

June 12, 2007

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 **Tuesday, June 19, 2007**, 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 – May 17, 2007 - Attachment 1

D. Comments from the Public

E. Action Items

1. Resolution (E0002-06-07) to Approve Implementation Phase for Computer Simulation and Gaming Associate Degree – Attachment 2
2. Resolution (E0003-06-07) to Approve Implementation Phase for Web Designer Diploma Program – Attachment 3

F. Discussion Items

1. Program Quality Review – Interior Design – Attachment 4
2. Discovery World Partnership Update – Attachment 5 (not available at time of posting)
3. Quarterly Child Care Update – Attachment 6
4. LPN Program Suspension – Attachment 7
5. Enrollment Update
6. End-of-Year Report of the Curriculum and Learning Committee – Attachment 8

G. Information Items

1. [AQIP Status Report – Attachment 9](#)
2. [Hessen, Germany and China Travel Report](#)

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, Wells, Wilson

* **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	Dr. Bill Hodgkinson
Dr. Dan Burrell	Dessie Levy
Barb Cannel	Al Pinkney
Dr. Evonne Carter	Gloria Pitchford-Trice
Dr. Darnell Cole	Mike Sargent
Dr. Deryl Davis-Fulmer	Dorothy Walker
Rob Hartung	Mike Walsh

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, May 15, 2007, and called to order by Chairperson Baker at 5:03 p.m. in the Board Room, Room M210, at the Milwaukee Campus of Milwaukee Area Technical College.

ITEM A: ROLL CALL

Present: Lenard Wells, and Lauren Baker.

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 – April 17, 2007 – Attachment 1

Motion: The minutes were approved without objection.

Action: **Motion approved.**

ITEM D: COMMENTS FROM THE PUBLIC

ITEM E: ACTION ITEMS

E-1 Program Discontinuance – Attachment 2

Discussion: Jim Walsh, Interim Provost, explained that the program is being discontinued because it has never been offered within the MATC District. Also, MATC has started another program with a very similar name and this could be confusing to students.

Education, Services, and Institutional Relations
Minutes of May 15, 2007
Page 2

Motion: It was moved by Director Wells, seconded by Director Baker, for approval to accept the Program Discontinuance – Attachment 2.

Action: Motion Approved.

Ms. Anne Wilson joined the committee at 5:08 p.m.

ITEM F: DISCUSSION ITEMS

F-1 Program Quality Review – Machine Tool Operations – Attachment 3

Discussion: Mr. Walsh introduced Ms. Dorothy Walker—Associate Dean of the Machine Tool Operations program. Mr. Walsh also noted that the employment opportunities for students in this program are numerous and that the program is currently undergoing an extensive reconfiguration of curriculum and labs. Ms. Walker introduced Ms. Susan Richards—Advisory Committee Member, Mr. Tom Olson—Department Chair, and Mr. Jalal Nuruddin—Instructor of CNC programming. The Machine Tool Operations program runs three sections between the Milwaukee and Oak Creek Campuses. Mr. Olson explained that the structure of the program was changed to allow more flexibility in delivery of instruction as well as implementation of the NIMS (National Industrial Metalworking Standards) standards that are an integral part of the qualifications sought by industry. In addition geometric dimensioning and ISO9000 competencies have also been added. These changes allow the students the option of graduating after the first year with a Machine Tool Operations diploma or the option of continuing into one of three tracks that link to the first years curriculum; Tool & Die, CNC Programming, and/or Screw Machining. The Screw Machine program is the only program of its kind in the Wisconsin.

Ms. Baker expressed concern regarding the low number of females and the action plan not reflecting a plan for improvement. Ms. Walker responded that a short-term training program entirely in Spanish was developed to aid in recruitment of Hispanic populations.

F-2 Program Quality Review – Computer Electronics Technology – Attachment 4

Discussion: Mr. Walsh introduce Dr. Bill Hodgkinson—Associate Dean in the Technology and Applied Sciences Division. Dr. Hodgkinson introduced Mr. Mark Porubsky and Mr. Marc Brucker—Instructors in Computer Electronics Technology. This is the only program of its kind in the state. Mr. Wells encouraged the staff and faculty to look to other programs to see how they have recruited and retained women and minorities in their programs. Ms. Baker stated that the implementation of the internship portion of the program was an important addition.

F-3 Student Senate/Organizations Update – Attachment 5

Discussion: Ms. Theresa Barry—Vice President of Student Services explained that at a previous meeting she was charged to determine how other colleges interact with their student organizations and develop a procedure based on their best practices. The attachment outlines those best practices as well as identifying a list of recommendations. Ms. Barry will be meeting with the Student Senate on May 23 to get feedback on the proposal. Ms. Baker expressed a desire for a procedure for students to address concerns with the Board and recommended that Ms. Barry pursue that at her meeting with the Student Senate. The procedure should be brought back to ESIR for review in the fall.

Ms. Barry explained that this new structure will give the students more voice in allocating their money.

F-4 Preliminary Construction/Renovation & Equipment Budget – Attachment 6

Discussion: Mr. Mike Sargent—Vice President of Finance explained that the attachment is a result of evaluating requests from all areas of the college. Ms. Baker requested that a list of requests and allocations for the academic areas be compiled and connected to a long term plan.

ITEM G: INFORMATION ITEMS

G-1 Enrollment Update

Discussion: Ms. Barry explained that we have just started to enroll students for FA2008. At this point, we are up 64% from this same time last year. Early advising of current students has been implemented.

G-2 Program Changes Mobile Commerce ATC

- **Mobile Commerce ATC**

Discussion: Mr. Walsh explained that this item is only to make the Board aware that due to low enrollment, the administration has decided not to continue with this certificate. To date, no students have completed this certificate program.

- **Court Interpreter Program**

Discussion: Mr. Walsh explained that during the investigation phase, it was determined that the students completing this program would not be employable due to liability concerns and therefore we will not proceed to the program implementation phase for this program.

G-3 Financial Aid Update – Attachment 7

Discussion: Ms. Barry introduced Mr. Al Pinkney—Associate Vice President of Student Services. Mr. Pinkney noted the press coverage about preferred lenders and how schools were choosing them. The attachment lists current measurements used to select lenders as well as the current default rates.

Mr. Pinkney explained that Financial Aid will be putting together a scorecard of benefits available from lenders. Workshops will be conducted by MATC staff with information provided by lenders to make students aware of features offered by lenders. Lenders will no longer be able to present these workshops. Concern was expressed that the lenders are the experts and the college will want to be careful to give the best information possible to our students. Mr. Pinkney explained that MATC will continue to have a preferred lender list. The formal selection process will be conducted with the help of legal counsel.

A formal presentation will be given to the full board after the state and federal governments have passed legislation regarding lending.

G-4 UW-Stout Visit

Discussion: Mr. Walsh reported that several members of the MATC staff visited UW Stout, Wisconsin's Polytech University, in April, 2007. The purpose of this leadership summit was to determine how Waukesha County Technical College, Gateway Technical

College, UW-Waukesa County, and MATC could partner with UW-Stout to grow their presence in SE Wisconsin. UW-Stout personnel reported that individuals with an Associate in Applied Science degree that move on to obtain a Bachelor Degree are in greater demand than students that go right for their Bachelors degree. UW-Stout also uses a program for improving retention in Math that Dr. Dan Burrell—Dean of Liberal Arts and Sciences will be investigating to see if this program would be of benefit to MATC.

