1. During FY 2000-01, 563 students were enrolled in the program. A distinction needs to be made between students registered under this program code and students actually enrolled in clinical courses, which tend to be fewer. This program is up in enrollment from 452 in FY 1999-2000, a 25% increase. Of the 563 enrolled this past year, 65 (11.5%) were full-time and 498 (88.5%) were part-time. A student is determined to be full-time when s/he enrolls in 24 or more credits during the program year.
2. Males were 5% of the enrollment.
3. Females were 95% of the enrollment.
4. Minorities were 370 or 65.7% of the enrollment, a percent comparable to the previous year, which was 66.2%.
5. Of those enrolled, 40% were between the ages of 18 and 24; another 38% were between the ages of 25-34 and the rest of the student enrollment was older than age 35.

Annual Retention and Selected Outcomes for FY 2000-01:

1. Year to year student retention of programs is calculated by following students in year one that continue to be enrolled in the college under the same program code in their second year. Of the 452 students enrolled in FY 1999-2000, only 140 (31%) continued enrolled in FY 2000-2001. A distinction needs to be made between the retention of students enrolled under the program code and the retention of students who enter the clinical courses in the program. Program staff will provide discussion of retention data on this latter group at the ESIR meeting.
 2. Graduation rates are calculated by dividing the number of graduates in FY 2000-01 by the number of students enrolled under the program code that same year. The graduation index is different from a cohort graduation count. The annual graduation index for this program for FY 2000-01 was 53 (9.4%) of the 563 enrolled in the program.
 3. MATC graduate employment reports for 2000 show that annual average wage for program graduates was \$35,339, at an average hourly wage of \$17.
 4. District job opportunities for this program are estimated at 617 available jobs and statewide at more than 2500 available jobs.
 5. Of those enrolled in the program, 197 (35%) were graduates from the Milwaukee Public Schools and the other 56% came from other high schools.
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Registered Nursing

Demographics for FY 2000-01:

1. During FY 2000-01, 1,255 students were enrolled in the program. A distinction needs to be made between students registered under this program code and students actually enrolled in clinical courses, which tend to be fewer. This program is up in enrollment from 1,083 in FY 1999-2000, a 16% increase. Of the 1,255 enrolled this past year, 171 (13.6%) were full-time and 1084 (86.4%) were part-time. A student is determined to be full-time when s/he enrolls in 24 or more credits during the program year.
2. Males were 10.3% of the enrollment.
3. Females were 89.5% of the enrollment.
4. Minorities were 3557 or 44.4% of the enrollment, a percent comparable to the previous year, which was 45.5%.
5. Of those enrolled, 47.2% were between the ages of 18 and 24; another 36% were between the ages of 25-34 and the rest of the student enrollment was older than age 35.

Annual Retention and Selected Outcomes for FY 2000-01:

1. Year to year student retention of programs is calculated by following students in year one that continue to be enroll in the college under the same program code in their second year. Of the 1,083 students enrolled in FY 1999-2000, 692 (63.9%) continued enrolled in FY 2000-2001. A distinction needs to be made between the retention of students enrolled under the program code and the retention of students who enter the clinical courses in the program. Program staff will provide discussion of retention data on this latter group at the ESIR meeting.
2. Graduation rates are calculated by dividing the number of graduates in FY 2000-01 by the number of students enrolled under the program code that same year. The graduation index is different from a cohort graduation count. The annual graduation index for this program for FY 2000-01 was 99 (7.9%) of the 1,255 enrolled in the program.
3. MATC graduate employment reports for 2000 show that annual average wage for program graduates was \$39,000 at an average hourly wage of \$19.
4. District job opportunities for this program are estimated at 737 available jobs and statewide at more than 5,600 available jobs.
5. Of those enrolled in the program, 437 (34.8%) were graduates from the Milwaukee Public Schools and the rest came from other high schools.

Milwaukee Area Technical College

ESIR Attachment #2

QUALITY PROGRAM IMPROVEMENT PLAN

Program: Associate Degree Nursing (10-510-1) and Practical Nursing (31-510-1)

Review Date: 10-4-01

Division: Health Occupations

Campus: Milwaukee

Review Team: National League for Nursing Accreditation Commission (NLNAC)

