

August 11, 2006

**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, August 16, 2006**, 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 – June 21, 2006 - Attachment 1](#)

D. Comments from the Public

E. Action Items

1. [Tentative Meeting Schedule – Attachment 2](#)

F. Discussion Items

1. [Enrollment Update – Attachment 3](#)
2. [Bilingual Programs Update - Attachment 4](#)
3. [Student Loan Indebtedness](#)

G. Information Items

[None](#)

H. Miscellaneous Items

1. Communications and Petitions
2. Information Items

I. Old Business/New Business

1. Date of Next Meeting: **TBA**
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/ADMINISTRATION PRESENT:

Theresa Barry	Mike Sargent
Evonne Carter	John Stilp
Darnell Cole	Dave Turner
Janice Falkenberg	Jim Walsh
Rob Hartung	Karen Zwissler
Gloria Pitchford-Trice	

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 Wednesday, June 21, 2006 and called to order by Chairperson Baker at 5:02 p.m. in the Board Room, Room M210, at the Milwaukee Campus of Milwaukee Area Technical College.

ITEM A: ROLL CALL

Present: Lauren Baker and Lenard Wells

Excused: Mark Maierle

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 – May 15, 2006 – Attachment 1

Motion: The minutes were approved without objection.

Action: **Motion approved.**

ITEM D: COMMENTS FROM THE PUBLIC

ITEM E: ACTION ITEMS

None

ITEM F: DISCUSSION ITEMS

F-1 Program Quality Review - Horticulture – Attachment 2

Discussion: Mr. Jim Walsh, Interim Provost, stated that the Horticulture Program is one of the more highly visible programs located at North Campus. He introduced Dr. Karen Zwissler, Interim Dean who introduced her team of Mr. Jim MacDonald, Dr. Glenn Petrick, Ms. Melinda Meyers, Ms. Lisa White and Mr. Michael Wendt.

Ms. Meyers began by distributing a survey, sponsored by the University of Wisconsin, which demonstrated the importance of the Horticulture industry in Wisconsin. Ms. Meyers then outlined how the program prepares students for employment in this industry. Career fairs, landscape competitions and many community opportunities are offered to our students. The landscape horticulture program is the largest FTE program at North Campus.

A new core curriculum that has been under construction for a number of years in cooperation with the industry and four year colleges will be implemented in 2007.

Mr. Walsh also stated that this program has been asked to partner with Milwaukee County to help maintain the quality of the Mitchell Park Domes. A partnership with the community organization, GROW POWER, is also being developed.

Mr. Wendt also noted that students are taken into many communities to trim and remove trees for the communities. Signage is posted at these work sites to highlight the benefit to the communities.

Director Baker inquired about high school relations. Dr. Petrick stated that there are articulation agreements with several high schools in southeastern Wisconsin, but the connection with MPS has deteriorated due to staff changes. Director Baker also inquired about recruiting minorities for the program. This issue was addressed by Ms. Meyers and Dr. Petrick

Further program information was highlighted in Attachment 2.

F-2 Program Quality Review – QRP5-Year Evaluation Adult Basic Education Program - Attachment 3

Discussion: Mr. Walsh stated this review was actually a Wisconsin Technical College System process which is completed every 5 years. It is a very thorough process that requires a great deal of preparation and participation by everyone in the division. Mr. Walsh introduced Ms. Gloria Pitchford-Trice, Dean of the division who provided a brief synopsis and introduced her team members of Ms. Maureen Garry, Mr. Westmore Holmes, Mr. Arturo Martinez, Ms. Rita Simons-Santiago and Ms. Ramona Sosa.

Mr. Holmes reviewed the best practices identified by the WTCS review team, and Ms. Garry outlined the action plan and its components that respond to the concerns specified during the process.

Mr. Walsh noted the magnitude of activities in adult basic education is very large and it requires a large, diverse external review team to conduct the review.

Director Baker inquired about the percentage of students in pre-college courses. Mr. Walsh stated that the number was close to half of all students or approximately 24,000.

Further information can be found on Attachment 3.

F-3 AAS Degree Reconfiguration Update – Attachment 4

Discussion: Mr. Walsh provided background information on the Wisconsin Technical College System required changes for the AAS degree. Mr. Walsh stated that full implementation of the changes is required for Fall, 2007 (Academic year 2008). With this deadline, reconfiguration must be completed during the coming semester so the new degree requirements can be included in the publication of the 2007-2008 catalogs and provided for the Spring 2007 student registration.

Reconfiguration reduced the total degree credits to 70, eliminated the technical support category, increased the General Education requirement from 15 to 21, and added a general studies elective category in General Education of six credits and a math or science category of three credits.

The latter two requirements were in potential conflict with MATC's General Education requirements for math and science, but the potential conflict was eliminated through a board resolution adopting the state requirement.

Mr. Walsh provided a summary of where MATC is in the reconfiguration process. He also provided information on the courses MATC submitted for addition to the state approved list. Two have been accepted and four courses should be added very soon. Reconfiguration documents have been submitted for 52 of the 58 AAS programs. Four additional programs will submit their documents as soon as advisory committee minutes are prepared and two programs will appeal one of the limitations in the new degree structure.

Further information can be found on Attachment 4.

ITEM G: INFORMATION ITEMS

G-1 AQIP Status Report

Discussion: Mr. Walsh introduced Dr. Evonne Carter, Associate Provost, who provided a status report of the AQIP process since the last report in May. Dr. Carter provided a summary report that covered the four AQIP projects currently in process.

Further information can be found on Attachment 7.

ITEM H: MISCELLANEOUS ITEMS

H-1 COMMUNICATIONS AND PETITIONS

None

H-2 INFORMATION ITEMS

Mr. Walsh provided information on the recent guaranteed transfer agreement signing with UW-Madison. This agreement guarantees MATC students' transferability to UW-Madison if the students meet identified criteria.

