



September 14, 2005

Revised 9-19-05
Added Item G-5
IT Steering Committee
Attachment ESIR-8

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

A regular open meeting of the **EDUCATION, SERVICES, AND INSTITUTIONAL RELATIONS COMMITTEE** of the Milwaukee Area Technical College District Board, Wisconsin, will be held in the **BOARD ROOM (ROOM M210)** of the **MILWAUKEE AREA TECHNICAL COLLEGE**, 700 West State Street, Milwaukee, Wisconsin on **WEDNESDAY, SEPTEMBER 21, 2005**, beginning at **5:00 p.m.*** The agenda** for said meeting is presented as follows:

The agenda for said meeting is presented as follows:

A. Roll Call

B. Compliance with the Open Meetings Law

C. Approval of Minutes – August 17, 2005 – Attachment 1

D. Comments from the Public

E. Action Items

None

F. Discussion Items

1. Program Quality Review – Business Mid-Management – Attachment 2
2. Program Quality Review – Auto Body – Attachment 3
3. Program Quality Review – Electricity – Attachment 4
4. Under Prepared Learner – Attachment 5

G. Information Items

1. [UWM Transfer Initiative – Attachment 6](#)
2. Food Stamp Employment & Training Update (FSET)
3. [Advanced Technology Center \(ECAM\) Update–Attachment 7](#) (*Unavailable at time of posting*)
4. [Child Care Update](#)
5. [IT Steering Committee – Attachment 8](#)

H. Miscellaneous Items

1. Communications and Petitions
2. Information Items

I. Old Business/New Business

1. Date of Next Meeting: **October 19, 2005**
5:00 p.m., Board Room (M210)
Milwaukee Campus

Committee Members: Baker, Maierle, Wells

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

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

*Reasonable accommodations are available through the ADA Office for individuals who need assistance.
Please call 414-297-6221 to schedule services at least 48 hours prior to the meeting.*

DRAFT
Attachment ESIR - 1

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

STAFF PRESENT:	Theresa Barry	Mike Walsh
	Darnell Cole	Janice Falkenberg
	Rob Hartung	Mike Sargent
	Rick Kettner	Jim Walsh
	Dan Burrell	Vicki Martin

CALL TO ORDER

The regular monthly meeting of the Education, Services, and Institutional Relations Committee of the Milwaukee Area Technical College District Board was held in open session on Tuesday, August 17, 2005, and called to order by Chairperson Baker at 5:00 p.m. in the Board Room, Room M210, at the Milwaukee Campus of Milwaukee Area Technical College.

ITEM A: ROLL CALL

Present: Lauren Baker, Mark Maierle, Lenard Wells

ITEM B: COMPLIANCE WITH THE OPEN MEETINGS LAW

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

ITEM C: APPROVAL OF MINUTES – June 21, 2004 – Attachment 1

Motion: **The minutes were approved without objection.**

Action: **Motion approved.**

ITEM D: COMMENTS FROM THE PUBLIC

None

ITEM E: ACTION ITEMS

E-1 Tentative Meeting Schedule – Attachment 2

Discussion: No discussion needed.

Motion: It was moved by Director Maierle, seconded by Director Wells, to accept the ESIR schedule as it is presented.

Action: Motion approved.

E-2 Program Suspension – Retail Bakery Production Apprentice Program - Attachment 3

Discussion: Mr. James Walsh introduced Mr. Mike Walsh and Mr. Roger Plath. Mr. Walsh stated that industry had requested the program and that the division had responded to the stated need. However, when the program ran there was insufficient response. Mr. Walsh stated there are 5 apprenticeship students who are currently enrolled and they will graduate from the program.

Director Baker inquired about the labor market information regarding the request for the program. Mr. Plath provided further information regarding the request from the Wisconsin Bakers Association and that an agreement with Roundy's to send 8 apprentices did not materialize at the last minute, after the college had already begun the program.

Motion: It was moved by Director Maierle, seconded by Director Wells to forward the Retail Bakery Production Apprentice Program for Suspension

Action: Motion Approved

ITEM F: DISCUSSION ITEMS

F-1 Program Quality Review Process – Attachment 4

Discussion: Mr. James Walsh introduced Ms. Karen Kraus, faculty coordinator for the Program Quality Review Process. Ms. Kraus provided an in-depth view of how the process has changed and what can be expected by each division.

Ms. Krause also provided an explanation of the new Quality Review Workbook Guide that she has developed to help faculty and administration complete the documents that are necessary for the

process and the reports to the technical college system. Ms. Kraus highlighted the analysis discover page and other features of the handbook. This document will continually be upgraded due to the new reporting technology that the state is developing.

Director Baker provided information to Director Maierle on how the program quality review process works since he is a new member of the committee. Director Baker stated that the workbook guide is an excellent document.

F-2 Update on WTCS Curriculum Initiatives – Attachment 5

Discussion: Mr. Jim Walsh provided an update on the WTCS Curriculum Initiative and what the College can expect in the upcoming school year. Mr. Walsh stated that there were three areas of changes: the Associate in Applied Science Degree, the Associate of Arts and Associate of Science Degree, and the State wide Curriculum Initiatives in health occupations. Mr. Walsh reviewed the previous structure and the new requirements for the Associate in Applied Science degree which will be fully implemented in Fall, 2007. He covered the issues we have been facing and those that remain to be resolved.

Mr. Walsh introduced Dr. Dan Burrell and Dr. Kim Farley who have been dealing with these issues for the past two years. They provided more in-depth information on the challenges and concerns. Dr. Farley reviewed the process and results related to the development of the math component of both the A.A.S and A.A./A.S. degrees. Dr. Burrell then reviewed a few of the changes in the A.A. and A.S. degrees.

F-3 AQIP Presentation – Attachment 6

Discussion: Mr. James Walsh introduced Dr. Vicki Martin and Dr. Evonne Carter who provided the accreditation update. Mr. Walsh noted that Dr. Carter has officially been named Faculty Coordinator for accreditation process.

Dr. Martin provided a quick review of the two choices in the accreditation process for the college. She covered the new criterion that must now be addressed in the process and the questions associated with the criteria that must be answered. The application to apply for AQIP is due at the end of the August. A draft was submitted which feedback indicates will require a few additions. The response was very positive. The changes will be made and the application will be submitted next week.

Dr. Carter gave an overview of the requirements of the conversation

days that are required by AQIP and stated that the web page for accreditation is going live shortly. In March representatives of the college will attend the Higher Learning Commission Strategy Forum to defend our proposal. The President and several selected Board members will be required to attend.

Director Maierle inquired about the role for the Board and the President in the AQIP process. Dr. Carter stated that the President needs to fully support this process and be the spokesperson or champion of this process. This is an ongoing process, not a one time item.

Director Maierle asked what it means to be accredited. Dr. Carter stated that the college needs to be accredited because if an institution is not accredited then students won't receive financial aid and courses may not transfer to four year colleges.

Director Baker requested that a discussion with the Board would help the members delineate their role in this process. Specifically, the committee should identify its expectations for the Board.

F-4 Enrollment/Waitlisted Programs – Attachment 7

Discussion: Mr. James Walsh introduced Ms Theresa Barry who provided information on current enrollment numbers and the status of the current waitlisted programs. She provided information regarding the major requirement changes that have occurred with the Health Occupations Division in order to be placed on the waitlists in this division. It has dramatically lowered the waitlists for some programs and has provided a waitlist of students who are actually ready to enter clinicals to complete the program.

Dr. Cole stated that we need to get better relationships with the hospitals to improve the opportunities for students.

Ms. Barry stated that when the change was made letters were sent out to all students informing them that they have until Summer 2006 to complete all requirements for the wait list. If the requirements are not completed by that date, the students would be removed from the waitlist.

F-5 Advisory Committee Equity Report Update – Attachment 8 **Advisory Committee Report April 05-July 05 – Attachment 9**

Discussion: Mr. James Walsh gave background information about the advisory committee equity report for the benefit of the new Board members. The report is to provide board members updates on our progress on

continuing to monitor the advisory committee make up to ensure improved participation in the committees by minority, women and labor.

Mr. Walsh stated that there has been very little change in the composition of the committees, but noted the minority representation increased to 42% in Liberal Arts and Sciences advisory committees.

Director Baker requested that a cover sheet for the report be added to help provided easier reading with respect to changes.

ITEM G: INFORMATION ITEMS

G-1 Child Care Update

Discussion: Mr. James Walsh introduced Dr. Rick Kettner, who provided a brief update on the issues that were presented to the Child Care Committee. It was decided that each recommendation that was brought forward by each of the subcommittees will be taken individually. Currently, the administration is gathering information and then will review the recommendations. Some of the activities are being implemented, for example the C-Campis request was written and submitted. By December the committee should have a good idea of what issues will help MATC in the Child Care Centers and a report will be provided at that time.

ITEM H: MISCELLANEOUS ITEMS

H-1 COMMUNICATIONS AND PETITIONS

None

H-2 INFORMATION ITEMS

ITEM I: OLD BUSINESS/NEW BUSINESS

Date of Next Meeting: Wednesday, September 21, 2005, 5:00 p.m.
Milwaukee Campus, Board Room (M210)

ITEM J:

Motion:

COMPLIANCE WITH THE OPEN MEETINGS LAW

Director Baker stated that the committee intended to convene into Closed Session.

Action:

It was moved by Director Maierle and seconded by Director Wells

that the Education, Services, and Institutional Relations Committee convene into Closed Session pursuant to Section 19.85(1)(e) to discuss Item J, Residential Student Housing, to deliberate or negotiate the purchasing of public properties, and/or the investing of public funds where competitive or bargaining reasons require a closed session. The Committee may reconvene into Open Session to take action on matters discussed in Closed Session under Item J.

Motion carried, the vote being as follows:

Ayes – Director Wells, Director Maierle, Director Baker

Noes – None

CLOSED SESSION

The committee convened into Closed Session at 6:10 p.m.

ADJOURNMENT

The committee adjourned at 6:25 p.m.

Respectfully submitted,
Sandra C. Webster
Administrative Specialist to the Provost

Attachment ESIR - 2

QUALITY REVIEW PROCESS

PROGRAM PROFILE

Business Mid-Management (10-102-3)

This Associate Degree program went through a quality review process during the 2005 academic year. The internal program quality review team was comprised of Carla Holloway, Dave Martin, Katherine Metzger, James Muck, Judy Reinders, Dave Schultz, Neil Slough, Roy Vargas and Karen Zwissler. The External Review Team included the advisory committee for the program.

The Business Mid-Management program is designed to offer a broad business background. This background prepares students to start their career as a management trainee or operations assistant and it is also useful for those seeking a job change or career advancement. Graduates of the program locate employment in a wide cross-section of businesses, from large industrial companies to small service-orientated franchises, as well as in self-employment.

Client Reporting Data was provided to reviewers from FY 2000 to FY 2004. Selected data are reviewed below.

Demographics for FY 2004:

1. During FY 2004, 610 students were enrolled in the program. This number is 16.2% lower than the five year average enrollment of 728 students. Of all those enrolled in 2004, 15.7% were full-time and 84.3% were part-time students.
2. The program generated 304.5 FTEs during FY 2004. FTEs decreased by 2.4% from FY2003 and were 25% lower than FY2002 (405.9) when the program reached its peak enrollment during the five year period.
3. Males were 41.8% and females were 58.2% of the FY 2004 enrollment. This gender ratio was relatively constant during the five year period
4. The majority of the students in the program (50.8%) were between the ages of 18-24.
5. Program enrollments for FY2004 included 282 minority students (46.2%). The percentage of minority enrollment for FY2004 was 4.4% higher than the five year average for the program.

Course Completion and Other Selected Outcomes for FY 2004:

1. The course completion rate for these programs in face-to-face sections was 77.7% for FY 2004. Of the 89 course sections in the program, 25% (23) were offered via alternative delivery modes in FY 2004. The course completion rate for alternative delivery sections was 66%.
2. The graduation index is calculated by dividing the number of graduates in FY 2004 by the number of students enrolled in the program code that same year. The annual graduation index for this program for FY 2004 was 7.7% or 47 of the 610 students enrolled.
3. Employment and wage data for this program was available for FY 2003, when MATC graduate employment reports show that the annual average wage for program graduates was \$32,490 at an hourly wage ranging between \$9.00 and \$35.00.
4. The *Graduate Employment Report* reported that 74% of the program graduates were employed within six months and that 39 employment opportunities were received by MATC for this program in 2003; statewide the projected demand was 1,380.

