



October 13, 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 **Tuesday, October 17, 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 – September 19, 2006 - Attachment 1

D. Comments from the Public

E. Action Items

1. E0001-10-06 Resolution to Approve Designation of Milwaukee Area Technical College State Public Officials – Attachment 2
2. E0002-10-06 Resolution to Approve Pre-Professional Business Associate of Arts Degree – Attachment 3

F. Discussion Items

1. AQIP Leaders Update – Attachment 4
2. Program Quality Review — Fashion Retail Marketing - Attachment 5
3. Program Quality Review — Administrative Assistant - Attachment 6

G. Information Items

1. Educational Broadband Service (WiMAX)

H. Miscellaneous Items

1. Communications and Petitions
2. Information Items

I. Old Business/New Business

1. Date of Next Meeting: **Tuesday, November 21, 2006**
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	Gloria Pitchford-Trice
	Evonne Carter	Mike Sargent
	Janice Falkenberg	Dave Turner
	Rob Hartung	Jim Walsh
	Dessie Levy	Mike Walsh
		Karen Zwissler

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, September 19, 2006, and called to order by Chairperson Baker at 5:06 p.m. in the Board Room, Room M210, at the Milwaukee Campus of Milwaukee Area Technical College.

ITEM A: ROLL CALL

Present: Lauren Baker, Lenard Wells and Anne Wilson

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 – August 16, 2006 – 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: Mr. James Walsh, Interim Provost, provided a tentative 2006-2007 ESIR meeting schedule which reflected the request to change the meeting to Tuesday evenings.

Motion: It was moved by Director Wells, seconded by Director Baker to change the ESIR committee meetings from Wednesdays at 5:00 p.m. to Tuesdays at 5:00 p.m. as per the proposed schedule.

Action: Motion approved.

ITEM F: DISCUSSION ITEMS

F-1 Program Quality Review – Respiratory Care – Attachment 3

Discussion: Mr. James Walsh introduced Ms. Dessie Levy, Dean of Health Occupations, Ms. Colleen Wagner, Associate Dean, and Mr. Dwayne Schlund. Mr. Walsh noted that there were several positive highlights for this program; enrollment increased in FY05, the course completion rate for FY05 was 99% and the annual wage is now \$43,326.

Ms. Wagner provided a brief overview of enrollment growth trends and projections. Mr. Schlund gave background information on the Respiratory Care program and the skills students learn to perform in what may be life and death situations.

Mr. Schlund noted the recent retirement of all four full-time faculty in the program. With the retirements, the college loses experience, but gains new ideas and vision. He also noted that all four new teachers are MATC graduates.

There is a very active advisory committee which represents the major health care groups. Clinical sites have increased from the past.

Student diversity, the need for a simulator lung and additional lab space for the students were also discussed.

Director Baker and Director Wells requested that the status of technology in the Health Occupations division be brought back to the committee for an update.

Further program information was highlighted in Attachment 3.

F-2 Program Quality Review - Occupational Therapy Assistant - Attachment 4

Discussion: Mr. Walsh introduced Ms. Levy, Ms. Lucia Francis, Associate Dean, and Ms. Sue Heitman. Mr. Walsh stated that the placement rate for this program was 100% for FY04.

Ms. Francis thanked the Board for their support of the OTA program during the past five years. In 2002 changes occurred in payment procedure policies with respect to OTA services and the demand for services declined. As a result program admittance was reduced to once per year in Fall.

In the Fall of this year, 26 students were admitted which was two over the limit for the program and the program has a wait list of 25 students. The program is also offered with alternative deliver options to help retain students. Support labs have also been established to help the online students.

Statewide curriculum will be instituted next fall and will provide more flexibility for the students.

Ms Heitman noted that the pass rate at MATC for the Occupational Therapy credentialing examination is higher than the national average. Minority student enrollment in the program continues to grow and more males are being attracted.

Further information can be found on Attachment 4.

F-3 Technology & Applied Science Diversity Initiatives – Attachment 5

Discussion: Mr. Walsh stated that this agenda item was in response to Director Maierle's request for information related to diversity in the skilled trades. Mr. Walsh introduced Dr. Dave Turner who provided the information requested within the larger context of the Technical and Applied Science Division.

Dr. Turner noted that the division had three overall objectives related to minority retention and recruitment. The three objectives are to establish in faculty a cultural intelligence, increase the number of minority students and increase the number of minority faculty. He also covered the plans and timelines in order to complete these tasks.

Mr. Nick Triscari provided information on the "Big Step" program with regard to preparing for apprenticeships in the construction trades.

Director Baker inquired about recruiting efforts. Dr. Turner responded that potential sources included the Hire Center, PIC, CBO's, and Big

Step in addition to students already at MATC.

Dr. Turner asked Mr. Vince Vitale to continue with the Protective Services programs recruitment initiatives regarding minority faculty.

Mr. Vitale stated that curriculum changes now require both WTCS Certification and Law Enforcement Standards Board Certification in order to teach in the Law Enforcement areas. Discussion revolving around the Recruit School and the Associate Degree programs ensued.

Director Baker inquired if initiatives are being undertaken for new hires to achieve the Law Enforcement Standards Board Certification. Mr. Vitale stated that the state will now accept MATC #52 professional development course and also the ICP training course for certification purposes.

Director Baker inquired about the percentage of people of color teaching in the program. Mr. Vitale stated that there were 2 full-time and 2 part-time out of approximately 50 faculty members in police science.

Further in-depth discussion was held regarding the program and the recruit school.

Director Baker requested that strategies be presented at a future meeting focusing on diversity in the Recruit Academy and Associate Degree.

Mr. Walsh suggested that a presentation on the Recruit School to the ESIR Committee might clarify the function of this program.

Further information can be found on Attachment 5

F-4 Enrollment Update - Attachment 6

Discussion: Mr. Walsh stated that this report was in response to the committees request for clarification of the Pre-College enrollment numbers. The enrollment update from September's ESIR Committee meeting specified that 24% of the college's headcount is in the Pre-College Division. The update indicated this was approximately 13,800 students, when previously the committee had been informed that the enrollment was 23,000.