ITEM H: MISCELLANEOUS ITEMS

H-1 COMMUNICATIONS AND PETITIONS

None

H-2 INFORMATION ITEMS

None

ITEM I: OLD BUSINESS/NEW BUSINESS

Date of Next Meeting: Tuesday, June 19, 2007, 5:00 p.m.

Milwaukee Campus, Board Room (M210)

ADJOURNMENT

The Committee adjourned at 6:27 p.m.

Respectfully submitted,

Michele M. Conroy
Administrative Specialist to the Provost

ESIR Attachment - 2

RESOLUTION TO APPROVE COMPUTER SIMULATION AND GAMES ASSOCIATE DEGREE

Stage III, Program Implementation

Background Investigation and Implementation

Targeted at recent high school graduates, this inter-department program is designed to enhance and develop students math, problem-solving, and object-oriented programming skills while creating computer simulations and game programs for a variety of practical applications. The degree will combine the disciplines of computer science and animation complimenting MATC's current program mix while giving students an opportunity to gain employment in the video gaming industry which has tripled in sales in the last decade. The new curriculum adapts content from existing courses as much as possible enabling the maximization of FTE's while limiting the necessity of adding faculty. To accomplish this objective, faculty training will be critical.

The cross discipline program is designed to create a work like environment while teaching concepts of planning, design, development and testing of a computer simulation and gaming product. It is intended to give students applied skills in emerging technologies, object-oriented programming concepts, languages, creative design, planning, modeling, communication, team work and problem analysis. Students will plan, create, and produce simulations and games while understanding market applications, user ramifications and testing requirements. Highlighting the program will be a yearlong simulation or game project. It will teach students how to work as teams as they will in the real-world. Each team member will bring to the table what they know best i.e. computer programming or animation and they will learn from each other as they create a project.

The interactive, multi-media entertainment and educational experience industry is a \$7+ billion market. Currently there are about 12 gaming companies in Wisconsin based on research done by the owner of Foreverinteractive.com. There are two large game companies in Madison, Ravensoft and Human Head, a middle size company in Green Bay, Frozencode, and the rest are scattered throughout Eastern Wisconsin. We anticipate the number increasing based on the passing of Act 483 that gives tax breaks to the movie and entertainment and video gaming industry in Wisconsin. The jobs in this industry will offer new opportunities for creative individuals and they reflect the merging of the IT industry with the visual communications industry. The dominant skill set in the industry is programming, because without it, all the great 3D animations, backgrounds, special effects and cool hardware controllers won't work. Job titles are diverse including Multimedia Artists and animators – 3D Modelers, Artist and Animators, Computer Programmers, Computer Software Engineers-Applications, Computer Software Engineers-Systems Software, and Computer Systems Analysts. Salaries in the Milwaukee area range from \$12 to \$50 per hour with \$17 as the median.

Background Information

New full-time Faculty Required:	0 (Use existing ITDEV, VICOM and ANIM faculty)
New Part-time Faculty Required:	1 (Funded through reallocation)
Renovation/Remodeling Costs:	None requested at this time
Equipment/Facilities Costs:	\$33,400 From other sources *
Starting Date:	August, 2007
Program Initiated by:	ITDEV, VICOM and ANIM Advisory Board and Faculty

Resolution

Therefore, BE IT RESOLVED, that the Milwaukee Area Technical College District Board of Directors submit Stage III, Implementation, Computer Simulation and Gaming to the Wisconsin Technical College System Board for consideration and approval.

* Potential funding for the equipment – applied for State GPR Grant

ESIR Attachment - 3

Resolution to Approve Web Designer Technical Diploma

Stage III, Program Implementation

Background Investigation and Implementation

The Web Designer Technical Diploma is a 32-credit set of courses designed to provide training for web design professionals. The curriculum is drawn from existing courses in the Vicom and eCommerce/Web Administration associate degree programs. It provides a 'career ladder' for students seeking employable skills in the web design industry. Upon completion of the Web Designer Technical Diploma, graduates would be able to continue working toward either the Vicom or eCommerce/Web Administration associate degree.

This focused program will enable students to move rapidly into the job market while allowing them to continue their education. It would also allow MATC to better train employees currently working in the industry, who may already have degrees, but are in need of updating their skills.

Demand for web design employees in the Milwaukee market has increased over the past four year. MATC's 2007 web development employer needs assessment survey shows that this trend will continue over the next four years. Results of the survey show that there will be an average of 2.65 full time and .7 part time jobs per organization over the next four years. One hundred percent of the respondents said that they would hire MATC graduates, all other things being equal. The average starting salary is over \$39,500 per year for these full time positions.

Background Information

New Full-time Faculty Required:	0 (use existing faculty)
New Part-time Faculty Required:	23.4% load (reallocation of resources)
Renovation/Remodeling Costs:	None requested at this time
Equipment/Facilities Costs:	\$5,000 - certification testing software
Starting Date:	August 2007
Program Initiated by:	Business Division

Resolution

Therefore, BE IT RESOLVED, that Milwaukee Area District Board of Vocational, Technical, and Adult Education approve Stage III, Implementation, of the Web Designer Technical Diploma and forward it to the Wisconsin Technical College System office for final review and approval.

ESIR Attachment - 4

QUALITY REVIEW PROCESS

PROGRAM PROFILE

Interior Design (10-304-1)

This Associate Degree program went through a quality review process during the 2007 academic year. The internal program quality review team was comprised of Walter Janke, Jill Kemper, Ken Vonderberg, Mary Walgren, and Dr. Katherine Collins, the Associate Dean for the program. The External Review Team was comprised of the advising committee for the program.

Interior Design is an associate degree program that offers two options to prepare students for a career designing residential and commercial interiors. The Foundations option provides the basic skills needed to work as an interior designer. Coursework includes architectural drawing, space planning, kitchen design, computer-aided drafting and sales techniques. The Specializations option prepares students for employment in commercial design such as health care interiors, corporate facilities, and hotel/resort interiors. Graduates may be employed by design studios, furniture stores, commercial distributorships and architectural firms. Art, drafting, speech and computer courses are helpful. Core skills include communication ability, attention to detail and self motivation.

The greater Milwaukee area, as well as the rest of Wisconsin, offers a wide variety of career opportunities with the greatest opportunities in designing health care facilities and kitchens. Graduates of this program are expected to be able to develop a design concept, visualize a design solution in three dimensions, make appropriate color and finish selections, and justify choices to a client using written and verbal communication.

Demographics for FY 2006:

1. During FY 2006, 241 students were enrolled in the program. This number is higher than the five year average enrollment of 203.4 students.
2. The program generated 120 FTEs during FY 2006. FTEs were 14.5% higher than the five year average of 102.6.
3. Males were 7.5% (18) and females were 92.5% (223) of the FY 2006 enrollment. This represented a 10.3% increase in the percentage of males in the program over the five year average of 6.8%.
4. Program enrollments for FY2006 included 35 minority students (14.5%). The percentage of minority enrollment for FY2006 was higher than the five year average for the program of 12.9%.

