

November 13, 2009

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

A regular open meeting of the **EDUCATION, SERVICES, AND INSTITUTIONAL RELATIONS COMMITTEE** of the Milwaukee Area Technical College District Board, Wisconsin, will be held in the **BOARD ROOM (ROOM M210)** of the **MILWAUKEE AREA TECHNICAL COLLEGE**, 700 West State Street, Milwaukee, Wisconsin on **WEDNESDAY, NOVEMBER 18, 2009**, beginning at **3:00 P.M.**\*

The agenda for said meeting is presented as follows:

**A. Roll Call**

**B. Compliance with the Open Meetings Law**

**C. Approval of Minutes – October 21, 2009 - Attachment 1**

**D. Comments from the Public**

**E. Action Items**

1. Resolution (E00016-10-09) to Approve Designation of Milwaukee Area Technical College State Public Officials – Attachment 2
2. Resolution (E00017-10-09) to Approve the Title/Number Change for the Program Titled Food Service (31-303-x) – Attachment 3
3. Resolution (E00018-10-09) to Approve the Title/Number Change for the Program Titled Special Event Management (31-109-x) – Attachment 4
4. Resolution (E00019-10-09) to Approve the Title/Number Change from e-Commerce/Web Administration (10-153-2) to e-Business Technology Specialist (10-153-3) – Attachment 5

## **F. Discussion Items**

1. Program Quality Review
  - i. Chemical Technology Program – Attachment 6
  - ii. Health Unit Coordinator Program – Attachment 7
  - iii. Medical Coding Specialist Diploma Program – Attachment 8
2. AQIP System Portfolio Review – Attachment 9
3. Student Success Core Committee
4. Student Services Quality Review and Evaluation

## **G. Information Items**

1. Enrollment Update
2. LPN Associate Degree Program Update – Attachment 10

## **H. Miscellaneous Items**

1. Communications and Petitions
2. Information Items

## **I. Old Business/New Business**

1. Date of Next Meeting: **December 9, 2009**  
**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 October 21, 2009

#### 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, October 21, 2009, and called to order by Mr. Thomas Michalski at 3:08 p.m. in the Board Room, Room M210, at the Milwaukee Campus of Milwaukee Area Technical College.

#### ITEM A: ROLL CALL

**Present:** Mr. Thomas Michalski

**Excused:** Mr. Bobbie Webber and Ms. Melanie Holmes

#### 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 – September 16, 2009 – Attachment 1

Motion: This item will be discussed at the November meeting of the ESIR Committee.

#### ITEM D: COMMENTS FROM THE PUBLIC

#### ITEM E: ACTION ITEMS

##### **E-1 Resolution (E00016-10-09) to Approve Designation of Milwaukee Area Technical College State Public Officials – Attachment 2**

This item will be discussed at the November meeting of the ESIR Committee.

##### **E-2 Resolution (E00017-10-09) to Approve the Title/Number Change for the Program Titled Food Service (31-303-x) – Attachment 3**

This item will be discussed at the November meeting of the ESIR Committee.

##### **E-3 Resolution (E00018-10-09) to Approve the Title/Number Change for the Program Titled Special Event Management (31-109-x) – Attachment 4**

This item will be discussed at the November meeting of the ESIR Committee.

**E-4 Resolution (E00019-10-09) to Approve the Title/Number Change from the e-Commerce/Web Administration (10-153-2) to e-Business Technology Specialist (10-153-3) – Attachment 5**

This item will be discussed at the November meeting of the ESIR Committee.

**ITEM F: DISCUSSION ITEMS**

**F-1i Program Quality Review - Music Occupations Program – Attachment 6 (2<sup>nd</sup>)**

Discussion Dr. Susan Hornshaw, dean, Liberal Arts and Sciences, introduced Dr. Marcia Clarke-Yapi, associate dean, and faculty members Ms. Robbi Heighway, Mr. Steve Peplin, Mr. Harold Miller, and Mr. Ben Hans. Ms. Heighway reported on increased enrollment, addition of new articulation agreements, growth in student interests related to music business and audio production, and development of interdepartmental collaborations. Ms. Heighway voiced her concern over limited space available to the Music Occupations Program.

**F-1ii Policy Review – Carpentry Technical Diploma Program – Attachment 7**

Discussion Dr. Dave Turner, dean, Technical and Applied Sciences, introduced Mr. Michael Benner, associate dean, and faculty members Mr. Don Starr, Mr. George Slattery, and Mr. Tim Stich. Mr. Starr discussed carpentry efforts at the Oak Creek Campus including the value of the way the Carpentry Technical Diploma Program balances work in the classroom with that in the field as well as that apprenticeship builds on knowledge gained in school by relocating it into new contexts. Mr. Slattery discussed efforts in carpentry at the Milwaukee Campus including an overview of a house-building project currently being undertaken by students. Dr. Turner added that the Carpentry Technical Diploma Program has experienced increased diversity among faculty and students. Green building remains a topic of interest.

**F-1iii Policy Review – Fire Protection Program – Attachment 8**

Discussion Dr. Turner introduced Mr. Tim Piech, faculty, Fire Technology. Mr. Piech described the uniqueness of the MATC Fire Protection Program and noted the diverse backgrounds of faculty, integration of certification, collaboration with neighboring fire departments, transferability of credits, and classes in employability as aspects of its uniqueness. Mr. Piech noted that student portfolio expansion remains a goal of the Fire Protection Program. There was a brief discussion related to interest in exploring integration of paramedic training.

**F-2 Advertising Campaign Review (1<sup>st</sup>)**

Discussion Mr. Neil Bardele and Mr. Steve Eichenbaum, Eichenbaum & Associates, gave an overview of a new advertising campaign created for MATC.

**ITEM G: INFORMATION ITEMS**

**G-1 Quarterly Advisory Committee Report – Attachment 9**

**G-2 Enrollment Update**

Mr. Al Pinckney, interim vice president, Student Services, reported that current enrollment is up 17% relative to this time last year.

**ITEM H: MISCELLANEOUS ITEMS**

**H-1 COMMUNICATIONS AND PETITIONS**

None

**H-2 INFORMATION ITEMS**

**ITEM I: OLD BUSINESS/NEW BUSINESS –**

Date of Next Meeting, November 18, 2009, 3:00 PM

Milwaukee Campus, Board Room (M210)

**ADJOURNMENT**

The Committee adjourned at 4:40 p.m.

Respectfully submitted,

*Karen M. Esche-Eiff*

Karen M. Esche-Eiff  
Administrative Specialist, Finance

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

**BACKGROUND**

The State of Wisconsin Government Accountability 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 Government Accountability Board.

**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
- Provost
- Vice President, Finance
- Vice President and General Counsel
- 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 the Title/Number Change For the Program Titled Food Service (31-316-x)

#### ***Background Information:***

The modifications are intended to upgrade the Food Service Diploma courses from 300-level to 100-level, and allow for laddering into the Culinary Arts AAS Degree program. It is designed so that after students complete their first year Food Service Diploma, they will be eligible to ladder into the third semester of the Culinary Arts AAS Degree program. These courses will also transfer into the other Hospitality Programs and allow students' more program flexibility. It will also, most likely, create more of a demand for the program.

In order to fully implement these changes, the Food Service Diploma program must be changed from a one semester technical diploma program to a one year technical diploma program. This change requires a request for a title/number change from Food Service (30-303-7) to Food Service (31-316-x), so that students will receive sufficient benefit from the alignment with Culinary Arts.

#### *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 title/number change for the program titled **Food Service**.

10/16/09

## ATTACHMENT ESIR - 4

### Resolution to Approve the Title/Number Change For the Program Titled Special Event Management (31-109-x)

#### ***Background Information:***

The modifications are intended to upgrade the Special Event Management courses from 300-level to 100-level, and allow for laddering into the Hotel/Hospitality and Meeting and Event Planning AAS Degree programs. Focus group meetings were held with workers from the industry and the results show that Event Planning and Management is the direction of the future and that this diploma is a feeder for the two associate degree programs.

In order to fully implement these changes, the Special Event Management program must be changed from a one semester technical diploma program to a one year technical diploma program. This change requires a request for a title/number change from Special Event Management (30-109-2) to Special Event Management (31-109-x), so that students will receive sufficient benefit from the alignment with the previously mentioned associate degrees.

#### *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 title/number change for the program titled **Special Event Management**.

10/16/09

## ATTACHMENT ESIR - 5

### **Resolution to Approve the Title/Number Change From e-Commerce/Web Administration (10-153-2) To e-Business Technology Specialist (10-153-3)**

#### ***Background Information:***

Northeast Technical College has a program titled E-Business Technology Specialist, and MATC will modify their e-Commerce Web Administration program name to the same. Changing the focus of the program from e-Commerce to e-Business should increase enrollments and better prepare graduates for available jobs in the industry. Based on DACUM results, a name change is needed to reflect the direction that the program is going in.

#### *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 title/number change from **e-Commerce/Web Administration** to **e-Business Technology Specialist**.

10/16/09

## ***Attachment ESIR - 6***

### ***QUALITY REVIEW PROCESS***

#### ***PROGRAM PROFILE***

##### **Chemical Technology (10-603-1)**

This Associate Degree program went through a quality review process during the 2008 academic year. The internal program quality review team was comprised of Kim Farley and Robert Helwig.