Director Baker noted discussions that were held with K-12 participants, MPS and MATC about the role of K-12 with ECAM. Dr. Cole stated that the private sector is stepping up and has made some commitments for students also. We are grateful and are positive that talks will continue.

Mr. Rob Hartung also noted that Dr. David Turner will have an article in Crossroads this weekend on the Challenges of Technical Education. The article will identify how MATC is responding to the needs of the manufacturing industry with programs such as WISPASS.

ITEM I: OLD BUSINESS/NEW BUSINESS

Date of Next Meeting TBA

Milwaukee Campus, Board Room (M210)

ADJOURNMENT

The Committee adjourned at 6:12 p.m.

Respectfully submitted,

Sandra C. Webster
Administrative Specialist to the Provost

ATTACHMENT ESIR – 2

**TENTATIVE EDUCATION, SERVICES, AND INSTITUTIONAL RELATIONS
COMMITTEE MEETING SCHEDULE
2006-2007**

Wednesday, August 16, 2006

Wednesday, September 20, 2006

Wednesday, October 18, 2006

Wednesday, November 15, 2006

Wednesday, December 13, 2006*

Wednesday, January 17, 2007

Wednesday, February 21, 2007

Wednesday, March 21, 2007

Wednesday, April 18, 2007

Wednesday, May 16, 2007

Wednesday, June 20, 2007

- *Meeting held on the second Wednesday due to Christmas

Meetings are held at 5:00 p.m. in the Board Room M210

Attachment ESIR – 3

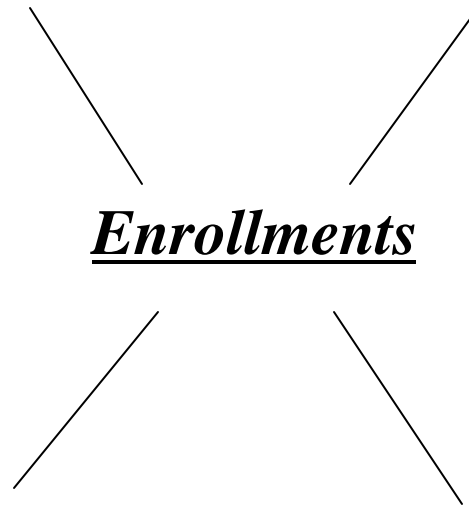
Enrollment Status Report: *ESIR Board Committee*

Prepared by David Turner, EdD, and Tom Pilarzyk, PhD
August 16, 2006

Factors Affecting Campus Enrollments

Unmanageable Factors

- Demographic Trends
- Changing Educational Marketplace
- Economic Developments
- Public Policy Changes



Manageable Factors

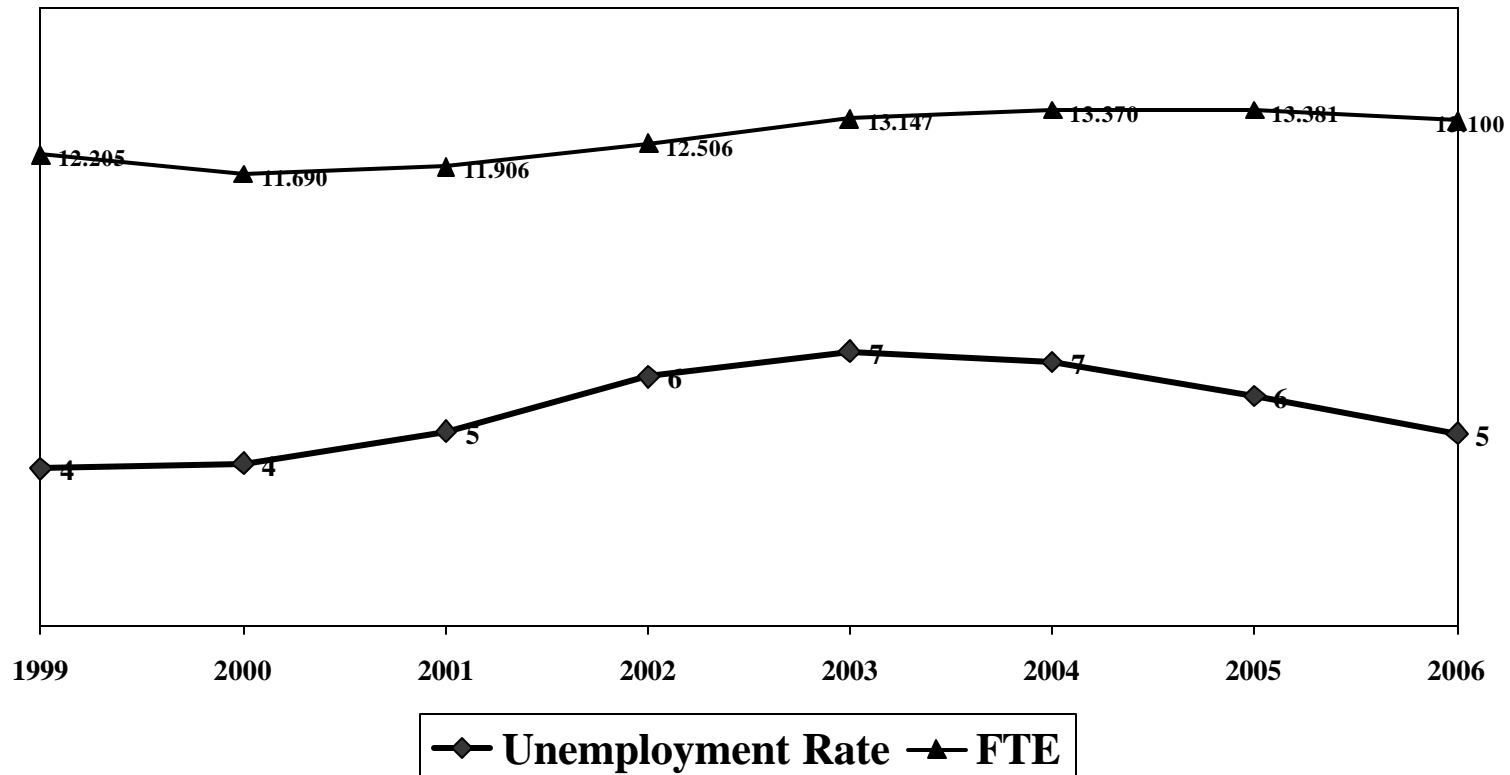
- Targeted Advertising & Marketing Efforts
- Admissions Services
- Curriculum Development
- Program Placement
- Perceived Quality of Education
- Campus Climate / Support Services
- Space / Capacity

