



# **Southwest Wisconsin Technical College**

## **District Board Meeting**

**Regular Meeting**

**May 26, 2016**

Held at

Southwest Tech  
1800 Bronson Boulevard  
Fennimore, WI

## **Table of Contents**

<b>Annotated Agenda .....</b>	<b>2</b>
<b>Open Meeting .....</b>	<b>6</b>
A. Roll Call.....	6
B. Reports/ Forums/Public Input.....	6
1. Student Haiti Trip.....	6
2. Phi Theta Kappa All USA Community College Academic Team .....	6
3. Layla Merrifield, WTC District Boards Association .....	6
<b>Consent Agenda.....</b>	<b>7</b>
A. Approval of Agenda.....	7
B. Minutes of the Regular Board Meeting of April 28, 2016 .....	9
C. Financial Reports .....	14
1. Purchase Orders Greater than \$2,500 .....	14
2. Treasurer's Cash Balance .....	15
3. Budget Control .....	16
D. Contract Revenue .....	17
E. Personnel Items .....	20
F. 2016-17 WTC District Boards Association Fee Assessment.....	21
<b>Other Items Requiring Board Action .....</b>	<b>24</b>
A. Compensation Philosophy – First Reading of Governance Policy 3.3 – Compensation & Benefits.....	24
B. Request for Proposals: Compensation Analysis .....	37
C. Memorandum of Understanding between Southwest Wisconsin Technical College, Southwest Wisconsin Technical College Foundation, and SWTC Real Estate Foundation .....	38
D. Feasibility Study for Entrepreneurial Components of Facilities Master Plan	52
<b>Board Monitoring of College Effectiveness .....</b>	<b>58</b>
A. FY2017 Budget Update.....	58
B. Foundation Report .....	58
C. Public Safety Report .....	89
D. Year-End College Performance Review.....	102
E. Staffing Update .....	139
<b>Information and Correspondence.....</b>	<b>148</b>
A. Enrollment Report .....	148
B. Chairperson's Report .....	156
C. College President's Report .....	156
D. Other Information Items.....	156
<b>Establish Board Agenda Items for Next Meeting .....</b>	<b>157</b>
A. Agenda for Next Board Meeting .....	157
B. Time and Place .....	157
<b>Adjourn to Closed Session .....</b>	<b>158</b>
A. Consideration of adjourning to closed session for the purpose of .....	158
<b>Reconvene to Open Session.....</b>	<b>158</b>
A. Action, if necessary, on Closed Session Items .....	158
<b>Adjournment.....</b>	<b>158</b>

## **Annotated Agenda**

### **BOARD MEETING NOTICE/AGENDA**

Thursday, May 26, 2016

5:30 p.m. – Dinner and Public Safety Complex Shooting Range

7:00 p.m. – Board Meeting

Room 2007 – Public Safety Complex

### **ANNOTATED AGENDA**

#### **OPEN MEETING**

The following statement will be read: "The May 26, 2016, regular meeting of the Southwest Wisconsin Technical College Board is called to order. This meeting is open to the public and in compliance with State Statutes. Notice of the meeting has been sent to the press and posted on campus and in the City of Fennimore in an attempt to make the general public aware of the time, place and agenda of the meeting."

#### **A. Roll Call**

#### **B. Reports/Forums/Public Input**

##### **1. Student Haiti Trip**

Nursing faculty and students who traveled to Haiti as part of their curriculum will present on their trip.

##### **2. Phi Theta Kappa All USA Community College Academic Team**

Presentation to Shawna Randecker, a Human Services Associate student, as a participant on the Phi Theta Kappa All USA Community College Academic Team.

##### **3. Layla Merrifield, WTC District Boards Association**

Executive Director of the Wisconsin Technical College District Boards Association, Layla Merrifield, will update the Board on legislative and other activities happening in the State.

#### **CONSENT AGENDA**

#### **A. Approval of Agenda**

A copy of the agenda is included with the electronic Board material.

#### **B. Minutes of the Regular Board Meeting of April 28, 2016**

Minutes of the April 28, 2016, regular Board meeting are included with the electronic Board material.

**C. Financial Reports**

- 1. Purchase Orders Greater than \$2,500**
- 2. Treasurer's Cash Balance**
- 3. Budget Control**

Each report is available electronically with all other Board material. Caleb White, Vice President for Administrative Services, will be at the meeting and available for any questions.

**D. Contract Revenue**

Contract revenue totaled \$42,131.06 in April 2016. There are 23 contracts being presented to the Board for approval. The Contract Revenue Report is included with the electronic Board material.