The Chemical Technician program is an associate degree program designed to prepare students for employment as an analyst or chemist's assistant in paint, plastics, polymer, solvent, electric power and manufacturing companies analyzing raw materials and finished products, pilot plant operations, research and development and customer technical assistance. The program focuses on developing competencies in quality assurance of products of the manufacturing, chemical and allied industries.

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

##### ***Demographics for FY 2008:***

1. During FY2008, 38 students were enrolled in the program. This number is slightly lower than the five-year average enrollment of 44 students. Of all those enrolled in 2008, 34.2% were full-time and 65.8% were part-time students.
2. The program generated 21.9 FTEs during FY2008. FTEs decreased by 19% from FY2007 and were 6% lower than FY2004 (23.4). The program reached its peak enrollment during the five-year period in FY2006 at 27.7 FTEs.
3. Males were 57.9% and females were 42.1% of the FY2008 enrollment. This gender ratio was relatively constant during the five-year period with an average NTO female enrollment of 39.3%.
4. Program enrollments for FY2008 included 12 minority students (27.8%). The percentage of minority enrollment for FY2008 was 6.6% higher than the five-year average (21.2%) 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 89.4% for FY2008. There were no alternative delivery sections 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 7.9% or 3 of the 38 students enrolled.
3. Employment and wage data for this program was not available for FY2008.

# 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 |
|---------------------|---------------------------|--------------------------------|
| Chemical Technician | LIBERAL ARTS AND SCIENCES | 11/8/2008                      |

|                    |  |
|--------------------|--|
| Indicator Name     | Second Year Retention  |
| Action Item        | Contact students not registered by August 15th                                     |
| Planned Outcome:   | Scheduling conflicts (classes/work) will be avoided                                |
| Activity 1:        | Obtain names and contact information for 10-603 students from Research Department. |
| Person Responsible | Instructional Chair  |
| Resource Needs     | Data look-up by Research Department personnel                                      |
| Timeline:          | Aug 1-10th   |

|                    |  |
|--------------------|--|
| Indicator Name     | Third Year Graduation  |
| Action Item        | Scheduling   |
| Planned Outcome:   | Students will graduate in a timely manner  |
| Activity 1:        | Make contact with students who "Job Out", discover best time to offer classes leading to graduation. |
| Person Responsible | Lead Instructor  |
| Resource Needs     | Contact information from Student Services and/or Research  |
| Timeline:          | Within 120 days of a student's "No Show" when expected to enroll                                     |

|                    |   |
|--------------------|---|
| Activity 2:        | Discuss with appropriate Administration personnel the need for and probable small enrollment in evening classes |
| Person Responsible | Instructional Chair and/or Associate Dean   |
| Resource Needs     | Funds to support small evening classes  |
| Timeline:          | 30 days after contact with "Job Outs"   |

|                    |  |
|--------------------|--|
| Indicator Name     | Non-Traditional Gender   |
| Action Item        | Recruiting   |
| Planned Outcome:   | Increase under represented populations to better reflect area demographics   |
| Activity 1:        | Meet with district counselors and science teachers.  |
| Person Responsible | Natural Science faculty  |
| Resource Needs     | Release time   |
| Timeline:          | continuing   |
| Activity 2:        | Promote and enroll district high school science teachers in continuing education courses related to the Chemical Technician program. |
| Person Responsible | Instructional Chair  |
| Resource Needs     | Funds to cover tuition and expenses for enrollees  |
| Timeline:          | continuing   |
| Activity 3:        | Develop and distribute promotional materials to district schools   |
| Person Responsible | Instructional Chair  |
| Resource Needs     | Funds to support this activity   |
| Timeline:          | May 2011   |

**Quality Review Process  
Scorecard  
FY2008**

30-530-2

**MEDICAL CODING SPECIALIST**

| <b>State Indicators</b>               | Actual Performance<br>FY2008 | Threshold<br>Performance Average<br>of 4 lowest in the State | Target<br>Performance Average of<br>4 highest in the State |
|---------------------------------------|------------------------------|--|--|
| Course Completion                     | N/A                          | N/A  | N/A  |
| Special Populations Course Completion | N/A                          | N/A  | N/A  |
| Minority Course Completion            | N/A                          | N/A  | N/A  |
| Second Year Retention                 | N/A                          | N/A  | N/A  |
| Fall to Spring Retention              | 100.00                       | 82.59  | 99.84  |
| Third Year Retention                  | N/A                          | N/A  | N/A  |
| Third Year Graduation                 | N/A                          | N/A  | N/A  |
| One Year Graduation                   | 100.00                       | 90.00  | 100.00   |
| Fifth Year Graduation                 | N/A                          | N/A  | N/A  |
| Second Year Graduation                | N/A                          | N/A  | N/A  |
| Job Placement - All Employment        | N/A                          | N/A  | N/A  |
| Job Placement - Related Employment    | N/A                          | N/A  | N/A  |
| Non-Traditional Gender                | N/A                          | N/A  | N/A  |

| <b>MATC Indicators</b>                     | Actual Performance<br>FY2008 | Threshold Performance | Target Performance |
|--|------------------------------|-----------------------|--------------------|
|  | Score                        | Score                 | Score              |
| <b>1) Student Outcomes Assessment</b>      | 0.0                          | 1.0                   | 6.0                |
| <b>2) Program Currency</b>                 | 5                            | 3                     | 5                  |
| <b>3) Core Ability Attainment:</b>         |                              |                       |                    |
| <b>Communicate Effectively</b>             | 4.36                         | 3.54                  | 4.54               |
| <b>Collaborate with Others</b>             | 4.33                         | 3.72                  | 4.78               |
| <b>Respect Diversity</b>                   | 4.38                         | 3.44                  | 4.77               |
| <b>Demonstrate Responsibility</b>          | 4.70                         | 3.77                  | 4.84               |
| <b>Think Critically</b>                    | 4.39                         | 3.75                  | 4.84               |
| <b>Utilize Technology</b>                  | 4.08                         | 3.38                  | 4.88               |
| <b>Apply Math and Science</b>              | 3.97                         | 2.97                  | 4.69               |
| <b>4) Student Satisfaction Attainment</b>  | 4.1                          | 3.7                   | 5                  |
| <b>5) Employer Satisfaction Attainment</b> | N/A                          | N/A                   | N/A                |
| <b>6) Program Indicator 1</b>              | N/A                          | N/A                   | N/A                |
| <b>7) Program Indicator 2</b>              | 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**

30-530-2

**MEDICAL CODING SPECIALIST**

|   | FY2004 |     | FY2005 |     | FY2006 |     | FY2007 |     | FY2008 |       |
|---|--------|-----|--------|-----|--------|-----|--------|-----|--------|-------|
|   | N      | %   | N      | %   | N      | %   | N      | %   | N      | %     |
| <b>1) Program Enrollment: Headcount<sup>(1)</sup></b>   | N/A    |     | N/A    |     | N/A    |     | N/A    |     | 32     |       |
| Full-Time   | N/A    | N/A | N/A    | N/A | N/A    | N/A | N/A    | N/A | 0      | 0.0   |
| Part-Time   | N/A    | N/A | N/A    | N/A | N/A    | N/A | N/A    | N/A | 32     | 100.0 |
| <b>2) Program Enrollment: FTEs<sup>(1)</sup></b>        | N/A    |     | N/A    |     | N/A    |     | N/A    |     | 7.4    |       |
| <b>3) Graduation<sup>(1)</sup></b>                      | N/A    | N/A | N/A    | N/A | N/A    | N/A | N/A    | N/A | 17     | 53.1  |
| <b>4) Racial/Ethnic Minority Students<sup>(1)</sup></b> | N/A    | N/A | N/A    | N/A | N/A    | N/A | N/A    | N/A | 9      | 28.1  |
| <b>5) Section Completion Rate<sup>(1)</sup></b>         |        |     |        |     |        |     |        |     |        |       |
| Traditional Delivery Total Enrollment                   | N/A    |     | N/A    |     | N/A    |     | N/A    |     | 144    |       |
| Pass  | N/A    | N/A | N/A    | N/A | N/A    | N/A | N/A    | N/A | 117    | 81.3  |
| Non-Pass  | N/A    | N/A | N/A    | N/A | N/A    | N/A | N/A    | N/A | 6      | 4.2   |
| Other   | N/A    | N/A | N/A    | N/A | N/A    | N/A | N/A    | N/A | 20     | 13.9  |
| Alternative Delivery Total Enrollment                   | N/A    |     | N/A    |     | N/A    |     | N/A    |     | 82     |       |
| Pass  | N/A    | N/A | N/A    | N/A | N/A    | N/A | N/A    | N/A | 52     | 63.4  |
| Non-Pass  | N/A    | N/A | N/A    | N/A | N/A    | N/A | N/A    | N/A | 15     | 18.3  |
| Other   | N/A    | N/A | N/A    | N/A | N/A    | N/A | N/A    | N/A | 13     | 15.9  |

Footnotes:

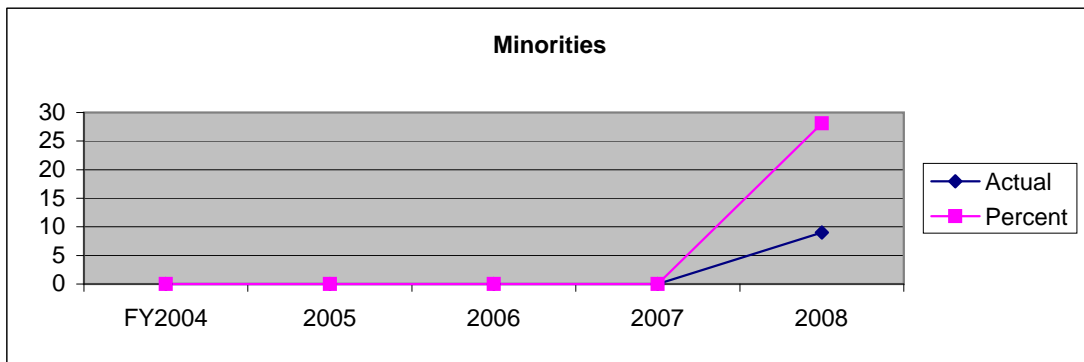
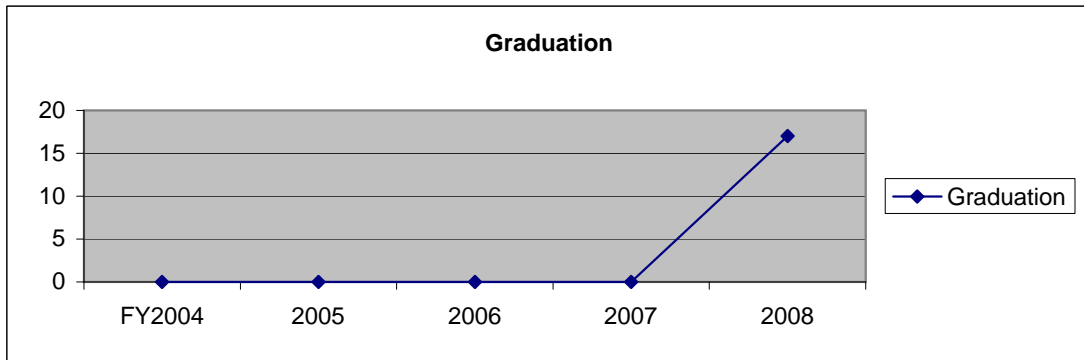
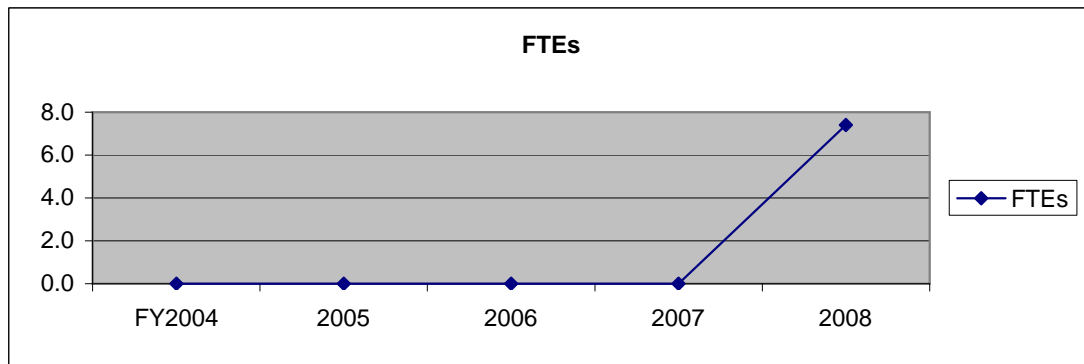
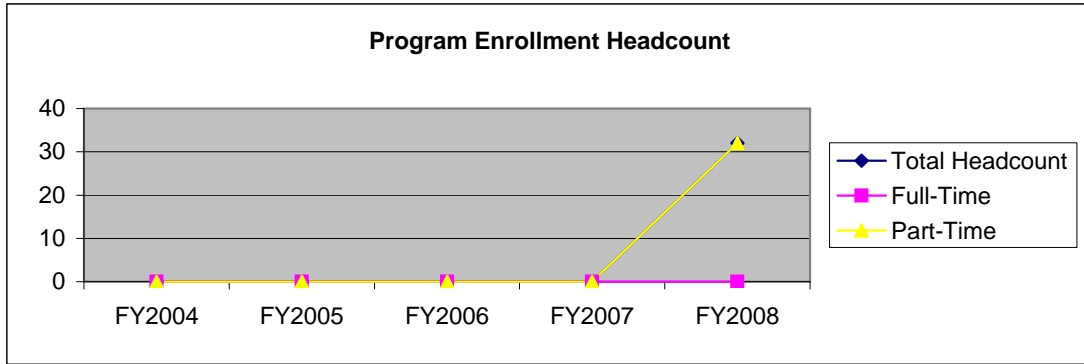
N/A = Not Available

<sup>(1)</sup> 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.

<sup>(1)</sup> 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

30-530-2  
MEDICAL CODING SPECIALIST



**Quality Review Process  
Scorecard  
FY2008**

30-530-2

**MEDICAL CODING SPECIALIST**

|                                      | FY2004 |     | FY2005 |     | FY2006 |     | FY2007 |     | FY2008 |      |
|--------------------------------------|--------|-----|--------|-----|--------|-----|--------|-----|--------|------|
|                                      | N      | %   | N      | %   | N      | %   | N      | %   | N      | %    |
| <b>ENROLLMENT<sup>(1)</sup></b>      |        |     |        |     |        |     |        |     |        |      |
| Total                                | N/A    |     | N/A    |     | N/A    |     | N/A    |     | 32     |      |
| <b>GENDER<sup>(1)(2)</sup></b>       |        |     |        |     |        |     |        |     |        |      |
| Male                                 | N/A    | N/A | N/A    | N/A | N/A    | N/A | N/A    | N/A | 1      | 3.1  |
| Female                               | N/A    | N/A | N/A    | N/A | N/A    | N/A | N/A    | N/A | 31     | 96.9 |
| N/A                                  | N/A    | *   | N/A    | *   | N/A    | *   | N/A    | *   | 0      | *    |
| <b>ETHNICITY<sup>(1)(3)(5)</sup></b> |        |     |        |     |        |     |        |     |        |      |
| Indian                               | N/A    | N/A | N/A    | N/A | N/A    | N/A | N/A    | N/A | 0      | 0.0  |
| Asian                                | N/A    | N/A | N/A    | N/A | N/A    | N/A | N/A    | N/A | 0      | 0.0  |
| Black                                | N/A    | N/A | N/A    | N/A | N/A    | N/A | N/A    | N/A | 8      | 25.0 |
| Hispanic                             | N/A    | N/A | N/A    | N/A | N/A    | N/A | N/A    | N/A | 1      | 3.1  |
| Pacific Islander                     | N/A    | N/A | N/A    | N/A | N/A    | N/A | N/A    | N/A | 0      | 0.0  |
| White                                | N/A    | N/A | N/A    | N/A | N/A    | N/A | N/A    | N/A | 23     | 71.9 |
| N/A                                  | N/A    | *   | N/A    | *   | N/A    | *   | N/A    | *   | 0      | *    |
| <b>AGE<sup>(4)</sup></b>             |        |     |        |     |        |     |        |     |        |      |
| less than 18                         | N/A    | N/A | N/A    | N/A | N/A    | N/A | N/A    | N/A | 0      | 0.0  |
| 18-24                                | N/A    | N/A | N/A    | N/A | N/A    | N/A | N/A    | N/A | 4      | 12.5 |
| 25-34                                | N/A    | N/A | N/A    | N/A | N/A    | N/A | N/A    | N/A | 11     | 34.4 |
| 35-49                                | N/A    | N/A | N/A    | N/A | N/A    | N/A | N/A    | N/A | 14     | 43.8 |
| 50-0ver                              | N/A    | N/A | N/A    | N/A | N/A    | N/A | N/A    | N/A | 5      | 15.6 |
| N/A                                  | N/A    | *   | N/A    | *   | N/A    | *   | N/A    | *   | 0      | *    |

Footnote:

N/A = Not Available

<sup>(1)</sup> Source is State Report VE215330.

<sup>(2)</sup> Gender percentages are based on total known gender, not total enrollment.

\* N/A gender percentage is not computed.

<sup>(3)</sup> Ethnicity percentages are based on total known ethnicity, not total enrollment.

\* N/A ethnicity percentage is not computed.

<sup>(4)</sup> Age percentages are based on total known age, not total enrollment.

\* N/A age percentage is not computed.

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

**Quality Review Process  
Scorecard  
FY2008**

**1) Program Enrollment: Headcount**

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

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

**2) Program Enrollment: FTE**

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

**3) Graduation**

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

**4) Racial/Ethnic Minority Students**

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

**5) Section Completion Rate**

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

Pass: Includes grades of:

- C or better (**As of 2008**; In prior years, a passing grade was D- or better)
- P = Pass

Non-Pass: Includes grades or statuses of:

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

Other: Includes grades of:

- AU = Audit
- Missing Grade

## ***Attachment ESIR - 7***

### ***QUALITY REVIEW PROCESS***

#### ***PROGRAM PROFILE***

##### **Health Unit Coordinator (30-510-2)**

This Technical Diploma program went through a quality review process during the 2008 academic year. The internal program quality review team was comprised of Kelly Dries and Rebecca Garcia-Sanchez.

The Health Unit Coordinator program is a short-term technical diploma program designed to prepare students for non-direct patient care tasks including as well as taking directions from physicians, nurses, and other allied health professionals. The program focuses on order transcription, clerical support functions, and extensive customer service interactions.