Enrollment Trends at MATC

- Historical trends in registration head count and FTE fluctuate with external influences:
 - * Economic Conditions (e.g., recession or stagnation in the early 1980s, early 1990s, and early 2000s)
 - * Educational Competition (e.g., increases in the number of area educational institutions over time)
 - * Population (e.g., flattened district growth rates; aging population; increases in urban migrants)
 - * Public Policy (e.g., the impact of W2 reform on mid-1990s enrollments)

A Major Factor in FTE Enrollments is Milw. Co.'s Unemployment Rate

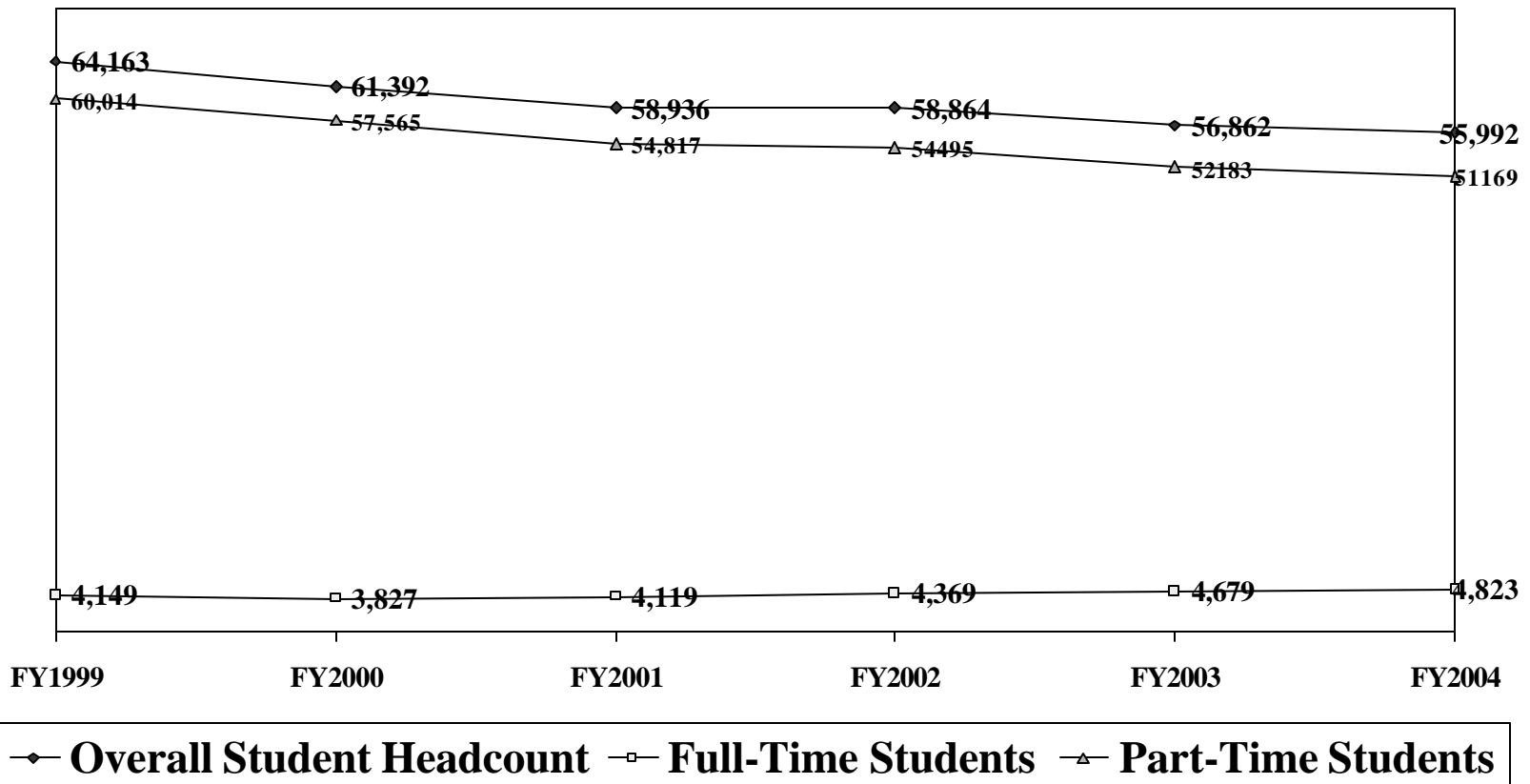
*Sources: MATC CAFR Report, Enrollment Funnel and Wis. Dept. of Workforce
Development; FY06 counts and rounded percentages below are estimates*