Mr. Walsh introduced Mr. Tom Pilarzyk who clarified the two headcount numbers in Pre-College. In FY06 45% of all MATC students were involved in Pre-college activities (use of the Academic Support Center or coursework). This is how the number of 23,000 was derived. The 13,276 students were those students taking Pre-College coursework only. The difference in numbers were the students who utilized the Academic Support Centers in some way.

Further information can be found on Attachment 6

INFORMATION ITEMS

ITEM G:

G-1 Advisory Committee Quarterly Report – Attachment 7

Discussion: Mr. Walsh stated that there are a very large number of vacancies in the Advisory Committee membership listing. Three minorities have filled vacancies while 4 minorities resigned during this period.

Other alternatives to help improve minority membership are being reviewed.

Further information can be found on Attachment 7

ITEM H: MISCELLANEOUS ITEMS

H-1 COMMUNICATIONS AND PETITIONS

None

H-2 INFORMATION ITEMS

ITEM I: OLD BUSINESS/NEW BUSINESS

Date of Next Meeting: Tuesday, October 17, 2006
Milwaukee Campus, Board Room (M210)

ADJOURNMENT

The Committee adjourned 6:45 p.m.

Respectfully submitted,

Sandra C. Webster
Administrative Specialist to the Provost

RESOLUTION TO APPROVE DESIGNATION OF MILWAUKEE AREA TECHNICAL COLLEGE STATE PUBLIC OFFICIALS

BACKGROUND

The State of Wisconsin Ethics Board has requested that the Milwaukee Area Technical College District Board review its current position designations and adopt a resolution identifying those positions in the district that are designated state public official positions in accordance with Wisconsin's Ethics Code.

RESOLUTION

RESOLVED that for purposes of Wisconsin's Code of Ethics for Public Officials and Employees, sec. 19.41 through 19.59, Stats., the Milwaukee Area Technical College District Board designates the following positions equivalent to deputy, associate, or assistant district directors as per state statutes, and indicates its understanding that the current occupants of those positions and their successors to those positions are state public officials to whom the Wisconsin Ethics Code applies:

President
Executive Vice President and General Counsel
Provost
Vice President, College Advancement
Vice President, Finance
Vice President, Student Services
General Manager, Public Television
Vice President, Mequon Campus
Vice President, Oak Creek Campus
Vice President, West Allis Campus
Associate Vice President, Information Technology

Attachment ESIR - 3
RESOLUTION TO APPROVE PRE-PROFESSIONAL BUSINESS ASSOCIATE OF ARTS
DEGREE

Program Proposal

Background Information

The Pre-Professional Business Associate of Arts degree will address the employment demand for a skilled workforce in Wisconsin by offering an efficient option for citizens to obtain a Bachelors Degree. An MATC survey of current business program students indicates students are interested in continuing their education and would be more likely to pursue a baccalaureate degree if the proposed program existed. The UW – Wisconsin Technical College System Joint Committee on Baccalaureate Expansion (COBE) initiatives supports the development of programs like the proposed as a tool for enhancing the education levels of citizens across the state.

The 2005 U.S. census data provided by UWM indicates that Milwaukee has 20.4% of its adults 25 and older with 4 year degrees while Madison has 49.7 %. Wisconsin has 25.0% (pulled down by Milwaukee) while the rest of the U.S. has 27.2%. The Chronicle of Higher Education Almanac issue reports that Wisconsin ranks in the bottom third of states with adults earning a bachelors or higher degrees with only 24% (2004). A recent study by the Employment and Training Institute of the University of Wisconsin-Milwaukee found that more than 30% of the job openings in the Milwaukee area require a four-year college degree.

As the data indicates it is important for the economic future of Wisconsin to develop and promote multiple options for seamless higher learning. It is anticipated the development and implementation of this program will compliment the existing MATC program offerings and utilize existing Liberal Arts and Sciences, and Business courses in degree combination to create an efficient option for students.

Background Information

New full-time Faculty required:	2 (Funded through reallocation)
New part-time Faculty required:	3 (Funded through reallocation)
Renovation/Remodeling Costs:	None requested at this time
Equipment/Facilities Costs:	None requested at this time
Starting Date:	August 2007
Program initiated by:	MATC Business and Graphic Arts Division

Resolution

Therefore, BE IT RESOLVED, that the Milwaukee Area District Board of Vocational, Technical, and Adult Education submit the Program Proposal, Pre-Professional Business Associate of Arts degree, to the Wisconsin Technical College System Board for consideration and approval.

Attachment ESIR - 4
Update of AQIP September 28, 2006
Evonne Carter, Associate Provost and AQIP Liaison

AQIP Project 1 - Develop a pilot designed to increase academic achievement and student success among academically disadvantaged learners who matriculate into college programs.

Activities done, to date.

- Collect data on past students who have gone from Pre-College to programs
- Identify indicators and benchmarks of student success
- Set up focus groups with students to determine success needs and concerns (October)
- Identify other college activities related to this project
- Develop a pilot project for pre-college students

Next steps:

- Continue to align other college initiatives
- Implement pilot for Spring semester –Basic Skills 3
- Evaluate effectiveness of this project and other college initiatives

Team members:

Kathy Tomczyk*

Ann Burbach

Helen Chester

Mary Aniakudo

Linda Baehr

Kevin Mulvenna

Jill Crowder

Andrea Sullivan Jurek

Tom Pilarzyk*

Theresa Barry

Terry Firkins

Wes Holmes

Karen Guzkowski

Maureen Garry

Michelle Mirhoseini

AQIP Project 2 – Revise the QRP process for program evaluation.

Currently being done :

Hold focus groups with faculty, staff and administrators to developing indicators to analyze and improve programs/conduct surveys (September)

Next steps

- Conduct surveys to get feedback on QRP indicators and processes
- Align the MATC QRP processes with state's reporting requirements
- Integrate the assessment of student learning processes into the QRP
- Expand involvement in decision making, resulting in more empowered faculty and staff.
- Increase efficiencies of programs

- Develop a student-centered approach to planning and improvements

Team members:

Terese Dressel	Lucia Francis*
Karen Kraus*	Mohammad Dakwar
Mary Docter	Liz Pancorbo
Lisa Wendler	Liane Mikula
Pat Yunke	David Turner
Sue Heitman	Sandra Webster
Don Weimer	Nancy Correll - Student

AQIP Project 3 – Develop student-centered training for Student Services in the Enrollment Process.

