



March 12, 2010

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

A regular open meeting* of the **MILWAUKEE AREA TECHNICAL COLLEGE EDUCATION, SERVICES, AND INSTITUTIONAL RELATIONS COMMITTEE** of the Milwaukee Area Technical College District Board, Wisconsin, will be held in the **BOARD ROOM (ROOM M210)** of the **MILWAUKEE AREA TECHNICAL COLLEGE**, 700 West State Street, Milwaukee, Wisconsin on **WEDNESDAY, MARCH 17, 2010**, beginning at **3:00 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 – February 17, 2010 - Attachment 1

D. Comments from the Public

E. Action Items

1. Resolution (E0021-3-10) to Approve the Program Proposal for New Program Titled Landscape Horticulture Technician (31-001-1) – Attachment 2

F. Discussion Items

1. Program Quality Review
 - a) Practical Nursing Diploma Program– Attachment 3
 - b) Registered Nursing – Attachment 4
2. Trimester Update – Attachment 5
3. Vision, Mission, Values Update – Attachment 6
4. Policy Review – E0102 - Research Projects Conducted for Personal Use or for an Outside Organization – Attachment 7

G. Information Items

1. Enrollment Update
2. Advertising Campaign

H. Miscellaneous Items

1. Communications and Petitions
2. Information Items

I. Old Business/New Business

1. Date of Next Meeting:

Wednesday, April 21, 2010, Board Room (M210), Milwaukee Campus

Committee Members: Holmes, Michalski, Webber

* **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.



Attachment ESIR - 1

MILWAUKEE AREA TECHNICAL COLLEGE DISTRICT BOARD EDUCATION, SERVICES, AND INSTITUTIONAL RELATIONS February 17, 2010

CALL TO ORDER

The regular monthly meeting of the Education, Services, and Institutional Relations Committee of the Milwaukee Area Technical College District Board was held in open session on Wednesday, February 17, 2010, and called to order by Ms. Melanie Holmes at 3:05 p.m. in the Board Room, Room M210, at the Milwaukee Campus of Milwaukee Area Technical College.

ITEM A: ROLL CALL

Present: Ms. Melanie Holmes, Mr. Thomas Michalski

Mr. Bobbie Webber joined the meeting at 3:12 p.m.

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 – January 20, 2010 – Attachment 1

Motion: The minutes were approved without objection.

ITEM D: COMMENTS FROM THE PUBLIC

ITEM E: ACTION ITEMS

None

ITEM F: DISCUSSION ITEMS

F-1 Policy Review – F0102-Reasonable Accommodations for Students with Disabilities – Attachment 2

Discussion Ms. Janice Falkenberg, general counsel, noted that the changes to this policy reflect the current name of the department that handles student accommodations and the office through which student accommodation appeals are processed.

Motion: It was moved by Mr. Michalski, and second by Ms. Holmes to move policy F0102-Reasonable Accommodations for Students with Disabilities to the full board for approval.

F-2 Program Quality Review – Graphic Design Associate Degree Program – Attachment 3

Discussion Dr. Martin, provost, introduced Ms. Lucia Francis, dean; Mr. James MacDonald, associate dean; and Craig Smallish, faculty for the Graphic Design program. Ms. Francis explained that this program is one of six clustered in the Creative Technologies area. Mr. Smallish briefly explained how the six programs work together in this cluster. Ms. Francis noted the action plan focuses on retention, course completion, and graduation rates. There was a brief discussion related to internships and community projects that are utilized for this program. The level of student participation over the past five years as well as for the future was discussed.

F-3 Trimester Update – Attachment 4

Discussion Dr. Martin introduced Dr. Daniel Burrell, associate provost and Dr. Mohammad Dakwar, associate dean for Business and Information Technology division. Dr. Dakwar explained that this project has been positively received by the academic divisions and further explained that the financial impacts of this project will be presented to the ESIR Committee in the future. There was further discussion regarding the proposed expansion of the summer session, the impact it may have, how courses will be selected and labor contract limitations and opportunities.

ITEM G: INFORMATION ITEMS

G-1 FY 2007-2008 Certification Audit Update

Discussion: Ms. Falkenberg introduced Ms. Liz Pancorbo, Certification Manager. Ms. Pancorbo briefly explained the certification process used at MATC and the results of the FY2007-2008 audit. The Certification department is working closely with supervisors to continually manage faculty certification.

G-2 Enrollment Update

Discussion: Mr. Al Pinckney, interim vice president, Student Services explained that enrollments are up 6.1% from the same period last year.

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, March 17, 2010, 3:00 PM
Milwaukee Campus, Board Room (M210)

ADJOURNMENT

The Committee adjourned at 4:06 p.m.

Respectfully submitted,

Michele M. Conroy

Michele M. Conroy
Administrative Specialist, Academic Affairs

ATTACHMENT ESIR - 2

Resolution to Approve the Program Proposal For New Program Titled Landscape Horticulture Technician (31-001-1)

Background Information:

With the economic downturn this spring there was a steady demand for graduates with landscape skills. At the 2009 Spring Job Fair, we saw a drop by 45% in the total number of employers who were looking for graduates. However, those who attended were looking for the same number of graduates as in the past. Many employers reported that they were getting job applications from those who were laid off from other construction areas. They are reluctant to hire them for fear that they would return to the construction jobs when the economy improves. Their preference has been and will continue to be to hire our graduates.

We have 99 part-time students in the Landscape Horticulture associate degree with poor graduation rates. Some of them do not have the time to attend school for four or more years. A one-year technical diploma will enable this group to get a degree faster and improve our graduation rate, while providing skills employers seek.

Resolution

BE IT RESOLVED, that the District Board of the Milwaukee Area Technical College submit a request to the Wisconsin Technical College System for consideration and approval of the Proposal needed to create the new program titled **Landscape Horticulture Technician**.