Quality Review Process Scorecard FY2004

10-102-3

Business Mid-Management

State Indicators	Actual Performance FY2004		Threshold Performance Average of 4 lowest in the State		Target Performance Average of 4 highest in the State	
	A. Course Completion	57	68	74		
B. Special Pops Crs Completion	56	64	71			
C. Minority Crs Completion	54	48	58			
D. Second Year Retention	50	61	74			
E. Third Year Retention	19	33	43			
F. Third Year Graduation	5	13	18			
G. Fifth Year Graduation	13	22	27			
H. Placement Rate All	53	58	60			
I. Placement Rate Related	29	41	50			
J. NTO Enrollment	0	0	0			

MATC Indicators	Actual Performance FY2004		Threshold Performance		Target Performance	
	N	%	N	%	N	%
1) Program Enrollment: Headcount	610		633		665	
2) Program Enrollment: FTEs	304.5		312.1		328	
3) Graduation	47	7.7	49		54	
4) % Racial/Ethnic Minority Students	282	46.2	183	30.0	244	40.0
5) Sections						
Traditional Delivery	69					
Alternative Delivery	23	25.0	10	15.0	17	25.0
6) Section Completion Rate						
Traditional Delivery Total Enrollment	1431					
Traditional Delivery (Pass)	1112	77.7	1002	70.0	1145	80.0
Alternative Delivery Total Enrollment	415					
Alternative Delivery (Pass)	274	66.0	291	70.0	332	80.0
7) Employment Requests Received by MATC						
Part-Time	25					
Full-Time	17					
8) Program Indicator 1:						
9) Program Indicator 2:						

Footnotes:

Targets will be set in consultation with each program area or will be consistent with college-wide percent increase in FTEs

- 1) Actual = Source is WTCS Report VE215330, Threshold = maintain previous yr, Target = previous yr + 5%
- 2) Actual = Source is WTCS Report VE215330, Threshold = maintain previous yr, Target = previous yr + 5%
- 3) Actual = Source is WTCS Report VE215330, Threshold = maintain previous yr, Target = previous yr + 10%
- 4) Actual = Source is WTCS Report VE215330, Threshold = 30% of actual headcount, Target = College wide % of minorities
See Other MATC Indicators worksheet for ethnic distribution.
- 5) Actual = Source is COSMO, This is the number of sections offered for Courses in the program curriculum with the same instructional area as the program. Measure is alternative delivery over traditional delivery. Threshold = 15% of actual traditional delivery, Target = 25% of actual traditional delivery.
- 6) Actual = Source is COSMO. These are the students enrolled in the sections identified in 5) above. Measure is completion (grades of D- or better and P) in both traditional and alternative delivery over total enrollment in the corresponding category. Threshold = 70 % of actual total enrollment in each corresponding category.
Target is 80% of actual total enrollment in each corresponding category.
- 7) Source is Employment Development Center

**Quality Review Process
MATC Indicators - Trend
FY2000 - FY2004**

10-102-3

Business Mid-Management

	FY2000		FY2001		FY2002		FY2003		FY2004	
	N	%	N	%	N	%	N	%	N	%
1) Program Enrollment: Headcount⁽ⁱ⁾	755		802		843		633		610	
Full-Time	111	14.7	124	15.5	121	14.4	104	16.4	96	15.7
Part-Time	644	85.3	678	84.5	722	85.6	529	83.6	514	84.3
2) Program Enrollment: FTEs⁽ⁱ⁾	367.3		395.2		405.9		312.1		304.5	
3) Graduation⁽ⁱ⁾	75	9.9	54	6.7	60	7.1	49	7.7	47	7.7
4) Racial/Ethnic Minority Students⁽ⁱ⁾	308	40.8	346	43.1	408	48.4	270	42.7	282	46.2
5) Sections⁽ⁱⁱ⁾										
Traditional Delivery	75		65		70		68		69	
Alternative Delivery	10.0	11.8	17	20.7	20	22.2	24	26.1	23	25.0
6) Section Completion Rate⁽ⁱⁱⁱ⁾										
Traditional Delivery Total Enrollment	1518		1339		1509		1482		1431	
Pass	1135	74.8	1038	77.5	1119	74.2	1162	78.4	1112	77.7
Non-Pass	379	25.0	301	22.5	388	25.7	73	4.9	89	6.2
Other	4	0.3	0	0.0	2	0.1	247	16.7	230	16.1
Alternative Delivery Total Enrollment	213		268		298		389		415	
Pass	126	59.2	114	42.5	147	49.3	222	57.1	274	66.0
Non-Pass	87	40.8	154	57.5	150	50.3	87	22.4	59	14.2
Other	0	0.0	0	0.0	1	0.3	80	20.6	82	19.8
7) Employment Requests Received by MATC^(iv)										
Part-Time	N/A		66		17		17		25	
Full-Time	N/A		182		54		28		17	

Footnotes:

N/A = Not Available

⁽ⁱ⁾ Source is State Report VE215330. Racial/Ethnic minorities include Black/African American, Hispanic, Asian or Pacific Islander and Native American. Graduation counts include those entered on COSMO by the closing of Client Reporting and with a graduation date within the year being reported.

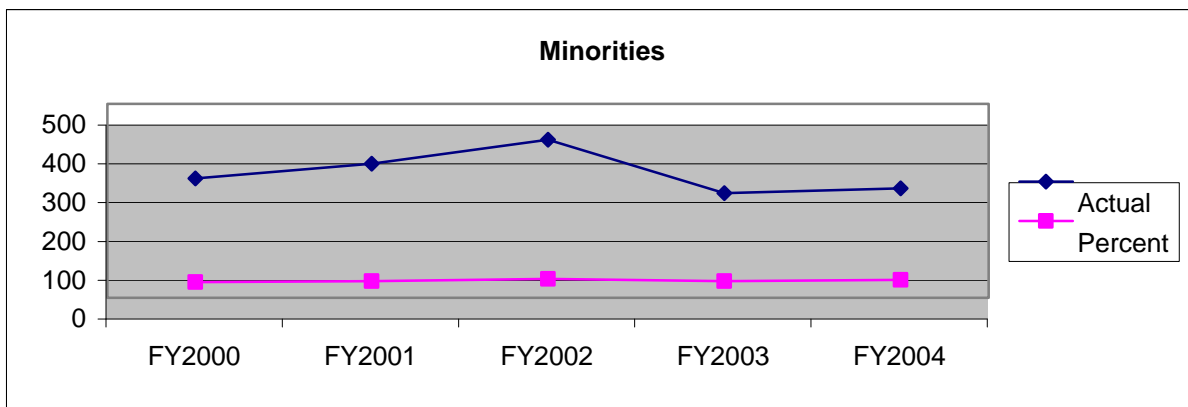
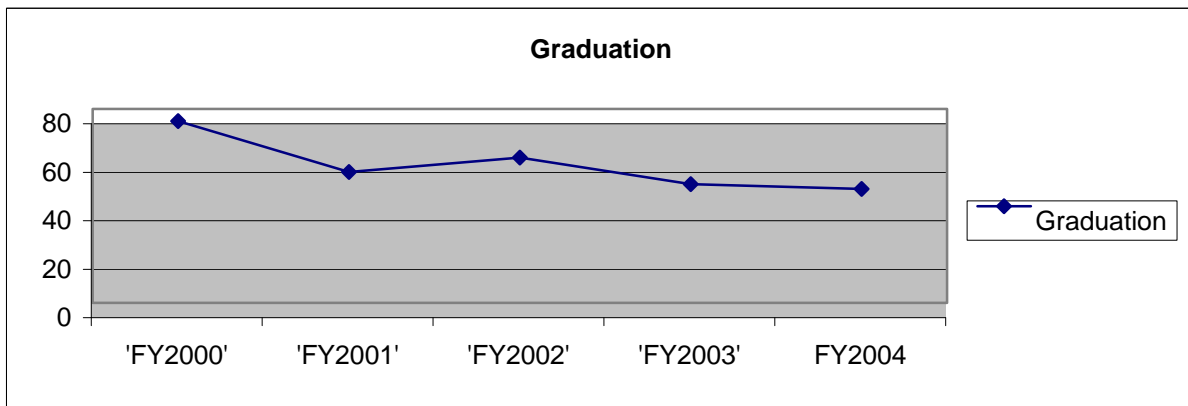
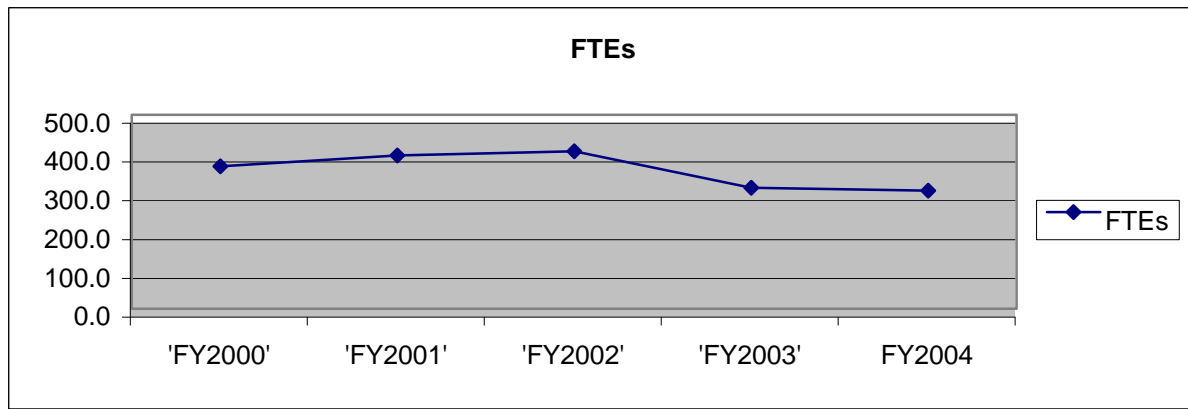
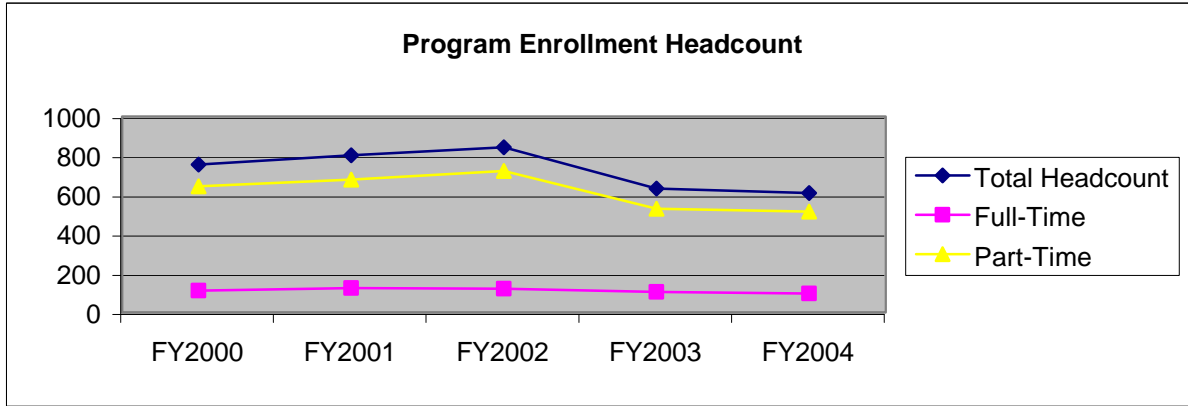
⁽ⁱⁱ⁾ Source is COSMO. This is the number of sections offered for courses in the program curriculum with the same department as the department of the program.

⁽ⁱⁱⁱ⁾ Source is COSMO. These are the course completion rates of students in both traditional and alternative delivery sections for the courses referred to in footnote (ii). Pass: D- or better, AU and P. Non-Pass: U. Other: W, Uw, I, IP and no grade.

^(iv) Source is Employment Development Center.

**Quality Review Process
MATC Indicators
Graphs
FY2004**

**10-102-3
Business Mid-Management**



**Quality Review Process
Other MATC Indicators
FY2000 - FY2004**

10-102-3

Business Mid-Management

	FY2000		FY2001		FY2002		FY2003		FY2004	
	N	%	N	%	N	%	N	%	N	%
ENROLLMENT⁽¹⁾										
Total	755		802		843		633		610	
GENDER⁽¹⁾⁽²⁾										
Male	316	42.7	320	39.9	352	42.1	258	40.8	255	41.8
Female	424	57.3	482	60.1	485	57.9	374	59.2	355	58.2
N/A	15	*	0	*	6	*	1	*	0	*
ETHNICITY⁽¹⁾⁽³⁾										
Indian	11	1.6	9	1.2	11	1.4	4	0.7	4	0.7
Asian	18	2.6	20	2.7	29	3.6	15	2.5	22	3.7
Black	240	34.8	271	36.8	306	37.7	214	35.0	204	33.9
Hispanic	39	5.7	46	6.3	62	7.6	37	6.1	52	8.6
White	382	55.4	390	53.0	404	49.8	341	55.8	320	53.2
N/A	65	*	66	*	31	*	22	*	8	*
AGE⁽⁴⁾										
less than 18	2	0.3	3	0.4	0	0.0	1	0.2	0	0.0
18-24	418	55.7	448	56.0	433	51.4	337	53.2	310	50.8
25-34	202	26.9	221	27.6	266	31.6	190	30.0	194	31.8
35-49	118	15.7	117	14.6	123	14.6	86	13.6	85	13.9
50-Over	11	1.5	11	1.4	21	2.5	19	3.0	21	3.4
N/A	4	*	2	*	0	*	0	*	0	*

Footnote:

N/A = Not Available

⁽¹⁾ Source is State Report VE215330.

⁽²⁾ Gender percentages are based on total known gender, not total enrollment.

* N/A gender percentage is not computed.

⁽³⁾ Ethnicity percentages are based on total known ethnicity, not total enrollment.

* N/A ethnicity percentage is not computed.

⁽⁴⁾ Age percentages are based on total known age, not total enrollment.

* N/A age percentage is not computed.