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

##### ***Demographics for FY 2008:***

1. During FY2008, 37 students were enrolled in the program. This number is lower than the five-year average enrollment of 54 students. Of all those enrolled in 2008, 100% were part-time students.
2. The program generated 9 FTEs during FY2008. FTEs decreased by 37% from FY2007 and were 73% lower than FY2004 (33.8). The program reached its peak enrollment during the five-year period in FY2004 at 33.8 FTEs.
3. Males were 8.1% and females were 91.9% of the FY2008 enrollment. This gender ratio was relatively constant during the five-year period with an average NTO male enrollment of 3.5%.
4. Program enrollments for FY2008 included 23 minority students (62.2%). The percentage of minority enrollment for FY2008 was 7.5% lower than the five-year average (69.66%) 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 93% for FY2008. There were no alternative delivery sections 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 56.8% or 21 of the 37 students enrolled.
3. Employment and wage data for this program were available for FY2008, when MATC graduate employment reports show that the annual average wage for program graduates was \$28,914.08.
4. The *Graduate Employment Report* reported statewide the projected demand was for 227 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 |
|-------------------------|--------------------|--------------------------------|
| Health Unit Coordinator | HEALTH OCCUPATIONS | 4/6/2009                       |

|                    |   |
|--------------------|---|
| Indicator Name     | Pass Rate of 80%  |
| Action Item        | Implement Petition Process; Develop HUC Program marketing campaign to address diverse populations, including dislocated workers |
| Planned Outcome:   | Pass Rate will increase   |
| Activity 1:        | Evaluate enrollment FTEs of both Fall and Spring Offerings  |
| Person Responsible | HUC Program Director  |
| Resource Needs     | No additional cost  |
| Timeline:          | Ongoing   |
| Activity 2:        | Develop HUC Program marketing campaign to address diverse populations, including dislocated workers                             |
| Person Responsible | HUC Program Director  |
| Resource Needs     | Minimal Printing Costs  |
| Timeline:          | FA 2010/Ongoing   |
| Activity 3:        | Monitor student progress in technical/support courses   |
| Person Responsible | HUC Program Director  |

|                    |   |
|--------------------|---|
| Resource Needs     | No additional cost  |
| Timeline:          | Ongoing   |
| Activity 4:        | Fully communicate program requirements to oncoming current students via an aggressive advising campaign   |
| Person Responsible | HUC Program Director  |
| Resource Needs     | No additional cost  |
| Timeline:          | Ongoing   |
| Activity 5:        | Offer Spring Semester Technical Courses (HUC 301 & HUC 302) at the Milwaukee Campus, rather than the West Campus, to fully utilize more efficient resources/encourage better student classroom experience |
| Person Responsible | HUC Program Director  |
| Resource Needs     | Utilizing M434-Program's Assigned Classroom at the Milwaukee Campus   |
| Timeline:          | SP 2010   |
| Activity 6:        | Fully implement the Petition Process (evaluate initial petitioning period and adjust as needed)   |
| Person Responsible | HUC Program Director & Associate Dean   |
| Resource Needs     | No additional costs   |
| Timeline:          | Ongoing   |

|                    |  |
|--------------------|--|
| Indicator Name     | Program Currency   |
| Action Item        | Fully implement Cerner simulation technology in the Classroom  |
| Planned Outcome:   | Students will gain the ability to utilize technology as well as be better prepared for subsequent employment |
| Activity 1:        | Implement the Cerner system in to HUC 301  |
| Person Responsible | HUC Program Director   |
| Resource Needs     | Cerner System from St. Scholastica   |
| Timeline:          | FA 2010 (Fall 2009 Semester)   |
| Activity 2:        | Update program catalog to reflect the current climate of the profession to that of the program               |
| Person             | Program Director, Program Faculty, Associate Dean, &   |

|                                |                    |
|--------------------------------|--------------------|
| Responsible Advisory Committee |                    |
| Resource<br>Needs              | No additional cost |
| Timeline:                      | FA 2010/Ongoing    |

|                    |   |
|--------------------|---|
| Indicator Name     | Job Placement - All Employment  |
| Action Item        | Evaluate student transcription preparation during capstone exam in HUC 302                |
| Planned Outcome:   | Students will be able to utilize prescribed core abilities for professional opportunities |
| Activity 1:        | Continue to integrate resume/cover letter/interview question capstone project in HUC 302  |
| Person Responsible | HUC Program Director  |
| Resource Needs     | Minimal Printing Costs  |
| Timeline:          | Ongoing   |
| Activity 2:        | Continue to integrate resume/cover letter/interview question capstone project in HUC 302  |
| Person Responsible | HUC Program Director  |
| Resource Needs     | Minimal Printing Costs  |
| Timeline:          | Ongoing   |

**Quality Review Process  
Scorecard  
FY2008**

30-510-2

HEALTH UNIT COORDINATOR

| <b>State Indicators</b>               | Actual Performance<br>FY2008 | Threshold<br>Performance Average<br>of 4 lowest in the State | Target<br>Performance Average of<br>4 highest in the State |
|---------------------------------------|------------------------------|--|--|
| Course Completion                     | 91.43                        | 84.47  | 91.73  |
| Special Populations Course Completion | 90.32                        | 84.06  | 90.31  |
| Minority Course Completion            | 86.36                        | 64.30  | 80.97  |
| Second Year Retention                 | 68.29                        | 60.69  | 68.87  |
| Fall to Spring Retention              | 83.33                        | 82.59  | 99.84  |
| Third Year Retention                  | 51.35                        | 57.50  | 80.16  |
| Third Year Graduation                 | 51.35                        | 57.03  | 80.16  |
| One Year Graduation                   | 100.00                       | 90.00  | 100.00   |
| Fifth Year Graduation                 | 82.69                        | 32.48  | 62.52  |
| Second Year Graduation                | 100.00                       | 90.00  | 100.00   |
| Job Placement - All Employment        | 81.82                        | 87.40  | 89.86  |
| Job Placement - Related Employment    | 81.82                        | 45.97  | 58.09  |
| Non-Traditional Gender                | 5.71                         | 1.00   | 2.43   |

| <b>MATC Indicators</b>                     | Actual Performance<br>FY2008 | Threshold Performance | Target Performance |
|--|------------------------------|-----------------------|--------------------|
|  | Score                        | Score                 | Score              |
| <b>1) Student Outcomes Assessment</b>      | 6.0                          | 1.0                   | 6.0                |
| <b>2) Program Currency</b>                 | 5                            | 3                     | 5                  |
| <b>3) Core Ability Attainment:</b>         |                              |                       |                    |
| <b>Communicate Effectively</b>             | 4.24                         | 3.54                  | 4.54               |
| <b>Collaborate with Others</b>             | 4.44                         | 3.72                  | 4.78               |
| <b>Respect Diversity</b>                   | 4.40                         | 3.44                  | 4.77               |
| <b>Demonstrate Responsibility</b>          | 4.54                         | 3.77                  | 4.84               |
| <b>Think Critically</b>                    | 4.58                         | 3.75                  | 4.84               |
| <b>Utilize Technology</b>                  | 4.47                         | 3.38                  | 4.88               |
| <b>Apply Math and Science</b>              | 3.87                         | 2.97                  | 4.69               |
| <b>4) Student Satisfaction Attainment</b>  | 4.4                          | 3.7                   | 5                  |
| <b>5) Employer Satisfaction Attainment</b> | N/A                          | N/A                   | N/A                |
| <b>6) Program Indicator 1</b>              | N/A                          | N/A                   | N/A                |
| <b>7) Program Indicator 2</b>              | 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**

30-510-2  
HEALTH UNIT COORDINATOR

|   | FY2004 |      | FY2005 |       | FY2006 |       | FY2007 |       | FY2008 |       |
|---|--------|------|--------|-------|--------|-------|--------|-------|--------|-------|
|   | N      | %    | N      | %     | N      | %     | N      | %     | N      | %     |
| <b>1) Program Enrollment: Headcount<sup>(1)</sup></b>   | 74     |      | 66     |       | 46     |       | 48     |       | 37     |       |
| Full-Time   | 0      | 0.0  | 0      | 0.0   | 0      | 0.0   | 0      | 0.0   | 0      | 0.0   |
| Part-Time   | 54     | 73.0 | 66     | 100.0 | 46     | 100.0 | 48     | 100.0 | 37     | 100.0 |
| <b>2) Program Enrollment: FTEs<sup>(1)</sup></b>        | 33.8   |      | 19.3   |       | 10.7   |       | 14.2   |       | 9.0    |       |
| <b>3) Graduation<sup>(1)</sup></b>                      | 31     | 41.9 | 36     | 54.5  | 23     | 50.0  | 22     | 45.8  | 21     | 56.8  |
| <b>4) Racial/Ethnic Minority Students<sup>(1)</sup></b> | 47     | 63.5 | 42     | 63.6  | 35     | 76.1  | 36     | 75.0  | 23     | 62.2  |
| <b>5) Section Completion Rate<sup>(1)</sup></b>         |        |      |        |       |        |       |        |       |        |       |
| Traditional Delivery Total Enrollment                   | 815    |      | 98     |       | 80     |       | 81     |       | 86     |       |
| Pass  | 643    | 78.9 | 92     | 93.9  | 75     | 93.8  | 60     | 74.1  | 80     | 93.0  |
| Non-Pass  | 27     | 3.3  | 0      | 0.0   | 3      | 3.8   | 2      | 2.5   | 3      | 3.5   |
| Other   | 145    | 17.8 | 6      | 6.1   | 2      | 2.5   | 19     | 23.5  | 3      | 3.5   |
| Alternative Delivery Total Enrollment                   | 47     |      | N/A    |       | N/A    |       | N/A    |       | N/A    |       |
| Pass  | 40     | 85.1 | N/A    | N/A   | N/A    | N/A   | N/A    | N/A   | N/A    | N/A   |
| Non-Pass  | 2      | 4.3  | N/A    | N/A   | N/A    | N/A   | N/A    | N/A   | N/A    | N/A   |
| Other   | 5      | 10.6 | N/A    | N/A   | N/A    | N/A   | N/A    | N/A   | N/A    | N/A   |