3/11/10

Attachment ESIR - 3

QUALITY REVIEW PROCESS

PROGRAM PROFILE

Practical Nursing (31-543-1)

This Technical Diploma program went through a quality review process during the 2008 academic year. The internal program quality review team was comprised of Dr. Nancy Vrabec, Rosemary Erkins, and Darlene Honeysucker.

The Practical Nursing program is a two-semester technical diploma program designed to prepare students for employment in nursing homes, hospitals and other health care settings. This program is designed to develop skills in observing and reporting physical symptoms and changes in patients, administering and recording medications, assisting the physician with treatments and examinations, orienting and training unlicensed personnel, and helping patients with activities of daily living.

Client Reporting Data was provided to reviewers from FY2004 to FY2008. Selected data are reviewed below.

Demographics for FY 2008:

1. During FY2008, 371 students were enrolled in the program. This number is slightly higher than the five-year average enrollment of 351 students. Of all those enrolled in 2008, 97.3% were part-time students.
2. The program generated 151.8 FTEs during FY2008. FTEs decreased by 29% from FY2007 but were 64.8% higher than FY2004 (98.5). The program reached its peak enrollment during the five-year period in FY2007 at 213.7 FTEs.
3. Males were 8.4% and females were 91.6% of the FY2008 enrollment. This gender ratio was relatively constant during the five-year period with an average NTO male enrollment of 9%.
4. Program enrollments for FY2008 included 256 minority students (69%). The percentage of minority enrollment for FY2008 was 3% higher than the five-year average (66%) for the program.

Course Completion and Other Selected Outcomes for FY 2008:

1. The course completion rate for these programs in face-to-face sections was 64.1% for FY2008. There were no courses offered via alternative for FY2008.
2. The graduation index is calculated by dividing the number of graduates in FY2008 by the number of students enrolled in the program code that same year. The annual graduation index for this program for FY2008 was 39.9% or 148 of the 371 students enrolled.
3. Employment and wage data for this program were available for FY2008, when MATC graduate employment reports show that the annual median wage for program graduates was \$37,862.93.
4. The *Graduate Employment Report* reported statewide the projected demand was for 543 positions.

Action Plan

[back to program page](#)

Based on the Probable Actions Selections, develop an action plan for improvement. Select at least three actions related to three unique indicators that your department will initiate in the next year to improve performance. Develop one or more objectives with related activities for each.

Program Name	College Division	Advisory Committee Review Date
Practical Nursing	HEALTH OCCUPATIONS	11/11/2009

Indicator Name	Think Critically
Action Item	Clinical project, case studies, post-conference discussions and concept maps will include critical thinking activities.
Planned Outcome:	Students ability to think critically will improve as shown on higher standardized test scores in NRSPN-308 and higher licensure pass rates.

Indicator Name	Communicate Effectively
Action Item	Increased use of simulation case studies, electronic documentation, collaboration with other health care providers, nursing process papers.
Planned Outcome:	Students ability to communicate effectively will improve as demonstrated by satisfactory performance in all clinical courses.

Indicator Name	Student Outcomes Assessment
Action Item	Implement retention activities funded by Perkins grant (support modules, referrals to Educational Assistant, study strategy workshops), gather program outcome data using course evaluations, student satisfaction surveys, end of course summaries, employer surveys, and licensure pass rates.
Planned Outcome:	Improve documentation of program outcomes using the Student Outcomes Assessment template with annual updates.

Indicator Name	Course Completion
Action Item	Supplemental Instruction
	One-on-one supplemental instruction will be provided for all students having difficulties with their coursework who may be in jeopardy of dropping or failing their class. On a regularly scheduled basis, students will meet directly with

Planned Outcome:	program instructors to review material, work on class assignments and projects, and strengthen their mastery of course materials. This additional time on task in an after-class setting has the added benefit of allowing students to develop a mentoring relationship with faculty, receive advising services, learn more about their chosen profession from a person who has first-hand industry and field experience, and generally bond with an adult in an expert-novice mentoring relationship. In addition, instructors are advised to refer special populations students (students with disabilities, Nontraditional Occupations students, and ESL students) to special populations case managers for extra support.
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Indicator Name	Non-Traditional Gender
Action Item	Pre-Entry Skills Modules
Planned Outcome:	Working with personnel from MPS Smart Plan and Boys and Girls Clubs of Greater Milwaukee Career Starters Program, the project senior specialist will schedule high school females to participate in hands-on, pre-entry skills modules provided by MATC program instructors. Modules will focus on preparing students academically and technically for successful entry into the program. NTO instructional modules provide an excellent opportunity for students to overcome their fears and misperceptions of nontraditional fields.

Indicator Name	Job Placement - Related Employment
Action Item	Employment Opportunity Database
Planned Outcome:	A 5-step process will be followed to develop a comprehensive employment opportunity database for the program. This database will allow program instructors and staff to assist students in conducting focused job searches upon graduation. Included in the activity description are the 5-step database development process, survey instrument to be used to gather data, and analysis of database use.

Quality Review Process Scorecard FY2008

31-543-1

PRACTICAL NURSING

State Indicators	Actual Performance FY2008	Threshold Performance Average of 4 lowest in the State	Target Performance Average of 4 highest in the State
Course Completion	68.49	73.78	96.60
Special Populations Course Completion	64.40	71.48	96.33
Minority Course Completion	62.86	52.33	100.00
Second Year Retention	87.65	75.55	99.10
Third Year Retention	79.50	62.71	96.34
Third Year Graduation	69.42	53.53	96.34
Fifth Year Graduation	55.42	18.62	77.58
Job Placement - All Employment	94.79	88.36	99.66
Job Placement - Related Employment	80.21	76.81	93.29
Non-Traditional Gender	8.42	3.81	9.14