FY2004 State Indicators 3-Year Trend

10-102-3

	2002	2003	2004
A. Course Completion			
Target	80	79	74
Current	47	56	57
Threshold	67	69	68

	2002	2003	2004
B. Spec Pop Crs Compl			
Target	81	74	71
Current	45	54	56
Threshold	67	65	64

	2002	2003	2004
C. Minority Crs Compl			
Target	74	65	58
Current	38	43	54
Threshold	62	53	48

	2002	2003	2004
D. 2nd Yr Retention			
Target	57	60	74
Current	57	33	50
Threshold	55	48	61

	2002	2003	2004
E. 3rd Yr Retention			
Target	42	42	43
Current	38	31	19
Threshold	40	38	33

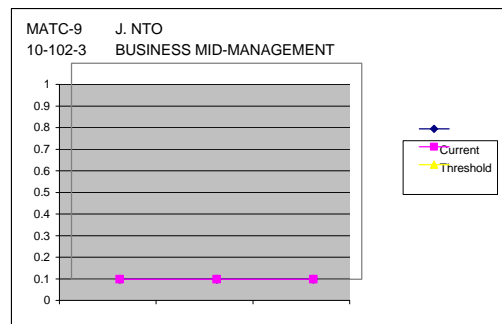
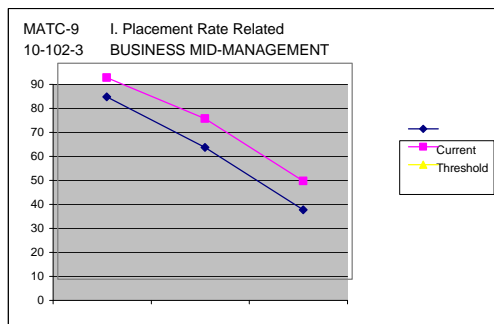
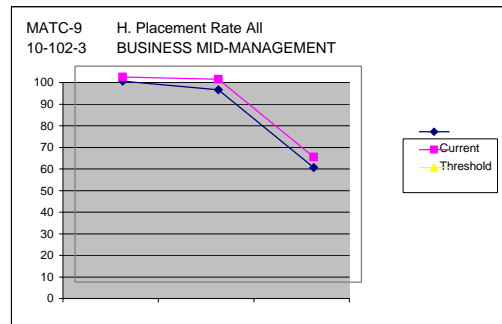
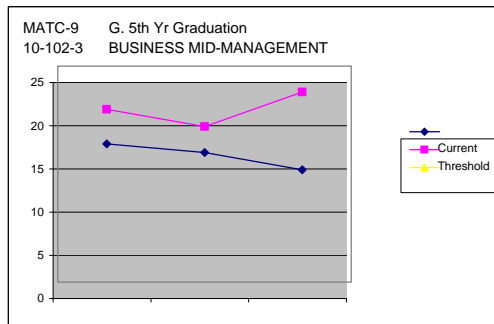
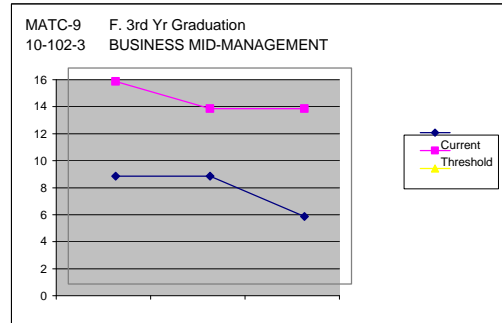
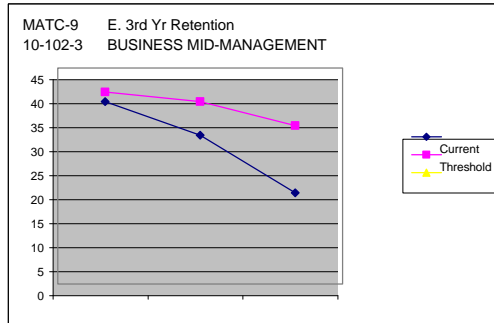
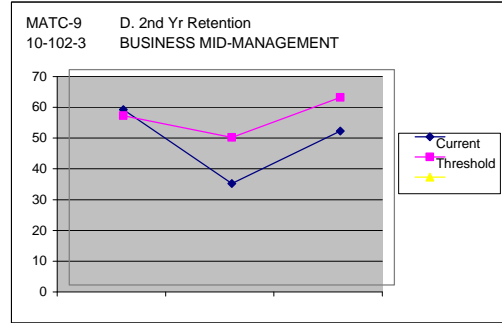
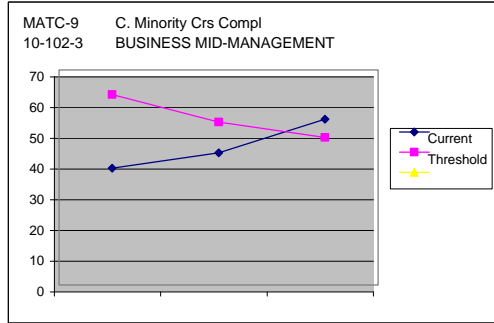
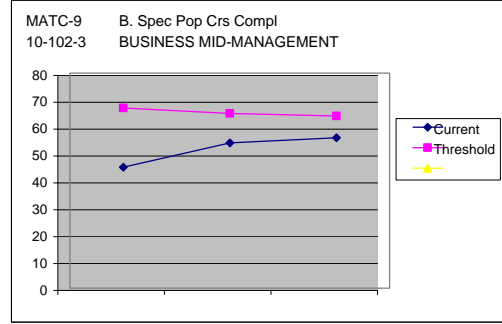
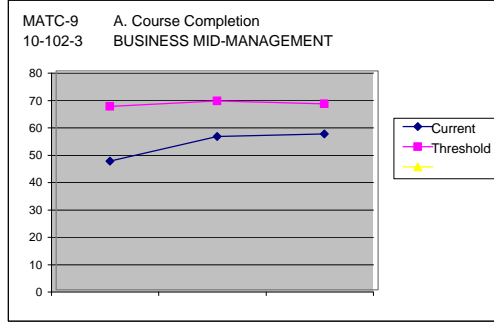
	2002	2003	2004
F. 3rd Yr Graduation			
Target	19	21	18
Current	8	8	5
Threshold	15	13	13

	2002	2003	2004
G. 5th Yr Graduation			
Target	23	22	27
Current	16	15	13
Threshold	20	18	22

	2002	2003	2004
H. Placement Rate All			
Target	100	100	60
Current	93	89	53
Threshold	95	94	58

	2002	2003	2004
I. Placement Rate Related			
Target	100	77	50
Current	76	55	29
Threshold	84	67	41

	2002	2003	2004
J. NTO			
Target	0	0	0
Current	0	0	0
Threshold	0	0	0



**FY2004 State Indicators
3-Year Trend**

10-102-3	Madison	Milwaukee	Nicolet
A. Course Completion			
Current	74	57	72
Target	74	74	74
Threshold	68	68	68
B. Spec Pop Crs Compl			
Current	71	56	67
Target	71	71	71
Threshold	64	64	64
C. Minority Crs Compl			
Current	58	54	33
Target	58	58	58
Threshold	48	48	48
D. 2nd Yr Retention			
Current	58	50	74
Target	74	74	74
Threshold	61	61	61
E. 3rd Yr Retention			
Current	36	19	43
Target	43	43	43
Threshold	33	33	33
F. 3rd Yr Graduation			
Current	18	5	17
Target	18	18	18
Threshold	13	13	13
G. 5th Yr Graduation			
Current	26	13	27
Target	27	27	27
Threshold	22	22	22
H. Placement Rate All			
Current	60	53	60
Target	60	60	60
Threshold	58	58	58
I. Placement Rate Related			
Current	43	29	50
Target	50	50	50
Threshold	41	41	41
J. NTO			
Current	0	0	0
Target	0	0	0
Threshold	0	0	0

1) Program Enrollment: Headcount

Total headcount is taken from WTCSB report VE215330. This report is prepared based on data sent to the State through Client Reporting. We are able to report up to two program codes per student. The student will be counted once under each program code reported if the student has taken courses that are applicable towards graduation during the year reported. The year reported to the WTCSB includes the summer, fall and spring terms, starting with summer.

NOTE: Because of the way program codes are assigned at MATC, this number may be greater than the actual number of students who are actively taking courses in the program.

2) Program Enrollment: FTE

Total FTE is taken from WTCSB report VE215330. This report is prepared based on data sent to the State through Client Reporting. The formula to calculate FTEs is: total credits for the year/30. All credits that can be attributed to the program are counted with that program. For example if a student is reported as being admitted in an associate degree program as well as a one-year technical diploma and the student took associate degree level classes (aid code = 10) as well as technical diploma level classes (aid code = 31) then the total associate degree level credits would be attributed to both the associate degree level program as well as the one-year technical diploma. The technical diploma level credits would be attributed to the technical diploma only.

3) Graduation

Total graduation is taken from WTCSB report VE215330. This report is prepared based on data sent to the State through Client Reporting. This number includes students who completed all requirement for graduation and who applied and paid the graduation fee. Another condition for graduation reporting is that the student must have taken a course applicable towards graduation in the year being reported. Starting in FY2003 we are also reporting as graduates those students who completed the program requirements but who chose not to apply for graduation.

4) Racial/Ethnic Minority Students

This is the sum of all minority categories found in WTCSB report VE215330. This report is prepared based on data sent to the State through Client Reporting.

5) Sections

These are the number of sections offered through both traditional and alternative delivery methods for courses that appear in the program curriculum with the same instructional area (department) as the program.

Alternative delivery includes the following methods:

- 01 Telecourses
- 02 Computer based
- 21 ITV, MATC to MATC
- 21A ITV, Other WTCS to MATC
- 21B ITV, MATC to External
- 21C ITV, MATC to Other WTCS
- 23 Satellite Video Conferencing
- 24 Computer Conferencing
- 25 Print Based Correspondence

Note: Starting with FY2004 a new code was added: 04 = Online, these are sections taught strictly online.

6) Section Completion Rate

Of all students enrolled in the sections identified in indicator 5, only those present on the date-of-record or those who have received 10% of the potential hours of instruction (PHI) are evaluated for course completion. The date-of-record for full-time sections (16 weeks) is the 12th day of the semester. For sections 15 weeks or less we calculate 10% of PHI. Completion is grouped in 3 categories:

Pass: Includes grades of:

- D minus or better
- P = Pass

Non-Pass: Includes grades or statuses of:

- W = Withdrawn
- UW = Withdrawn by Instructor
- U = Unsatisfactory
- I = Incomplete
- IP = In Progress

Other: Includes grades of:

- AU = Audit
- Missing Grade

7) Employment Requests Received by MATC:

These are the number of employment requests received by the Employment Center for this program.

**Milwaukee Area Technical College
Program Action Plan – Quality Review Process**

Program & Number: Business Management 10-102-3		Review Date: September 21, 2005	
Division: Business and Information Technology		Campus: All	
Internal Review Team: Carla Holloway, Dave Martin, Katherine Metzger, Jim Muck, Judy Reinders, Dave Schultz, Neil Slough, Roy Vargas, Karen Zwissler			
External Review Team: Advisory Committee			
Action and Steps for Improvement – First year – 2005-06 Increase Headcount, FTEs, and Graduation Rate	Persons Responsible	Timeline (3-year)	Cost
1. Develop a district plan for offering Business Management in an accelerated format: <ul style="list-style-type: none"> a. Develop a proposed schedule of courses; b. Develop district facility plan for offerings; c. Coordinate recruiting efforts with enrollment services. 	Judy Reinders	Immediate	
2. Evaluate course completion data. Identify specific target areas and strategies for improving course completion and retention rate, for traditional and non-traditional students. <ul style="list-style-type: none"> a. Implement in-class activities, field trips and speakers; b. Connect students with support services including tutors and Employment Development Center; and c. Utilize Supplemental Instruction (SIs) for student support systems necessary to increase retention in the Business Management program and courses. 	Neil Slough and Judy Reinders	2005 - 2006	Grant Funded
3. Review Business Management curriculum to ensure alignment with needs of employers and students while assimilating A.A.S. degree mandates and national business curricula trends.	Neil Slough and Dave Schultz	2005 - 2006	

**Milwaukee Area Technical College
Program Action Plan – Quality Review Process**

Program & Number: Business Management 10-102-3		Review Date: September 21, 2005	
Division: Business and Information Technology		Campus: All	
Internal Review Team: Carla Holloway, Dave Martin, Katherine Metzger, Jim Muck, Judy Reinders, Dave Schultz, Neil Slough, Roy Vargas, Karen Zwissler			
External Review Team: Advisory Committee			
4. Assess technological competency needs and make recommendations for integration based on curricular needs. <ul style="list-style-type: none"> a. Pilot technology assessment in key introductory program courses; b. Solicit emerging technology skills from industry; and c. Integrate the use of Blackboard in all course sections. 	Neil Slough and Roy Vargas	2005 - 2006	
5. Assess bilingual diploma offerings to determine career ladder opportunities for underserved populations. <ul style="list-style-type: none"> a. Focus advising activities on Small Business Management Diploma graduates; b. Facilitate industry mentoring opportunities; c. Implement orientation for bilingual students moving into Associate Degree Program. 	Roy Vargas	2005 - 2006	
6. Continue to build advisory committee membership with particular emphasis on minority recruitment.	Faculty and Associate Dean	Ongoing	

**Milwaukee Area Technical College
Program Action Plan – Quality Review Process**

Action and Steps for Improvement – Second year Focus: Curriculum Review and Development	Persons Responsible	Timeline (3-year)	Cost
Increase Headcount and FTEs 1. Increase awareness of the Business Management Program in high schools: a. Investigate development of high school articulation agreements with district secondary schools; b. Pursue and maintain collaborative relationship with MPS district staff and schools to ensure opportunities for minority recruitment; and c. Host special event(s) for high school business faculty and counselors to familiarize them with the program.	Dave Martin, Dave Schultz and Jim Muck	2006 - 2007	
2. Implementation of curriculum development and execution of accelerated Business Management program: a. Train faculty; b. Adapt curriculum to accelerated delivery format; and c. Offer Accelerated program course sections.	Judy Reinders	2006 - 2007	Grant Funded Proposed
3. Develop and implement revised Business Management Curriculum.	Dave Schultz and Neil Slough	2006 - 2007	
4. Develop curricula to support program changes.	Faculty and Associate Dean	2006 - 2007	
5. Coordinate communication with academic counseling and enrollment services at each campus on new program requirements.	Dave Martin, Dave Schultz, Neil Slough and Roy Vargas	2006 - 2007	

**Milwaukee Area Technical College
Program Action Plan – Quality Review Process**

6. Develop blended and other alternate course delivery options to better meet student needs: a. Reduce dependence on traditional physical infrastructure by expanding the use of existing technologies. b. Complete Blackboard integration.	Carla Holloway and Neil Slough	2006 - 2007	
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Attachment ESIR - 3

QUALITY REVIEW PROCESS

PROGRAM PROFILE

Auto Collision Repair and Finish Technician (31-405-1)

This Technical Diploma program went through a quality review process during the 2005 academic year. The internal program quality review team was comprised of Jack Jaeger, Matt Kruegel, Joe Spitz and Jim Eden, the Associate Dean for the program. The External Review team included Ron Keller and Jack Bennet.