Course Completion and Other Selected Outcomes for FY 2006:

1. The course completion rate for this program in face-to-face sections was 84.3% for FY 2006, which is equal to the five year average completion rate.
2. The graduation index is calculated by dividing the number of graduates in FY 2006 by the number of students enrolled in the program code that same year. The annual graduation index for this program for FY 2006 was 12% or 29 of the 241 students enrolled.
3. Employment and wage data for this program was available for FY 2005, when MATC graduate employment reports show that the annual average wage for program graduates was \$31,574.
4. The *Graduate Employment Report* reported that 82% of the program graduates were employed within six months and that 74 employment opportunities were received by MATC for this program in 2005; statewide the projected annual demand was 40.

**Quality Review Process
Scorecard
FY2006**

10-304-1

Interior Design

State Indicators	Actual Performance FY2006	Threshold Performance Average of 4 lowest in the State	Target Performance Average of 4 highest in the State
A. Course Completion	68.46	68.82	77.54
B. Special Pops Crs Completion	63.71	65.27	75.08
C. Minority Crs Completion	46.88	52.54	78.25
D. Second Year Retention	61.90	60.88	70.95
E. Third Year Retention	51.39	45.89	58.22
F. Third Year Graduation	18.06	23.59	41.35
G. Fifth Year Graduation	17.11	28.19	45.76
H. Placement Rate All	87.50	98.63	100.00
I. Placement Rate Related	31.25	83.04	100.00
J. NTO Enrollment	0.00	0.00	0.00

MATC Indicators	Actual Performance FY2006		Threshold Performance		Target Performance	
	N	%	N	%	N	%
1) Program Enrollment: Headcount	241		225		236	
2) Program Enrollment: FTEs	120.0		111.9		117	
3) Graduation	29	12.0	21		23	
4) % Racial/Ethnic Minority Students	32	13.3	72	30.0	96	40.0
5) Sections						
Traditional Delivery	46					
Alternative Delivery	N/A	N/A	7	15.0	12	25.0
6) Section Completion Rate						
Traditional Delivery Total Enrollment	874					
Traditional Delivery (Pass)	737	84.3	612	70.0	699	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	29					
Full-Time	72					
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
Scorecard
FY2006**

10-304-1

Interior Design

	FY2002		FY2003		FY2004		FY2005		FY2006	
	N	%	N	%	N	%	N	%	N	%
1) Program Enrollment: Headcount⁽ⁱ⁾	200		175		176		225		241	
Full-Time	40	20.0	49	28.0	38	21.6	56	24.9	65	27.0
Part-Time	160	80.0	126	72.0	138	78.4	169	75.1	176	73.0
2) Program Enrollment: FTEs⁽ⁱ⁾	99.3		91.4		90.3		111.9		120.0	
3) Graduation⁽ⁱ⁾	15	7.5	15	8.6	14	8.0	21	9.3	29	12.0
4) Racial/Ethnic Minority Students⁽ⁱ⁾	26	13.0	20	11.4	17	9.7	33	14.7	32	13.3
5) Sections⁽ⁱⁱ⁾										
Traditional Delivery	39		48		48		44		46	
Alternative Delivery	2	4.9	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	660		730		771		793		874	
Pass	552	83.6	613	84.0	642	83.3	684	86.3	737	84.3
Non-Pass	103	15.6	25	3.4	37	4.8	29	3.7	35	4.0
Other	5	0.8	92	12.6	92	11.9	80	10.1	102	11.7
Alternative Delivery Total Enrollment	32		N/A		N/A		N/A		N/A	
Pass	7	21.9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Pass	0	0.0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Other	39	121.9	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	4		3		5		17		29	
Full-Time	13		9		16		52		72	

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
Graduation counts include those entered on COSMO by the closing of Client Reporting and with a graduation date within the year being re
Also included are those who met requirements for graduation but chose not to apply for graduation.

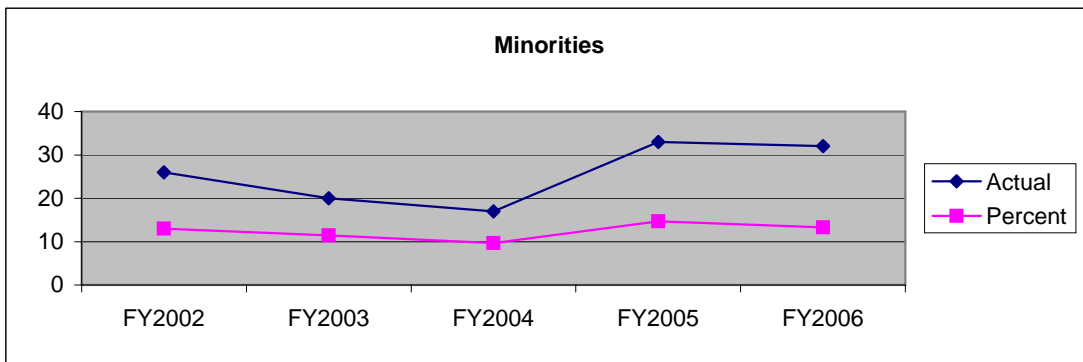
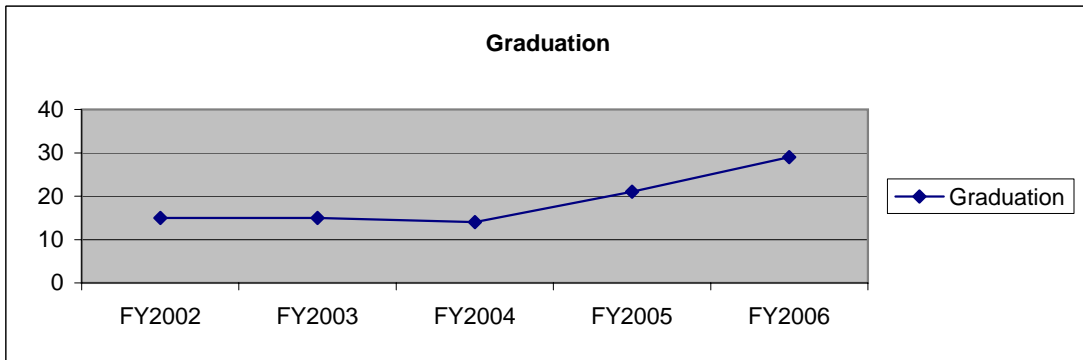
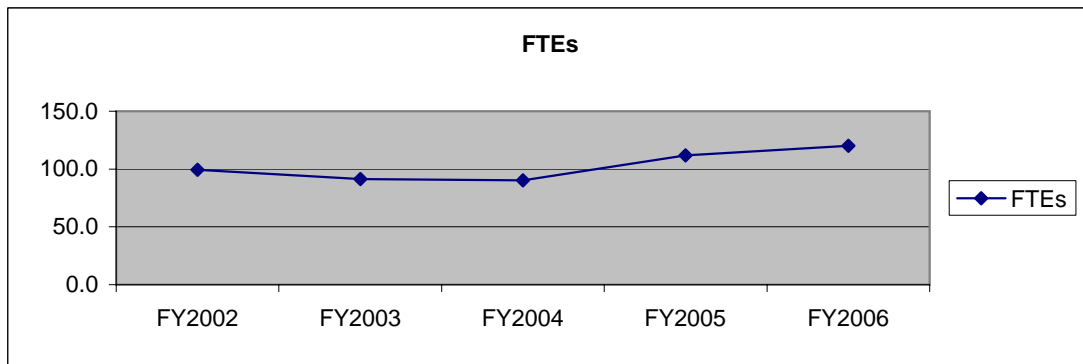
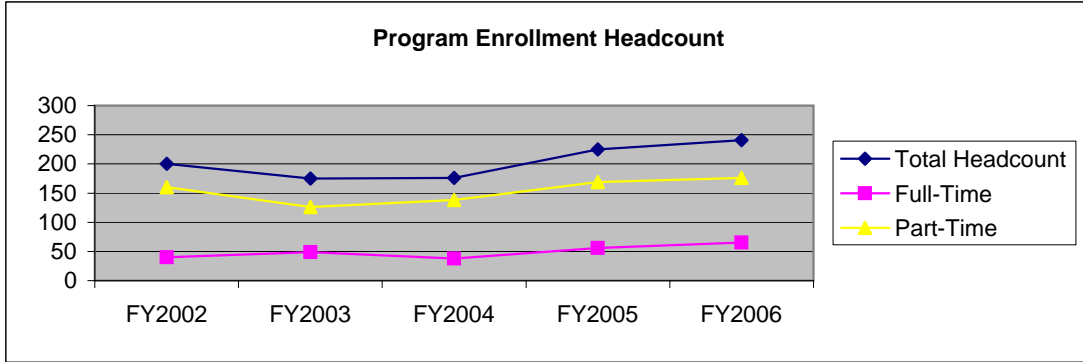
⁽ⁱⁱ⁾ Source is COSMO. This is the number of sections offered for courses in the program curriculum with the same
department as the department of the program.