MATC Indicators	Actual Performance FY2008	Threshold Performance	Target Performance
	Score	Score	Score
1) Student Outcomes Assessment	1.0	1.0	6.0
2) Program Currency	4	3	5
3) Core Ability Attainment:			
Communicate Effectively	0.00	3.54	4.54
Collaborate with Others	0.00	3.72	4.78
Respect Diversity	0.00	3.44	4.77
Demonstrate Responsibility	0.00	3.77	4.84
Think Critically	0.00	3.75	4.84
Utilize Technology	0.00	3.38	4.88
Apply Math and Science	0.00	2.97	4.69
4) Student Satisfaction Attainment	0.0	3.7	5
5) Employer Satisfaction Attainment	N/A	N/A	N/A
6) Program Indicator 1	N/A	N/A	N/A
7) Program Indicator 2	N/A	N/A	N/A

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 Student Outcomes Assessment administered by MATC.
Threshold = avg of all responding MATC programs, Target = avg of four highest performing MATC programs
- 2) Actual = Source is Program Currency Assessment administered by MATC.
Threshold = avg of all responding MATC programs, Target = avg of four highest performing MATC programs
- 3) Actual = Source is Core Abilities Assessment administered by MATC.
Threshold = avg of all responding MATC programs, Target = avg of four highest performing MATC programs
- 4) Actual = Source is Student Satisfaction Survey administered by MATC.
Threshold = avg of all responding MATC programs, Target = avg of four highest performing MATC programs
- 5) To be provided in the future.

**Quality Review Process
Scorecard
FY2008**

31-543-1

PRACTICAL NURSING

	FY2004		FY2005		FY2006		FY2007		FY2008	
	N	%	N	%	N	%	N	%	N	%
1) Program Enrollment: Headcount⁽¹⁾	232		320		405		425		371	
Full-Time	8	3.4	29	9.1	26	6.4	22	5.2	10	2.7
Part-Time	224	96.6	291	90.9	379	93.6	403	94.8	361	97.3
2) Program Enrollment: FTEs⁽¹⁾	98.5		163.3		202.0		213.7		151.8	
3) Graduation⁽¹⁾	79	34.1	147	45.9	174	43.0	200	47.1	148	39.9
4) Racial/Ethnic Minority Students⁽¹⁾	161	69.4	204	63.8	257	63.5	248	58.4	251	67.7
5) Section Completion Rate⁽¹⁾										
Traditional Delivery Total Enrollment	1212		742		886		1092		697	
Pass	969	80.0	573	77.2	747	84.3	571	52.3	447	64.1
Non-Pass	111	9.2	81	10.9	62	7.0	74	6.8	88	12.6
Other	132	10.9	88	11.9	77	8.7	447	40.9	162	23.2
Alternative Delivery Total Enrollment	N/A		N/A		N/A		N/A		N/A	
Pass	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Pass	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Other	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Footnotes:

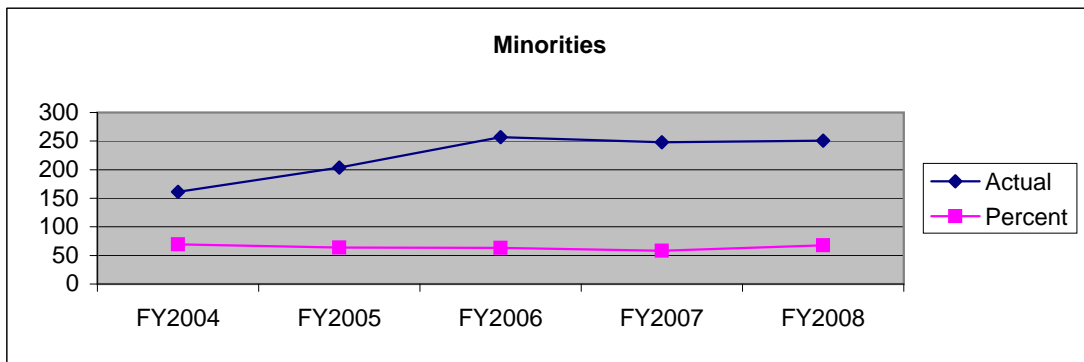
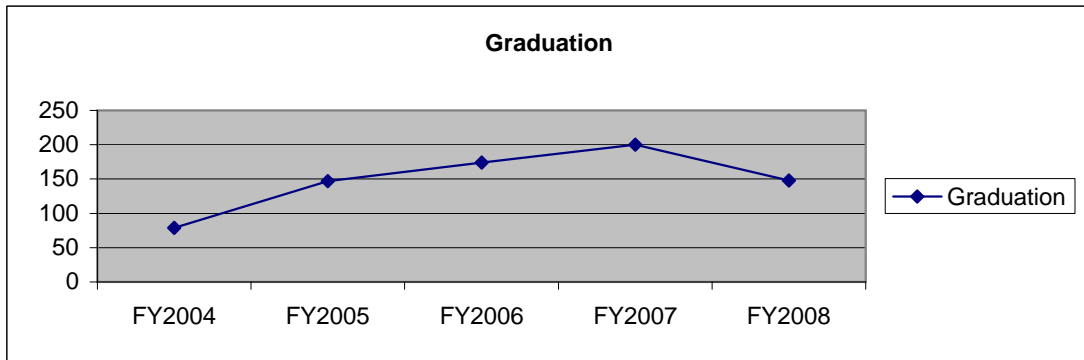
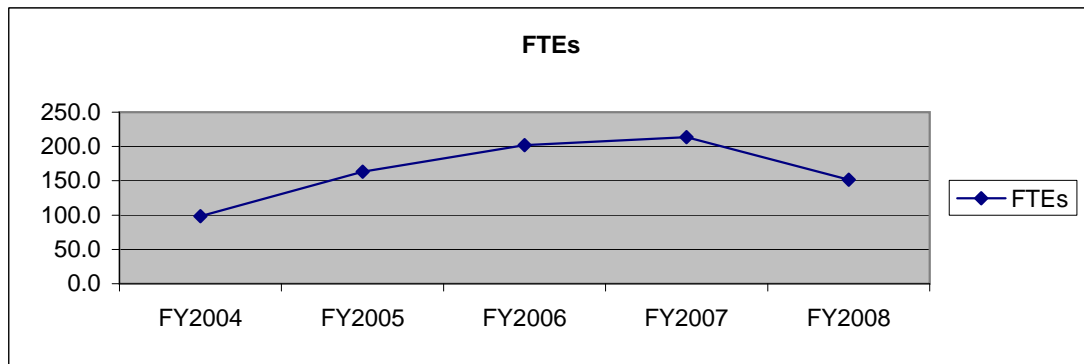
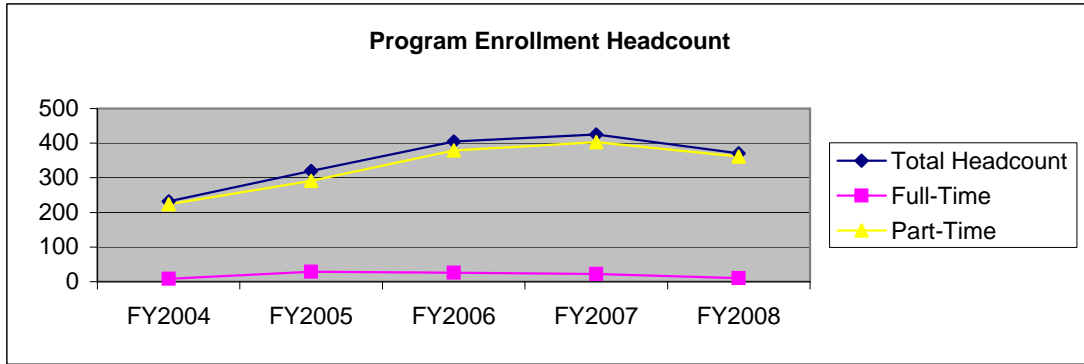
N/A = Not Available