Recommendation	Action	Responsible Person(s)	Timeline	Cost (\$)	Notes
1. Continue to refine the Systematic Plan for Program Evaluation and Assessment of Outcomes (AD, PN).	1. Continue annual review and analysis of the program's PTA3 data and discuss end-of-year summary report to implement adjustments. 2. Review results of currently administered standardized tests (Critical Thinking, RN Assessment, PN Assessment) to recommend effectiveness and continued use. 3. Review annual PTA3 criteria and conduct on-going comparison with external accreditation criteria (NLNAC). 4. Review methods/tools for measuring program outcomes and make recommendations for broader scope of assessment tools. 5. Develop process for feedback to course faculty based on end-of-course student evaluations. 6. Review methods/tools for measuring student outcomes and make recommendations for broader scope of assessment tools.	1. AD Program Evaluation Committee 2. AD Student Outcomes Assessment Committee 3. PN faculty 4. Associate Dean	1. Annually during March and April meetings. 2. At designated monthly meetings. 3. Annually during March and April meetings. 4. Begin review process in fall 2002. 5. Process to be formalized beginning fall 2002. 6. Begin review process in fall 2002.	1. No additional cost 2. No additional cost. 3. No additional cost. 4. No additional cost. 5. No additional cost. 6. No additional cost.	
2. Create growth plans for all faculty members to obtain a master's degree in nursing (AD, PN).	1. During regularly scheduled coaching sessions, collaborate to develop realistic growth plans so all faculty in both the AD and PN programs can attain a master's degree in nursing.	1. AD and PN faculty who do not hold a master's in nursing. 2. Associate Dean	1. Begin Spring of 2002, target for completion, fall 2009.	1. Tuition reimbursement for faculty who qualify under January 2000 MOU.	

QUALITY PROGRAM REVIEW

PROGRAM PROFILE

Occupational Therapy Assistant Program (*Program Code: 10-514-1*)

This program was previously presented before the committee, but is revisited again after receiving re-accreditation by the American Occupational Therapy Association. For consistency, we resubmit a copy of the profile presented to the ESIR in August of 2001. Program leadership will have updated data on the program for the ESIR meeting of May 2002.

Demographics for FY 2000-01:

1. During FY 2000-01, 69 students were enrolled in the program. This program is down in enrollment from a high of 214 in FY 1996-97, a 68% drop. Of the 69 enrolled this past year, 46 (67%) were part-time and 23 (33%) were full-time. A student is determined to be full-time when s/he enrolls in 24 or more credits during the program year.
2. Males were 7.3% of the enrollment.
3. Females were 92% of the enrollment.
4. Minorities were 26% of the enrollment, a percent comparable to the previous year.
5. Of those enrolled, 54% were between the ages of 18 and 24; the rest of the student enrollment was older than age 25.

Annual Retention and Selected Outcomes for FY 2000-01:

1. Annual retention is defined as the proportion of students succeeding in 1 or more courses during the academic year. This is an incomplete measure of student retention and further longitudinal analysis of student participation (term-by-term follow up) is necessary to provide a more comprehensive view of student retention. This measure does not account for semester to semester retention or cohort-based retention. The Office of IARD will be developing new measures of student retention for FY 2001-2002. The most recent retention data on this program is for FY 1999-2000, when the program enrolled 134 students. Of these, 82% completed at least one course in the program.
2. The most recent graduation data was also for FY 1999-2000. That year, 27 (20%) of 134 enrolled graduated from the program.
3. The last time data was collected on the hourly wages reported by program graduates (via MATC's graduate survey – 1999-2000) the entry-level wage was \$13.95 an hour. The WTCS estimates that there may be as many as 160 jobs available for graduates of this program.

OCCUPATIONAL THERAPY ASSISTANT PROGRAM

PROCESS FOR INTEGRATION OF PROGRAM EVALUATION RESULTS

The Milwaukee Area Technical College – Occupational therapy assistant program utilizes a number of evaluations (formal and informal). ACOTE, as a result of the Report of On-Site Evaluation has requested the “description of the process used to integrate the results of the program evaluations into the strategic plan, curriculum design and other aspects of the program” be submitted. Please examine this document as descriptive of the process utilized by the occupational therapy assistant program:

Student / Faculty level:

(Reviewed & discussed during faculty meetings on a regular and planned basis)

- ⇒ Student performance
- ⇒ Course evaluations by students.
- ⇒ Student program evaluations
- ⇒ Fieldwork student performance
- ⇒ Fieldwork supervisor comments solicited via student evaluations.
- ⇒ Student comments/needs/concerns as brought forward by individuals/ groups/ student organization.
- ⇒ NBCOT results.
- ⇒ Graduate employment data
- ⇒ Employer data

Process / Adjustments:

- ⇔ Course adjustments
- ⇔ Course schedule adjustments
- ⇔ Proposal of course changes: ex: number of credits, content.
- ⇔ Curriculum changes:
 - Adding, combining or deleting a course
 - Adding or deleting course credits.
 - Changing a course description to reflect content change.
- ⇔ Faculty training, added coursework, work experiences.
- ⇔ Input, discussion, approvals from the Advisory Board
- ⇔ Division, college and state level approvals.

Formal Reflection of Adjustments:

- ⇒ Review, analysis and/or change of documents:
 - Assessment of program goals and report document
 - OTA strategic plan, with reflection to division/college plan.
 - OTA philosophy, mission statements, with reflection to division/college statements.
 - OTA curriculum design
 - Individual faculty professional development plans, as formulated and discussed with the associate dean.

From the formal ‘reflection’ level:

- ⇒ Review of Strategic plan, and assessment of program goals and report.
- ⇒ Review of curriculum design, philosophy and mission.