MATC Registration Headcount Has Declined With Decreasing Part-Timers

FY 1999 to FY 2004

Source: MATC Facts and Figures Pages

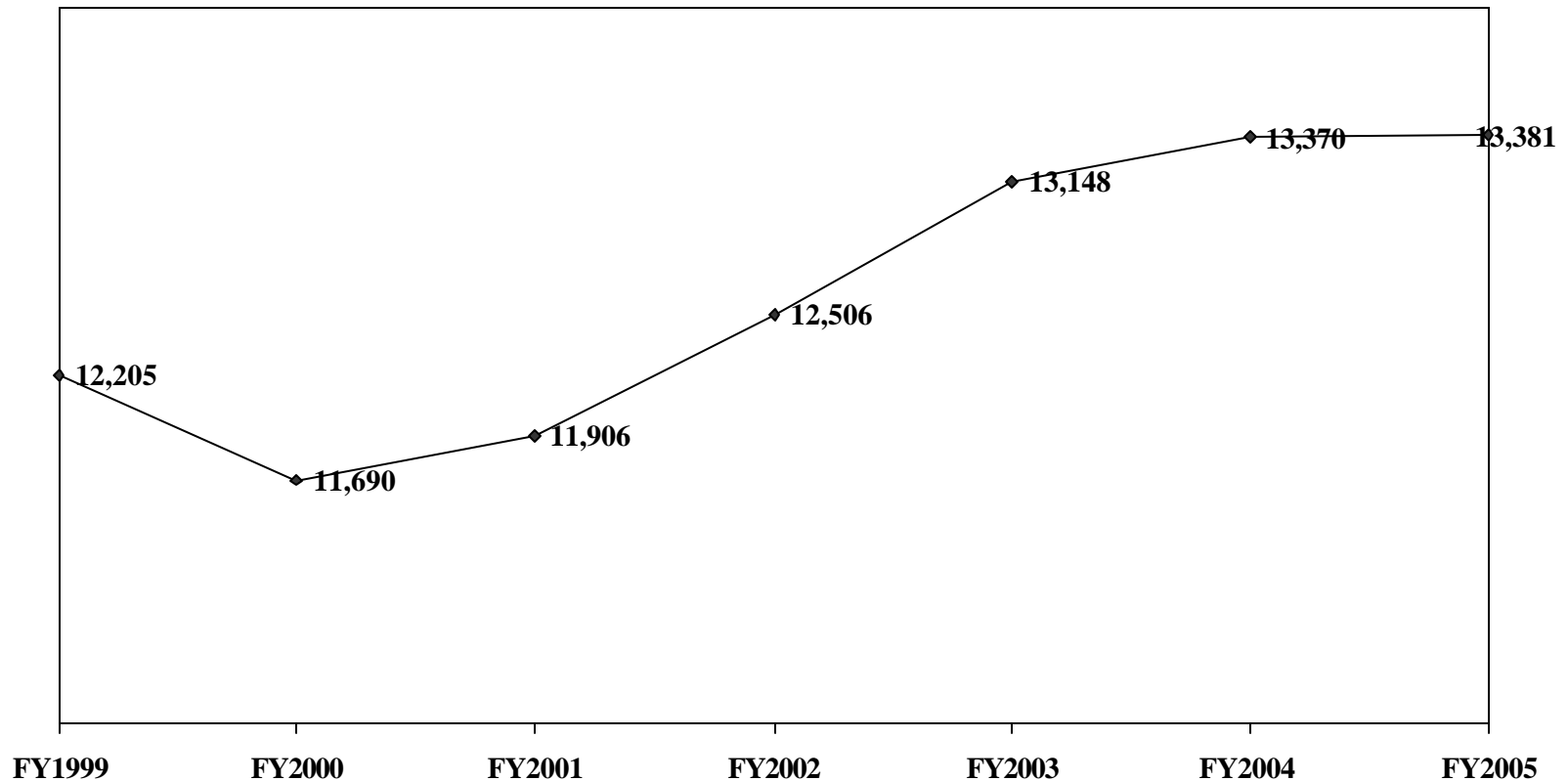


Yet FTE Enrollments Have Climbed...

FY 1999 to FY 2005

Source: MATC CFER Report, based on WTCS Board Data;

(NOTE: A FY01 change in calculating FTE by course length meant some net gain in FTE)