⁽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 Scorecard FY2006

10-304-1
Interior Design



**Quality Review Process
Scorecard
FY2006**

**10-304-1
Interior Design**

	FY2002		FY2003		FY2004		FY2005		FY2006	
	N	%	N	%	N	%	N	%	N	%
ENROLLMENT⁽¹⁾										
Total	200		175		176		225		241	
GENDER⁽¹⁾⁽²⁾										
Male	14	7.0	8	4.6	12	6.9	17	7.6	18	7.5
Female	185	93.0	167	95.4	163	93.1	208	92.4	223	92.5
N/A	1	*	0	*	1	*	0	*	0	*
ETHNICITY⁽¹⁾⁽³⁾										
Indian	1	0.5	2	1.2	2	1.2	3	1.4	2	0.8
Asian	4	2.1	3	1.8	4	2.4	7	3.2	9	3.8
Black	12	6.4	11	6.5	10	6.0	13	5.9	13	5.5
Hispanic	9	4.8	4	2.4	1	0.6	10	4.5	8	3.4
White	162	86.2	148	88.1	150	89.8	187	85.0	206	86.6
N/A	12	*	7	*	9	*	5	*	3	*
AGE⁽⁴⁾										
less than 18	0	0.0	1	0.6	0	0.0	1	0.4	0	0.0
18-24	79	39.5	88	50.3	89	50.6	109	48.4	116	48.1
25-34	65	32.5	41	23.4	42	23.9	64	28.4	61	25.3
35-49	48	24.0	35	20.0	36	20.5	40	17.8	48	19.9
50-Over	8	4.0	10	5.7	9	5.1	11	4.9	16	6.6
N/A	0	*	0	*	0	*	0	*	0	*

Footnote:

N/A = Not Available

⁽¹⁾ Source is State Report VE215330.

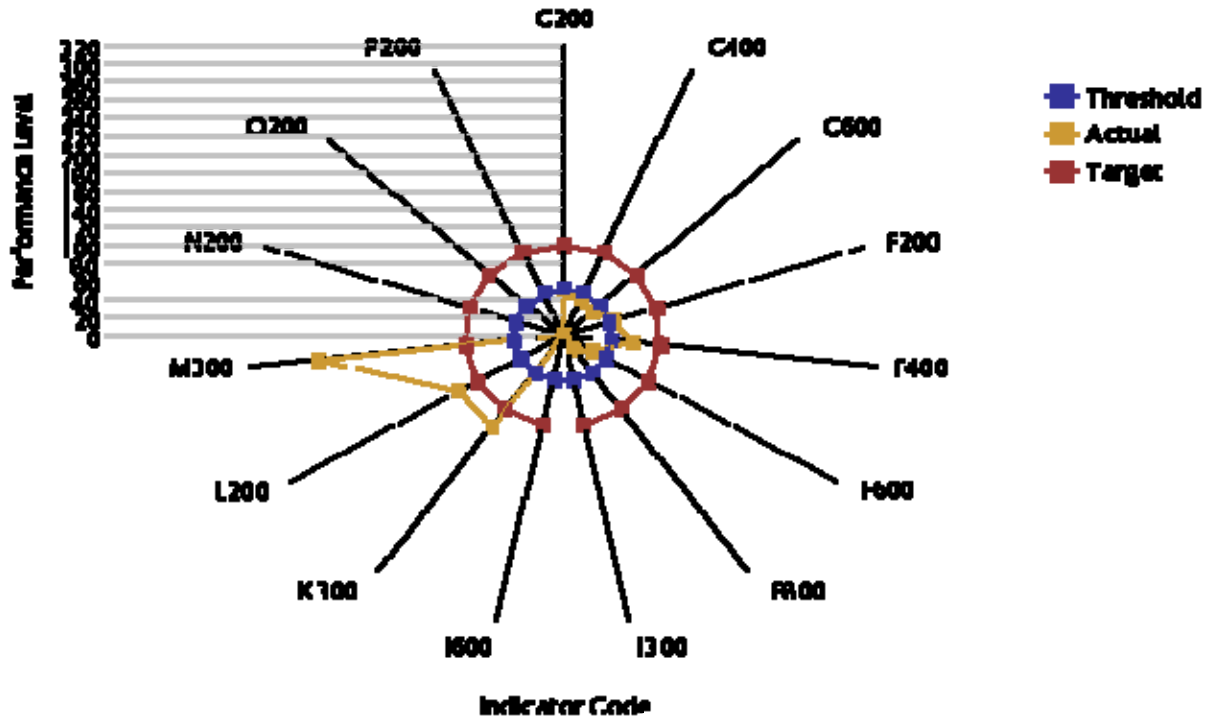
⁽²⁾ Gender percentages are based on total known gender, not total enrollment.
* N/A gender percentage is not computed.

⁽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.

ORP Scorecard

Milwaukee Area Technical College
 10-304-1 Interior Design
 Evaluation Type: Educational Program Evaluation
 Fiscal Year: 2006



STATE LEVEL

Indicator Name	Threshold	Target	Actual
C200-Course Completion	68.82	77.54	68.46
C400-Special Populations Course Completion	65.27	75.08	63.71
C600-Minority Course Completion	52.54	78.25	46.88
F200-Second Year Retention	60.88	70.95	61.90
F400-Third Year Retention	45.89	58.22	51.39
F600-Third Year Graduation	23.59	41.35	18.06
F800-Fifth Year Graduation	28.19	45.76	17.11
I300-Job Placement - All Employment	98.63	100.00	87.50
I600-Job Placement - Related Employment	83.04	100.00	31.25

COLLEGE LEVEL

Indicator Name	Threshold	Target	Actual
K300-Actual Enrollment	225.00	236.25	241.00
L200-Actual FTE	111.86	117.45	119.99
M300-Actual Graduation	21.00	23.10	29.00
N200-Actual % Minorities	30.00	40.00	13.45
O200-% Alternative Delivery Sections	15.00	25.00	0.00
P200-% Alternative Delivery Completions	70.00	80.00	0.00