Activities done/ planned:

- People First booklet - July
- Student Services Ready Reference - August
- Train the trainer session – Sept 22 (20 trainers)
- Training sessions scheduled in November; then starting again in February and March
- Training booklet, materials and website to be done by Nov 1

Next steps

- Evaluate process and determine follow-up training needs – April and May, 2007

Team members:

Christine Manion*	Abby Perez
Tina Flores *	Charisse Place
Liane Hanson*	LaMont Walker
Rick Harris	Pat Roberts
Mary Bount	Ellen Winters
Myra George	Jean Borkin
Michelle Gunderson	Myra George
Patrice Jefferies	Jerry Manz
Cindy Lehner	Yan Wang
Sandy Montague	Sarah Adams
Mary Brindowski	Theresa Barry
Joan Fechtner	

AQIP Project 4 – Create a quality-based culture at MATC by training college leadership on the principles, processes and tools of quality improvement.

Training planned/ done to date:

1. Quality training for MATC administrators and leaders (4/27; 5/3; 5/4)

- a. What is performance excellence
 - b. Students and other stakeholder needs
 - c. Process management
 - d. Measuring effectiveness
2. Center of Excellence – Student Service Supervisors (7/18; 8/1; 9/22)
 - a. Stakeholder analysis
 - b. Customer needs
 - c. Core processes/ analysis
 - d. Measuring effectiveness
 3. Performance Excellence for Academic Deans, ADs and supervisors (9/22)
 - a. Goals for year
 - b. Customer needs - review
 - c. Systems in Academic Affairs – processes mapping
 - d. Innovation/ Barriers

Next steps:

- Hold Performance Excellence training for Human Resources (Nov. 10) and for Business Office
- Facilitate 587 Conversation Days for input on Shared Governance (Oct/Nov)
- Expand faculty involvement in PE – Faculty Coaching
- Provide “facilitator training” for Administrators/ Staff (Jan 2007)

Team members:

Pat Godin*	Colleen Wagner*
Vicki Martin	Cheryl Randall
Paul Mansfield	Theresa Jones
Katie OMeera	Linda McGuire
Joe Spitz	Sandi McClary
Judy Reinders (?)	Rich Busalacchi
Roy Vargas	

Attachment ESIR - 5

QUALITY REVIEW PROCESS

PROGRAM PROFILE

Fashion/Retail Marketing (10-104-4)

This Associate Degree program went through a quality review process during the 2006 academic year. The internal program quality review team was comprised of Rich Busalacchi, Deb Jansky, Ann Lucht.

Overview — Fashion/Retail Marketing is a two-year associate degree program that provides students with an opportunity to choose courses that prepare them for a position in a fashion-related or retail business environment. Fashion marketing courses emphasize the creative aspects of fashion, and the retail management courses emphasize the managerial and financial accountability aspects of retailing. Students must complete a one-year qualifying internship to satisfy the program's requirements for graduation (courses MKTG-177 and MKTG-178 Retail Internship 1 and 2). This provides students with hands-on experience in a fashion or retail organization. A Retail Management Specialist certificate is also offered. Fashion and retail organizations are constantly recruiting trained applicants for supervisory, management and merchandising positions. Job responsibilities vary with career emphasis; however, typical positions include visual merchandiser, fashion stylist, sales representative, buyer, fashion coordinator, district/divisional manager, store manager and copywriter.

Client Reporting Data was provided to reviewers from FY 2001 to FY 2005. Selected data are reviewed below.

Demographics for FY 2005:

1. During FY 2005, 66 students were enrolled in the program. This number is 61% higher than the five year average enrollment of 41 students but 19.5% lower than the enrollment for FY2004 (82). The data for FY2001 to FY2003 is inaccurate due to data collection problems caused by revisions in program tracks. Of all those enrolled in 2005, 27.3% were full-time and 72.7% were part-time students.
2. The program generated 38.4 FTEs during FY 2005. FTEs decreased by 6.8% from FY2004 and were 72.5% higher than the five year average.
3. Males were 6.1% and females were 93.9% of the FY 2005 enrollment. This gender ratio was consistent during the five year period.
4. Program enrollments for FY2005 included 20 minority students (30.3%). The percentage of minority enrollment for FY2005 was higher than the five year average for the program of 23.6%.

Course Completion and Other Selected Outcomes for FY 2005:

1. The course completion rate for this program in face-to-face sections was 78.8% for FY 2005, which was lower than the five year average completion rate of 80.2%. The course completion rate for sections offered via alternative delivery modes in FY 2005 was 57.7%.
2. The graduation index is calculated by dividing the number of graduates in FY 2005 by the number of students enrolled in the program code that same year. The annual graduation index for this program for FY 2005 was 7.6% or 14 of the 185 students enrolled.
3. Employment and wage data for this program was available for FY 2004, when MATC graduate employment reports show that the annual average wage for program graduates was \$25,771 at an hourly wage ranging between \$7.05 and \$20.83.
4. The *Graduate Employment Report* reported that 84% of the program graduates were employed within six months and that 55 employment opportunities were received by MATC for this program in 2004; statewide the projected demand was 470.