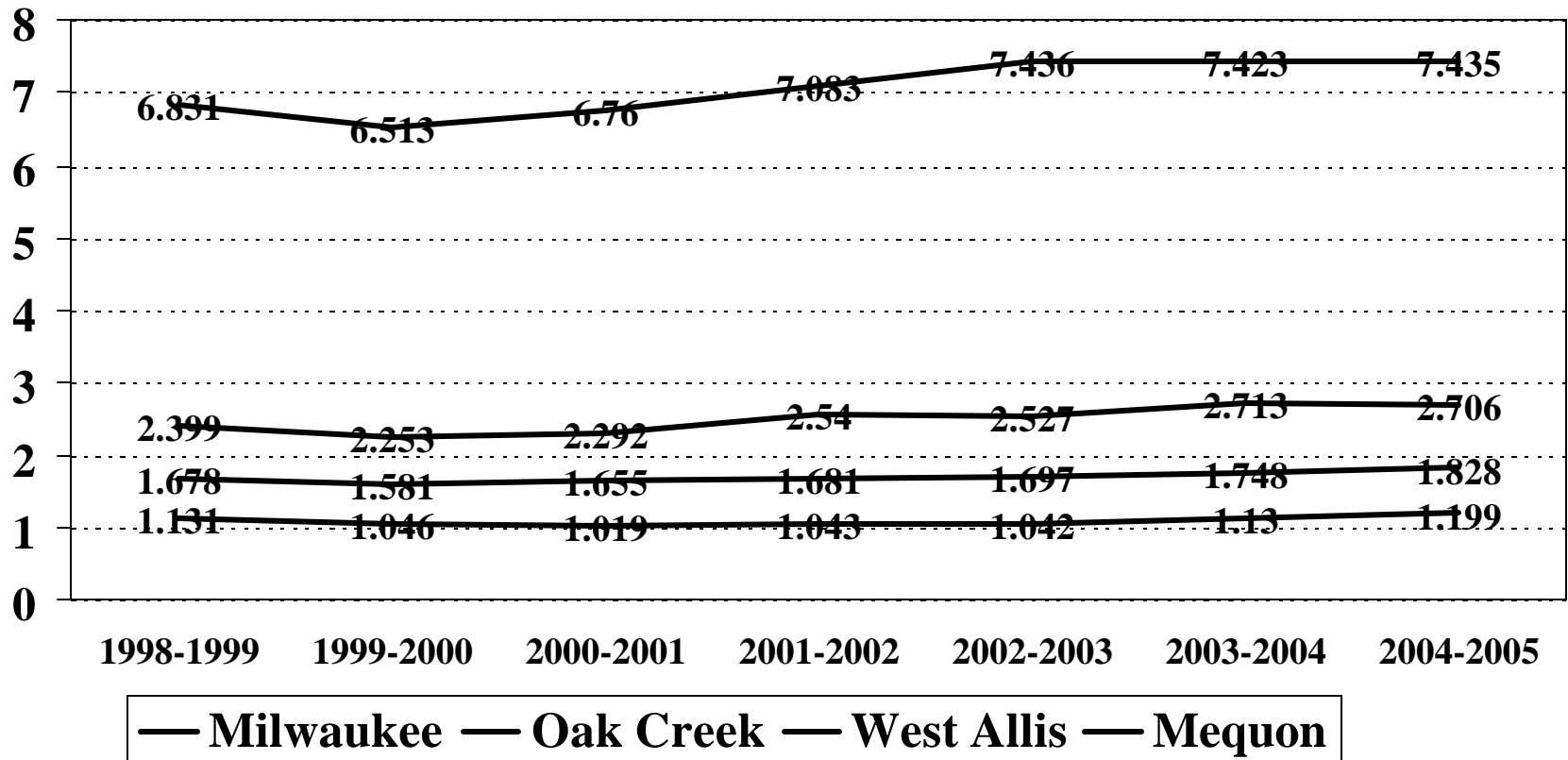


- Continued head count declines coupled with FTE increases meant fewer students were taking more credits; However, FTE increases began to level off by FY2005
- Most FTE is generated by associate degree, liberal arts transfer & Pre-College education coursework
- All campuses experienced FTE-increases between 2001 and 2005, although Downtown and Oak Creek were basically flat between 2004 and 2005