Footnotes:

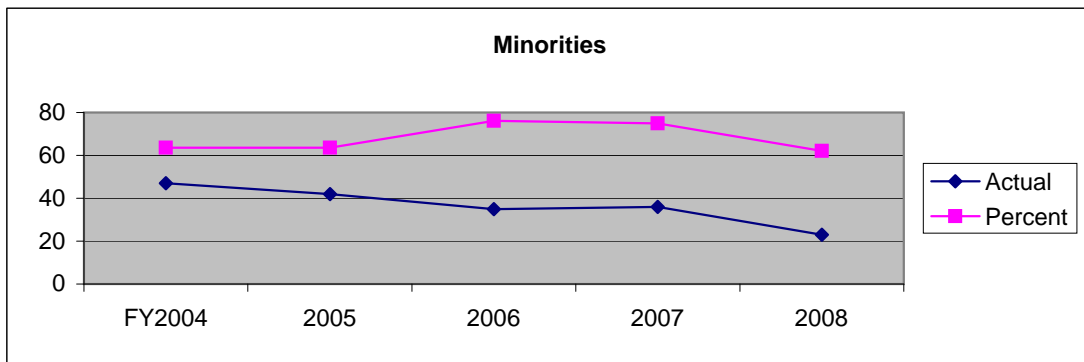
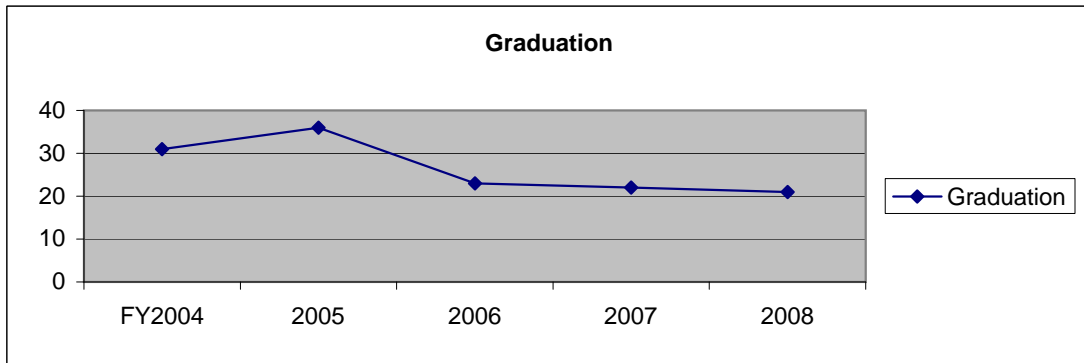
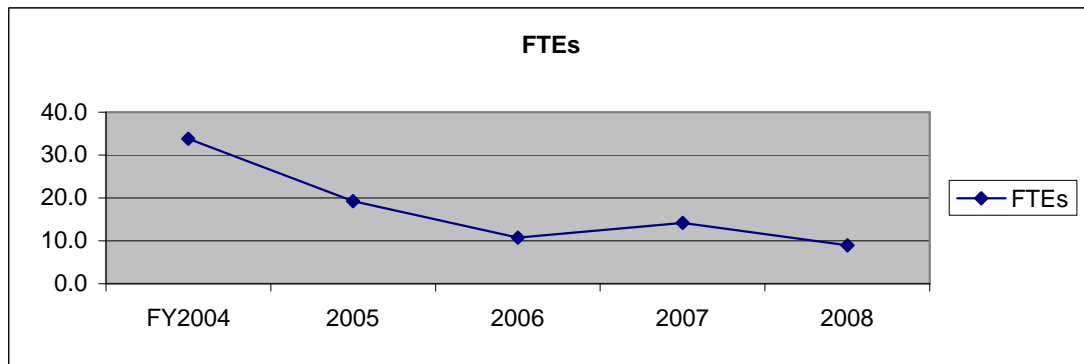
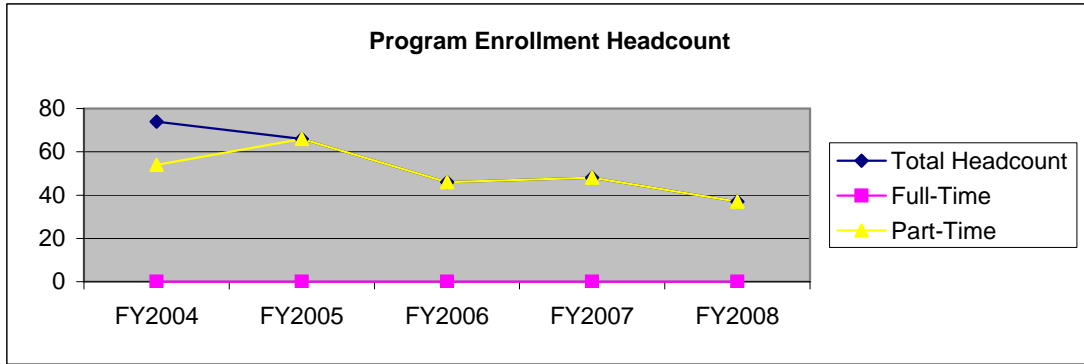
N/A = Not Available

<sup>(1)</sup> 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.

<sup>(1)</sup> 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

30-510-2  
HEALTH UNIT COORDINATOR



**Quality Review Process  
Scorecard  
FY2008**

30-510-2

**HEALTH UNIT COORDINATOR**

|                                      | FY2004 |      | FY2005 |      | FY2006 |       | FY2007 |      | FY2008 |      |
|--------------------------------------|--------|------|--------|------|--------|-------|--------|------|--------|------|
|                                      | N      | %    | N      | %    | N      | %     | N      | %    | N      | %    |
| <b>ENROLLMENT<sup>(1)</sup></b>      |        |      |        |      |        |       |        |      |        |      |
| Total                                | 74     |      | 66     |      | 46     |       | 48     |      | 37     |      |
| <b>GENDER<sup>(1)(2)</sup></b>       |        |      |        |      |        |       |        |      |        |      |
| Male                                 | 1      | 1.4  | 1      | 1.5  | 0      | 0.0   | 3      | 6.3  | 3      | 8.1  |
| Female                               | 73     | 98.6 | 65     | 98.5 | 46     | 100.0 | 45     | 93.8 | 34     | 91.9 |
| N/A                                  | 0      | *    | 0      | *    | 0      | *     | 0      | *    | 0      | *    |
| <b>ETHNICITY<sup>(1)(3)(5)</sup></b> |        |      |        |      |        |       |        |      |        |      |
| Indian                               | 0      | 0.0  | 0      | 0.0  | 1      | 2.3   | 0      | 0.0  | 0      | 0.0  |
| Asian                                | 0      | 0.0  | N/A    | N/A  | 1      | 2.3   | 2      | 4.3  | 2      | 5.4  |
| Black                                | 39     | 53.4 | 37     | 57.8 | 31     | 70.5  | 29     | 61.7 | 18     | 48.6 |
| Hispanic                             | 8      | 11.0 | 5      | 7.8  | 2      | 4.5   | 5      | 10.6 | 3      | 8.1  |
| Pacific Islander                     | N/A    | N/A  | N/A    | N/A  | N/A    | N/A   | 0      | 0.0  | 0      | 0.0  |
| White                                | 26     | 35.6 | 22     | 34.4 | 9      | 20.5  | 11     | 23.4 | 14     | 37.8 |
| N/A                                  | 1      | *    | 2      | *    | 2      | *     | 1      | *    | 0      | *    |
| <b>AGE<sup>(4)</sup></b>             |        |      |        |      |        |       |        |      |        |      |
| less than 18                         | 0      | 0.0  | 0      | 0.0  | 0      | 0.0   | 0      | 0.0  | 1      | 2.7  |
| 18-24                                | 16     | 21.6 | 27     | 40.9 | 16     | 34.8  | 12     | 25.0 | 11     | 29.7 |
| 25-34                                | 18     | 24.3 | 24     | 36.4 | 24     | 52.2  | 24     | 50.0 | 11     | 29.7 |
| 35-49                                | 16     | 21.6 | 14     | 21.2 | 10     | 21.7  | 13     | 27.1 | 9      | 24.3 |
| 50-0ver                              | 4      | 5.4  | 6      | 9.1  | 2      | 4.3   | 4      | 8.3  | 5      | 13.5 |
| N/A                                  | 0      | *    | 0      | *    | 0      | *     | 0      | *    | 0      | *    |

Footnote:

N/A = Not Available

<sup>(1)</sup> Source is State Report VE215330.

<sup>(2)</sup> Gender percentages are based on total known gender, not total enrollment.

\* N/A gender percentage is not computed.