Quality Review Process Scorecard FY2005

10-104-4

Fashion/Retail Marketing

State Indicators	Actual Performance FY2005	Threshold Performance Average of 4 lowest in the State	Target Performance Average of 4 highest in the State
C200-Course Completion	53.03	58.22	63.41
C400-Special Populations Course Completion	56.36	61.93	67.5
C600-Minority Course Completion	45	50.63	56.25
F200-Second Year Retention	90	73.05	90
F400-Third Year Retention	100	69	100
F600-Third Year Graduation	100	60	100
F800-Fifth Year Graduation	12.5	15.63	33.33
I300-Job Placement - All Employment	100	100	100
I600-Job Placement - Related Employment	62.5	60.42	62.5
J500-Non-Traditional Gender	6.06	6.08	6.1

MATC Indicators	Actual Performance FY2005		Threshold Performance		Target Performance	
	N	%	N	%	N	%
1) Program Enrollment: Headcount	66		82		86	
2) Program Enrollment: FTEs	38.4		41.2		43	
3) Graduation	6	9.1	14		15	
4) % Racial/Ethnic Minority Students	20	30.3	20	30.0	26	40.0
5) Sections						
Traditional Delivery	54					
Alternative Delivery	15	21.7	8	15.0	14	25.0
6) Section Completion Rate						
Traditional Delivery Total Enrollment	1022					
Traditional Delivery (Pass)	805	78.8	715	70.0	818	80.0
Alternative Delivery Total Enrollment	276					
Alternative Delivery (Pass)	178	64.5	193	70.0	221	80.0
7) Employment Requests Received by MATC						
Part-Time	136					
Full-Time	118					
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
FY2001 - FY2005**

10-104-4

Fashion/Retail Marketing

	FY2001		FY2002		FY2003		FY2004		FY2005	
	N	%	N	%	N	%	N	%	N	%
1) Program Enrollment: Headcount⁽ⁱ⁾	33		16		8		82		66	
Full-Time	10	30.3	4	25.0	2	25.0	3	3.7	18	27.3
Part-Time	23	69.7	12	75.0	6	75.0	13	15.9	48	72.7
2) Program Enrollment: FTEs⁽ⁱ⁾	19.8		7.9		4.0		41.2		38.4	
3) Graduation⁽ⁱ⁾	4	12.1	1	6.3	0	0.0	14	17.1	6	9.1
4) Racial/Ethnic Minority Students⁽ⁱ⁾	4	12.1	4	25.0	2	25.0	21	25.6	20	30.3
5) Sections⁽ⁱⁱ⁾										
Traditional Delivery	46		43		58		51		54	
Alternative Delivery	16	25.8	14	24.6	12	17.1	19	27.1	15	21.7
6) Section Completion Rate⁽ⁱⁱⁱ⁾										
Traditional Delivery Total Enrollment	869		971		1135		878		1022	
Pass	629	72.4	752	77.4	897	79.0	669	76.2	805	78.8
Non-Pass	238	27.4	217	22.3	63	5.6	75	8.5	91	8.9
Other	2	0.2	2	0.2	175	15.4	134	15.3	126	12.3
Alternative Delivery Total Enrollment	185		186		163		232		276	
Pass	103	55.7	118	63.4	113	69.3	168	72.4	178	64.5
Non-Pass	82	44.3	67	36.0	8	4.9	10	4.3	7	2.5
Other	0	0.0	1	0.5	42	25.8	54	23.3	91	33.0
7) Employment Requests Received by MATC^(iv)										
Part-Time	86		13		29		65		118	
Full-Time	160		29		23		54		136	

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.

Also included are those who met requirements for graduation but chose not to apply for graduation.

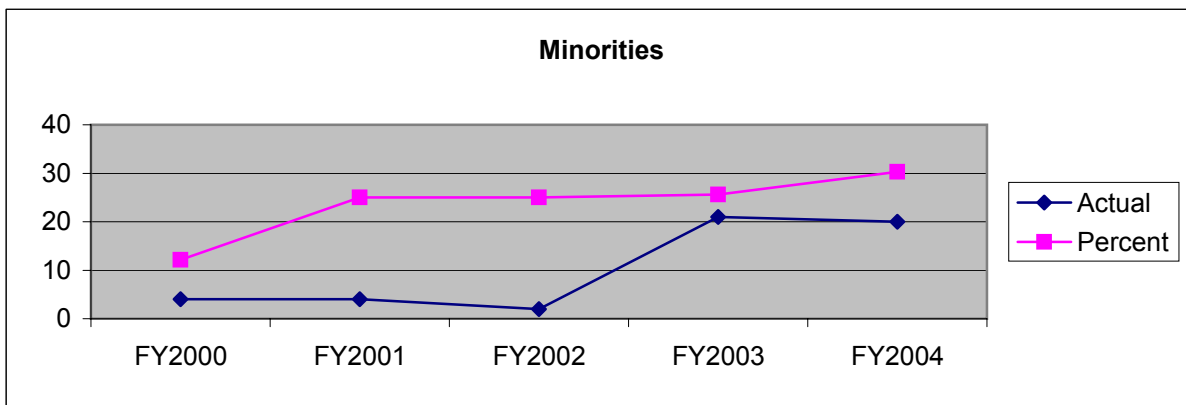
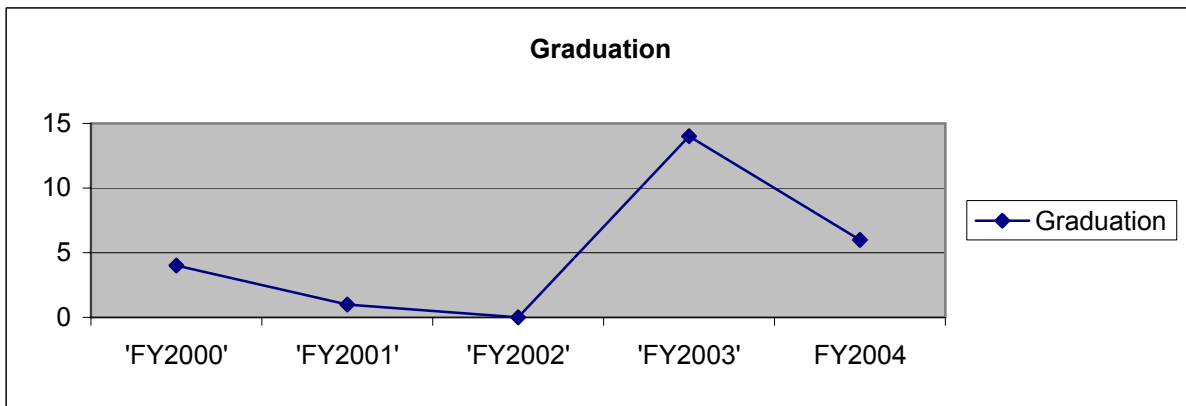
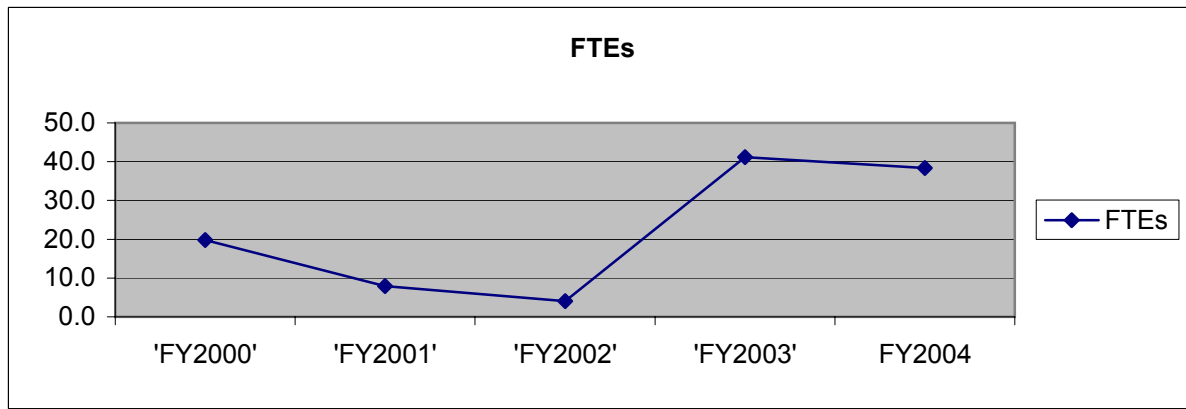
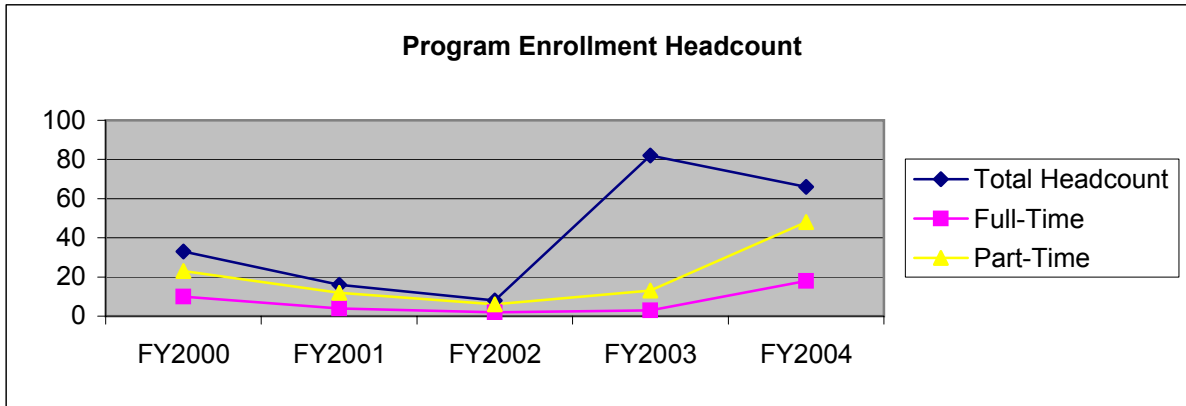
⁽ⁱⁱ⁾ Source is COSMO. This is the number of sections offered for courses in the program curriculum with the same department as the department of the program.