Campus FTE Trends

FY 1999-2005

Thousands

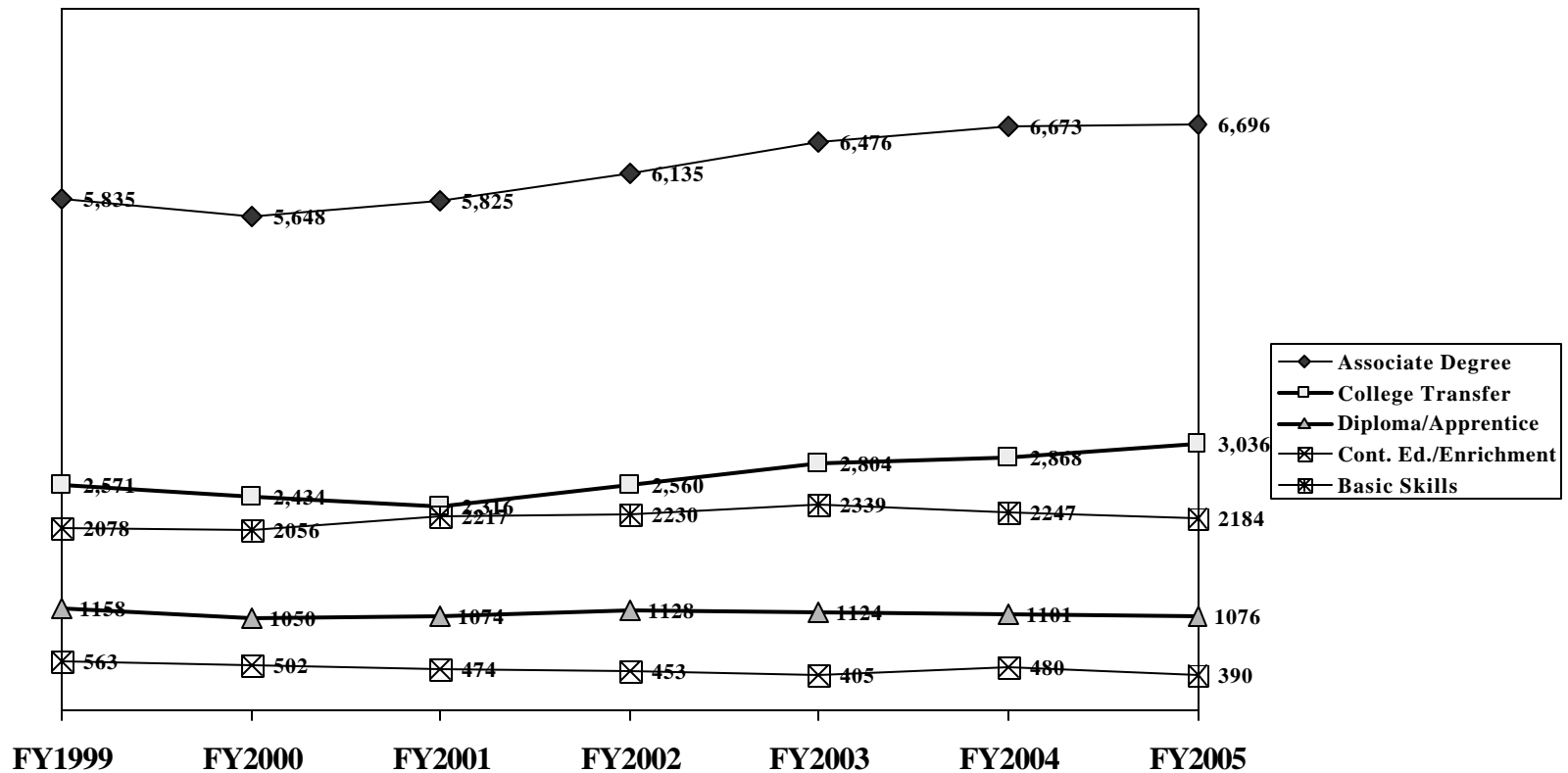


Unduplicated counts from SPRD

FTEs Increases Were Driven by Associate Degree & College Transfer Coursework

Based on Unduplicated Counts for Coursework Areas

Source: 2005 Comprehensive Annual Financial Report



FY2005 Campus Headcounts

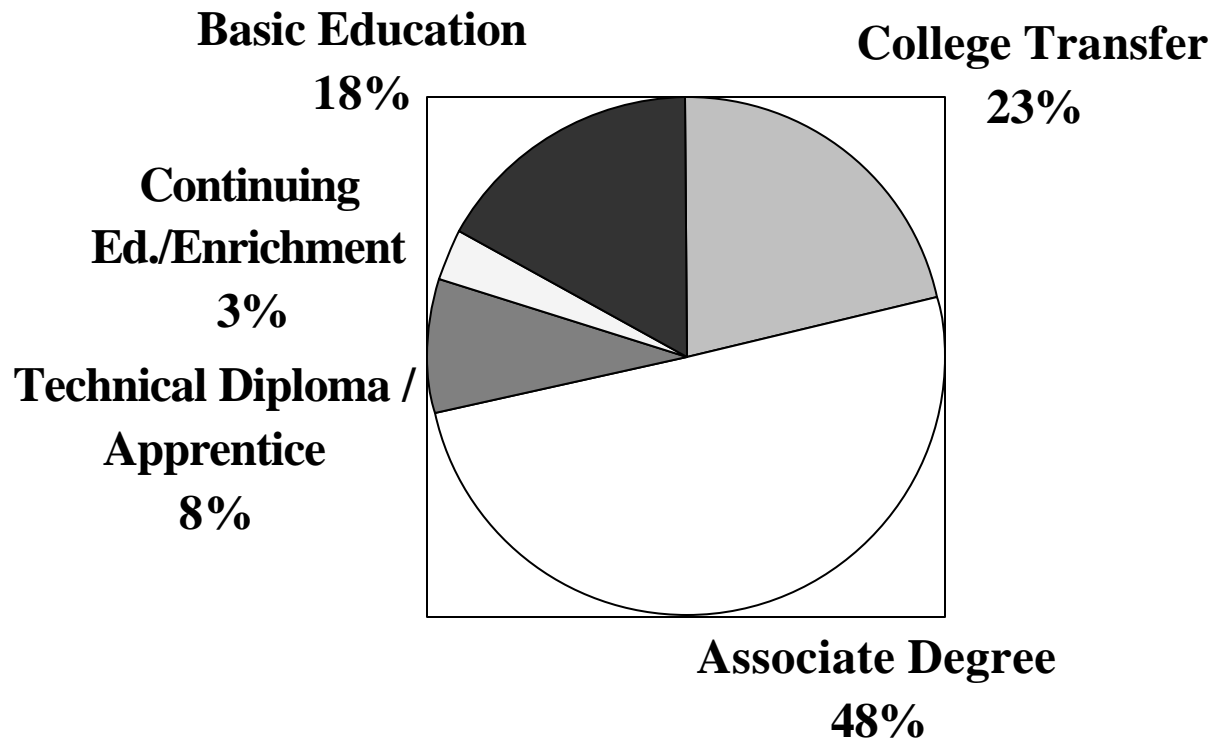
(Duplicated Between Campuses)

- Downtown 30,792 (49% of total)
- Oak Creek 15,760 (25%)
- West Allis 10,268 (16%)
- Mequon 6,077 (10%)

FY2005 FTE Distribution

Percentages Below are Based on Unduplicated Counts for Coursework Areas

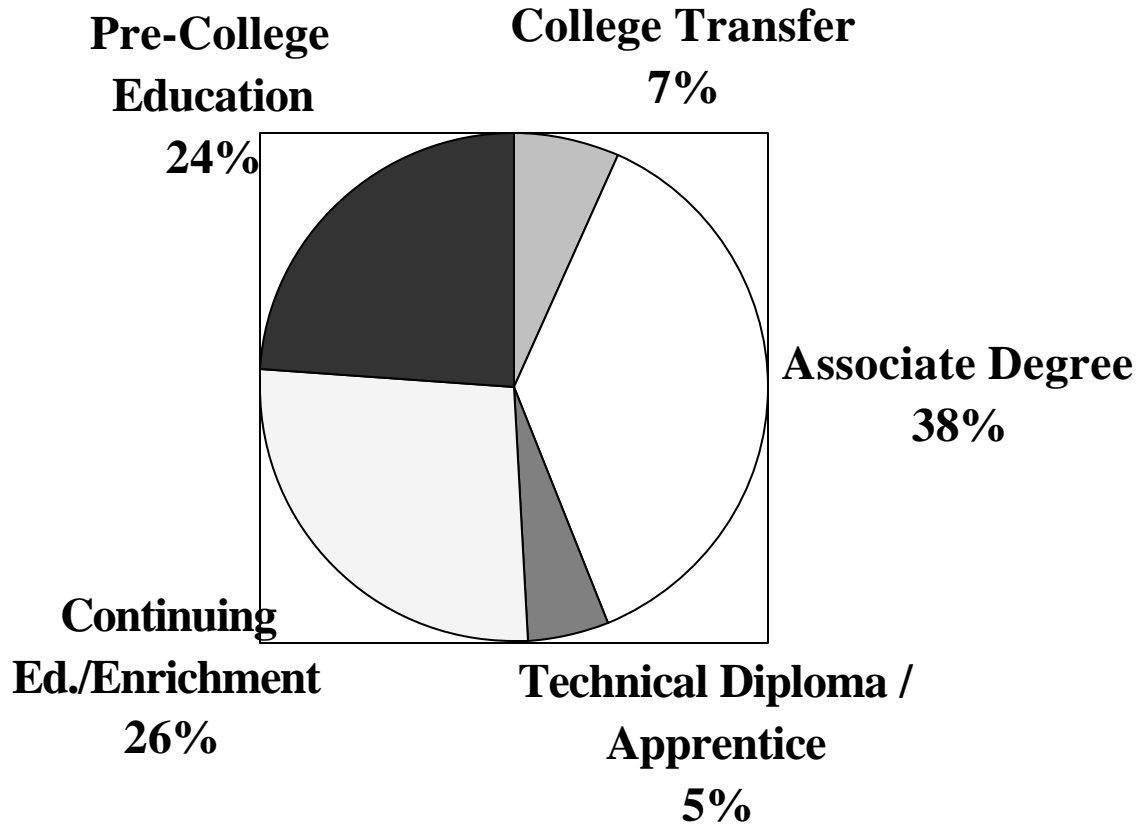
Source: 2005 Comprehensive Annual Financial Report