The Auto Collision Repair and Finish Technician program is a two-semester program that prepares students for employment with automobile dealerships, independent body shops, specialize shops, franchise repair garages and manufacturing jobs requiring spray painting ability. Graduates typically obtain positions as painter, body repairer, estimator, assistant body shop manager and insurance company appraiser. A high school diploma or GED is recommended for admission to the program but not required.

Client Reporting Data was provided to reviewers from FY 2000 to FY 2004. Selected data are reviewed below.

Demographics for FY 2004:

1. During FY 2004, 64 students were enrolled in the program. This number was 25.5% higher than the previous year and 18.5% higher than the five year average. Of all those enrolled in 2004, 15.6% were full-time and 84.4% were part-time students. This was a significant decrease in the percentage of full time students over the five year average of 29.5%.
2. This program generated 36.8 FTEs during FY 2004. FTEs increased by 20.6% (6.8) from FY2003 but were lower than FY2002 by 13.2% (5.6).
3. Males were 93.8% of the FY 2004 enrollment.
4. Females were 6.3% (4) of the FY2004 enrollment. This was a unchanged from the five year average of 6.34%.
5. Program enrollments for FY2004 included 36 minority students (56.3%). The five year average for minority enrollment in the program is 53.5%.

Course Completion and Other Selected Outcomes for FY 2004:

1. The course completion rate for these programs in face-to-face sections was 79.1% for FY 2004, which was lower than the previous year when it was 86.3%. No courses were offered via alternative delivery modes in FY 2004.
2. The graduation index is calculated by dividing the number of graduates in FY 2004 by the number of students enrolled in the program code that same year. The annual graduation index for this program for FY 2004 was 28.1% or 18 of the 64 students enrolled. This was the largest number of graduates during the five year period.
3. Employment and wage data for this program was available for FY 2003, when MATC graduate employment reports show that the annual average wage for program graduates was \$18,886 at an hourly wage ranging between \$8.00 and \$11.25.
4. The *Graduate Employment Report* reported that 60% of the program graduates were employed within six months and that 8 employment opportunities were received by MATC for this program in 2003; statewide the projected demand was 250.

Quality Review Process Scorecard FY2004

31-405-1

Auto Collision Repair and Finish Technician

State Indicators	Actual Performance FY2004		Threshold Performance Average of 4 lowest in the State		Target Performance Average of 4 highest in the State	
	A. Course Completion	62		59		91
B. Special Pops Crs Completion	61		43		94	
C. Minority Crs Completion	60		41		87	
D. Second Year Retention	59		37		79	
E. Third Year Retention	35		30		70	
F. Third Year Graduation	31		27		68	
G. Fifth Year Graduation	32		13		68	
H. Placement Rate All	25		21		73	
I. Placement Rate Related	8		7		47	
J. NTO Enrollment	10		0		8	

MATC Indicators	Actual Performance FY2004		Threshold Performance		Target Performance	
	N	%	N	%	N	%
	1) Program Enrollment: Headcount	64		51		54
2) Program Enrollment: FTEs	36.8		30.5		32	
3) Graduation	18	28.1	12		13	
4) % Racial/Ethnic Minority Students	36	56.3	19	30.0	26	40.0
5) Sections						
Traditional Delivery	20					
Alternative Delivery	N/A	N/A	3	15.0	5	25.0
6) Section Completion Rate						
Traditional Delivery Total Enrollment	326					
Traditional Delivery (Pass)	258	79.1	228	70.0	261	80.0
Alternative Delivery Total Enrollment	N/A					
Alternative Delivery (Pass)	N/A	N/A	N/A	70.0	N/A	80.0
7) Employment Requests Received by MATC						
Part-Time	4					
Full-Time	0					
8) Program Indicator 1:						
9) Program Indicator 2:						

Footnotes:

Targets will be set in consultation with each program area or will be consistent with college-wide percent increase in FTEs

- 1) Actual = Source is WTCS Report VE215330, Threshold = maintain previous yr, Target = previous yr + 5%
- 2) Actual = Source is WTCS Report VE215330, Threshold = maintain previous yr, Target = previous yr + 5%
- 3) Actual = Source is WTCS Report VE215330, Threshold = maintain previous yr, Target = previous yr + 10%
- 4) Actual = Source is WTCS Report VE215330, Threshold = 30% of actual headcount, Target = College wide % of minorities
See Other MATC Indicators worksheet for ethnic distribution.
- 5) Actual = Source is COSMO, This is the number of sections offered for Courses in the program curriculum with the same instructional area as the program. Measure is alternative delivery over traditional delivery. Threshold = 15% of actual traditional delivery, Target = 25% of actual traditional delivery.
- 6) Actual = Source is COSMO. These are the students enrolled in the sections identified in 5) above. Measure is completion (grades of D- or better and P) in both traditional and alternative delivery over total enrollment in the corresponding category. Threshold = 70 % of actual total enrollment in each corresponding category.
Target is 80% of actual total enrollment in each corresponding category.
- 7) Source is Employment Development Center

**Quality Review Process
MATC Indicators - Trend
FY2000 - FY2004**

31-405-1

Auto Collision Repair and Finish Technician

	FY2000		FY2001		FY2002		FY2003		FY2004	
	N	%	N	%	N	%	N	%	N	%
1) Program Enrollment: Headcount⁽ⁱ⁾	42		49		64		51		64	
Full-Time	14	33.3	18	36.7	22	34.4	14	27.5	10	15.6
Part-Time	28	66.7	31	63.3	42	65.6	37	72.5	54	84.4
2) Program Enrollment: FTEs⁽ⁱ⁾	27.3		34.1		42.4		30.5		36.8	
3) Graduation⁽ⁱ⁾	6	14.3	16	32.7	15	23.4	12	23.5	18	28.1
4) Racial/Ethnic Minority Students⁽ⁱ⁾	22	52.4	26	53.1	35	54.7	26	51.0	36	56.3
5) Sections⁽ⁱⁱ⁾										
Traditional Delivery	20		20		20		20		20	
Alternative Delivery	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6) Section Completion Rate⁽ⁱⁱⁱ⁾										
Traditional Delivery Total Enrollment	267		276		369		314		326	
Pass	195	73.0	232	84.1	287	77.8	271	86.3	258	79.1
Non-Pass	72	27.0	44	15.9	70	19.0	15	4.8	40	12.3
Other	0	0.0	0	0.0	12	3.3	28	8.9	28	8.6
Alternative Delivery Total Enrollment	N/A		N/A		N/A		N/A		N/A	
Pass	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Pass	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Other	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7) Employment Requests Received by MATC^(iv)										
Part-Time	N/A		3		4		0		4	
Full-Time	N/A		16		24		12		0	

Footnotes:

N/A = Not Available

⁽ⁱ⁾ Source is State Report VE215330. Racial/Ethnic minorities include Black/African American, Hispanic, Asian or Pacific Islander and Native American. Graduation counts include those entered on COSMO by the closing of Client Reporting and with a graduation date within the year being reported.

⁽ⁱⁱ⁾ Source is COSMO. This is the number of sections offered for courses in the program curriculum with the same department as the department of the program.

⁽ⁱⁱⁱ⁾ Source is COSMO. These are the course completion rates of students in both traditional and alternative delivery sections for the courses referred to in footnote (ii). Pass: D- or better, AU and P. Non-Pass: U. Other: W, Uw, I, IP and no grade.

^(iv) Source is Employment Development Center.

Quality Review Process

MATC Indicators

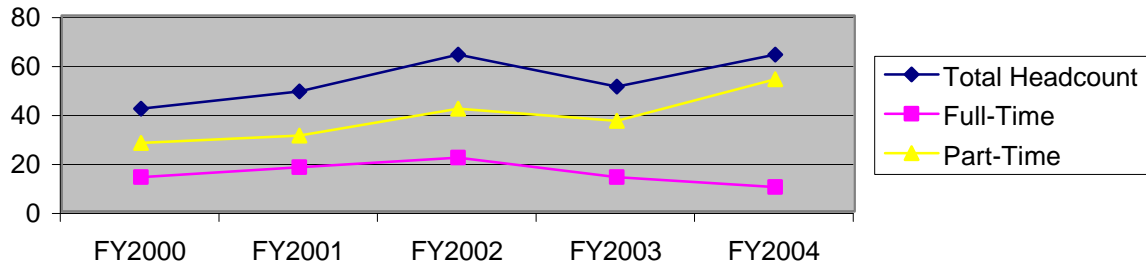
Graphs

FY2004

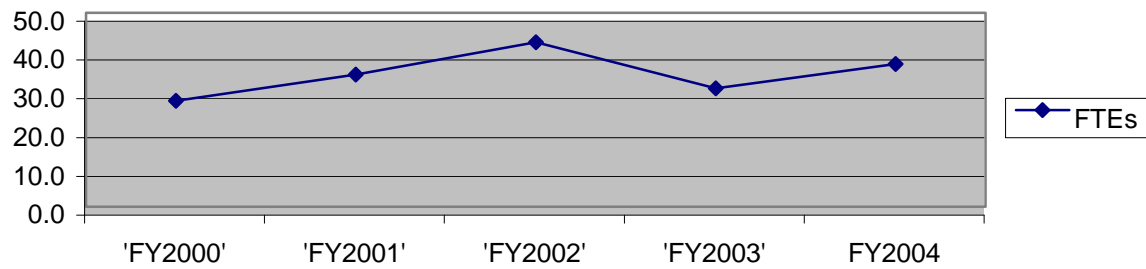
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Auto Collision Repair and Finish Technician

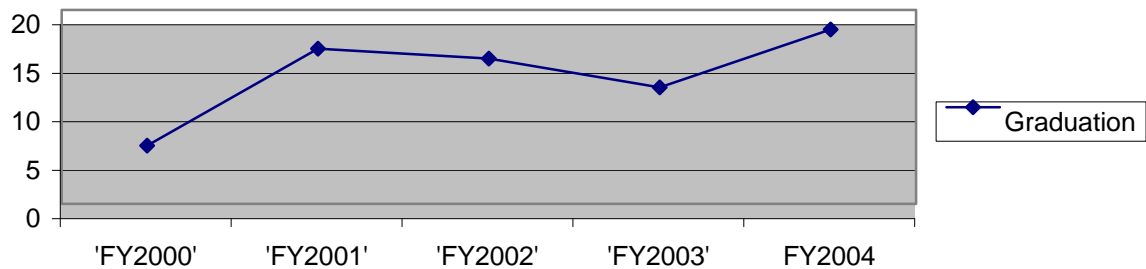
Program Enrollment Headcount



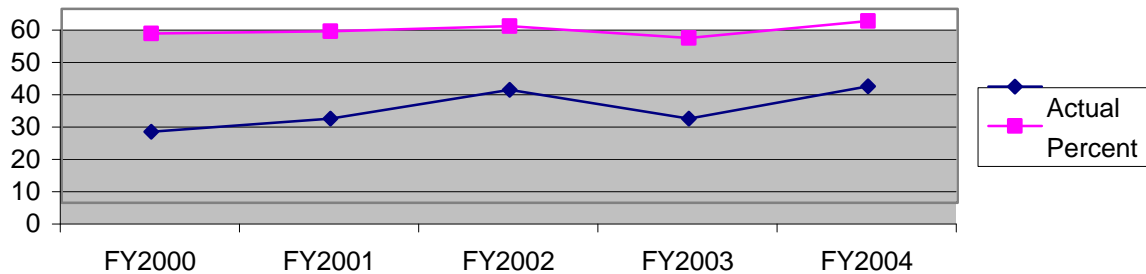
FTEs



Graduation



Minorities



**Quality Review Process
Other MATC Indicators
FY2000 - FY2004**

31-405-1

Auto Collision Repair and Finish Technician

	FY2000		FY2001		FY2002		FY2003		FY2004	
	N	%	N	%	N	%	N	%	N	%
ENROLLMENT⁽¹⁾										
Total	42		49		64		51		64	
GENDER⁽¹⁾										
Male	38	90.5	45	91.8	59	92.2	48	94.1	60	93.8
Female	2	4.8	4	8.2	4	6.3	3	5.9	4	6.3
N/A	2	4.8	0	0.0	1	1.6	0	0.0	0	0.0
ETHNICITY⁽¹⁾										
Indian	1	2.4	3	6.1	0	0.0	2	3.9	2	3.1
Asian	0	0.0	0	0.0	4	6.3	1	2.0	5	7.8
Black	15	35.7	17	34.7	20	31.3	19	37.3	21	32.8
Hispanic	6	14.3	6	12.2	11	17.2	4	7.8	8	12.5
White	16	38.1	16	32.7	28	43.8	23	45.1	26	40.6
N/A	4	9.5	7	14.3	1	1.6	2	3.9	2	3.1
AGE										
less than 18	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
18-24	13	31.0	19	45.2	24	57.1	24	57.1	45	107.1
25-34	8	19.0	10	23.8	5	11.9	9	21.4	12	28.6
35-49	2	4.8	1	2.4	5	11.9	1	2.4	3	7.1
50-Over	0	0.0	1	2.4	0	0.0	1	2.4	3	7.1
N/A	1	2.4	0	0.0	0	0.0	0	0.0	1	2.4

Footnote:

⁽¹⁾ Source is State Report VE215330.