⁽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
MATC Indicators
Graphs
FY2005**

10-104-4
Fashion/Retail Marketing



**Quality Review Process
Other MATC Indicators
FY2001 - FY2005**

10-104-4

Fashion/Retail Marketing

	FY2001		FY2002		FY2003		FY2004		FY2005	
	N	%	N	%	N	%	N	%	N	%
ENROLLMENT⁽¹⁾										
Total	33		16		8		82		66	
GENDER⁽¹⁾⁽²⁾										
Male	2	6.1	1	6.3	1	12.5	5	6.1	4	6.1
Female	31	93.9	15	93.8	7	87.5	77	93.9	62	93.9
N/A	0	*	0	*	0	*	0	*	0	*
ETHNICITY⁽¹⁾⁽³⁾										
Indian	0	0.0	0	0.0	0	0.0	0	0.0	1	1.6
Asian	1	3.6	0	0.0	0	0.0	2	2.4	1	1.6
Black	1	3.6	4	26.7	1	14.3	8	9.8	8	12.5
Hispanic	2	7.1	0	0.0	1	14.3	11	13.4	10	15.6
White	24	85.7	11	73.3	5	71.4	61	74.4	44	68.8
N/A	5	*	1	*	1	*	0	*	2	*
AGE⁽⁴⁾										
less than 18	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
18-24	27	81.8	11	68.8	6	75.0	15	18.3	46	69.7
25-34	5	15.2	3	18.8	1	12.5	1	1.2	13	19.7
35-49	1	3.0	2	12.5	1	12.5	0	0.0	6	9.1
50-Over	0	0.0	0	0.0	0	0.0	0	0.0	1	1.5
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.

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

Program & Number: Fashion Retail Marketing 10-104-4 (10-104-4A & 10-104-4B)		Review Date: 10/17/06	
Division: Business		Campus: Oak Creek	
Internal Review Team: Rich Busalacchi, Deb Jansky, Ann Lucht			
External Review Team: None			
Focus Groups: None			
Action and Steps for Improvement – First year Indicator: Program Enrollment Headcount	Persons Responsible	Timeline (3-year)	Cost
Update and Re-print Promotional Materials Revise handouts, graphics used on promotional materials, and tri-fold brochure that are distributed to high school counselors, distributed at career days, mailed in response to program inquiries, and used by MATC counselors. Print 500 copies.	Ann Lucht	Update completed by April 1, 2007	\$500
Facilitate promo mailing to high school guidance counselors	Deb Jansky	Mailing completed by May 1, 2007	\$300
Continue current promotional activities <ul style="list-style-type: none"> ● Instructors speak at high school Career Days when requested by high schools ● Instructors assist, when requested by the College Recruitment department, with campus visits from potential students by letting them sit in during classes ● Update in-school displays that promote the Fashion/ Retail program) 	Deb Jansky Ann Lucht	Ongoing Display cases updated by May 2007	None
Action and Steps for Improvement – Second year Indicator: Program Graduation Rate	Persons Responsible	Timeline (3-year)	Cost
Develop “Finish Your Degree” campaign <ul style="list-style-type: none"> ● Identify students who have “jobbed-out” of the program, call them, and try to convince them to complete their degree by taking online courses ● Create a testimonial flyer from previous students that had “jobbed-out” and had eventually returned to finish the degree 	Deb Jansky Ann Lucht	Campaign promotional items developed by December 30, 2007. Distributed to all current program students by February 1, 2008.	\$50