FY2005 Head Count Distribution

Percentages Below are Based on Unduplicated Counts for Coursework Areas

Source: 2005 Comprehensive Annual Financial Report



FY06 Enrollments in Comparison to Previous Year

- Overall FTE declined 3%, mostly Downtown
- Registrations were down 5% in Fall, 4% in Spring

	<u>FA</u>	<u>SP</u>
- Program students:	0%	-1%
- Non-program students:	-10%	-6%

- Divisional registrations were unevenly affected

	<u>FA</u>	<u>SP</u>
- Business:	-3%	-1%
- Health:	-2%	-4%
- LAS:	+5%	+3%
- Technical:	+4%	-1%

- Non-Program reg. losses were greatest in Business among the four divisions: -18% in FA06 and -6% in SP06

SP06 Program Student Registrations: **Developments During our Last Term**

Largest Increases:

EMT +87

Early Childhood Education +39

Business Mgt +38

Practical Nursing +37

Landscape Horticulture +27

Largest Decreases:

Radiography -191

Fire Science -57

Accounting -54

Registered Nursing -41

Plumber Apprentice -35

IT Programmer /Analyst -28

Phlebotomy -28

Barber Cosmetologist -25

Current Enrollments for FA07

(As of 8/9/06: Prior to deregistration)

Percentages are in comparison to FA06

- *Overall Student Registrations are even (-0.2%)*
- *Program Student Registrations are up (+3.3%)*
- *Non-Program Registrations are down (-7.5%)*
- *Overall FTE is up (+3%)*

FA07 Campus Registrations:

Percentages are in comparison to FA06

- Downtown: 0%
- Oak Creek: +8%
- West Allis: +3%
- Mequon: +7%

FA07 Divisional Registrations

Percentages are in comparison to FA06

- Business +3%
- Health +2%
- Liberal Arts +4%
- Technical +7%

Enrollment Summary

- Enrollments in the form of head count registrations and FTE vary with internal and external influences; The effects of unemployment on FTE are strong
- College enrollment growth reflects program area trends and the shifts among full- and part-time students
- Enrollments for campuses and divisions differ, reflecting varying placement of and interest in program offerings
- The FA07 up-turn in enrollment appears to be the result of recent divisional efforts at contacting inquiries and applicants and application conversion improvements
- Deregistration of students for non-payment and suspension appeals dramatically affect the enrollment picture prior to each term; Their relative impact will be evident by 8/16/06

Attachment ESIR - 4

Department of Multi-Cultural Affairs
And Bilingual Education:
A Focus
On The Bilingual Program Initiatives

Arturo Martinez
Associate Dean
Presented to ESIR Committee
August 16, 2006

Who are the ELL Bilingual Students

Crandal, (1993), Wrigley, (1993 & Flores, (1997)

- There is no typical adult ESL/ELL student. Adult English language learners differ in their languages and cultural backgrounds, their prior educational experiences and literacy, their employment history, their English language proficiency, and their reasons for participating in adult ESL and education.

The Two Primary Adult Bilingual Learners

- LEP – Limited English Proficiency: individuals with a primary language other than English.
- ELL – English Language Learner: An individual whose English may be fairly proficient, but not fluent.

Bilingual Program Services

- The Bilingual Program targets services to three unique adult student populations to meet their educational goals.
 - Students wanting to increase their English literacy or to improve their native language skills.
 - Students wanting to obtain their GED/HSED in their native language.
 - Students wanting to increase their English proficiency to enroll in a post-secondary program, a training program, or a short-term or certificate program.

Bilingual Adult Basic Skills Program

Served 1,078 students in 05/06 fiscal year

- Spanish GED/HSED – Offered at:
 - MATC – Downtown Campus
 - MATC – South Campus – new this summer
 - Currently looking at the feasibility of expanding services at Mequon Campus
 - At CBO and Neighborhood School sites

ESL, Spanish GED and low level Bilingual Adult Literacy Courses Offered at

■ CBO Sites

- SER
- Latino Community Center
- Esperanza Unida
- Loa Family Center
- Hmong American Friendship Association
- United Community Center

■ Neighborhood School Sites

- St Albert School
- La Causa School
- Riley Elementary School
- Vieau K-8 School
- Walker Middle School
- South Division

Comments from State On-Site-Visit of MATC's Bilingual Adult Basic Skills Program

- The Bilingual Spanish GED/HSED and the Bilingual CBO sites were evaluated by the State on-site visit team in March 2006.
 - The district needs to be commended for being the flagship of adult bilingual education.
 - Evaluation team was impressed with the active engagement of students in the learning process
 - Observed that DTC students are younger while CBO site students tend to represent a much older population.