**E. Personnel Items**

Two new hires, four resignations, and three retirements are being presented for approval in the Personnel Report. The report is available with the electronic Board material.

**F. 2016-17 WTC District Boards Association Fee Assessment**

A copy of the letter from Layla Merrifield, as well as the Fee Assessment invoice in the amount of \$19,655.31 is available electronically with all other Board material.

**OTHER ITEMS REQUIRING BOARD ACTION**

**A. Compensation Philosophy – First Reading of Governance Policy 3.3 – Compensation and Benefits**

Dan Schildgen and Mandy Henkel, members of the College Council, will be presenting a proposed compensation philosophy. The compensation philosophy is included in the electronic Board packet.

***Recommendation:*** Approve the first reading of the compensation philosophy to be included in Governance Policy 3.3 – Compensation and Benefits.

**B. Request for Proposals: Compensation Analysis**

Requests for Proposals for a Compensation Analysis were due April 29. Two proposals were received and vendor presentations are scheduled for May 19 and May 23. A decision will be made and the electronic Board packet will be updated prior to the Board meeting. Caleb White will present the summary of the RFP and recommendation for approval.

**C. Memorandum of Understanding between Southwest Wisconsin Technical College, Southwest Wisconsin Technical College Foundation, and SWTC Real Estate Foundation**

The final draft of the Memorandum of Understanding (MOU) has been approved by the Southwest Wisconsin Technical College Foundation and SWTC Real Estate Foundation Boards. The MOU is available with the electronic Board material. Jason Wood will present the MOU at the meeting.

***Recommendation:*** Approve the Memorandum of Understanding between the Southwest Wisconsin Technical College, Southwest Wisconsin Technical College Foundation, and SWTC Real Estate Foundation.

#### **D. Feasibility Study and Business Plan for Entrepreneurial Components of Facilities Master Plan**

The Board will consider establishing a partnership to complete a feasibility study and business plan for entrepreneurial components of the Facilities Master Plan. Information was distributed at the April 28, 2016, Board meeting. The Board will also discuss the feedback from the Community Visioning event. A summary of the input received is included in the electronic board packet.

**Recommendation:** Authorize the College to move forward with identifying partners who will complete a feasibility student and business plan for entrepreneurial components of the Facilities Master Plan.

### **BOARD MONITORING OF COLLEGE EFFECTIVENESS**

#### **A. FY2017 Budget Update**

Caleb White will provide an update on the FY2017 budget. The fund summaries will be presented at the Board meeting.

#### **B. Foundation Report**

Foundation staff will present their Board Monitoring report including strengths and areas for improvement as well as major activities which help the College achieve its eight Strategic Directions. Information is included in the electronic Board material.

#### **C. Public Safety Report**

Public Safety staff will present their Board Monitoring report including strengths and areas for improvement as well as major activities which help the College achieve its eight Strategic Directions. Information is included in the electronic Board packet.

#### **D. Year-End College Performance Review**

Included in the electronic Board material is data related to an institutional performance spotlight. Jason Wood will present the information as the 2015-16 College Performance Review.

#### **E. Staffing Update**

An update on College staffing will be provided at the Board meeting. A summary is available with the electronic Board material.

### **INFORMATION AND CORRESPONDENCE**

#### **A. Enrollment Report**

The 2015-16 Comparison FTE, 2016-17 Comparison FTE, and 2016-17 Application Reports are available electronically with all other Board material.

#### **B. Chairperson's Report**

#### **C. College President's Report**

1. College Happenings

#### **D. Other Information Items**

## **ESTABLISH BOARD AGENDA ITEMS FOR NEXT MEETING**

### **A. Agenda**

1. Public Board Hearing/Approval
2. Evaluation of President
3. President's Performance Report

### **B. Time and Place**

Tuesday, June 28, 2016, at 7:00 p.m. in Rooms 492-493, College Connection, Southwest Tech Campus

## **ADJOURN TO CLOSED SESSION**

### **A. Consideration of adjourning to closed session for the purpose of**

1. Discussing compensation items per Wis. Statutes 19.85(1)(c) {Considering employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility}.
2. Discussing Presidential evaluation per Wis. Statutes 19.85(1)(c) {Considering employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility.}

### **B. Approval of Closed Session Minutes of April 28, 2016**

## **RECONVENE TO OPEN SESSION**

### **A. Action, if necessary, on Closed Session Items**

## **ADJOURNMENT**

## **Open Meeting**

The following statement will be read: "The April 28, 2016, regular meeting of the Southwest Wisconsin Technical College Board is called to order. This meeting is open to the public and in compliance with State Statutes. Notice of the meeting has been sent to the press and posted on campus and in the City of Fennimore in an attempt to make the general public aware of the time, place and agenda of the meeting."