Attachment ESIR - 6

QUALITY REVIEW PROCESS

PROGRAM PROFILE

Administrative Assistant (10-106-6)

This Associate Degree program went through a quality review process during September of the 2006 academic year. The internal program quality review team was comprised of Lillie Adams, Ed Eisberner, JoAnn Foth, Roslyn Hampton, Marlyce Johnson, Mary Linkus, Michele Miller, Ross Miller, Emma Palmer, Sharolyn Sayers, Judy Zeplin and Mohammad Dakwar, the Associate Dean for the program. There was no External Review Team.

Overview — The Administrative Assistant program prepares students for a career in a fast-paced business environment. Students begin with core courses in oral and written communication skills, document production, records management and office procedures. Advanced skills are then developed in computer applications (word processing, spreadsheet, database, presentation graphics), electronic and Internet communications, international office protocol and procedures, and basic office accounting. Students also participate in the Administrative Assistant Internship course, OFTECH-196. Business, industry and government are all highly information-oriented office environments. Using a variety of computer applications software, today's administrative assistants create, edit and produce a variety of documents. Job titles associated with positions of this type include administrative assistant, administrative secretary, administrative support, information manager and information specialist. A graduate of this program may be able to perform in a supervisory role with relevant experience.

The program is offered at the Milwaukee and Oak Creek campuses with some courses available at the Mequon and West Allis campuses.

Client Reporting Data was provided to reviewers from FY 2001 to FY 2005. Selected data are reviewed below.

Demographics for FY 2005:

1. During FY 2005, 113 students were enrolled in the program. This number is 23% lower than the five year average enrollment of 147 students, but the FY2005 enrollment increased by 11.8% (12) from FY2004. Of all those enrolled in 2005, 15% were full-time and 85% were part-time students.
2. The program generated 53.6 FTEs during FY 2005. FTEs were 23.3% lower than the five year average of 69.9.

3. Males were 2.7% (3) and females were 97.3% (110) of the FY 2005 enrollment. This represented a slight decrease in the of males in the program from the five year average of 3.14%.
4. Program enrollments for FY2005 included 58 minority students (51.3%). The percentage of minority enrollment for FY2005 was lower than the five year average for the program of 55.6%.

Course Completion and Other Selected Outcomes for FY 2005:

1. The course completion rate for this program in face-to-face sections was 71.6% for FY 2005, which was higher than the five year average completion rate of 69%. The course completion rate for sections offered via alternative delivery modes in FY 2005 was 60.2% which was higher than the five year average completion rate for alternative delivery of 49.7%.
2. The graduation index is calculated by dividing the number of graduates in FY 2005 by the number of students enrolled in the program code that same year. The annual graduation index for this program for FY 2005 was 10.6% or 12 of the 113 students enrolled.
3. Employment and wage data for this program was available for FY 2004, when MATC graduate employment reports show that the annual average wage for program graduates was \$21,445 at an hourly wage ranging between \$6.99 and \$15.00.
4. The *Graduate Employment Report* reported that 60% of the program graduates were employed within six months and that 292 employment opportunities were received by MATC for this program in 2004. Statewide the projected demand was 1800 and 79% of the program graduates were employed within six months of graduation at a median hourly rate of \$11.38.

Quality Review Process Scorecard FY2005

10-106-6

Administrative Assistant

State Indicators	Actual Performance FY2005	Threshold Performance Average of 4 lowest in the State	Target Performance Average of 4 highest in the State
C200-Course Completion	70	65.98	82.96
C400-Special Populations Course Completion	65.88	59.94	79.1
C600-Minority Course Completion	62.5	18.33	86.61
F200-Second Year Retention	50	39.62	76.19
F400-Third Year Retention	28.07	31.88	56.79
F600-Third Year Graduation	8.77	14.79	49.84
F800-Fifth Year Graduation	11.25	20.34	45.07
I300-Job Placement - All Employment	60	77.26	100
I600-Job Placement - Related Employment	40	55.08	91.48
J500-Non-Traditional Gender	2.73	0	3.29

MATC Indicators	Actual Performance FY2005		Threshold Performance		Target Performance	
	N	%	N	%	N	%
1) Program Enrollment: Headcount	113		101		106	
2) Program Enrollment: FTEs	53.6		50.3		53	
3) Graduation	12	10.6	16		18	
4) % Racial/Ethnic Minority Students	58	51.3	34	30.0	45	40.0
5) Sections						
Traditional Delivery	139					
Alternative Delivery	25	15.2	21	15.0	35	25.0
6) Section Completion Rate						
Traditional Delivery Total Enrollment	1714					
Traditional Delivery (Pass)	1228	71.6	1200	70.0	1371	80.0
Alternative Delivery Total Enrollment	520					
Alternative Delivery (Pass)	313	60.2	364	70.0	416	80.0
7) Employment Requests Received by MATC						
Part-Time	288					
Full-Time	124					
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
FY2001 - FY2005**