Bilingual Adult Spanish GED/HSED and CBO sites staffing

- Association Dean
 - 3 GED Full-Time faculty at downtown campus
 - 1 GED Full-time faculty designated to HEP program
 - 18-22 Part-time faculty for downtown evening and at CBO sites
 - 1 Part-time Specialist to assist in testing and placement of students
 - 1 full-time Educational Assistant to assist in client reporting, testing, and to conduct student orientations

Bilingual Post-Secondary Program Models

- The three K-12 Bilingual models and Cummins theory on Second Language Acquisition has provided some direction for the development and implementation of Adult Bilingual Program Models.
- Currently very little research exists on Adult Bilingual Education models, and on how community colleges are serving the LEP student population.
- Most research on the Adult ELL population has focused on short-term Vocational ESL models and ESL programs.

MATC's Adult Post Secondary Bilingual Models

- The development of MATC's Adult Bilingual Post-Secondary Programs have depended on two major factors.
 - Creating a new framework for teaching and learning.
 - Understanding the educational needs of the ELL student population.

MATC's Adult ELL Bilingual Students

- ELL (1) – Unable to be tested via an English language standardized test.
 - Can be tested via a Spanish standardized test to assess native language literacy skills for those who test below a 6th grade level.
 - Goal is to develop students native language literacy skills that will increase cognitive learning skills for increased acquisition of a second language, and transition into Spanish GED track.

MATC's Adult ELL Bilingual Students

- ELL(2)
 - Unable to be tested via an English language standardized test.
 - Can be tested via a Spanish standardized test to assess native language literacy skills for those who test above a 6th Grade level.
 - Goal is to place students in Spanish GED track, integrated with relevant ESL content courses.
 - Model will increase cognitive learning skills that will increase acquisition of a second language for transition into other short-term Vocational ESL or post-secondary programs.

MATC's Adult ELL Bilingual Students

- ELL (3)

- Unable to be tested via an English language standardized test, but have the equivalency of a High School Diploma.
 - Goal is to offer short-term certificate or diploma programs in their native language integrated with a contextual English language acquisition course concurrently.
 - Goal is to provide students with college level courses while students engage in English language acquisition courses that will prepare them to enter the labor force with a skill and sufficient English language skills to function in the workplace.

MATC's Adult ELL Bilingual Students

- ELL (4)
 - Able to be tested via an English language standardized test but are designated as LEP's.
 - Goal is to place students in designated English entrance bilingual sections designated for ELLs.
 - Requires on-going case management staff.
 - Requires bilingual tutorial support staff to participate in the course section as tutorial support for the student.
 - Goal is to mainstream student in regular program courses.

MATC's Adult ELL Bilingual Students

- Bilingual Students (5)
 - Students are proficient in both their native language and in English.
 - Goal is to place students in designated Bilingual courses in which the student becomes proficient in two languages for the course of study enrolled.
 - Trains more bilingual students to meet the needs of employers seeking bilingual staff.

Post-Secondary Bilingual Models

- Occupation Specific English Language Acquisition Models
 - Assist students to acquire English terminology of a specific occupation to transition into an entry level credited program course.

- Use of Short-term Bilingual Certificate Program Model
 - Programs allow students to obtain a certificate in a specific occupational program area. Best for students that have some proficiency in English.

- Adult post-secondary Bilingual Maintenance Model
 - Targeted for native speakers with cognitive skills or credentials to pursue a post-secondary program in Spanish, integrated with an English language acquisition course. This requires joint collaboration among faculty and divisions.

Results and Outcomes of Post-secondary Adult Bilingual Education Program Models

fiscal year 2005/2006

- Bilingual Pre-Tech Vocational English as a Second Language (VESL) models
 - CNA 50
 - Medical Interpreter 25
 - Vocational English 30
 - Carpentry 12
 - Welding 22
 - Dental Assistant 15
 - Food Services 6
- No. of students that transferred to programs
 - CNA 48
 - Medical Interpreter 25
 - Vocational English 25
 - Carpentry 7
 - Welding 11
 - Dental Assistant* 9
 - Food Service 5
 - *class offered in students native language (Spanish)

Bilingual Post-Secondary Program Enrollment and Graduation Results for 2005/06

Course	No. Students	Graduated	Employed
Barber and Cosmetology Apprentice	25	18	
Bilingual Office Assistant	13	10	
Certified Nursing Assistant	50	48	
Dental Assistant*	9	9	4
Food Service	6	5	
Baking Assistant	8	6	
Medical Language Interpreter	25	20	

New Bilingual Post-Secondary Program Initiatives for 2006/07

Course	Projected Enrollment
Dental Assistant - Spanish	12
Bilingual Court Interpreter	18
Certified Nursing Assistant 3 - Sections	48
Food Services	12
Medical Language Interpreter	18

Future Post-Secondary Bilingual Model Directions

- To expand the number of Occupation-Specific English Language Acquisition Model
 - Will assist students to acquire English terminology of a specific occupation to accelerate transition into entry-level credited programs and courses
- Expand the Short-Term Bilingual Certificate Program Model
 - Programs allow students with some proficiency in English to obtain a certificate in a specific occupational program area.
- Assist in the development of enhanced adult post-secondary Bilingual Maintenance Model
 - Targeted for native speakers with cognitive skills or credentials to pursue a post-secondary program in Spanish, integrated in an immersion ESL curriculum

Bilingual Post-Secondary Staffing

- Association Dean -same
 - 1 FT Hispanic Specialist designated for LEP/ELL students
 - 1 FT Hispanic Specialist designated for third plus generation students

 - 1 FT Hmong Specialist designated for LEP/ELL students
 - 1 FT Hmong Specialist designated for second plus generation students

 - 1 FT Hmong Educational Assistant
 - 1 FT Hispanic Educational Assistant

 - 2 PT Hispanic Educational Assistants designated for first year students

Other LEP Demographic Data

- Hand-outs