N/A = Not Available

FY2004 State Indicators 3-Year Trend

31-405-1

	2002	2003	2004
A. Course Completion			
Target	85	81	91
Current	70	65	62
Threshold	51	42	59

	2002	2003	2004
B. Spec Pop Crs Compl			
Target	89	85	94
Current	71	61	61
Threshold	65	63	43

	2002	2003	2004
C. Minority Crs Compl			
Target	93	76	87
Current	72	54	60
Threshold	37	33	41

	2002	2003	2004
D. 2nd Yr Retention			
Target	86	80	79
Current	58	41	59
Threshold	36	40	37

	2002	2003	2004
E. 3rd Yr Retention			
Target	68	81	70
Current	29	52	35
Threshold	14	28	30

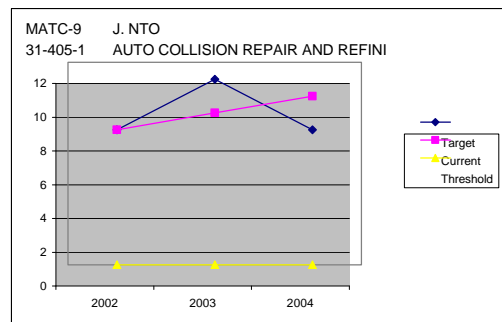
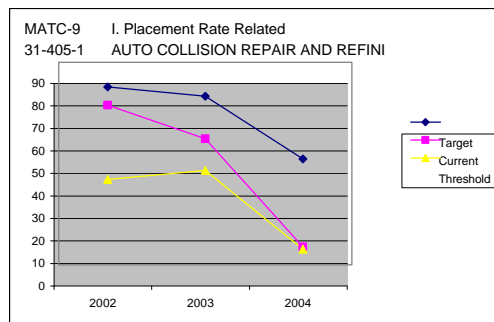
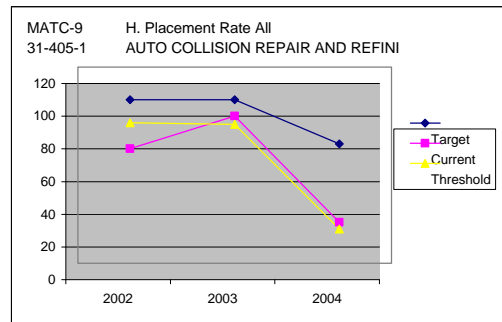
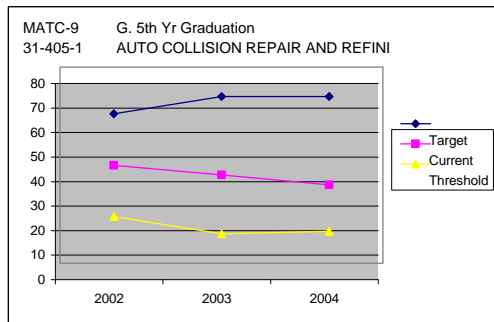
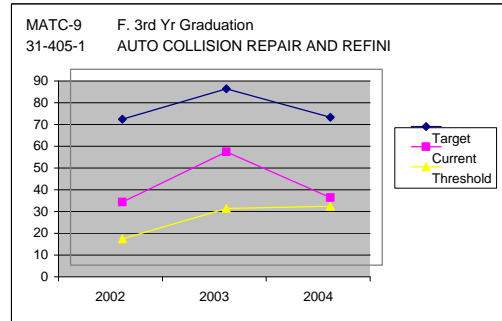
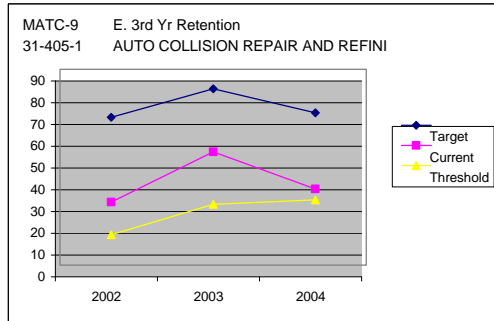
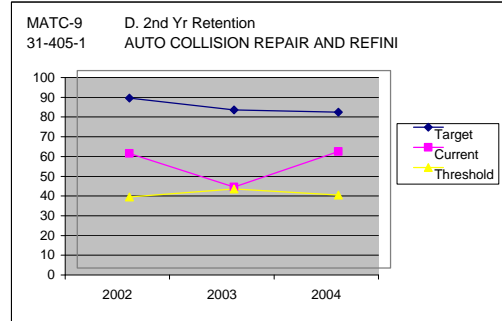
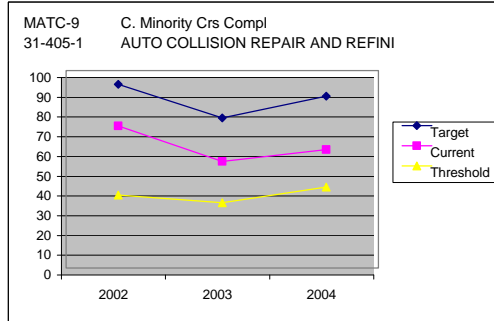
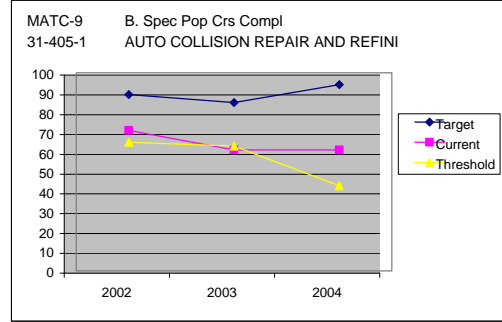
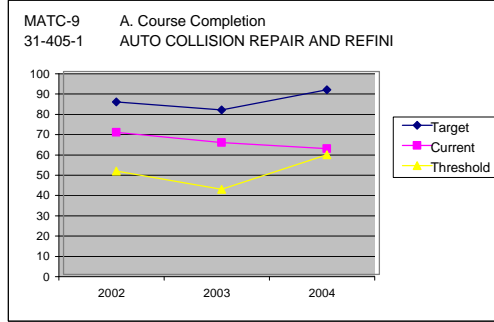
	2002	2003	2004
F. 3rd Yr Graduation			
Target	67	81	68
Current	29	52	31
Threshold	12	26	27

	2002	2003	2004
G. 5th Yr Graduation			
Target	61	68	68
Current	40	36	32
Threshold	19	12	13

	2002	2003	2004
H. Placement Rate All			
Target	100	100	73
Current	70	90	25
Threshold	86	85	21

	2002	2003	2004
I. Placement Rate Related			
Target	79	75	47
Current	71	56	8
Threshold	38	42	7

	2002	2003	2004
J. NTO			
Target	8	11	8
Current	8	9	10
Threshold	0	0	0



**FY2004 State Indicators
3-Year Trend**

31-405-1	Chippewa Valley	Southwest	Madison	Waukesha	Milwaukee	Moraine Park	Lakeshore	Northeast	Mid-State	Northcentral	Indianhead
A. Course Completion											
Current	72	88	60	78	62	42	91	-1	-1	85	100
Target	91	91	91	91	91	91	91	-1	-1	91	91
Threshold	59	59	59	59	59	59	59	-1	-1	59	59
B. Spec Pop Crs Compl											
Current	62	86	50	73	61	0	100	-1	-1	92	100
Target	94	94	94	94	94	94	94	-1	-1	94	94
Threshold	43	43	43	43	43	43	43	-1	-1	43	43
C. Minority Crs Compl											
Current	67	-1	0	80	60	36	100	-1	-1	-1	100
Target	87	-1	87	87	87	87	87	-1	-1	-1	87
Threshold	41	-1	41	41	41	41	41	-1	-1	-1	41
D. 2nd Yr Retention											
Current	86	50	46	68	59	50	58	-1	0	82	80
Target	79	79	79	79	79	79	79	-1	79	79	79
Threshold	37	37	37	37	37	37	37	-1	37	37	37
E. 3rd Yr Retention											
Current	84	65	21	32	35	35	72	48	-1	58	31
Target	70	70	70	70	70	70	70	70	-1	70	70
Threshold	30	30	30	30	30	30	30	30	-1	30	30
F. 3rd Yr Graduation											
Current	81	59	21	26	31	35	72	48	-1	58	31
Target	68	68	68	68	68	68	68	68	-1	68	68
Threshold	27	27	27	27	27	27	27	27	-1	27	27
G. 5th Yr Graduation											
Current	46	57	43	43	32	0	56	81	0	18	80
Target	68	68	68	68	68	68	68	68	68	68	68
Threshold	13	13	13	13	13	13	13	13	13	13	13
H. Placement Rate All											
Current	77	83	67	67	25	0	60	-1	-1	0	60
Target	73	73	73	73	73	73	73	-1	-1	73	73
Threshold	21	21	21	21	21	21	21	-1	-1	21	21
I. Placement Rate Related											
Current	41	42	67	33	8	0	40	-1	-1	0	20
Target	47	47	47	47	47	47	47	-1	-1	47	47
Threshold	7	7	7	7	7	7	7	-1	-1	7	7
J. NTO											
Current	4	4	0	0	10	0	12	-1	-1	0	0
Target	8	8	8	8	8	8	8	-1	-1	8	8
Threshold	0	0	0	0	0	0	0	-1	-1	0	0

1) Program Enrollment: Headcount

Total headcount is taken from WTCSB report VE215330. This report is prepared based on data sent to the State through Client Reporting. We are able to report up to two program codes per student. The student will be counted once under each program code reported if the student has taken courses that are applicable towards graduation during the year reported. The year reported to the WTCSB includes the summer, fall and spring terms, starting with summer.

NOTE: Because of the way program codes are assigned at MATC, this number may be greater than the actual number of students who are actively taking courses in the program.

2) Program Enrollment: FTE

Total FTE is taken from WTCSB report VE215330. This report is prepared based on data sent to the State through Client Reporting. The formula to calculate FTEs is: total credits for the year/30. All credits that can be attributed to the program are counted with that program. For example if a student is reported as being admitted in an associate degree program as well as a one-year technical diploma and the student took associate degree level classes (aid code = 10) as well as technical diploma level classes (aid code = 31) then the total associate degree level credits would be attributed to both the associate degree level program as well as the one-year technical diploma. The technical diploma level credits would be attributed to the technical diploma only.

3) Graduation

Total graduation is taken from WTCSB report VE215330. This report is prepared based on data sent to the State through Client Reporting. This number includes students who completed all requirement for graduation and who applied and paid the graduation fee. Another condition for graduation reporting is that the student must have taken a course applicable towards graduation in the year being reported. Starting in FY2003 we are also reporting as graduates those students who completed the program requirements but who chose not to apply for graduation.

4) Racial/Ethnic Minority Students

This is the sum of all minority categories found in WTCSB report VE215330. This report is prepared based on data sent to the State through Client Reporting.

5) Sections

These are the number of sections offered through both traditional and alternative delivery methods for courses that appear in the program curriculum with the same instructional area (department) as the program.

Alternative delivery includes the following methods:

- 01 Telecourses
- 02 Computer based
- 21 ITV, MATC to MATC
- 21A ITV, Other WTCS to MATC
- 21B ITV, MATC to External
- 21C ITV, MATC to Other WTCS
- 23 Satellite Video Conferencing
- 24 Computer Conferencing
- 25 Print Based Correspondence

Note: Starting with FY2004 a new code was added: 04 = Online, these are sections taught strictly online.

6) Section Completion Rate

Of all students enrolled in the sections identified in indicator 5, only those present on the date-of-record or those who have received 10% of the potential hours of instruction (PHI) are evaluated for course completion. The date-of-record for full-time sections (16 weeks) is the 12th day of the semester. For sections 15 weeks or less we calculate 10% of PHI. Completion is grouped in 3 categories:

Pass: Includes grades of:

- D minus or better
- P = Pass

Non-Pass: Includes grades or statuses of:

- W = Withdrawn
- UW = Withdrawn by Instructor
- U = Unsatisfactory
- I = Incomplete
- IP = In Progress

Other: Includes grades of:

- AU = Audit
- Missing Grade

7) Employment Requests Received by MATC:

These are the number of employment requests received by the Employment Center for this program.