10-106-6

Administrative Assistant

	FY2001		FY2002		FY2003		FY2004		FY2005	
	N	%	N	%	N	%	N	%	N	%
1) Program Enrollment: Headcount⁽ⁱ⁾	208		195		117		101		113	
Full-Time	29	13.9	29	14.9	19	16.2	16	15.8	17	15.0
Part-Time	179	86.1	166	85.1	98	83.8	85	84.2	96	85.0
2) Program Enrollment: FTEs⁽ⁱ⁾	96.7		92.6		56.3		50.3		53.6	
3) Graduation⁽ⁱ⁾	21	10.1	21	10.8	12	10.3	16	15.8	12	10.6
4) Racial/Ethnic Minority Students⁽ⁱ⁾	120	57.7	115	59.0	63	53.8	57	56.4	58	51.3
5) Sections⁽ⁱⁱ⁾										
Traditional Delivery	144		140		135		149		139	
Alternative Delivery	3	2.0	6	4.1	10	6.9	16	9.7	25	15.2
6) Section Completion Rate⁽ⁱⁱⁱ⁾										
Traditional Delivery Total Enrollment	1847		1765		1790		1971		1714	
Pass	1175	63.6	1193	67.6	1228	68.6	1446	73.4	1228	71.6
Non-Pass	662	35.8	562	31.8	159	8.9	100	5.1	122	7.1
Other	10	0.5	10	0.6	403	22.5	425	21.6	364	21.2
Alternative Delivery Total Enrollment	68		134		190		328		520	
Pass	30	44.1	51	38.1	94	49.5	186	56.7	313	60.2
Non-Pass	38	55.9	82	61.2	7	3.7	20	6.1	59	11.3
Other	0	0.0	1	0.7	89	46.8	122	37.2	148	28.5
7) Employment Requests Received by MATC^(iv)										
Part-Time	197		79		77		69		124	
Full-Time	464		232		187		146		288	

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.

Also included are those who met requirements for graduation but chose not to apply for graduation.

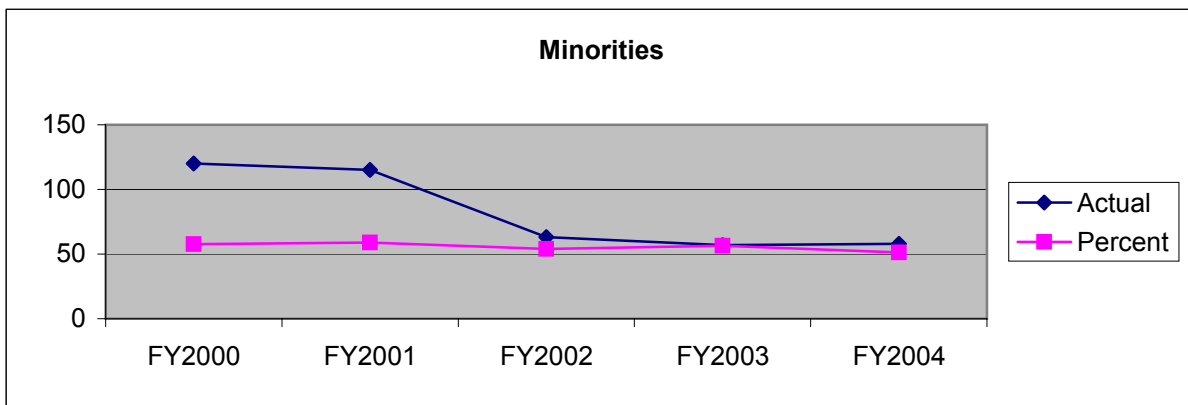
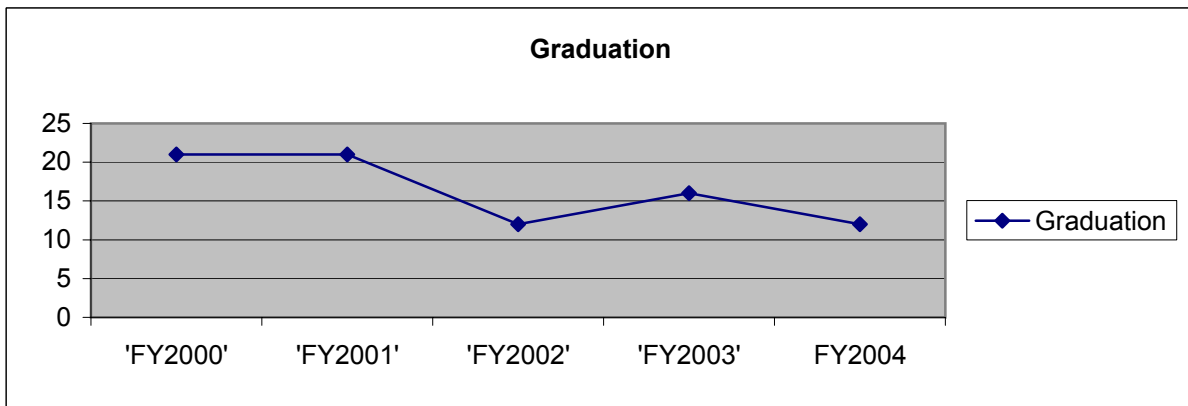
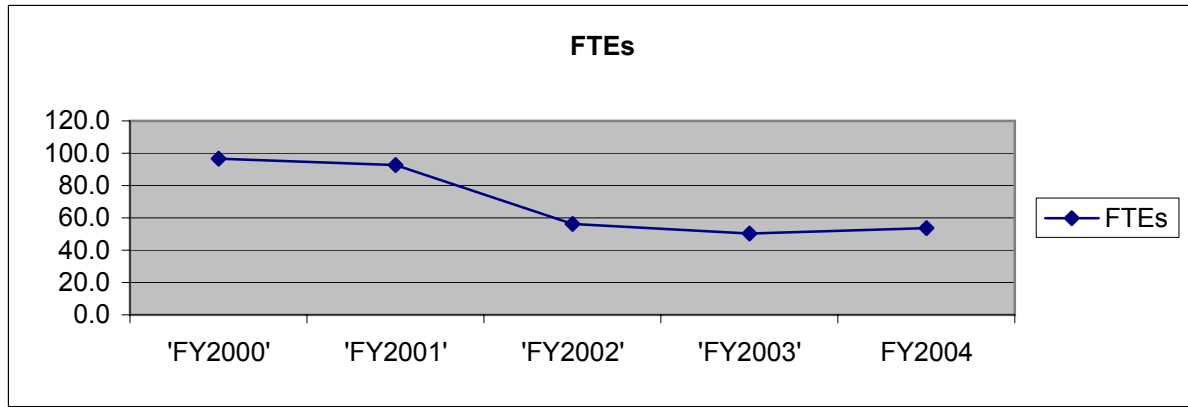
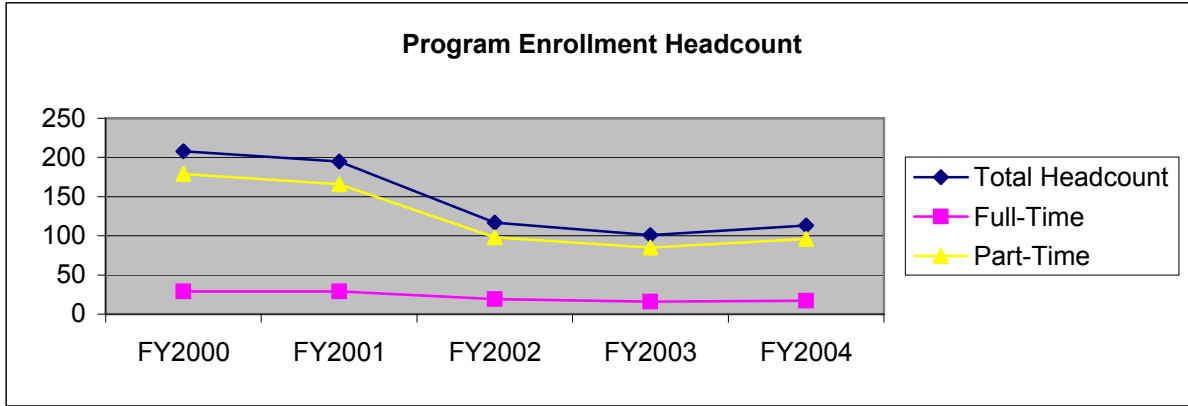
⁽ⁱⁱ⁾ Source is COSMO. This is the number of sections offered for courses in the program curriculum with the same department as the department of the program.