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

Program & Number: Interior Design - 10-304-1		Review Date: June 19, 2007	
Division: Business and Information Technology Division		Campus: Mequon and West Allis	
Internal Review Team: Katherine Collins, Walter Janke, Jill Kemper, Ken Vonderberg, Mary Walgren			
External Review Team: Advisory Committee			
Focus Groups: Katherine Collins, Walter Janke, Jill Kemper, Ken Vonderberg, Mary Walgren			
Year 1			
<p>Indicator: % Racial/Ethnic Minority Students</p> <p>Current Performance: 32% Threshold Performance: 72% Target Performance: 96%</p> <p>Data Goal: Increase minority enrollment by 2% in each of the next three years .</p> <p>Action/Steps: Identify and implement strategies for increasing minority program enrollments by outreach and partnerships with community based organizations and urban high schools.</p>	<p>Person Responsible Associate Dean and Faculty</p>	<p>Timeline: 6/30/2007 – 6/30/2010</p>	<p>Cost: \$3,000 Source of funding: Departmental Budget Marketing materials, faculty supplies for school visits.</p>

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

Program & Number: Interior Design - 10-304-1		Review Date: June 19, 2007	
Division: Business and Information Technology Division		Campus: Mequon and West Allis	
Internal Review Team: Katherine Collins, Walter Janke, Jill Kemper, Ken Vonderberg, Mary Walgren			
External Review Team: Advisory Committee			
Focus Groups: Katherine Collins, Walter Janke, Jill Kemper, Ken Vonderberg, Mary Walgren			
<p>Indicator: Placement Rate Related</p> <p>Current Performance: 31% Threshold Performance: 83% Target Performance: 100%</p> <p>Data Goal: Increase placement rate related by 3% In each of the next three years.</p> <p>Action/Steps: Collaborate with Students Services to identify employers in the region. Invite key individuals into classrooms to assist students in identifying job opportunities and modes of enhancing job skills for readiness for employment. Develop a student graduate response card to be completed by graduating students at portfolio show indicating job placement, and updates of address, email and phone numbers.</p>	<p>Person Responsible Faculty</p>	<p>Timeline: 6/30/2007 – 6/30/2010</p>	<p>Cost: Source of funding:</p>

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

Program & Number: Interior Design - 10-304-1		Review Date: June 19, 2007	
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Internal Review Team: Katherine Collins, Walter Janke, Jill Kemper, Ken Vonderberg, Mary Walgren			
External Review Team: Advisory Committee			
Focus Groups: Katherine Collins, Walter Janke, Jill Kemper, Ken Vonderberg, Mary Walgren			
Indicator: Sections – Alternative Delivery	Person Responsible Faculty	Timeline: 6/30/2007 – 6/30/2010	Cost: \$4,500 Source of funding: Faculty online development funds.
Current Performance: N/A Threshold Performance: 7 Target Performance: 12 Data Goal: Initiate online delivery mode within the Interior Design Program and increase number of Online courses available by 1 in each of the next three years.			
Year 2			

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

Program & Number: Interior Design - 10-304-1		Review Date: June 19, 2007	
Division: Business and Information Technology Division		Campus: Mequon and West Allis	
Internal Review Team: Katherine Collins, Walter Janke, Jill Kemper, Ken Vonderberg, Mary Walgren			
External Review Team: Advisory Committee			
Focus Groups: Katherine Collins, Walter Janke, Jill Kemper, Ken Vonderberg, Mary Walgren			
Indicator: Third Year Graduation Current Performance: 18% Threshold Performance: 23% Target Performance: 41% Data Goal: Increase Third Year Graduation Rate by 1% in each of the next two years . Action/Steps: Identify factors leading to students not graduating and implement a Departmental Plan to work with Student Life and students encouraging students to follow through to graduation.	Person Responsible Faculty	Timeline: 6/30/2008 – 6/30/2010	Cost: Source of funding:

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

Program & Number: Interior Design - 10-304-1		Review Date: June 19, 2007	
Division: Business and Information Technology Division		Campus: Mequon and West Allis	
Internal Review Team: Katherine Collins, Walter Janke, Jill Kemper, Ken Vonderberg, Mary Walgren			
External Review Team: Advisory Committee			
Focus Groups: Katherine Collins, Walter Janke, Jill Kemper, Ken Vonderberg, Mary Walgren			
Indicator: Placement Rate All Current Performance: 87% Threshold Performance: 98% Target Performance: 100% Data Goal: Increase Graduation Rate by 1% per Year over the next 2 years. Action/Steps: Increase networking with industry to include membership in ASID (American Society of Interior Design) and other professional organizations and activities such as NARI, Breast Cancer Showhouse, etc.	Person Responsible Faculty	Timeline : 6/30/2008 – 6/30/2010	Cost: \$3,000 Source of funding: Budgeted supplies

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

Program & Number: Interior Design - 10-304-1		Review Date: June 19, 2007	
Division: Business and Information Technology Division		Campus: Mequon and West Allis	
Internal Review Team: Katherine Collins, Walter Janke, Jill Kemper, Ken Vonderberg, Mary Walgren			
External Review Team: Advisory Committee			
Focus Groups: Katherine Collins, Walter Janke, Jill Kemper, Ken Vonderberg, Mary Walgren			
Indicator: Course Completion & Retention Rate and Special Populations Course Completion Current Performance: 68% Threshold Performance: 68% Target Performance: 77% Data Goal: Increase course completion rate by 1% in each of the next 2 years. Action/Steps: Faculty will identify students at risk of not successfully completing courses, advise and provide resources as necessary to increase retention.	Person Responsible Faculty Advisors Faculty	Timeline: 6/30/2008 – 6/30/2010	Cost: Source of funding:
Year 3			

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

Program & Number: Interior Design - 10-304-1		Review Date: June 19, 2007	
Division: Business and Information Technology Division		Campus: Mequon and West Allis	
Internal Review Team: Katherine Collins, Walter Janke, Jill Kemper, Ken Vonderberg, Mary Walgren			
External Review Team: Advisory Committee			
Focus Groups: Katherine Collins, Walter Janke, Jill Kemper, Ken Vonderberg, Mary Walgren			
Indicator: Fifth Year Graduation Rate Current Performance: 17% Threshold Performance: 28% Target Performance: 45% Data Goal: Increase Fifth Year Graduation Rate by 2% this year. Action/Steps: Continue to work with students in class & individually to ensure they have the knowledge and tools to achieve graduation.	Person Responsible Associate Dean and Faculty	Timeline: 6/30/2009 – 6/30/2010	Cost: Source of funding:
Indicator: Sections – Pass Rate Alternative Delivery Current Performance: N/A Threshold Performance: 70% Target Performance: 80% Data Goal: Track new online courses to ensure students are successfully completing and passing courses at a satisfactory rate.	Person Responsible Faculty	Timeline: 6/30/2009 – 6/30/2010	Cost: Source of funding:

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

Program & Number: Interior Design - 10-304-1		Review Date: June 19, 2007	
Division: Business and Information Technology Division		Campus: Mequon and West Allis	
Internal Review Team: Katherine Collins, Walter Janke, Jill Kemper, Ken Vonderberg, Mary Walgren			
External Review Team: Advisory Committee			
Focus Groups: Katherine Collins, Walter Janke, Jill Kemper, Ken Vonderberg, Mary Walgren			
Indicator: Employment Requests Received by MATC	Person Responsible	Timeline:	Cost: \$2,500
Current Performance: 29 Part-Time 72 Full-Time		6/30/2009 – 6/30/2010	Source of funding:
Data Goal: Increase Employment Requests by 2%.			
Action/Steps: Work with Advisory Committee, industry representatives and others to bring more awareness to the availability of student graduates at MATC. Continue to enhance invitee list for Student Portfolio Show.			