⁽¹⁾ 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.

⁽¹⁾ Source is COSMO. These are the course completion rates of students in both traditional and alternative delivery sections
with the same department as the department of the program. Pass: C or better, AU and P. Non-Pass: U. Other: W, Uw, I, IP and no grade.
Note: Prior to 2008, a passing grade was D- or better.

Quality Review Process Scorecard FY2008

31-543-1
PRACTICAL NURSING



**Quality Review Process
Scorecard
FY2008**

31-543-1

PRACTICAL NURSING

	FY2004		FY2005		FY2006		FY2007		FY2008	
	N	%	N	%	N	%	N	%	N	%
ENROLLMENT⁽¹⁾										
Total	232		320		405		425		371	
GENDER⁽¹⁾⁽²⁾										
Male	20	8.6	28	8.8	36	8.9	43	10.1	31	8.4
Female	212	91.4	292	91.3	369	91.1	382	89.9	340	91.6
N/A	0	*	0	*	0	*	0	*	0	*
ETHNICITY⁽¹⁾⁽³⁾⁽⁵⁾										
Indian	2	0.9	4	1.3	8	2.0	8	1.9	4	1.1
Asian	4	1.8	N/A	N/A	17	4.3	15	3.6	15	4.1
Black	145	65.0	182	57.6	207	51.8	204	49.0	207	56.6
Hispanic	10	4.5	13	4.1	25	6.3	21	5.0	25	6.8
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	0	0.0	0	0.0
White	62	27.8	117	37.0	143	35.8	168	40.4	115	31.4
N/A	9	*	4	*	5	*	9	*	5	*
AGE⁽⁴⁾										
less than 18	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
18-24	49	21.1	24	7.5	69	17.0	61	14.4	63	17.0
25-34	100	43.1	35	10.9	149	36.8	182	42.8	171	46.1
35-49	73	31.5	36	11.3	110	27.2	134	31.5	97	26.1
50-Over	10	4.3	7	2.2	29	7.2	27	6.4	29	7.8
N/A	0	0.0	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.

⁽⁵⁾ Pacific Islander ethnicity not reported separately prior to FY2007. Previous years combined with Asian.

Attachment ESIR - 4

QUALITY REVIEW PROCESS

PROGRAM PROFILE

Registered Nursing (10-543-1)

This Technical Diploma program went through a quality review process during the 2008 academic year. The internal program quality review team was comprised of Dr. Nancy Vrabec, Mark Caranza, Nancy Kron, Kathy Costa-Lieberthal, and Cheryl Watt.

The Registered Nursing program is an associate degree program designed to prepare students for employment in a variety of health care settings. This program is designed to develop not only technical skills but also allow participation in supervised patient care activities in a variety of local health care settings. Student that complete the first-year courses are eligible to take the Practical Nursing licensure exam.

Client Reporting Data was provided to reviewers from FY2005 to FY2008. Selected data are reviewed below.

Demographics for FY 2008:

1. During FY2008, 932 students were enrolled in the program. This number is higher than the five-year average enrollment of 798 students. Of all those enrolled in 2008, 98.1% were part-time students.
2. The program generated 368 FTEs during FY2008. FTEs decreased by 3.3% from FY2007 and were 11.9% lower than FY2005 (417.6). The program reached its peak enrollment during the four-year period in FY2005 at 417.6 FTEs.
3. Males were 10.9% and females were 89.1% of the FY2008 enrollment. This gender ratio was relatively constant during the five-year period with an average NTO male enrollment of 10.4%.
4. Program enrollments for FY2008 included 460 minority students (49.4%). The percentage of minority enrollment for FY2008 was 7.6% higher than the five-year average (41.8%) for the program.

Course Completion and Other Selected Outcomes for FY 2008:

1. The course completion rate for these programs in face-to-face sections was 85.5% for FY2008. The course completion rate for these programs in alternative delivery sections was 74.4% for FY2008.

2. The graduation index is calculated by dividing the number of graduates in FY2008 by the number of students enrolled in the program code that same year. The annual graduation index for this program for FY2008 was 24% or 224 of the 932 students enrolled.
3. Employment and wage data for this program were available for FY2008, when MATC graduate employment reports show that the annual median wage for program graduates was \$51,359.18.
4. The *Graduate Employment Report* reported statewide the projected demand was for 2,694 positions.