<sup>(3)</sup> Ethnicity percentages are based on total known ethnicity, not total enrollment.

\* N/A ethnicity percentage is not computed.

<sup>(4)</sup> Age percentages are based on total known age, not total enrollment.

\* N/A age percentage is not computed.

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

**Quality Review Process  
Scorecard  
FY2008**

**1) Program Enrollment: Headcount**

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

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

**2) Program Enrollment: FTE**

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

**3) Graduation**

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

**4) Racial/Ethnic Minority Students**

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

**5) Section Completion Rate**

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

Pass: Includes grades of:

- C or better (**As of 2008**; In prior years, a passing grade was D- or better)
- P = Pass

Non-Pass: Includes grades or statuses of:

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

Other: Includes grades of:

- AU = Audit
- Missing Grade

Program Title: **Health Unit Coordinator**  
**ESIR Presentation**  
 November 18, 2009

**Indicator: Pass Rate of 80%**

Indicator based on WTCS requirements, 2008 program QRP Scorecard, core ability analyses, and the identified need to increase completion rates in HUC 301 (Health Unit Coordinator Procedures I) and HUC 302 (Health Unit Coordinator Procedures II)

**Plan of Action**

***Immediate:***

|  |
|--|
| <b>Fully utilize cost effective practices to enhance technical learning</b>  |
| <b>Marketing campaign/community outreach that specifically addresses the needs of diverse populations including non-traditional learners as well as dislocated workers</b> |
| <b>Aggressive advising campaign for prospective and admitted HUC program students</b>  |

***Long Term:***

|  |
|--|
| <b>Continual Feedback</b>  |
| <b>Learner-centered Hybrid (combined in-class/online) instructional method to meet the educational needs of the diverse student body</b> |
| <b>Fully implement Petition Process (modify and adjust as needed) for admitting students to the program</b>                              |

**Indicator: All Employment**

Indicator based on 2008 program QRP Scorecard, core ability analyses, Advisory Committee advisement, and employer/student satisfaction surveys

**Plan of Action**

***Immediate:***

|  |
|--|
| <b>Incorporate various classroom/program activities that encourage the application of core abilities</b>   |
| <b>Explore career paths with other entry level programs in the Health Occupations Division that specifically attract significant minority, dislocated workers, and non-traditional types of students</b> |

***Long Term:***

|   |
|---|
| <b>Evaluate student transcription preparation during the HUC 302 Capstone Exam</b>              |
| <b>Continue to integrate resume/cover letter/interview question Capstone Project in HUC 302</b> |
| <b>Monitor community employment climate</b>   |
| <b>Evaluate student/employer surveys</b>  |
| <b>Obtain Advisory Committee member advisement to evaluate organizational/community needs</b>   |

***Program News...***

- ❖ From the 2008 MATC Graduate Report, 92% of HUC diploma graduates have either obtained employment or are furthering his/her education within six months after graduation; this is an 11% jump from the 2007 MATC Graduate Reporting
- ❖ Student satisfaction continues to be high within the HUC Diploma program-this is directly due to the implementation of a combined in-class/online technical course offering that allows greater flexibility, core ability skills attainment and enhanced learning opportunities
- ❖ The program has recently transitioned exclusively to the Milwaukee Campus; students will consistently be able to practice his/her skills in the program's nursing unit simulation classroom/lab (each student has a separate "station"). As new computers and keyboarding software have been recent additions to the room, students are now able to get hands-on training, including transcribing orders through the Cerner Electronic Health Record Computer Program
- ❖ Local employers have noted much satisfaction with recent MATC HUC graduates. The Spring 2009 employers' survey (on a zero to five-Likert Scale) resulted in a cumulative average of 4.39 out of 5.00

## ***Attachment ESIR - 8***

### ***QUALITY REVIEW PROCESS***

#### ***PROGRAM PROFILE***

##### **Medical Coding Specialist (30-530-2)**

This Technical Diploma program went through a quality review process during the 2008 academic year. The internal program quality review team was comprised of Wilma Bonaparte and Katherine Bell.

The Health Unit Coordinator program is a technical diploma program designed to prepare students to become a key member of a health care team in a hospital or other medical setting. The program focuses on how to retrieve data from health records, gain understanding of disease symptoms, tests, and treatments; learn and practice ICD-9-CM coding, CPT coding; and knowledge of health care reimbursement procedures.

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

##### ***Demographics for FY 2008:***

1. During FY2008, 32 students were enrolled in the program. Of all those enrolled in 2008, 100% were part-time students.
2. The program generated 7.4 FTEs during FY2008.
3. Males were 3.1% and females were 96.9% of the FY2008 enrollment.
4. Program enrollments for FY2008 included 9 minority students (18.1%).

##### **Course Completion and Other Selected Outcomes for FY 2008:**

1. The course completion rate for these programs in face-to-face sections was 81.3% for FY2008. The course completion rate for these programs in alternative delivery sections was 63.4% 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 53.1% or 17 of the 32 students enrolled.
3. Employment and wage data for this program was not available for FY2008.

# Action Plan

[back to program page](#) [dean comments](#)

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 |
|---------------------------|--------------------|--------------------------------|
| Medical Coding Specialist | HEALTH OCCUPATIONS | 4/23/2009                      |

|                    |  |
|--------------------|--|
| Indicator Name     | Utilize Technology   |
| Action Item        | Increase computer time.  |
| Planned Outcome:   | Give students better capability to use encoding software to code medical records.  |
| Activity 1:        | Shorten lecture Continue the handouts, but have students do computer work to complete them Quizzes using the computer every other week |
| Person Responsible | Catherine Bell   |
| Resource Needs     | None needed  |
| Timeline:          | Fall 2009  |

|                    |  |
|--------------------|--|
| Indicator Name     | Student Outcomes Assessment                                      |
| Action Item        | Complete and post SOA templates                                  |
| Planned Outcome:   | Have SOA's available on S:Drive                                  |
| Activity 1:        | Search Health S:drive for 2008 SOA Complete 2009 SOA by 04/10/09 |
| Person Responsible | Catherine Bell   |
| Resource Needs     | None needed  |
| Timeline:          | 04/10/09   |

|                    |  |
|--------------------|--|
| Indicator Name     | Student Satisfaction Attainment  |
| Action Item        | Classroom chairs upgrade   |
| Planned Outcome:   | Remodel classroom to be more conducive for student learning  |
| Activity 1:        | Recheck chair order Possibly reorder chairs Investigate the remodeling of lab proposed by West Campus Administration |
| Person Responsible | Catherine Bell   |
| Resource Needs     | Capital budget request   |
| Timeline:          | May 22, 2009   |

|                    |   |
|--------------------|---|
| Indicator Name     | Student Satisfaction Attainment   |
| Action Item        | Student Advising  |
| Planned Outcome:   | Increase satisfaction of students with advising   |
| Activity 1:        | Students will meet with advisor before meeting with counselor<br>Students will get additional advising during first program course<br>Provide information in written form to students at advising sessions and during first program course advising |
| Person Responsible | Catherine Bell  |
| Resource Needs     | Course description, pre-requisite, and sequencing document  |
| Timeline:          | Meet with students during the advising period and after first course ends through 04/2010   |

|                    |   |
|--------------------|---|
| Indicator Name     | Utilize Technology  |
| Action Item        | Utilize I-clicker technology in all courses   |
| Planned Outcome:   | Better assessment of students   |
| Activity 1:        | I-Clicker technology would be used for quizzes and after each lesson or chapter to assess where students need improvements and what students are understanding on a given topic |
| Person Responsible | Instructor  |
| Resource Needs     | I-Clicker in coding lab   |

|                     |
|---------------------|
| Timeline: Fall 2010 |
|---------------------|

|                    |   |
|--------------------|---|
| Indicator Name     | Student Outcomes Assessment   |
| Action Item        | Provide professional guides for both credential examinations (Certified Coding Associate-CCA, and Certified Professional Coder-CPC). Both are entry-level examinations  |
| Planned Outcome:   | Successful pass rate.   |
| Activity 1:        | Professional review guides would be distributed at in the Applied Coding course after students have completed all courses in the program. Instructor will go through guides with students each class period. Instructor will utilize a CCA/CPC Test Preparation plan. |
| Person Responsible | Instructor  |
| Resource Needs     | Professional Review Guide for the CCA Professional Review Guide for the CPC   |
| Timeline:          | Fall 2009   |