Approved: _____ 2/19/07 _____ Approved: _____ 2/19/07 _____
 Division Dean Date Provost Date

MATC Childcare Task Force Recommendations Quarterly Report, March-May, 2007

- The Child Care Task Force recommends maintaining MATC's commitment to campus based child care
- The Task Force further recommends developing a Marketing Action Plan that includes all recommendations listed below.

The subcommittees of the Task Force specifically recommend the following:

Marketing Committee:

1. Seek employers to purchase designated slots of time for their employees.

The college is in discussion with Manpower. Manpower is conducting a survey in May to determine the need for childcare among employees. They will share the results of the survey. Manpower is sending a letter inviting MATC to a neighborhood fair they will be hosting where the Children's Center can provide information to Manpower employees about child care.

Talked to Jeff Kopp at Potawatomi regarding interest in providing childcare to employees. Potawatomi has no short term plans for childcare for employees. They are reviewing their options, including opening an accredited childcare center for employees as part of a long term plan. Indicated MATC Children's Center is available for childcare and MATC can help should they choose to open their own center.

Continuing to work with MATC staff, whose programs are designed to meet employers' needs, about including child care in their program designs and budgets, so students use the Children's Centers for their child care needs while in training. Emphasis on Children's Centers as supportive services for student parents and an asset to college programs.

2. Develop schedule to facilitate students at all times, not just when in class.

Working with Milwaukee County to get on site workers at the Milwaukee, West Allis, and Oak Creek campuses on a regular basis. The county is creating a process to contract with community based organizations for on site and/or designated workers. When the process is in place, MATC will request on site workers to assess student's eligibility for Wisconsin Shares child care subsidy, FoodShare (Food Stamps), and Medical Assistance (Medicaid, BadgerCare). All three programs are supportive services for students to improve retention and graduation rates. Parents with child care subsidy can

use it to pay for enrolling their child in MATC's Children Centers or for other child care providers.

Plan to survey MATC students in fall to determine the needs for childcare among students: year round, evenings, weekends.

3. Be consistent and sensitive when and how centers close for maintenance and cleaning.

Working with building services regarding maintenance schedule at all campuses.

4. Pursue CCAMPIS, FSET, Head Start, and better utilization of SHARES and W-2; 4C's program and involvement in Governor Doyle's Quality Counts for Kids.

Preparing CCAMPIS interim progress report for US Department of Education that includes 1st six month budget expenditures, 1st 6 month progress report, and projected program year budget for 2007-2008.

FSET students are in W-2, program does one on one counseling, lets students know about Children's Centers.

Chose not to pursue Head Start.

Long term plan includes working with the Office of Community Learning, the Early Childhood Education program, and the Children's Centers to design an income generating program to provide professional development for child care providers. This initiative will include partnerships with other providers in the community, potentially 4Cs.

Working with the county to get students assessed for Wisconsin Shares, Medical Assistance, and Food Stamps.

The Joint Finance Committee voted against Governor Doyle's plan to create a quality rating system for child care facilities on 5/22/07. The committee voted to add \$70.2 million to the biennial budget to prevent major changes in Wisconsin Shares child care subsidy program. Will continue to work with the county to get student parents assessed for eligibility and encourage use of centers.

5. Staff positions dedicated to provide the childcare centers a liaison/marketing/fundraising role.

The Coordinator, Childcare Liaison position was opened and filled in October, 2006.

Talking to MATC staff and faculty about Children's Center as supportive service.

Meeting monthly with Russ Prust, Ginny Balistreri, Karen Coy-Romano, Rob Hartung, Wilma Bonaparte, Carol Seaman, and Mike Sargent about child care resource development initiatives targeting Children's Centers, Early Childhood Education Program, and the child care apprenticeship program.

Attend events and meetings to share information about MATC Children's Centers, Early Childhood Education program, child care apprenticeship program, and other MATC resources.

Attended the following conferences and meetings: March-April-May

Aqui Milwaukee Educational Forum
Board Listening and Learning
Creative Curriculum Training
Day Care Services
Family Resource Connection
Latino Student Activist Conference, Parkside
Local 212 Dinner
MATC Community Learning Labs
MATC Legislative Committee Meeting
MATC Soul Food Celebration
MCAPS Meeting
Milwaukee Youth and Family Development Alliance Meetings
Nonprofit Center of Milwaukee Endowment Workshop
Oak Creek Reading Specialist
Promoting Student Success Provost Forum
Red Shawl Gala, Gerald L. Ignacio Indian Community Center
State Budget Public Hearing
State Superintendent's Institute on Service-Learning and Citizenship
Superintendent Slotterback, Mequon School District
TCF Bank
Wisconsin Early Childhood Association Pathways Conference

Talked with the following elected officials and staff:

Rebeca Lopez, Senator Russ Feingold's Milwaukee Office Manager, Regional Coordinator, about MATC's interest in securing federal funding to expand and improve the quality of early childhood education at MATC and in the community. Will support our efforts by providing information and facilitating communication with federal departments as needed.

Shirley Ellis, Gwen Moore's Senior Advisor, regarding opportunities to improve quality early childhood education at MATC and in the community. Will support our efforts by providing information and facilitating communication with federal departments as needed.

Mayor Barrett about MATC's efforts to improve early childhood education in the community through operation of the Children's Centers and by educating teachers through the Early Childhood Education Program. Told the Mayor we are pursuing federal, state, and local funding to support programs and about efforts to garner private support through foundations and plans to create an endowment fund to provide scholarships so student's children can attend the Children's Center.

6. Market childcare facilities to MATC Faculty and Staff.

Focusing on students right now.

Submitted request to have Children's Center applications available on line through website and to post CCAMPIS flyer on website.

Alternative Funding Committee:

1. Pursue Programs listed above in marketing recommendations (#4).

Working on CCAMPIS, pursuing on site eligibility assessment for county programs, and may include 4Cs in professional development program for providers.

Meet monthly with MATC Foundation and Department of Grants and Development to discuss opportunities and initiatives.

2. Pursue private funding opportunities (For example, Endowed Chair through MATC's Foundation's work with area business.)

Identified potential foundations interested in supporting child care in consultation with Karen Coy-Romano.

Invited 12 foundations to MATC Foundation Partners in Excellence banquet, all declined.

Plan to create endowment fund of \$50,000 to award one \$5,000 scholarship per year to a low income and/or English as a Second Language MATC student parent so their child can enroll in the MATC Children's Center while they attend classes. Working on a description or profile of targeted population/student family for scholarship.

Plan to collect parent testimonials about parent's experience having their child enrolled in the children's center. This material will be used to describe the students and their children who will benefit from the scholarships.

Initially will seek support for endowment from parents who have had their children in the centers, Children's Center staff, Early Childhood Education Program faculty, and Early Childhood Education Program students.