Action Plan

back to program page

Based on the Probable Actions Selections, develop an action plan for improvement. Select at least three actions related to three unique indicators that your department will initiate in the next year to improve performance. Develop one or more objectives with related activities for each.

Program Name	College Division	Advisory Committee Review Date
Registered Nursing	HEALTH OCCUPATIONS	11/10/2009

Indicator Name	Student Outcomes Assessment
Action Item	Assessment of program goals and report tracking procedure
Planned Outcome:	This report will assist in NLNAC accreditation (2016) by tracking relevant data for the Systematic program Evaluation (SPE-AD). Program adjustments will be kept up to date through the use of End of Course summary forms completed at each semester level and will assist in monitoring program changes.

Indicator Name	Communicate Effectively
Action Item	Professional Communication
Planned Outcome:	Student test scores on standardized exams (HESI and NCLEX) will show improvement in the communication content area(s) Students will communicate effectively with other members of the health care team as exhibited by satisfactory grades on clinical evaluation tools completed at the conclusion of every clinical course.

Indicator Name	Think Critically
Action Item	Critical Thinking
Planned Outcome:	Student learning will be enhanced as evidenced by improved scores on HESI and NCLEX as well as passing grades on clinical projects and presentations.

Activity 1:	Improve critical thinking skills by using grant funded activities including: a. instructional support modules b. an Educational Assistant to tutor and track student progress
Person Responsible:	Associate Dean, Chair of Nursing Department Program Responsible Evaluation Committee, MATC grant department
Resource Needs:	Funding as available
Timeline:	Throughout academic years 2009-2010; 2010-2011

Indicator Name	Course Completion
Action Item	Early Alert Retention System
Planned Outcome:	Increase Minority Student Course Completion and Course Completion Rate for Students Overall
Activity 1:	Faculty will continually identify students that fail to demonstrate mastery of learning objectives as demonstrated by methods used by the instructor for student evaluation. Each week instructors will submit student performance data to a full-time senior specialist who will be responsible for contacting students, scheduling meetings to develop student improvement plans, and pairing students with the appropriate remediation service. This proactive method of tracking student performance will provide timely intervention to encourage learning and study skill behaviors that will help students accomplish their academic goals. The Senior Specialist will take the lead in alerting students that a potential problem exists in the successful completion of learning objectives. She will identify or refer the students to the appropriate program-specific remediation service. And in the case of student deficiencies in basic education learning (math, writing, comprehension), the Senior Specialist will direct the students to the appropriate on-campus department, and will serve as a liaison among instructors, students and the intervention provider. This process will replace the college student records system (COSMO), which identifies and notifies students of their academic standing (Good Standing, Warning, Suspension, etc.) twice a year, a timetable that does not allow for real-time academic monitoring and timely intervention. This approach will test and prove a model that can be used by all divisions within the College to improve overall retention and the Perkins skills attainment measure. Supplies to implement the activity will be purchased as needed. Administrative expenses will be used for monitoring and data collection of client reporting.
Person Responsible:	Associate Dean
Resource Needs:	District Perkins Funds
Timeline:	July 1, 2010 to June 30, 2011

Indicator Name	Course Completion
Action Item	Complementary Instruction
Planned Outcome:	Increase Minority Student Course Completion Rate and Course Completion Rate for Students Overall
Activity 1:	One-on-one supplemental instruction will be provided for all students having difficulties with their coursework who may be in jeopardy of dropping or failing their class. On a regularly scheduled basis, students will meet directly with program instructors to review material, work on class assignments and projects, and strengthen their mastery of course materials. This additional time on task in an after-class setting has the added benefit of allowing students to develop a mentoring relationship with faculty, receive advising services, learn more about their chosen profession from a person who has first-hand industry and field experience, and generally bond with an adult in an expert-novice mentoring relationship. In addition, instructors are advised to refer special populations students (students with disabilities, Nontraditional Occupations students, and ESL students) to special populations case managers for extra support.
Person Responsible	Associate Dean
Resource Needs	District Perkins Funds
Timeline:	July 1, 2010 to June 30, 2011

Quality Review Process Scorecard FY2008

10-543-1

NURSING - ASSOCIATE DEGREE

State Indicators	Actual Performance FY2008	Threshold Performance Average of 4 lowest in the State	Target Performance Average of 4 highest in the State
Course Completion	81.21	80.40	89.36
Special Populations Course Completion	78.23	78.59	87.45
Minority Course Completion	74.46	68.20	90.67
Second Year Retention	84.36	56.87	81.39
Third Year Retention	78.48	42.63	78.03
Third Year Graduation	47.47	7.86	49.55
Fifth Year Graduation	60.91	22.65	72.50
Job Placement - All Employment	96.59	95.08	100.00
Job Placement - Related Employment	90.91	91.95	99.78
Non-Traditional Gender	11.31	5.49	10.47

MATC Indicators	Actual Performance FY2008	Threshold Performance	Target Performance
	Score	Score	Score
1) Student Outcomes Assessment	6.0	1.0	6.0
2) Program Currency	4	3	5
3) Core Ability Attainment:			
Communicate Effectively	4.28	3.54	4.60
Collaborate with Others	4.43	3.66	4.78
Respect Diversity	4.43	3.44	4.81
Demonstrate Responsibility	4.59	3.74	4.88
Think Critically	4.41	3.74	4.84
Utilize Technology	4.25	3.38	4.87
Apply Math and Science	4.37	2.97	4.69
4) Student Satisfaction Attainment	4	4	5
5) Employer Satisfaction Attainment	N/A	N/A	N/A
6) Program Indicator 1	N/A	N/A	N/A
7) Program Indicator 2	N/A	N/A	N/A

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 Student Outcomes Assessment administered by MATC.
Threshold = avg of all responding MATC programs, Target = avg of four highest performing MATC programs
- 2) Actual = Source is Program Currency Assessment administered by MATC.
Threshold = avg of all responding MATC programs, Target = avg of four highest performing MATC programs
- 3) Actual = Source is Core Abilities Assessment administered by MATC.
Threshold = avg of all responding MATC programs, Target = avg of four highest performing MATC programs
- 4) Actual = Source is Student Satisfaction Survey administered by MATC.
Threshold = avg of all responding MATC programs, Target = avg of four highest performing MATC programs
- 5) To be provided in the future.