## Quality Review Process Scorecard FY2008

30-530-2

### MEDICAL CODING SPECIALIST

| State Indicators                      | Actual Performance<br>FY2008 | Threshold<br>Performance Average<br>of 4 lowest in the State | Target<br>Performance Average of<br>4 highest in the State |
|---------------------------------------|------------------------------|--|--|
| Course Completion                     | N/A                          | N/A  | N/A  |
| Special Populations Course Completion | N/A                          | N/A  | N/A  |
| Minority Course Completion            | N/A                          | N/A  | N/A  |
| Second Year Retention                 | N/A                          | N/A  | N/A  |
| Fall to Spring Retention              | 100.00                       | 82.59  | 99.84  |
| Third Year Retention                  | N/A                          | N/A  | N/A  |
| Third Year Graduation                 | N/A                          | N/A  | N/A  |
| One Year Graduation                   | 100.00                       | 90.00  | 100.00   |
| Fifth Year Graduation                 | N/A                          | N/A  | N/A  |
| Second Year Graduation                | N/A                          | N/A  | N/A  |
| Job Placement - All Employment        | N/A                          | N/A  | N/A  |
| Job Placement - Related Employment    | N/A                          | N/A  | N/A  |
| Non-Traditional Gender                | N/A                          | N/A  | N/A  |

| MATC Indicators                            | Actual Performance<br>FY2008 | Threshold Performance | Target Performance |
|--|------------------------------|-----------------------|--------------------|
|  | Score                        | Score                 | Score              |
| <b>1) Student Outcomes Assessment</b>      | 0.0                          | 1.0                   | 6.0                |
| <b>2) Program Currency</b>                 | 5                            | 3                     | 5                  |
| <b>3) Core Ability Attainment:</b>         |                              |                       |                    |
| <b>Communicate Effectively</b>             | 4.36                         | 3.54                  | 4.54               |
| <b>Collaborate with Others</b>             | 4.33                         | 3.72                  | 4.78               |
| <b>Respect Diversity</b>                   | 4.38                         | 3.44                  | 4.77               |
| <b>Demonstrate Responsibility</b>          | 4.70                         | 3.77                  | 4.84               |
| <b>Think Critically</b>                    | 4.39                         | 3.75                  | 4.84               |
| <b>Utilize Technology</b>                  | 4.08                         | 3.38                  | 4.88               |
| <b>Apply Math and Science</b>              | 3.97                         | 2.97                  | 4.69               |
| <b>4) Student Satisfaction Attainment</b>  | 4.1                          | 3.7                   | 5                  |
| <b>5) Employer Satisfaction Attainment</b> | N/A                          | N/A                   | N/A                |
| <b>6) Program Indicator 1</b>              | N/A                          | N/A                   | N/A                |
| <b>7) Program Indicator 2</b>              | 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**

30-530-2

**MEDICAL CODING SPECIALIST**

|   | FY2004 |     | FY2005 |     | FY2006 |     | FY2007 |     | FY2008 |       |
|---|--------|-----|--------|-----|--------|-----|--------|-----|--------|-------|
|   | N      | %   | N      | %   | N      | %   | N      | %   | N      | %     |
| <b>1) Program Enrollment: Headcount<sup>(1)</sup></b>   | N/A    |     | N/A    |     | N/A    |     | N/A    |     | 32     |       |
| Full-Time   | N/A    | N/A | N/A    | N/A | N/A    | N/A | N/A    | N/A | 0      | 0.0   |
| Part-Time   | N/A    | N/A | N/A    | N/A | N/A    | N/A | N/A    | N/A | 32     | 100.0 |
| <b>2) Program Enrollment: FTEs<sup>(1)</sup></b>        | N/A    |     | N/A    |     | N/A    |     | N/A    |     | 7.4    |       |
| <b>3) Graduation<sup>(1)</sup></b>                      | N/A    | N/A | N/A    | N/A | N/A    | N/A | N/A    | N/A | 17     | 53.1  |
| <b>4) Racial/Ethnic Minority Students<sup>(1)</sup></b> | N/A    | N/A | N/A    | N/A | N/A    | N/A | N/A    | N/A | 9      | 28.1  |
| <b>5) Section Completion Rate<sup>(1)</sup></b>         |        |     |        |     |        |     |        |     |        |       |
| Traditional Delivery Total Enrollment                   | N/A    |     | N/A    |     | N/A    |     | N/A    |     | 144    |       |
| Pass  | N/A    | N/A | N/A    | N/A | N/A    | N/A | N/A    | N/A | 117    | 81.3  |
| Non-Pass  | N/A    | N/A | N/A    | N/A | N/A    | N/A | N/A    | N/A | 6      | 4.2   |
| Other   | N/A    | N/A | N/A    | N/A | N/A    | N/A | N/A    | N/A | 20     | 13.9  |
| Alternative Delivery Total Enrollment                   | N/A    |     | N/A    |     | N/A    |     | N/A    |     | 82     |       |
| Pass  | N/A    | N/A | N/A    | N/A | N/A    | N/A | N/A    | N/A | 52     | 63.4  |
| Non-Pass  | N/A    | N/A | N/A    | N/A | N/A    | N/A | N/A    | N/A | 15     | 18.3  |
| Other   | N/A    | N/A | N/A    | N/A | N/A    | N/A | N/A    | N/A | 13     | 15.9  |

Footnotes:

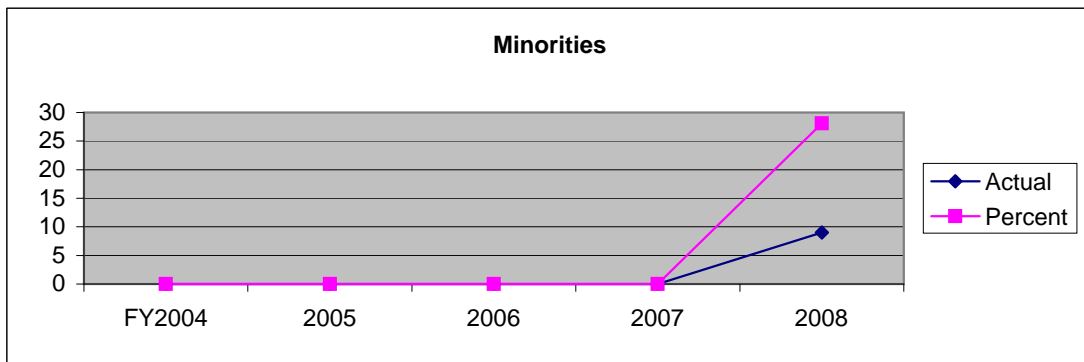
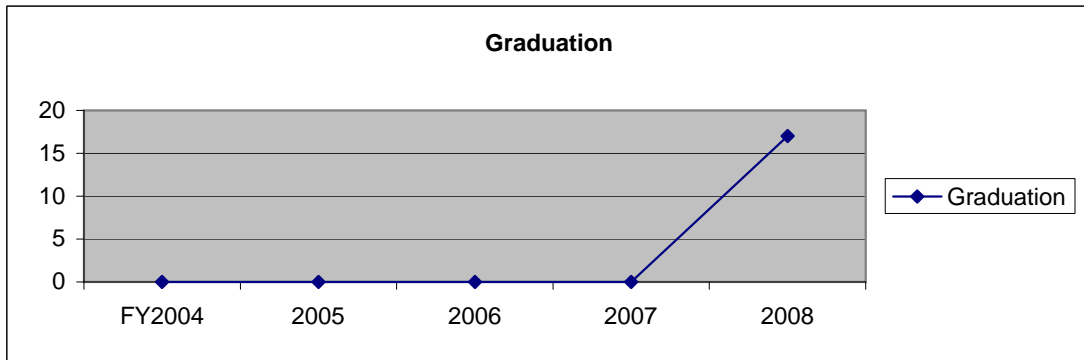
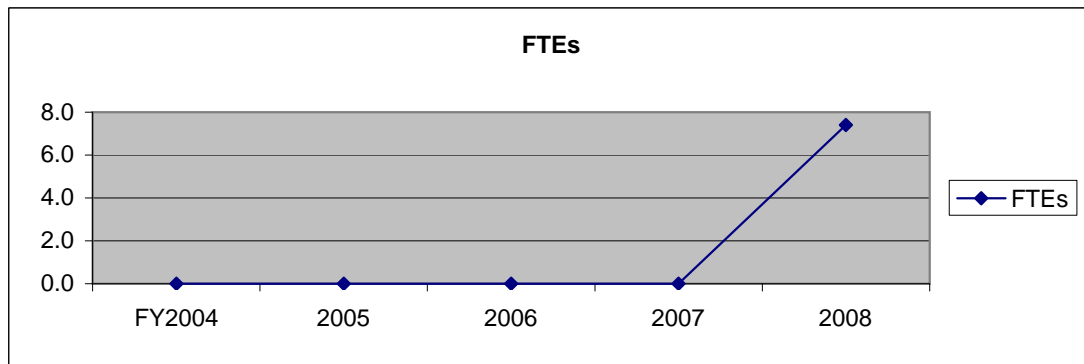
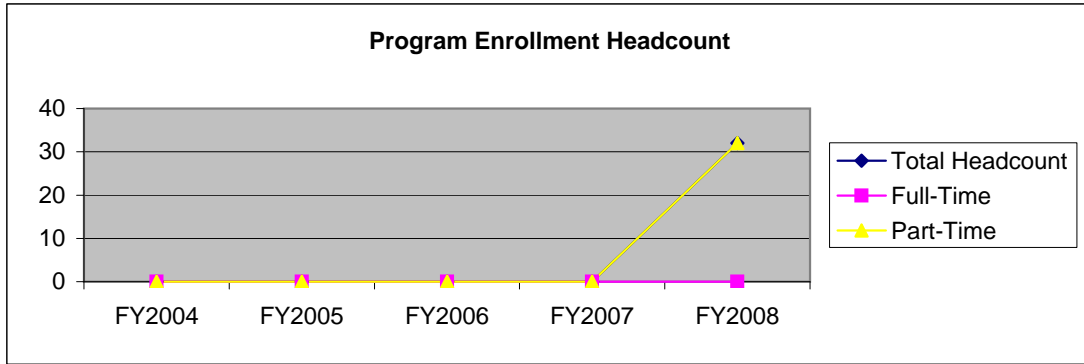
N/A = Not Available

<sup>(1)</sup> 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.