Identified the following foundations as potentially supportive of endowment:

Frank G. and Frieda K. Brotz Family Foundation, Inc.
Ralph Evinrude Foundation
Thomas and Nancy Florsheim Family Foundation
Dorothy Watkins Inbusch Foundation
Charles D. Jacobus Family Foundation
Kelben Foundation, Inc.
Messmer Foundation
Nicholas Family Foundation Trust
Robert T. Rolfs Foundation
Thomas J. Rolfs Foundation
Silverman Family Foundation
Steve Miller Foundation

Will research each foundation's interests, history of giving, and will contact them to visit the Centers and meet with Carol Seaman and Mike Sargent to discuss interest in supporting MATC students and their families.

3. Early Reading First program (2006-2007).

Submitted Early Reading First 2007 pre-application. MATC was not one of the 146 pre-applicants invited to submit a full application. Early Reading First is very competitive, with 23-68 grants awarded out of the 146 applicants invited to submit a full application in 2007. Will use the reviewer notes and successful applications as a guide for preparing and submitting an application for the next competition.

4. Naming opportunities.

College advancement and the MATC Foundation are creating guidelines for naming opportunities.

5. Staff position dedicated to provide the childcare centers liaison/marketing/fundraising role.

Approximate division of time:
20% liaison activities
20% marketing activities
60% fundraising activities

Student Senate voted in favor of providing \$100,000 to Children's Center for 2007-2008.

Review Federal Register daily, on going research of public and private funding opportunities related to childcare specifically and other options where childcare can be included.

Identified private sources of funding potentially supportive.

Working on the following US Department of Education grants for 2008 and subsequent funding cycles:

Early Childhood Educator Professional Development with Early Childhood Education Program faculty, 2008

Early Reading First with Children's Center staff, 2008

Student Support Services with Student Services, 2008

Fund for the Improvement of Postsecondary Education Comprehensive Program with Student Services, 2008

Educational Opportunity Centers with Student Services, 2010

Researching feasibility of working on Upward Bound with Bilingual Education, 2008 and/or 2010 and Talent Search with Pre-College Education, 2010

Attend informational sessions, events, meetings, and conferences to explore funding opportunities, gather information, network, and develop partnerships.

Structure & Flexibility Committee:

1. Improve utilization – using an entire day of childcare (marketing).

Plan to survey students in fall determine the need for extended hours of operation of the Children's Centers.

Talking to MATC program staff regarding use of centers by students in programs as supportive service to increase retention and graduation rates. Asking staff to consider child care as an asset to program designs and incorporate expenses into budgets when designing programs to meet employers' needs.

2. Use of childcare center – maximize utilization of practicum for Early Childhood Education students.

Fall 2006, 37 Early Childhood Education Program students used the Children's Centers for practicum for 2866 hours.

Spring 2007, 52 Early Childhood Education Program students used the Children's Centers for practicum for 2800 hours.

Children's Center developing schedule indicating when children will be in centers to be used to coordinate scheduling of Early Childhood Education program students use of the centers to fulfill practicum requirements.

Creative Curriculum training provided to Children's Center staff in April and May. Invitation extended to Early Childhood education program faculty to attend in an effort to align Children's Center curriculum and use of assessments with Early Childhood Education program instruction.

3. Fee structure changes – (a) Sliding fees; (b) Further study fee increase.

Will establish amount parents are willing to pay through student survey.

Evaluating fee structure to be implemented for next year.

Will adjust the Children's Center fees, as needed, in response to changes in Wisconsin Shares child care subsidy.

4. Meeting needs of students.

CCAMPIS evaluation includes data collection on student's needs: background information, life challenges, learning related issues, program participation, for all MATC students with children enrolled in the centers. Data collected for CCAMPIS will be compared to data collected using similar instrument used to survey MATC student population to identify needs specific to student parents.

Will survey MATC student population in fall to identify childcare needs, including need for childcare among English as a second language families. Will design bilingual program in anticipation of this being an area of great need among MATC students and area employers.

Researching funding to finance quality child care to meet student's needs.

Facilitating families' access to childcare as supportive service to increase retention and graduation for students in programs, including women pursuing training for non traditional jobs.

5. Staff position dedicated to provide the childcare centers a liaison/marketing/fundraising role.

Working closely with Carol Seaman and Mike Sargent, including reviewing initiatives weekly.

Meeting frequently with Children's Center Coordinators on CCAMPIS, (includes accreditation, professional development, parent education, curriculum, assessments, budget, reporting), strategic plan, endowment plan, fund raising, grant applications

Meeting with Patti Kielpinski, Early Childhood Education program, on a project to provide professional development to child care providers. Utilizing the expertise of the Office of Corporate Learning in this design to insure it is income generating.

Researching potential funding, assessing internal and external resources, developing relationships, and exploring partnership opportunities.

Members of Student Senate expressed interest in supporting Children's Centers. Early Childhood Education Program students expressed interest in forming a group. Will follow up on both to garner interest and support for quality child care.

- 6. Properly aligning aidable costs-finding agreement with the state as to how much of the operation of Children's Centers is a student service and/or a learning lab for Early Childhood Education program.**

Working on identifying dollar value of practicum hours.

- 7. Scheduling – further study of how to meet both the needs of students and maximize use of facilities.**

Student survey will ask students when they need childcare. Will design bilingual program as needed.

Investigating use of the centers in summer to provide childcare services for students enrolled in training programs.

- 8. Continue involvement of community children to add a base and consistency that compliments MATC's ability to manage the programs for students.**

Working to develop partnerships with child providers and to share resources.

Working with the Early Childhood Education program and the Office of Corporate Learning to create a professional development program to educate childcare providers, including English as second language providers that will result in total cost reimbursement and an increase in practicum hours in the centers.

Interested in accepting Manpower's invitation to neighborhood fair.

5/31/07

Potential Funding**May 31, 2007**

GOVERNMENT/PUBLIC

Due Date	Funding Source	RFP Title	Description	Match	Amount	Duration	Contact Person
June 13, 2007	US Department of Education	Fund for the Improvement of Postsecondary Education (FIPSE)- Comprehensive Program	Supports innovative reforms and improvements of postsecondary education that serve as national models	No	\$250,000	3 years	Theresa Barry Al Pinckney Meeting 6/7/07
Summer/fall 2008	US Department of Education	Student Support Services/TRIO	The program's objective is to foster an institutional climate supportive of the success of disadvantaged college students.	No	2005: \$286,283/yr Average award 959 awards	4 years	Theresa Barry Al Pinckney Terry Firkins
Winter 2010	US Department of Education	Educational Opportunity Centers/TRIO	Provide adults with counseling and information on college admissions and financial aid	No	\$220,000/12 months to serve 1,000	5 years	Theresa Barry All Pinckney
2008 and/or 2010	US Department of Education	Upward Bound/TRIO Upward Bound Math and Science	Prepare high school students for postsecondary education	No	\$250,000 max a year	5 years	Arturo Martinez Discussed 6/07
2010	US Department of Education	Talent Search/TRIO	Identify students with potential to successfully complete postsecondary education and provide assistance.	No	\$220,000 max a year for serving 600 participants	5 years	Gloria Pitchford-Trice Meeting 7/07
5/16/07 due date Spring, 2008	US DHHS, Administration for Children and Families	Compassion Capital Fund	Provide technical assistance to community based and faith based organizations in the delivery of social services.	20%	\$50,000- \$100,000 \$500,000	3 years	Gloria Pitchford-Trice