**Quality Review Process
Scorecard
FY2008**

10-543-1
NURSING - ASSOCIATE DEGREE

	FY2004		FY2005		FY2006		FY2007		FY2008	
	N	%	N	%	N	%	N	%	N	%
1) Program Enrollment: Headcount⁽¹⁾	N/A		836		611		812		932	
Full-Time	N/A	N/A	58	6.9	39	6.4	37	4.6	18	1.9
Part-Time	N/A	N/A	778	93.1	572	93.6	775	95.4	914	98.1
2) Program Enrollment: FTEs⁽¹⁾	N/A		417.6		315.5		380.3		368.0	
3) Graduation⁽¹⁾	N/A	N/A	195	23.3	162	26.5	201	24.8	224	24.0
4) Racial/Ethnic Minority Students⁽¹⁾	N/A	N/A	321	38.4	241	39.4	326	40.1	449	48.2
5) Section Completion Rate⁽¹⁾										
Traditional Delivery Total Enrollment	N/A		1613		2988		3708		2833	
Pass	N/A	N/A	1223	75.8	2538	84.9	1955	52.7	2421	85.5
Non-Pass	N/A	N/A	174	10.8	193	6.5	128	3.5	216	7.6
Other	N/A	N/A	216	13.4	257	8.6	1625	43.8	196	6.9
Alternative Delivery Total Enrollment	N/A		23		126		372		308	
Pass	N/A	N/A	20	87.0	99	78.6	136	36.6	229	74.4
Non-Pass	N/A	N/A	1	4.3	14	11.1	25	6.7	49	15.9
Other	N/A	N/A	2	8.7	13	10.3	211	56.7	30	9.7

Footnotes:

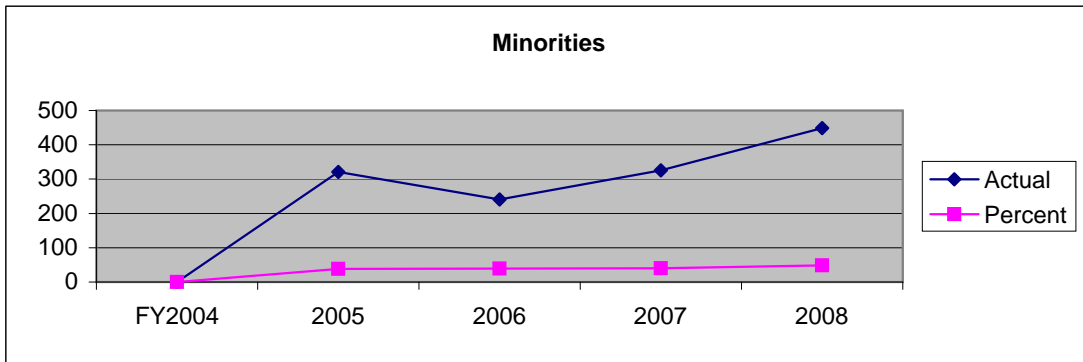
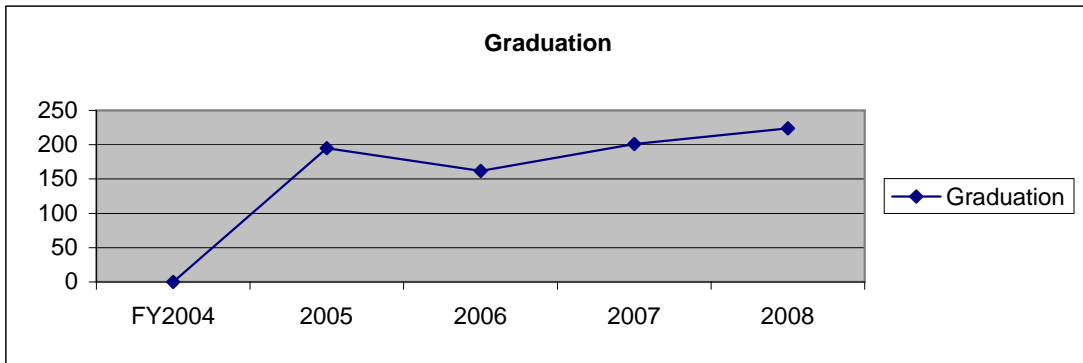
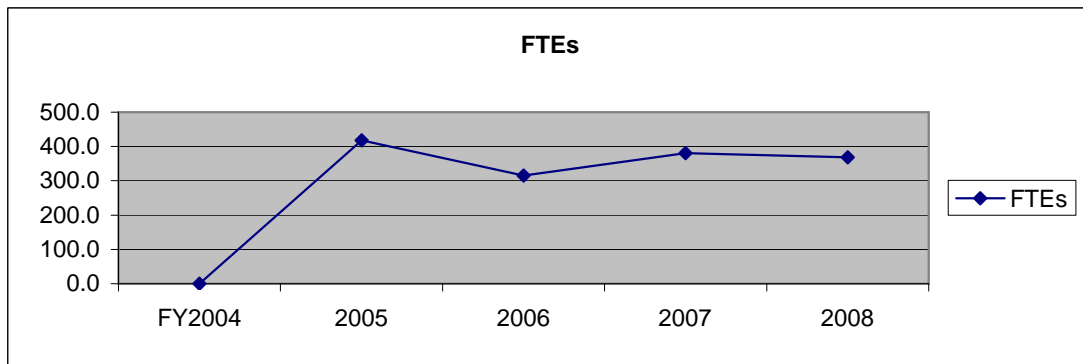
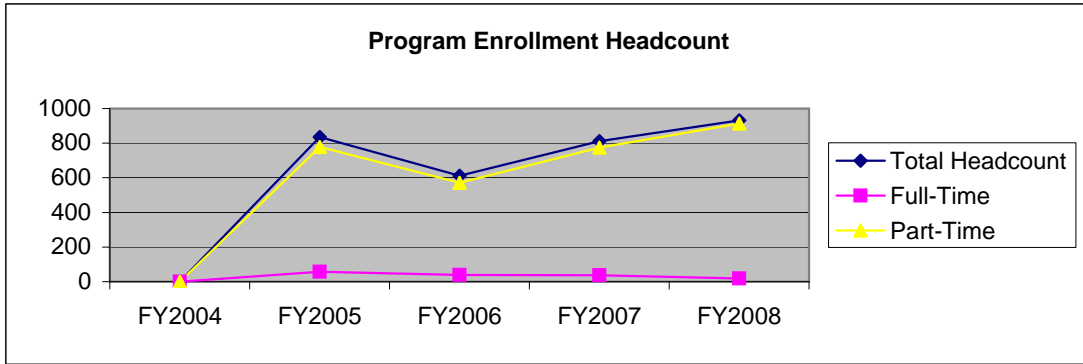
N/A = Not Available