**Milwaukee Area Technical College
Program Action Plan – Quality Review Process**

Program: Auto Body and Paint Technician		Review Date:	
Division: Division of Technology and Applied Sciences		Campus: South	
Internal Review Team: Jack Jaeger, Matt Kruegel, Joe Spitz, Jim Eden			
External Review Team: Ron Keller, Jack Bennett			
Action and Steps for Improvement – First year	Persons Responsi	Timeline (3-year)	Cost
PROGRAM CURRICULUM: Develop curriculum task Worksheets for a better fit to I-CAR multimedia curriculum delivery for semester 1 and have available for bookstore purchase.	Auto Body Faculty		Workbook to be sold in Bookstore
PROGRAM GRADUATION: Stress importance of graduation by verbally and visually announcing and reminding students throughout program.	Auto Body Faculty		No Cost
GRADUATE PLACEMENT RATE: Set up e-mail Account to track job placement of graduates/course completers and provide employer address to students throughout the program.	Auto Body Faculty		No Cost
Action and Steps for Improvement – Second year	Persons Responsi	Timeline (3-year)	Cost
PERCENT OF ETHNIC MINORITY STUDENTS: Continue to participate in the ADAMM Transportation Career day held at the Oak Creek Campus. Focus on female and minority organizations to promote awareness and interest in auto body repair industry.	Auto Body Faculty		Cost of materials
PROGRAM CURRICULUM: Revise curriculum task worksheets for semester I	Auto Body Faculty		No Cost

Attachment ESIR - 4

QUALITY REVIEW PROCESS

PROGRAM PROFILE

Electricity (31-413-1)

This Technical Diploma program went through a quality review process during the 2005 academic year. The internal program quality review team was comprised of Richard Wruck, James Jagmin, Paul McGrath, Michael Rodgers and Dr. Bill Hodgkinson, the Associate Dean for the program.

The Electricity program is a two-semester program that focuses on preparing students for entry-level electrician positions in industry and the building trades. Completion of this program does not substitute for an electrical apprenticeship but does offer the basic knowledge needed to begin working for some electrical contractors. In both the maintenance and construction electrical fields, the electrician may be involved in wiring heating and lighting circuits, and the power circuits of machines and equipment.

Client Reporting Data was provided to reviewers from FY 2000 to FY 2004. Selected data are reviewed below.

Demographics for FY 2004:

1. During FY 2004, 84 students were enrolled in the program. This number is was exactly the same as the previous year. Of all those enrolled in 2004, 27.4% were full-time and 72.6% were part-time students. This was a very slight increase in the percentage of full time students over the five year average.
2. This program generated 42.9 FTEs during FY 2004. FTEs were virtually unchanged from FY2003 but were lower than FY2002 by 22.8% (12.7).
3. Males were 94% of the FY 2004 enrollment.
4. Females were 6% (5) of the FY2004 enrollment. This was a decrease from the five year average of 7.6%.
5. Program enrollments for FY2004 included 23 minority students (27.4%). Minority enrollment has been decreasing for the past two years. The five year average for minority enrollment in the program is 31.6%.

Course Completion and Other Selected Outcomes for FY 2004:

1. The course completion rate for these programs in face-to-face sections was 84.7% for FY 2004, which was lower than the previous two years when it was at 87% and 89.2% respectively. No courses were offered via alternative delivery modes in FY 2004.
2. The graduation index is calculated by dividing the number of graduates in FY 2004 by the number of students enrolled in the program code that same year. The annual graduation index for this program for FY 2004 was 33.3% or 28 of the 84 students enrolled. This was the highest graduation rate during the five year period.
3. Employment and wage data for this program was available for FY 2003, when MATC graduate employment reports show that the annual average wage for program graduates was \$23,171 at an hourly wage ranging between \$8.00 and \$21.00.
4. The *Graduate Employment Report* reported that 95% of the program graduates were employed within six months and that 78 employment opportunities were received by MATC for this program in 2003; statewide the projected demand was 580.

Quality Review Process Scorecard FY2004

31-413-1
Electricity

State Indicators	Actual Performance FY2004	Threshold Performance Average of 4 lowest in the State	Target Performance Average of 4 highest in the State
A. Course Completion	63	73	87
B. Special Pops Crs Completion	62	69	80
C. Minority Crs Completion	52	51	100
D. Second Year Retention	67	61	73
E. Third Year Retention	41	45	48
F. Third Year Graduation	34	37	48
G. Fifth Year Graduation	29	47	70
H. Placement Rate All	86	66	86
I. Placement Rate Related	57	46	57
J. NTO Enrollment	6	2	6

MATC Indicators	Actual Performance FY2004		Threshold Performance		Target Performance	
	N	%	N	%	N	%
1) Program Enrollment: Headcount	84		84		88	
2) Program Enrollment: FTEs	42.9		42.7		45	
3) Graduation	28	33.3	22		24	
4) % Racial/Ethnic Minority Students	23	27.4	25	30.0	34	40.0
5) Sections						
Traditional Delivery	32					
Alternative Delivery	N/A	N/A	5	15.0	8	25.0
6) Section Completion Rate						
Traditional Delivery Total Enrollment	619					
Traditional Delivery (Pass)	524	84.7	433	70.0	495	80.0
Alternative Delivery Total Enrollment	N/A					
Alternative Delivery (Pass)	N/A	N/A	N/A	70.0	N/A	80.0
7) Employment Requests Received by MATC						
Part-Time	80					
Full-Time	3					
8) Program Indicator 1:						
9) Program Indicator 2:						

Footnotes:

Targets will be set in consultation with each program area or will be consistent with college-wide percent increase in FTEs

- 1) Actual = Source is WTCS Report VE215330, Threshold = maintain previous yr, Target = previous yr + 5%
- 2) Actual = Source is WTCS Report VE215330, Threshold = maintain previous yr, Target = previous yr + 5%
- 3) Actual = Source is WTCS Report VE215330, Threshold = maintain previous yr, Target = previous yr + 10%
- 4) Actual = Source is WTCS Report VE215330, Threshold = 30% of actual headcount, Target = College wide % of minorities
See Other MATC Indicators worksheet for ethnic distribution.
- 5) Actual = Source is COSMO, This is the number of sections offered for Courses in the program curriculum with the same instructional area as the program. Measure is alternative delivery over traditional delivery. Threshold = 15% of actual traditional delivery, Target = 25% of actual traditional delivery.
- 6) Actual = Source is COSMO. These are the students enrolled in the sections identified in 5) above. Measure is completion (grades of D- or better and P) in both traditional and alternative delivery over total enrollment in the corresponding category. Threshold = 70 % of actual total enrollment in each corresponding category.
Target is 80% of actual total enrollment in each corresponding category.
- 7) Source is Employment Development Center

**Quality Review Process
MATC Indicators - Trend
FY2000 - FY2004**

31-413-1 Electricity	FY2000		FY2001		FY2002		FY2003		FY2004	
	N	%	N	%	N	%	N	%	N	%
1) Program Enrollment: Headcount⁽ⁱ⁾	79		84		105		84		84	
Full-Time	18	22.8	23	27.4	30	28.6	19	22.6	23	27.4
Part-Time	61	77.2	61	72.6	75	71.4	65	77.4	61	72.6
2) Program Enrollment: FTEs⁽ⁱ⁾	36.9		45.4		55.6		42.7		42.9	
3) Graduation⁽ⁱ⁾	11	13.9	20	23.8	28	26.7	22	26.2	28	33.3
4) Racial/Ethnic Minority Students⁽ⁱ⁾	20	25.3	28	33.3	42	40.0	27	32.1	23	27.4
5) Sections⁽ⁱⁱ⁾										
Traditional Delivery	40		33		32		31		32	
Alternative Delivery	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6) Section Completion Rate⁽ⁱⁱⁱ⁾										
Traditional Delivery Total Enrollment	675		594		629		625		619	
Pass	554	82.1	519	87.4	561	89.2	544	87.0	524	84.7
Non-Pass	95	14.1	74	12.5	66	10.5	34	5.4	32	5.2
Other	26	3.9	1	0.2	2	0.3	47	7.5	63	10.2
Alternative Delivery Total Enrollment	N/A		N/A		N/A		N/A		N/A	
Pass	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Pass	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Other	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7) Employment Requests Received by MATC^(iv)										
Part-Time	N/A		5		1		0		80	
Full-Time	N/A		90		37		38		3	

Footnotes:

N/A = Not Available

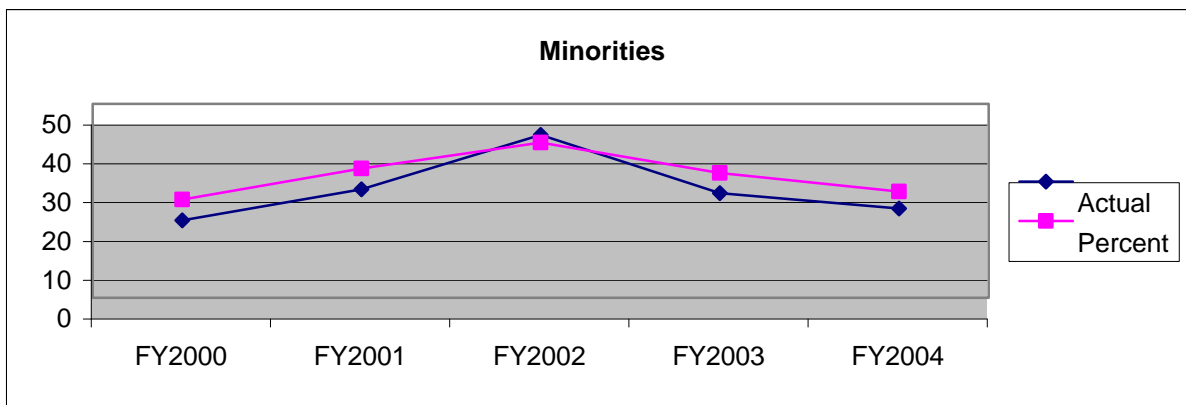
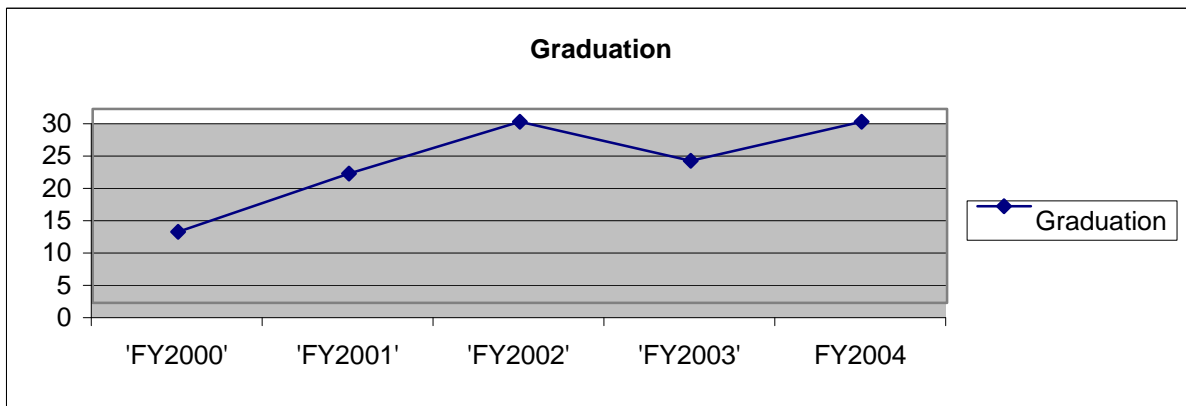
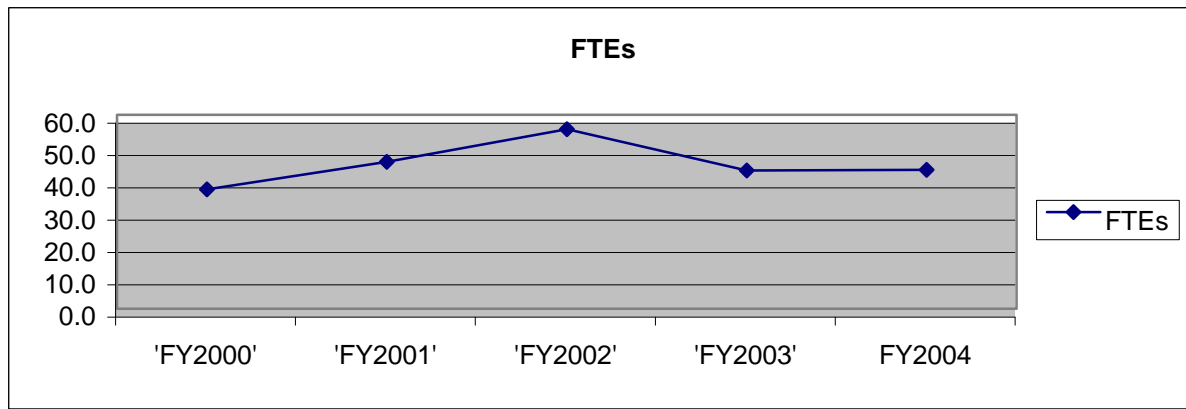
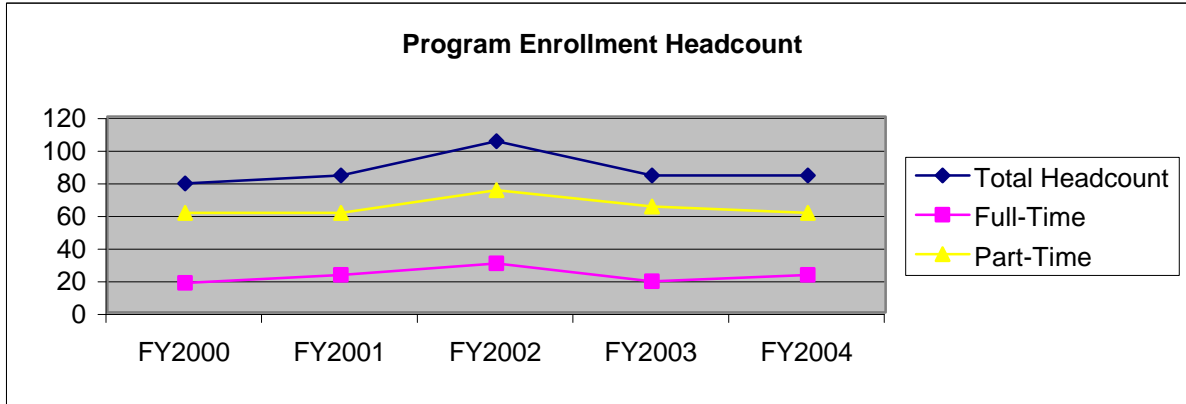
⁽ⁱ⁾ Source is State Report VE215330. Racial/Ethnic minorities include Black/African American, Hispanic, Asian or Pacific Islander and Native American. Graduation counts include those entered on COSMO by the closing of Client Reporting and with a graduation date within the year being reported.