ESIR Attachment - 7				
	State Board Action	MATC Action	NCLEX-PN quarterly results	NCLEX-PN annual pass rate
Mar-02	Letter of concern			
Apr-02		Response to letter of concern		
Dec-02			71% 83% 67% 67%	74%
Jan-03	Request plan of action			
Feb-03		Plan of action submitted		
Mar-03	Accept plan	Curriculum updated		
Jul-03		Raised admission test scores. Optional NCLEX-PN review course offered. (Because of 2-yr waitlist students admitted under these standards started clinical in the fall of 2005 with earliest possible graduation May 2006)		
Aug-03	Letter of concern re: initial results	Response to letter of concern re: initial results. Standardized tests added to courses. MEDS, Inc. on-line tutorials added to courses.		
Dec-03			90% 65% 71% 69%	71%
Mar-04		Interim Report submitted; NCLEX-PN predictor exit exam initiated for advising.		
Apr-04	6 month extension based on improvement			
Aug-04		Statewide PN curriculum started		
Dec-04			67% 85% 84% 76%	81%
Feb-05		Follow-up report submitted		
Mar-05	1 year extension based on improvement			
Dec-05			83% 92% 84% 60%	81%
Mar-06		Follow-up report submitted		
Apr-06	Request presentation at State Board of Nursing meeting 4/20/06. Six month extension approved with follow-up report after 3rd quarter results are available.	Presented activities towards improving pass rates. NCLEX-PN predictor exit exam (HESI) used as small percent of final course grade.		
Sep-06	Approval of Oak Creek site with stipulation to deny admissions after 06-07 academic year, until NCLEX-PN pass rates are addressed for program as a whole.	Enrolled first class of PN students at Oak Creek (n=24)		
Dec.-06		First opportunity to analyze NCLEX-PN results by program type; Stand-Alone (SA) versus One-Plus One (1+1). HESI exit exam used as greater percent of final course grade.	<u>Total (SA) (1+1)</u> 83% (74%) (100%) 76% (64%) (94%) 73% (63%) (86%) 81% (71%) (92%)	<u>Total (SA) (1+1)</u> 78% (68%) (93%)

ESIR Attachment - 7				
	State Board Action	MATC Action	NCLEX-PN quarterly results	NCLEX-PN annual pass rate
Mar-07	Note pass rate remains significantly below national average. Request self-evaluation be presented at May 07 board meeting. Note that board will decide whether to place program on probation at May meeting.	Two-year follow-up report submitted and discussed at board meeting.		
May-07	Vote to place program on probation, suspend enrollment at Oak Creek and allow continued enrollment at Milwaukee. Request report in one year and may petition for removal of probation sooner if pass rates increase significantly before then.	National League for Nursing Accreditation notified of change in State Board approval status. MATC Board of Directors notified of change in Stand-Alone program approval status.	Total (SA) (1+1) 90% (89%) (91%)	90% to date
Jun-07		Discussion of program at ESIR meeting.		

ESIR Attachment - 8

Curriculum, Learning and Assessment Committee Report – June 13, 2007

Goals	Outcomes and results
1. Encourage innovation, passion and content-mastery in curriculum development and instructional delivery.	a. Analyzed the current Sabbatical process.
2. Advocate for meeting student needs.	a. Revised form for Divisional Curriculum Team “visits” to provide more focused feedback related to meeting students’ needs. <ul style="list-style-type: none"> • Identify strategies to better determine students’ learning needs. • Determine next steps to deal with students’ learning needs. b. Assisted in the planning and development of WTCS General College initiative (PLI) to ensure focus on students’ needs.
3. Sustain a culture that is committed to student learning.	a. Supported programs in implementing the college SOA Plan. b. Identified/developed a process/timeline to ensure currency of curriculum in programs (DACUM / State Curriculum Advisory Committee feedback). c. Expanded MATC’s influence in Outcomes Assessment by participating in the Alverno College Lumina Grant activities. d. Provided leadership in implementing student CA survey and use of survey results. e. Provide leadership in revising QRP score card.
4. Serve as a resource for the development and improvement of academic media.	a. Assisted in updating: college catalog, faculty handbook, curriculum manual, curriculum web pages, and ematc curriculum sites. b. Provided assistance in enhancing student handbook.
5. Provide advocacy and guidance for major modifications to academic departments, programs and processes.	a. Analyzed needs of divisional curriculum teams to provide meaningful feedback to the teams. b. Developed guidelines for divisional Curriculum Teams. c. Identified strategies to enhance collaboration between General Education and Occupational/ Technical Programs. d. Provided feedback to program faculty and staff regarding major modifications and new program development. e. Assisted other core and college committees to align and streamline processes related to assessment and curriculum.

ESIR Attachment - 9

AQIP STATUS REPORT – JUNE 13, 2007

1. **Establishing Foundations for College Success** - Theresa Barry and Jim Walsh, Champions

This project developed a pilot program to increase academic achievement and student success among pre-college students who will transition into college courses and programs. This project also provided training to about 125 faculty and staff members in the On-Course program.

TEAM MEMBERS:

Mohammad Dakwar	LeeAnn Mikula
Mary Docter	Liz Pancorbo
Terese Dressel*	David Turner
Lucia Francis*	Sandra Webster
J.C. Hunnicut	Don Weimer
Karen Kraus*	Pat Yunke

2. **Revise QRP Indicators and Processes** - Jim Walsh, Champion

This project reconstructed the program Quality Review Process and scorecards through a collaborative effort of faculty, staff, administration, students and advisory committee members by selecting relevant indicators and thresholds/targets for program with meaningful and accurate data for program personnel to use on an annual basis for the purpose of updating and improving their programs.

TEAM MEMBERS:

Mohammad Dakwar	LeeAnn Mikula
Mary Docter	Liz Pancorbo
Terese Dressel*	David Turner
Lucia Francis*	Sandra Webster
J.C. Hunnicut	Don Weimer
Karen Kraus*	Pat Yunke

3. **Develop and Implement Student-centered Training for Student Services in the enrollment Process** - Pablo Cardona, Champion

This project developed manuals and training procedures for customer service training. Members of the college volunteered to facilitate the training for about 135 employees.

TEAM MEMBERS:

Mohammad Dakwar	LeeAnn Mikula
Mary Docter	Liz Pancorbo
Terese Dressel*	David Turner
Lucia Francis*	Sandra Webster
J.C. Hunnicut	Don Weimer
Karen Kraus*	Pat Yunke

4. Develop a Quality-based culture at the college - Theresa Barry, Champion

This project initiated the development of a quality-based culture at MATC by training college leadership on the principles, processes and tools of quality improvement. The intent of the project is to facilitate the development of a quality-based environment responsive to students, faculty, staff and administrators.

TEAM MEMBERS:

Pat Godin *	Cheryl Randall
Theresa Jones	Judy Reinders
Sandi McClary	Joe Spitz
Linda McGuire	Roy Vargas
Kati O'Meara	Colleen Wagner *
Vicki Martin *	

5. Student Services Center of Excellence Training – Fall, 2006

6. West Campus Center of Excellence Session – April 17, 2007

7. AQIP Celebration Day - May 16, 2007

8. Systems Portfolio training.