<sup>(1)</sup> 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

30-530-2  
MEDICAL CODING SPECIALIST



**Quality Review Process  
Scorecard  
FY2008**

30-530-2

**MEDICAL CODING SPECIALIST**

|                                      | FY2004 |     | FY2005 |     | FY2006 |     | FY2007 |     | FY2008 |         |
|--------------------------------------|--------|-----|--------|-----|--------|-----|--------|-----|--------|---------|
|                                      | N      | %   | N      | %   | N      | %   | N      | %   | N      | %       |
| <b>ENROLLMENT<sup>(1)</sup></b>      |        |     |        |     |        |     |        |     |        |         |
| Total                                | N/A    |     | N/A    |     | N/A    |     | N/A    |     | 32     |         |
| <b>GENDER<sup>(1)(2)</sup></b>       |        |     |        |     |        |     |        |     |        |         |
| Male                                 | N/A    | N/A | N/A    | N/A | N/A    | N/A | N/A    | N/A | 1      | 3.1     |
| Female                               | N/A    | N/A | N/A    | N/A | N/A    | N/A | N/A    | N/A | 31     | 96.9    |
| N/A                                  | N/A    | *   | N/A    | *   | N/A    | *   | N/A    | *   | 0      | *       |
| <b>ETHNICITY<sup>(1)(3)(5)</sup></b> |        |     |        |     |        |     |        |     |        |         |
| Indian                               | N/A    | N/A | N/A    | N/A | N/A    | N/A | N/A    | N/A | 0      | 0.0     |
| Asian                                | N/A    | N/A | N/A    | N/A | N/A    | N/A | N/A    | N/A | 0      | 0.0     |
| Black                                | N/A    | N/A | N/A    | N/A | N/A    | N/A | N/A    | N/A | 8      | 25.0    |
| Hispanic                             | N/A    | N/A | N/A    | N/A | N/A    | N/A | N/A    | N/A | 1      | 3.1     |
| Pacific Islander                     | N/A    | N/A | N/A    | N/A | N/A    | N/A | N/A    | N/A | 0      | 0.0     |
| White                                | N/A    | N/A | N/A    | N/A | N/A    | N/A | N/A    | N/A | 23     | 71.9    |
| N/A                                  | N/A    | *   | N/A    | *   | N/A    | *   | N/A    | *   | 0      | *       |
| <b>AGE<sup>(4)</sup></b>             |        |     |        |     |        |     |        |     |        |         |
| less than 18                         | N/A    | N/A | N/A    | N/A | N/A    | N/A | N/A    | N/A | 0      | #VALUE! |
| 18-24                                | N/A    | N/A | N/A    | N/A | N/A    | N/A | N/A    | N/A | 4      | #VALUE! |
| 25-34                                | N/A    | N/A | N/A    | N/A | N/A    | N/A | N/A    | N/A | 11     | #VALUE! |
| 35-49                                | N/A    | N/A | N/A    | N/A | N/A    | N/A | N/A    | N/A | 14     | #VALUE! |
| 50-0ver                              | N/A    | N/A | N/A    | N/A | N/A    | N/A | N/A    | N/A | 5      | #VALUE! |
| N/A                                  | N/A    | *   | N/A    | *   | N/A    | *   | N/A    | *   | N/A    | *       |

Footnote:

N/A = Not Available

<sup>(1)</sup> Source is State Report VE215330.

<sup>(2)</sup> Gender percentages are based on total known gender, not total enrollment.

\* N/A gender percentage is not computed.

<sup>(3)</sup> Ethnicity percentages are based on total known ethnicity, not total enrollment.

\* N/A ethnicity percentage is not computed.

<sup>(4)</sup> Age percentages are based on total known age, not total enrollment.

\* N/A age percentage is not computed.

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

## **Attachment ESIR - 9**

### **Accreditation Update – November, 2009**

MATC is accredited by the Higher Learning Commission of the Northcentral Association of Colleges until 2012-2013 using the Academic Quality Improvement Program (AQIP).

Our self-study Portfolio and the HLC Feedback Report are available at the MATC site:

<http://ecampus.matc.edu/accreditation/>

The Feedback Report outlines college strengths and opportunities for improvement across the nine categories. The three areas that MATC needs to pay particular attention to are:

- The assessment of the Core Abilities
- Campus Safety
- Meeting the needs of developmental students (pre-college and PLI)

Timeline for AQIP:

1. Share the Portfolio and Report with all stakeholders (2009)
2. Integrate plans for improvement into the Strategic Plan and in departments (2009-10)
3. Team of eight will attend the Strategy Forum to plan next steps (February, 2010)
4. Implement plan across all areas of college for continuous improvement processes (2010 and yearly)
5. HLC Check up visit at MATC (2011)
6. Update portfolio (yearly)
7. Complete Action Projects (yearly)
8. Reaffirmation of Accreditation – cycle begins again (2012-13)

## Alignment of Accreditation Categories & Strategic Goals:

### Assessing Current Processes vs. Planning for the Future

| Accreditation Categories for Assessing Colleges        | MATC Strategic Goals   | Organizational Oversight & Responsibility   |
|--|--|---|
| 1. Helping Students Learn                              | <i>Goal #1: Provide Quality Student Learning</i>                       | Curriculum, Learning & Assessment Core Committee;<br>Academic Technology Core Committee |
| 2. Other Distinctive Objectives                        | <i>Goal #3: Enhance Internal and External Stakeholder Partnerships</i> | <i>Pending:</i><br>Partnerships & Collaboration Core Committee                          |
| 3. Understanding Students' & Other Stakeholders' Needs | <i>Goal #2: Promote Student Pathways for Success</i>                   | Strategic Enrollment Management Core Committee;<br>Student Success Core Committee       |
| 4. Valuing People                                      | <i>Goal #4: Invest in People</i>                                       | Human Resources Core Committee;<br>Academic Technology Core Committee                   |
| 5. Leadership & Communication                          | {Manifested in the Strategic Plan}                                     | College & Union Presidents &<br>Core Committee Structure                                |
| 6. Supporting Institutional Operations                 | <i>Goal #5: Ensure Sustainability</i>                                  | Sustainability Core Committee   |
| 7. Measuring Effectiveness                             | {Manifested in the Strategic Plan}                                     | Office of Institutional Research  |
| 8. Planning for Continuous Improvement                 | {Manifested in the Strategic Plan}                                     | <i>TBD at the Strategic Forum in February 2010</i>                                      |
| 9. Building Collaborative Relationships                | <i>Goal #3: Enhance Internal and External Stakeholder Partnerships</i> | Partnerships & Collaboration Core Committee   |

### *Process for Aligning Accreditation Categories and Strategic Goals*

1. Identify areas that are scored as an *opportunity for improvement* under each accreditation category
2. Determine where each area fits under its corresponding strategic planning goal (and list of planning objectives)
3. Create a set of strategies, tactics, key performance indicators, measures and data for each newly-identified initiative to be placed in the strategic plan, *turning an opportunity into a potential strength*.

**Examples: Placing *Category 1 (Helping Students Learn) Improvement Opportunities under Goal 1 (Provide Quality Student Learning) Objectives in the Strategic Plan***

1. Opportunity: “It is unclear how MATC systematically reviews the Core Abilities to ensure they continue to be relevant in preparing students for transferring or for the workforce”

Place under Objective 1.1C: *Modify courses, programs & services based on data*

- Strategy: Review Core Abilities at regular intervals
- Tactic: Review every 5 years through a formal, faculty-driven process
- Indicator: Successful completion & implementation of the review
- Measures: Completed integration of “sustainability” into Core Abilities in 2009;  
Initiate and complete review again in 2014

2. Opportunity: “MATC uses labor force data...to guide students toward viable career training programs...Although MATC describes tools available to assess market needs, a process for using the tools is not described”

Place under Objective 1.2A: *Deliver transformative curriculum that educates the whole person in all programs to ensure economic growth and community vitality*

- Strategy: Integrate program learning goals, career needs and employment projections
- Tactic: Tie employment projections to QRP program assessments & advisory comm. planning
- Indicator: Add employment projections to program scorecards for ongoing review
- Measure: Populate all new scorecards with employment projection data by 2011

3. Opportunity: “WTCS rolled out a Prepared Learning Initiative (PLI) pilot in fall of 2007. The assessment has been a disappointment. MATC is mindful of (under)preparedness issues and will benefit from continued attention to this critical issue”

Place under Objective 1.2C: *Create a student-centered environment to guarantee student success in higher ed and the workforce*

- Strategy: Use the PLI college success course to enhance student success
- Tactic: Measure the effects of course-taking on student success over time
- Indicators: Increases in course-takers over time  
Positive effects of adequate course completion on same-term and later-term GPA
- Measures: % increase in annual test-takers; % increase in 2.0+ GPAs among course-takers

## Practical Nursing Program Update

This report addresses the progress that graduates of the Milwaukee Area Technical College (MATC) stand-alone Practical Nursing (PN) program are making in achieving higher NCLEX-PN pass rates. Data used for this report include NCLEX-PN results for the third quarter of 2009, separated out by program type (stand alone and one-plus-one).

As of September 30, 2009, the Practical Nursing Program (Stand Alone) has achieved a 100% pass rate.

Note: For a complete history of reports submitted to the ESIR committee, please refer to presentation submitted May 15, 2008.

Submitted by:

Dessie Levy, RN, MS  
Dean Health Occupations

Nancy Vrabec, PhD, RN  
Associate Dean