⁽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
MATC Indicators
Graphs
FY2005**

**10-106-6
Administrative Assistant**



**Quality Review Process
Other MATC Indicators
FY2001 - FY2005**

10-106-6

Administrative Assistant

	FY2001		FY2002		FY2003		FY2004		FY2005	
	N	%	N	%	N	%	N	%	N	%
ENROLLMENT⁽¹⁾										
Total	208		195		117		101		113	
GENDER⁽¹⁾⁽²⁾										
Male	4	1.9	9	4.7	4	3.4	3	3.0	3	2.7
Female	204	98.1	184	95.3	113	96.6	98	97.0	110	97.3
N/A	0	*	2	*	0	*	0	*	0	*
ETHNICITY⁽¹⁾⁽³⁾										
Indian	8	4.0	4	2.1	1	0.9	4	4.0	2	1.8
Asian	6	3.0	5	2.6	4	3.5	6	6.1	5	4.5
Black	90	45.0	88	46.3	44	38.6	34	34.3	40	36.0
Hispanic	16	8.0	18	9.5	14	12.3	13	13.1	11	9.9
White	80	40.0	75	39.5	51	44.7	42	42.4	53	47.7
N/A	8	*	5	*	3	*	2	*	2	*
AGE⁽⁴⁾										
less than 18	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
18-24	80	38.5	68	35.1	46	39.3	35	34.7	41	36.6
25-34	61	29.3	66	34.0	25	21.4	26	25.7	35	31.3
35-49	58	27.9	46	23.7	34	29.1	26	25.7	24	21.4
50-Over	9	4.3	14	7.2	12	10.3	14	13.9	12	10.7
N/A	0	*	1	*	0	*	0	*	1	*

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.

MILWAUKEE AREA TECHNICAL COLLEGE
Program Action Plan - Quality Review Process

Program: Administrative Assistant (10-106-6)			Review Date: Fall 2006
Division: Business and Information Technology			Campus: Milwaukee, South, West
Internal Review Team : Lillie Adams, Ed Eisberner, JoAnn Foth, Roslyn Hampton, Marlyce Johnson, Mary Linkus, Michele Miller, Ross Miller, Emma Palmer, Sharolyn Sayers, Judy Zepplin, Mohammad Dakwar.			
Action and Steps for Improvement - First Year (continued)	Persons Responsible	Timeline (3-year)	Cost
Improve Graduation Rate <ul style="list-style-type: none"> • Enforce better tracking of students for both AAS Degree and Diploma • Track job outs • Distribute courses with high technical skills across program • Discuss student progress in classes and offer assistance • Encourage students to complete- provide job incentives and salary data • Maximize retention • Investigate cohort group options 	Ed. Eisberner/faculty	Spring 207	None
Increase Marketing efforts <ul style="list-style-type: none"> • Internal promotion of the program: talk with counselors, recruiters, etc. • Have a big presence at Open House • Update brochures and related program material • Utilize creative career options 	Faculty/administration/Marketing	Spring 2007	\$300
Invest in technology <ul style="list-style-type: none"> • Research latest trends in Office Technology • Find effective ways to deliver high quality technology instruction • Examine virtual pc options • Build anticipated software/hardware into budget to pilot curriculum • Acquire required PDAs and other tools • Work closely with IT 	M. Dakwar/ Faculty	Continuing	\$0- \$2,500
Increase Enrollment/FTEs <ul style="list-style-type: none"> • Improve image and highlight career opportunities • Designate an Intervention/ Retention Specialist • Prepare program fact sheet for counselors and advisors • Increase recruiting efforts • Continue scheduling matrix that serves student needs. Continue flexible course delivery opportunities, including online delivery	Faculty/Counselors	Continuing	\$0 – \$6,690

Update Curriculum <ul style="list-style-type: none"> ● Review and update curriculum to reflect current and potential industry trends/demands in the workforce. ● Investigate industry trends and technology applications that will be incorporated at the program and course levels. ● Update SOA templates (especially program goals and outcomes). ● Review Course Outcome Summaries (COS). 	Ed Eisberner/faculty	Continuing	None
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MILWAUKEE AREA TECHNICAL COLLEGE
Program Action Plan - Quality Review Process

Program: Administrative Assistant (10-106-6)		Review Date: Fall 2006	
Division: Business and Information Technology		Campus: Milwaukee, South, West	
Internal Review Team : Lillie Adams, Ed Eisberner, JoAnn Foth, Roslyn Hampton, Marlyce Johnson, Mary Linkus, Michele Miller, Ross Miller, Emma Palmer, Sharolyn Sayers, Judy Zepplin, Mohammad Dakwar.			
Action and Steps for Improvement - Second Year/Third Year			
Same as first year.			