⁽¹⁾ 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.

⁽¹⁾ Source is COSMO. These are the course completion rates of students in both traditional and alternative delivery sections
with the same department as the department of the program. Pass: C or better, AU and P. Non-Pass: U. Other: W, Uw, I, IP and no grade.
Note: Prior to 2008, a passing grade was D- or better.

Quality Review Process Scorecard FY2008

10-543-1
NURSING - ASSOCIATE DEGREE



**Quality Review Process
Scorecard
FY2008**

10-543-1

NURSING - ASSOCIATE DEGREE

	FY2004		FY2005		FY2006		FY2007		FY2008	
	N	%	N	%	N	%	N	%	N	%
ENROLLMENT⁽¹⁾										
Total	N/A		836		611		812		932	
GENDER⁽¹⁾⁽²⁾										
Male	N/A	N/A	95	11.4	55	9.0	84	10.3	102	10.9
Female	N/A	N/A	741	88.6	556	91.0	728	89.7	830	89.1
N/A	N/A	*	0	*	0	*	0	*	0	*
ETHNICITY⁽¹⁾⁽³⁾⁽⁵⁾										
Indian	N/A	N/A	9	1.1	4	0.7	3	0.4	10	1.1
Asian	N/A	N/A	N/A	N/A	25	4.2	42	5.2	43	4.7
Black	N/A	N/A	239	29.0	172	28.6	227	28.2	326	35.4
Hispanic	N/A	N/A	40	4.8	40	6.7	53	6.6	69	7.5
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	1	0.1	1	0.1
White	N/A	N/A	537	65.1	360	59.9	479	59.6	472	51.3
N/A	N/A	*	11	*	10	*	8	*	12	*
AGE⁽⁴⁾										
less than 18	N/A	N/A	0	0.0	0	0.0	0	0.0	0	0.0
18-24	N/A	N/A	206	24.6	132	21.6	180	22.2	156	16.7
25-34	N/A	N/A	362	43.3	293	48.0	381	46.9	367	39.4
35-49	N/A	N/A	243	29.1	175	28.6	225	27.7	221	23.7
50-Over	N/A	N/A	25	3.0	17	2.8	26	3.2	25	2.7
N/A	N/A	*	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.

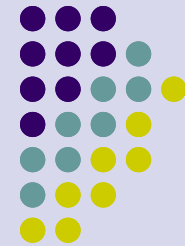
⁽⁴⁾ Age percentages are based on total known age, not total enrollment.

* N/A age percentage is not computed.

⁽⁵⁾ Pacific Islander ethnicity not reported separately prior to FY2007. Previous years combined with Asian.

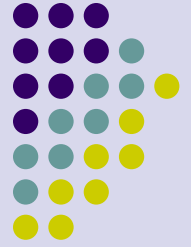
Attachment ESIR - 5

Trimester Model (Update)



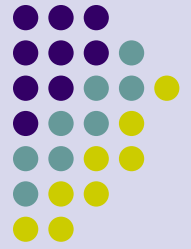
Presented by
Mohammad Dakwar

Quick Summary



- Previous model discussion
- Further investigation

Progress Update



- Work sessions & program analysis

- Program List

- Health Unit Coordinator (30-510-2)
- Phlebotomy (PHLEBO) (30-513-1)
- Renal Dialysis Technician (31-517-1)
- Culinary Art AAS (10-316-1)
- Business Management AAS (10-102-3)
- Associate of Arts Degree (A.A)
- Carpentry (31-410-1)

Kelly Dries

Sharon Abstoncoleman

Nancy Vrabec

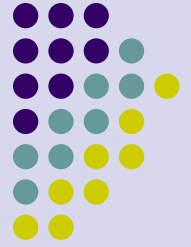
Rich Busalachhi

Mohammad Dakwar

Evonne Carter

Mike Benner

Cost Analysis



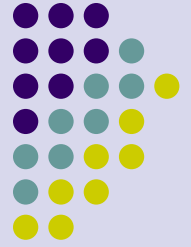
- Update/Model variations
- Costs/impacts/recommendations

Strategy/Next phase



- Planning/Implementation Plan
 - Work closely with Faculty, FA, Admissions, Scheduling, Counselors, AD's, etc.
- Select top 3-4 programs to pilot
 - Based on model effectiveness, cost, feedback from the board
- Planning/Implementation timeline
 - Summer 2011
 - Actual changes start immediately

Vision



- Institute another innovative model at MATC
- Standardize & expand to include more programs in the future

DRAFT
MATC Vision/Mission/Principles Statements

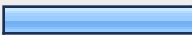

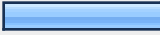


Vision - MATC is a premier, comprehensive technical college that provides excellence in education to enrich, empower and transform lives in our community.