⁽ⁱⁱ⁾ Source is COSMO. This is the number of sections offered for courses in the program curriculum with the same department as the department of the program.

⁽ⁱⁱⁱ⁾ Source is COSMO. These are the course completion rates of students in both traditional and alternative delivery sections for the courses referred to in footnote (ii). Pass: D- or better, AU and P. Non-Pass: U. Other: W, Uw, I, IP and no grade.

^(iv) Source is Employment Development Center.

Quality Review Process
MATC Indicators
Graphs
FY2004



**Quality Review Process
Other MATC Indicators
FY2000 - FY2004**

**31-413-1
Electricity**

	FY2000		FY2001		FY2002		FY2003		FY2004	
	N	%	N	%	N	%	N	%	N	%
ENROLLMENT⁽¹⁾										
Total	79		84		105		84		84	
GENDER⁽¹⁾⁽²⁾										
Male	71	92.2	75	89.3	96	91.4	80	95.2	79	94.0
Female	6	7.8	9	10.7	9	8.6	4	4.8	5	6.0
N/A	2	*	0	*	0	*	0	*	0	*
ETHNICITY⁽¹⁾⁽³⁾										
Indian	2	2.7	2	2.7	1	1.0	0	0.0	1	1.3
Asian	2	2.7	2	2.7	4	4.0	2	2.5	1	1.3
Black	13	17.8	15	20.5	24	23.8	20	25.0	18	23.1
Hispanic	3	4.1	9	12.3	13	12.9	5	6.3	3	3.8
White	53	72.6	45	61.6	59	58.4	53	66.3	55	70.5
N/A	6	*	11	*	4	*	4	*	6	*
AGE⁽⁴⁾										
less than 18	0	0.0	0	0.0	0	0.0	1	1.2		0.0
18-24	58	73.4	51	60.7	63	60.0	55	65.5		0.0
25-34	16	20.3	25	29.8	26	24.8	18	21.4		0.0
35-49	4	5.1	6	7.1	15	14.3	8	9.5		0.0
50-Over	1	1.3	2	2.4	1	1.0	2	2.4		0.0
N/A	0	*	0	*	0	*	0	*		*

Footnote:

N/A = Not Available

FY2004 Age distribution not available at this time

⁽¹⁾ Source is State Report VE215330.

⁽²⁾ Gender percentages are based on total known gender, not total enrollment.

* N/A gender percentage is not computed.

⁽³⁾ Ethnicity percentages are based on total known ethnicity, not total enrollment.

* N/A ethnicity percentage is not computed.

⁽⁴⁾ Age percentages are based on total known age, not total enrollment.

* N/A age percentage is not computed.

FY2004 State Indicators 3-Year Trend

31-413-1

	2002	2003	2004
A. Course Completion			
Target	91	94	87
Current	74	73	63
Threshold	80	81	73

	2002	2003	2004
B. Spec Pop Crs Compl			
Target	91	88	80
Current	73	73	62
Threshold	68	78	69

	2002	2003	2004
C. Minority Crs Compl			
Target	100	100	100
Current	63	65	52
Threshold	82	55	51

	2002	2003	2004
D. 2nd Yr Retention			
Target	58	66	73
Current	50	66	67
Threshold	51	59	61

	2002	2003	2004
E. 3rd Yr Retention			
Target	70	56	48
Current	44	44	41
Threshold	56	47	45

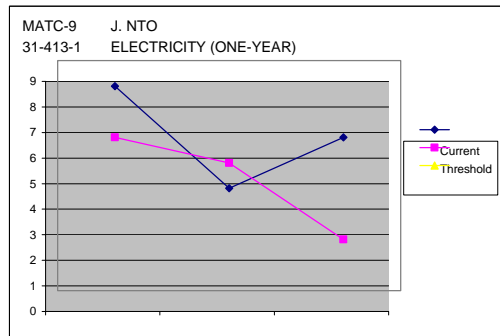
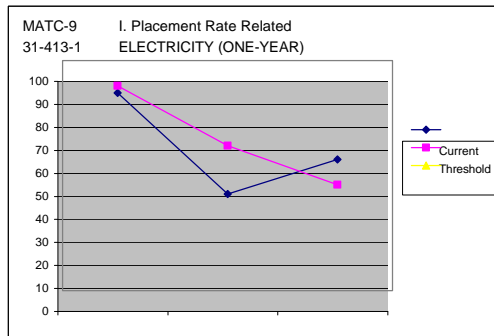
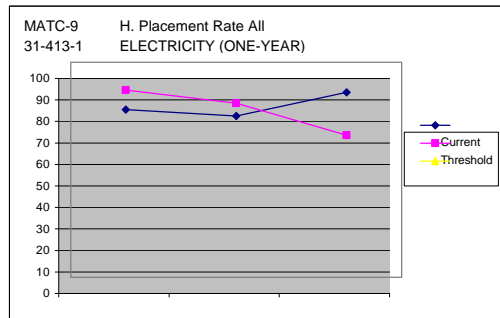
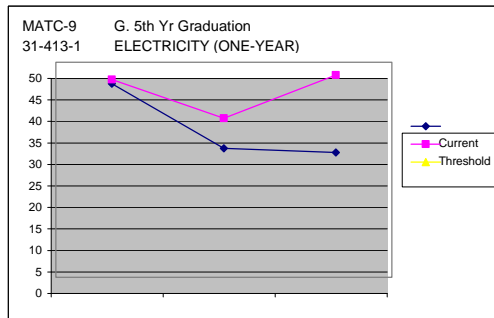
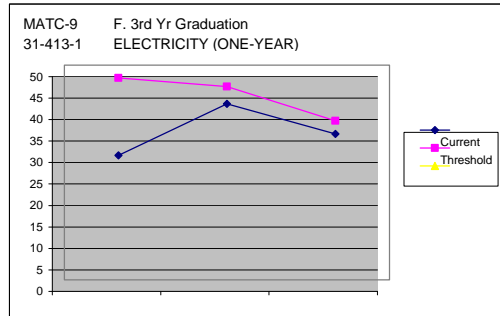
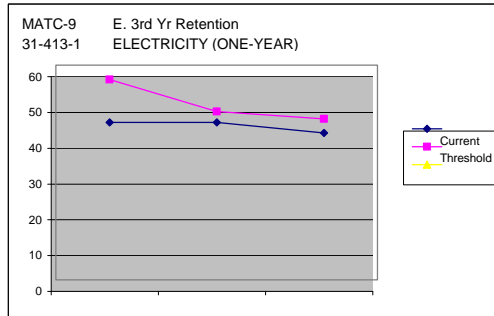
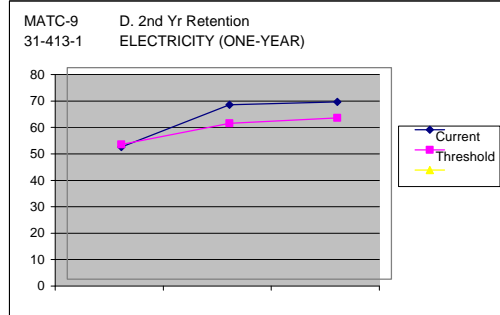
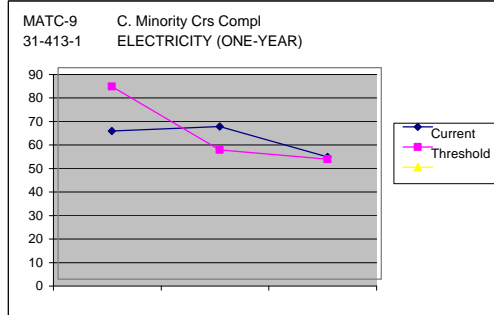
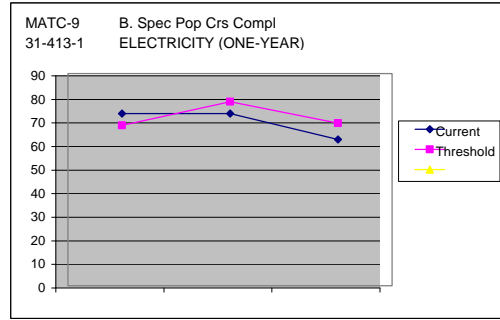
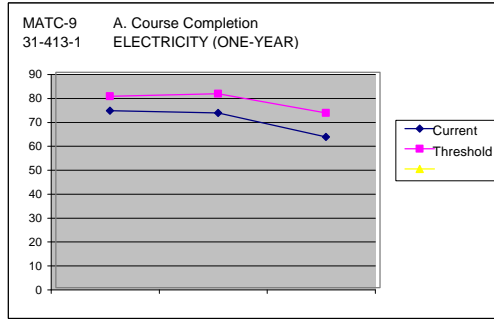
	2002	2003	2004
F. 3rd Yr Graduation			
Target	70	53	48
Current	29	41	34
Threshold	47	45	37

	2002	2003	2004
G. 5th Yr Graduation			
Target	47	44	70
Current	45	30	29
Threshold	46	37	47

	2002	2003	2004
H. Placement Rate All			
Target	95	92	86
Current	78	75	86
Threshold	87	81	66

	2002	2003	2004
I. Placement Rate Related			
Target	95	82	57
Current	86	42	57
Threshold	89	63	46

	2002	2003	2004
J. NTO			
Target	8	6	6
Current	8	4	6
Threshold	6	5	2



**FY2004 State Indicators
3-Year Trend**

31-413-1	Milwaukee	Moraine Park	Northeast
----------	-----------	--------------	-----------

A. Course Completion			
Current	63	87	69
Target	87	87	87
Threshold	73	73	73
B. Spec Pop Crs Compl			
Current	62	67	80
Target	80	80	80
Threshold	69	69	69
C. Minority Crs Compl			
Current	52	0	100
Target	100	100	100
Threshold	51	51	51
D. 2nd Yr Retention			
Current	67	73	42
Target	73	73	73
Threshold	61	61	61
E. 3rd Yr Retention			
Current	41	48	47
Target	48	48	48
Threshold	45	45	45
F. 3rd Yr Graduation			
Current	34	48	28
Target	48	48	48
Threshold	37	37	37
G. 5th Yr Graduation			
Current	29	70	42
Target	70	70	70
Threshold	47	47	47
H. Placement Rate All			
Current	86	56	57
Target	86	86	86
Threshold	66	66	66
I. Placement Rate Related			
Current	57	25	57
Target	57	57	57
Threshold	46	46	46
J. NTO			
Current	6	0	0
Target	6	6	6
Threshold	2	2	2

1) Program Enrollment: Headcount

Total headcount is taken from WTCSB report VE215330. This report is prepared based on data sent to the State through Client Reporting. We are able to report up to two program codes per student. The student will be counted once under each program code reported if the student has taken courses that are applicable towards graduation during the year reported. The year reported to the WTCSB includes the summer, fall and spring terms, starting with summer.

NOTE: Because of the way program codes are assigned at MATC, this number may be greater than the actual number of students who are actively taking courses in the program.

2) Program Enrollment: FTE

Total FTE is taken from WTCSB report VE215330. This report is prepared based on data sent to the State through Client Reporting. The formula to calculate FTEs is: total credits for the year/30. All credits that can be attributed to the program are counted with that program. For example if a student is reported as being admitted in an associate degree program as well as a one-year technical diploma and the student took associate degree level classes (aid code = 10) as well as technical diploma level classes (aid code = 31) then the total associate degree level credits would be attributed to both the associate degree level program as well as the one-year technical diploma. The technical diploma level credits would be attributed to the technical diploma only.

3) Graduation

Total graduation is taken from WTCSB report VE215330. This report is prepared based on data sent to the State through Client Reporting. This number includes students who completed all requirement for graduation and who applied and paid the graduation fee. Another condition for graduation reporting is that the student must have taken a course applicable towards graduation in the year being reported. Starting in FY2003 we are also reporting as graduates those students who completed the program requirements but who chose not to apply for graduation.

4) Racial/Ethnic Minority Students

This is the sum of all minority categories found in WTCSB report VE215330. This report is prepared based on data sent to the State through Client Reporting.

5) Sections

These are the number of sections offered through both traditional and alternative delivery methods for courses that appear in the program curriculum with the same instructional area (department) as the program.

Alternative delivery includes the following methods:

- 01 Telecourses
- 02 Computer based
- 21 ITV, MATC to MATC
- 21A ITV, Other WTCS to MATC
- 21B ITV, MATC to External
- 21C ITV, MATC to Other WTCS
- 23 Satellite Video Conferencing
- 24 Computer Conferencing
- 25 Print Based Correspondence

Note: Starting with FY2004 a new code was added: 04 = Online, these are sections taught strictly online.