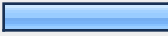
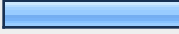



Mission - As a public, two-year comprehensive technical college, MATC offers quality educational and training opportunities and services to its diverse, metropolitan community by collaborating with partners to advance the lives of its students.

MATC Values:

- Learning: A Learning-centered environment
- People: Respect for and willingness to invest in people
- Focus: Mission & vision driven by students' and other stakeholders needs
- Agility: Ability, flexibility, and responsiveness to changing needs and conditions
- Integrity: Integrity and responsible institutional citizenship
- Collaboration: Collaboration and a shared institutional focus
- Involvement: Broad based involvement of stakeholders to encourage better decisions

New MATC Vision Mission Value Statement February 2010

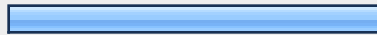

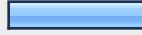

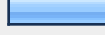
1. Vision: MATC is a premier, comprehensive technical college that provides excellence in education to enrich, empower, and transform lives in our community			Response Percent	Response Count
Really like it			29.0%	56
Makes sense			32.1%	62
OK			23.8%	46
I can live with it			7.8%	15
Don't like it at all			7.3%	14
Comments on Vision statement:				51
			answered question	193
			skipped question	0

2. Mission: As a public, two-year comprehensive technical college, MATC offers quality educational and training opportunities and services to its diverse, metropolitan community by collaborating with partners to advance the lives of its students.			Response Percent	Response Count
Really like it			25.4%	49
Makes sense			26.9%	52
OK			24.9%	48
I can live with it			9.8%	19
Don't like it at all			13.0%	25
Comments on Mission Statement				62
			answered question	193
			skipped question	0

3. Values: * Learning: A Learning-centered environment * People: Respect for and willingness to invest in people * Focus: Mission & vision driven by students' and other stakeholders needs * Agility: Ability, flexibility, and responsiveness to changing needs and conditions * Integrity: Integrity and responsible institutional citizenship *Collaboration: Collaboration and a shared institutional focus *Involvement: Broad based involvement of stakeholders to encourage better decisions

	Really like it	Makes Sense	OK	I can live with it	Don't like it	Response Count
*Learning	40.4% (78)	33.2% (64)	15.0% (29)	6.2% (12)	5.2% (10)	193
*People	36.5% (70)	30.7% (59)	18.8% (36)	7.3% (14)	6.8% (13)	192
*Focus	28.8% (55)	24.6% (47)	26.7% (51)	9.4% (18)	10.5% (20)	191
*Agility	36.7% (69)	29.3% (55)	20.7% (39)	4.3% (8)	9.0% (17)	188
*Integrity	31.1% (59)	23.7% (45)	27.9% (53)	7.4% (14)	10.0% (19)	190
*Collaboration	26.5% (50)	24.9% (47)	25.4% (48)	12.7% (24)	10.6% (20)	189
*Involvement	26.2% (49)	26.2% (49)	25.7% (48)	11.8% (22)	10.2% (19)	187
Comments on Value statement:						80
answered question						193
skipped question						0

4. Please let us know your role at MATC.

		Response Percent	Response Count
Student		0.0%	0
Faculty		57.0%	110
Counselor		2.6%	5
Staff		20.7%	40
Paraprofessional		4.7%	9
Administrator		15.0%	29
answered question			193
skipped question			0

matc**Milwaukee Area Technical College****POLICY**

Title: RESEARCH PROJECTS CONDUCTED FOR PERSONAL USE OR FOR AN OUTSIDE ORGANIZATION	Code: E0102
Authority: Wis. Stats. §§ 38.04(14), 38.12 (7)	Original Adoption: 3/28/95 Revised/Reviewed: 9/25/07 Effective: 9/26/07

ETHICAL PRINCIPLES

MATC is guided by the ethical principles regarding all research projects conducted for internal use or for an outside organization involving humans as subjects, as set forth in the report of the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research (Reference: Ethical Principles and Guidelines for the Protection of Human Subjects of Research), regardless of whether the research is subject to federal regulation.

MATC may participate in research in one or more of the following categories:

- (1) Research conducted in established or commonly accepted educational settings, involving recognized educational practices, including, but not limited to:
 - (i) Research of regular and/or special education instructional strategies,
 - (ii) Research of the effectiveness of or the comparison among instructional technologies, curricula, or classroom management methods.
- (2) Research involving the collection or study of existing data, documents, and records if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.
- (3) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, or observation of public behavior. This category of research **will not** be conducted if any of the following apply:
 - (i) Information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects.
 - (ii) Any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subject's financial standing, employability, or reputation.

Title: RESEARCH PROJECTS CONDUCTED FOR PERSONAL USE OR FOR AN OUTSIDE ORGANIZATION	Code: E0102
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INFORMED CONSENT:

Where applicable, informed consent will be obtained from human subjects who may be participants in the research. Determination of whether informed consent is required will be made by the Office of Strategic Planning and Research in accordance with locally developed procedures or "protocols" reflecting applicable state and federal regulations in this area.

INSTITUTIONAL REVIEW BOARD

All research conducted involving MATC personnel, students, records, or materials for individual use or for an outside organization must fall into one or more of the research categories listed above. Prior to the initiation of the research project, the research proposal will be reviewed by the Institutional Review Board (IRB).

The Director of the Office of [Strategic Planning and Institutional Research](#) will recommend individuals to serve on the IRB. These recommendations will be reviewed and approved by ~~whichever the~~ [Vice-President- is then supervising the Office of Institutional Research of College Advancement.](#)

The Institutional Review Board will consist of five members to include:

Director of ~~Strategic, Planning, and Research~~ [Institutional Research or the Director's designee](#)
General Counsel [or the General Counsel's designee](#)
One Dean/Associate Dean
One Faculty Member
One Faculty Member Representing ER&D

The IRB assures that the research will give proper consideration to:

1. The importance of the knowledge that may reasonably be expected to result.
2. The anticipated benefits to the subjects, the mission of MATC, and others.
3. The informed consent process if applicable.
4. The risk to the subjects.