6) Section Completion Rate

Of all students enrolled in the sections identified in indicator 5, only those present on the date-of-record or those who have received 10% of the potential hours of instruction (PHI) are evaluated for course completion. The date-of-record for full-time sections (16 weeks) is the 12th day of the semester. For sections 15 weeks or less we calculate 10% of PHI. Completion is grouped in 3 categories:

Pass: Includes grades of:

- D minus or better
- P = Pass

Non-Pass: Includes grades or statuses of:

- W = Withdrawn
- UW = Withdrawn by Instructor
- U = Unsatisfactory
- I = Incomplete
- IP = In Progress

Other: Includes grades of:

- AU = Audit
- Missing Grade

7) Employment Requests Received by MATC:

These are the number of employment requests received by the Employment Center for this program.

**Milwaukee Area Technical College
Program Action Plan – Quality Review Process**

Program & Number: ELECTRICITY - 413	Review Date: Spring 2005
Division: Division of Technology & Applied Science	Campus: MILWAUKEE
Internal Review Team: Dr. Hodgkinson, A.D., Richard Wruck, D.C., James Jagmin, Paul McGrath, & Michael Rodgers.	
External Review Team: NA	

Action and Steps for Improvement – <i>First year</i>	Persons Responsible	Timeline (3-year)	Cost
Provide Student Services representative to Bradley Tech to recruit non-traditional populations to the program	Dean	Annually budgeted	\$ 20,000 (Budgeted -Dept)
Translation in Spanish of Electy 340/341 instructional materials to facilitate bilingual instruction	Associate Dean / Department Chair	Complete by June 2007	\$ 20,000 (Requested)
Initiate graduate and employer surveys	Institutional Research	Begin FY06	\$ 10,000 (Requested)
Increase instructional supply budget	Provost	FY07	\$ 3,000 (Requested)
Broaden the use of the T202 instructional technologies (Symposium)	Faculty	FY06	\$ 12,000 (Requested)

Action and Steps for Improvement – <i>Second year</i>	Persons Responsible	Timeline (3-year)	Cost
Provide Student Services representative to Bradley Tech to recruit non-traditional populations to the Program	Dean	Annually budgeted	\$ 20,000 (Budgeted -Dept)
Implement bilingual instruction (Spanish) in Electy 340/341	Associate Dean / Department Chair	Fall 2007	\$ 20,000 (Requested)

**Milwaukee Area Technical College
Program Action Plan – Quality Review Process**

Conduct program DACUM	A.D. / D.C./ Faculty	Fall 2006	DACUM facilitation (Requested)
Revise curriculum as needed to reflect DACUM outcomes	Faculty	Spring 2007	\$ 2,000 (Budgeted -Dept)
Refine graduate and employer surveys	Institutional Research	FY07	\$ 5,000 (Requested)
Increase supply budget	Provost	FY07	\$ 3,000 (Requested)

Action and Steps for Improvement – <i>Third year</i>	Persons Responsible	Timeline (3-year)	Cost
Provide Student Services representative to Bradley Tech to recruit non-traditional populations to the program	Dean	Annually budgeted	\$ 20,000 (Budgeted -Dept)
Analyze the impacts of bilingual instruction (Spanish) in Electy 340/341	Department Chair & faculty	Fall 2008	\$ 2,000 (Budgeted -Dept)
Implement curriculum revisions	Faculty	Fall 2007	\$ 10,000 (Requested)
Annual graduate and employer surveys	Institutional Research	FY08	\$ 5,000 (Requested)
Increase supply budget	Provost	FY08	\$ 3,000 (Requested)

**Milwaukee Area Technical College
Program Action Plan – Quality Review Process**

Prepared by: _____ Prepared by: _____
Associate Dean Date Department Chair Date

Approved: _____ Approved: _____
Division Dean Date Provost Date

Preliminary Report of the WTCS Underprepared Learners Work Group

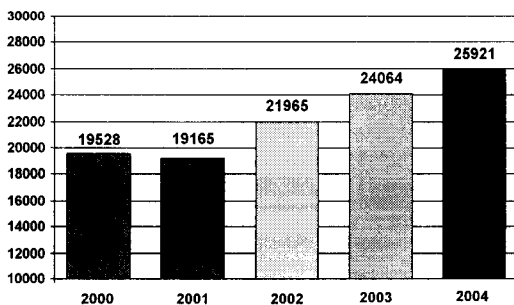
8/2/05

Many Students Are Not Prepared To Succeed in College

- Postsecondary enrollees' readiness for college-level math, reading, writing and science is an issue across the nation.
- Nationally, 42% of entering freshmen at public two-year colleges and 20% at four-year institutions enrolled in at least one remedial course in fall 2000.
- Enrollments in WTCS remedial and developmental courses are increasing.

8/2/05

**Combined Enrollments in WTCS Remedial and
Developmental Education, 2000 — 2004**



8/2/05

WTCS Underprepared Learner Work Group

- The WTCS Underprepared Learner Work Group was formed in late 2004 at the request of WTC System President Daniel Clancy.
- The group is comprised of district faculty representatives (WEAC and WFT designees), district staff representing different functions and constituencies, and representatives from the WTCS state office.
- The group began meeting in December, 2004, and outlined initial findings in the spring of 2005.

8/2/05

Charge

- Develop an instructional model to prepare learners for technical college instruction.
- Include a sequential laddering process, allowing learners to begin at pre-program level as determined during admissions
- Explore the option of tuition-based, financially aidable, state aidable, pre-college instruction

8/2/05

Concept Proposal Elements

- I. Create a new category of transitional courses—General College—to support the AAS degree
- II. Place students in courses based on more careful assessment
- III. Work with high schools to close curricula and achievement gaps
- IV. Mount a sustained effort to develop instructional and student support strategies, including insistent advising, that improve student success

8/2/05

Element One: Create A New Category of Courses to Improve Student Readiness

8/2/05

A New Category of Courses Key Points

- A thin layer of courses, called General College, just below General Studies
- Three- to five-credit sequences of learning in reading, writing, math, science – possibly other areas – that articulate with specific General Studies courses
- Postsecondary aid code – tuition-bearing
- Courses would carry college credit but not count toward degree completion

8/2/05

Key Points cont.

- System-wide, faculty-driven development of General College courses
- Flexibility in how to offer courses (e.g., modules, timing)
- A separate level of remedial/developmental would continue to exist

8/2/05

General College Curriculum Model Illustrated

College Technical Mathematics 1 College Technical Mathematics 1A College Technical Mathematics 1B College Technical Mathematics 2 Mathematics and Logic Introduction to Statistics Calculus I College Algebra and Trigonometry Trigonometry with Applications College Algebra with Applications Intermediate Algebra with Applications Elementary Algebra with Applications Introduction to College Mathematics	No System-wide Reading courses, But Intro to Reading course can support other areas	Speech Technical Reporting Oral Interpersonal Communication Written Communication	Intro to Biochemistry General Anatomy and Physiology Advanced Anatomy and Physiology Anatomy and Physiology I Microbiology General Physics I (algebra-based) General Chemistry General Biology
Several Math Options, TBD	Intro to College Reading	Intro to College Writing	Intro to Coll. Bio Intro to Coll. Chem
Math	Reading	Writing	Science

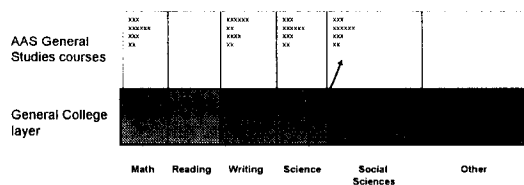
System-wide AAS General Studies courses, with standard competencies.

Thin layer of system-wide General College courses that mesh with key General Studies courses.

For example...

Remedial/Developmental still would exist as part of Adult Basic Education, and ABE should articulate with General College.

Other Preparatory Coursework Opportunities



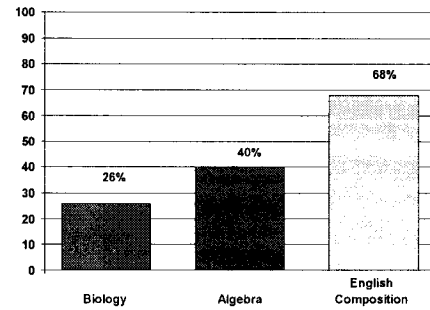
Element Two: Place Students In Courses Based On More Careful and Coordinated Assessment

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Element Three: Work With High Schools To Close Curricula And Achievement Gaps

8/2/05

Percent of 2004 ACT-tested High School Graduates Meeting College Readiness Benchmarks



8/2/05

Necessary Steps

- Persistently communicate new General Education expectations to high schools
- Make greater use of Tech Prep network to promote WTCS and K-12 information sharing and teacher collaboration
- Get involved as a partner with high school redesign/reform efforts
- Share data about student readiness with high schools as often as possible

8/2/05

Element Four: Develop and Sustain Instructional And Student Support Strategies That Improve Student Success

8/2/05

Continue Developing Instructional And Student Support Strategies

- Practice more insistent advising and review its effectiveness
- Adopt what works:
 - increase tutorial support
 - implement learning communities with other disciplines
 - offer mathematics anxiety workshops
 - integrate classroom and computer-supported instruction
 - provide focused learning prescriptions for underachieving students

8/2/05

Instructional and Student Support Strategies, cont.

- What works, continued
 - enhance support labs on all campuses
 - improve advising
 - Assess more frequently
 - Provide interim progress reports to students (e.g., via email accounts)

8/2/05

Attachment ESIR – 6

UWM Transfer Initiatives

ITEM: Associate Degree Definitions

Technical Colleges offer the Associate in Applied Sciences, Associate in Liberal Arts, and Technical Diploma and certificate programming. Over the last several years, in an effort to better meet the needs of Wisconsin Technical College System (WTCS) students, college administrators have expressed an interest in expanding the kinds of degree offerings available through their technical colleges. Most recently, the Joint UWS/WTCS Committee on Baccalaureate Expansion (COBE) report included a proposal to offer programs leading to the awarding of an Associate in Pre-Professional Studies in specific occupational areas.

At its February 2005 meeting, the Board was informed of a legislative proposal to expand WTCS collegiate transfer programs under consideration by Representative Jeffrey Wood (R-Chippewa Falls). The Board directed System President Clancy to meet with Representative Wood and express its position that the WTCS Board be given the opportunity to formulate its position on the future role of WTCS collegiate transfer programs before introducing legislation to expand collegiate transfer programs.

The Board will receive a presentation that provides a brief overview on how associate degrees are designed to prepare students for different educational and career paths and the implications for college operations of offering different associate degrees. Representative Wood will join the Board for this presentation and a discussion of WTCS degree offerings.

Associate Degree Definitions

Associate in Applied Science

The Associate in Applied Science (AAS) is awarded for successful completion of a program primarily intended for employment. About 30% of the course work is in general education; the remaining 70% is in technical studies.

The Associate in Applied Science Degree is the primary degree offering of the Wisconsin Technical College System.

Associate in Liberal Arts

The Associate in Liberal Arts is awarded for successful completion of a liberal arts and sciences curriculum designed to constitute the first two years of a baccalaureate degree in the arts, humanities, social sciences, and similar areas. At least 90% of the course work is in general education; the remaining 10% may be in general education or technical studies. The Associate in Liberal Arts is offered with an emphasis in Arts or Sciences.

The **Associate in Arts (AA)** curriculum typically includes more history, humanities, and social and behavior science courses than the corresponding Associate in Science degree in the liberal arts.

The **Associate in Science (AS)** curriculum typically includes more mathematics and science courses than the corresponding Associate in Arts degree in the liberal arts.

The Associate in Liberal Arts, in either Arts or Science (AA/AS), is the degree available through WTCS collegiate transfer programs at Madison, Milwaukee, and Nicolet Area technical colleges.

Associate in Pre-Professional Studies

The Associate in Pre-Professional Studies is awarded for the successful completion of a curriculum designed to meet the needs of the two-year college student who is planning to transfer to a baccalaureate degree program in a **specific professional field**. At least 60 to 65% of the coursework is in general education; the remainder of the course work is drawn from lower division courses in the career field. The Associate in Pre-Professional Studies is offered with an emphasis in Arts or Sciences.

The **Associate in Pre-Professional Arts (AA)** curriculum typically includes more history, humanities, and social and behavior science courses than the corresponding Associate in Pre-Professional Science degree.

The **Associate in Pre-Professional Science (AS)** curriculum typically includes more mathematics and science courses than the corresponding Associate in Pre-Professional Arts degree.

The Associate in Pre-Professional Studies is not a current WTCS offering.

**Associate Degree
Comparison of Typical Course Structure Examples
(in credits)**

Instructional Category	Applied Science	Liberal Arts		Pre-Professional Studies	
		Arts	Science	Arts	Science
General Education Credits	21 to 30	58 to 64	58 to 64	41	39 to 40
Communications	6	9	9	9	9
Social & Behavioral Science	6	15	9	9 to 12	9
Mathematics & Natural Science	3	7	20	11	12 to 13
Humanities		15	9	9 to 12	9
Health/Wellness		1	1		
Additional General Education	6	11 to 17	10 to 16	electives	
Technical Studies Credits	38 to 49	electives	electives	15 to 21	22 to 23
Electives Credits	0 to 6	0 to 6	0 to 6	0 to 6	
General Education	0 to 6			0 to 6	
Technical Studies		0 to 6	0 to 6		
TOTAL CREDITS	60 to 70	64	64	62 minimum	62 minimum

Attachment ESIR – 7

This attachment item was unavailable at time of posting.

Attachment ESIR - 8

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Dave Monaghan	Datatell	(513) 791-9119