### ***A. Roll Call***

### ***B. Reports/ Forums/Public Input***

#### ***1. Student Haiti Trip***

Nursing faculty and students who traveled to Haiti as part of their curriculum will present on their trip.

#### ***2. Phi Theta Kappa All USA Community College Academic Team***

Presentation to Shawna Randecker, a Human Services Associate student, as a participant on the Phi Theta Kappa All USA Community College Academic Team.

#### ***3. Layla Merrifield, WTC District Boards Association***

Executive Director of the Wisconsin Technical College District Boards Association, Layla Merrifield, will update the Board on legislative and other activities happening in the State.

## **Consent Agenda**

### ***A. Approval of Agenda***



## **BOARD MEETING NOTICE/AGENDA**

Thursday, May 26, 2016

5:30 p.m. – Dinner and Public Safety Complex Shooting Range

7:00 p.m. – Board Meeting

Room 2013 – Public Safety Complex

### **AGENDA**

#### **OPEN MEETING**

The following statement will be read: "The May 26, 2016, regular meeting of the Southwest Wisconsin Technical College Board is called to order. This meeting is open to the public and in compliance with State Statutes. Notice of the meeting has been sent to the press and posted on campus and in the City of Fennimore in an attempt to make the general public aware of the time, place and agenda of the meeting."

- A. Roll Call
- B. Reports/Forums/Public Input
  - 1. Student Haiti Trip
  - 2. Phi Theta Kappa All USA Community College Academic Team
  - 3. Layla Merrifield, WTC District Boards Association

#### **CONSENT AGENDA**

- A. Approval of Agenda
- B. Minutes of the Regular Board Meeting of April 28, 2016
- C. Financial Reports
  - 1. Purchase Orders Greater than \$2,500
  - 2. Treasurer's Cash Balance
  - 3. Budget Control
- D. Contract Revenue
- E. Personnel Items
- F. 2016-17 WTC District Boards Association Fee Assessment

#### **OTHER ITEMS REQUIRING BOARD ACTION**

- A. Compensation Philosophy – First Reading of Governance Policy 3.3 – Compensation and Benefits
- B. Request for Proposals: Compensation Analysis
- C. Memorandum of Understanding between Southwest Wisconsin Technical College, Southwest Wisconsin Technical College Foundation, and SWTC Real Estate Foundation



D. Feasibility Study for Entrepreneurial Components of Facilities Master Plan

**BOARD MONITORING OF COLLEGE EFFECTIVENESS**

- A. FY2017 Budget Update
- B. Foundation Report
- C. Public Safety Report
- D. Year-End College Performance Review
- E. Staffing Update

**INFORMATION AND CORRESPONDENCE**

- A. Enrollment Report
- B. Chairperson's Report
- C. College President's Report
- D. Other Information Items

**ESTABLISH BOARD AGENDA ITEMS FOR NEXT MEETING**

- A. Agenda
- B. Time and Place

**ADJOURN TO CLOSED SESSION**

- A. Consideration of adjourning to closed session for the purpose of
  - 1. Discussing compensation items per Wis. Statutes 19.85(1)(c) {Considering employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility}.
  - 2. Discussing Presidential evaluation per Wis. Statutes 19.85(1)(c) {Considering employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility.}
- B. Approval of Closed Session Minutes of April 28, 2016

**RECONVENE TO OPEN SESSION**

- A. Action, if necessary, on Closed Session Items

**ADJOURNMENT**

{Facilities at Southwest Tech are handicap accessible. For all accommodations call 608-822-2400 or 608-822-2401 to reach the Director of Facilities, or e-mail [accom@swtc.edu](mailto:accom@swtc.edu)}

## ***B. Minutes of the Regular Board Meeting of April 28, 2016***



### **MINUTES OF THE REGULAR MEETING OF THE BOARD OF DIRECTORS OF SOUTHWEST WISCONSIN TECHNICAL COLLEGE APRIL 28, 2016**

The Board of Southwest Wisconsin Technical College met in open session of a regular Board meeting commencing at 6:30 p.m. on April 28, 2016, in Rooms 492-493 on the District Campus located at 1800 Bronson Boulevard in the City of Fennimore, Grant County, Wisconsin. The following members were present:

Linda Erickson, Melissa Fitzsimons, James Kohlenberg, Darlene Mickelson, Russell Moyer, Eileen Nickels, Chris Prange, Rhonda Sutton, and Donald Tuescher

Others present for all or a portion of the meeting included Dr. Jason S. Wood, College President; College Staff: Richard Ammon, Tonya Archie, Karen Campbell, Holly Clendenen, Kristal Davenport, Katie Garrity, Holly Miller, Karyl Nicholson, Lisa Sterrett, Barb Tucker, Krista Weber, and Caleb White. Public present included Jon Anderson, College Legal Counsel from Godfrey & Kahn.

Chairperson Kohlenberg called the meeting to order. Proof of notice was given as to the time, place, and purpose of the meeting. The following is the official agenda:

### **BOARD MEETING NOTICE/AGENDA**

Thursday, April 28, 2016

5:45 p.m. - Dinner

6:30 p.m. – Board Meeting

Room 492-493 – College Connection

### **AGENDA**

#### **OPEN MEETING**

The following statement will be read: "The April 28, 2016, regular meeting of the Southwest Wisconsin Technical College Board is called to order. This meeting is open to the public and in compliance with State Statutes. Notice of the meeting has been sent to the press and posted on campus and in the City of Fennimore in an attempt to make the general public aware of the time, place and agenda of the meeting."

A. Roll Call

B. Reports/Forums/Public Input

#### **ADJOURN TO CLOSED SESSION**

A. Consideration of adjourning to closed session for the purpose of

1. Private Conferences with Individuals Receiving Preliminary Non-renewal Notices per Wis. Stats. 19.85(1)(c) {Considering employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility.}

2. Final Notices of Non-renewal per Wis. Stats. 19.85(1)(c) {Considering employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility.}

### **RECONVENE TO OPEN SESSION**

- A. Action, if necessary, on Closed Session Items

### **CONSENT AGENDA**

- A. Approval of Agenda
- B. Minutes of the Regular Board Meeting of March 24, 2016, and Special Board Meeting of March 30, 2016
- C. Financial Reports
  1. Purchase Orders Greater than \$2,500
  2. Treasurer's Cash Balance
  3. Budget Control
- D. Contract Revenue
- E. Personnel Items
- F. 2016-17 Out-of-State Tuition Waivers
- G. 2016-17 Membership to Association for Community College Trustees

### **OTHER ITEMS REQUIRING BOARD ACTION**

- A. Request for Proposals: Learning Management System
- B. Request for Proposals: Auditing Services
- C. Bid for Building 400 Rooftop Air Handler Project

### **BOARD MONITORING OF COLLEGE EFFECTIVENESS**

- A. Cost for Feasibility Study of Facilities Master Plan
- B. FY2017 Budget Update
- C. Staffing Update

### **INFORMATION AND CORRESPONDENCE**

- A. Enrollment Report
- B. Chairperson's Report
- C. College President's Report
- D. Other Information Items

### **ESTABLISH BOARD AGENDA ITEMS FOR NEXT MEETING**

- A. Agenda
- B. Time and Place

### **ADJOURN TO CLOSED SESSION**

- A. Consideration of adjourning to closed session for the purpose of
  1. Discussion of Personnel per Wis. Stats. 19.85(1)(c) {Considering employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility.}
- B. Approval of Closed Session Minutes of March 24, 2016, and March 30, 2016

## **RECONVENE TO OPEN SESSION**

A. Action, if necessary, on Closed Session Items

## **ADJOURNMENT**

{Facilities at Southwest Tech are handicap accessible. For all accommodations call 608-822-2400 or 608-822-2401 to reach the Director of Facilities, or e-mail [accom@swtc.edu](mailto:accom@swtc.edu)}

Under Reports/Forums/Public Input, Danielle Partyka asked to address the Board. Ms. Partyka, a currently enrolled student, spoke about the resources and consistency the Library staff bring to the student experience.

Mr. Tuescher made a motion to adjourn to Closed Session for the purpose of private conferences with individuals receiving preliminary non-renewal notices per Wis. Stats. 19.85(1)(c) and final notices of non-renewal per Wis. Stats. 19.85(1)(c). Ms. Fitzsimons seconded the motion. Upon roll call vote where all members voted affirmatively, the Board meeting adjourned to Closed Session at 6:33 p.m.

The Board meeting reconvened to open session at 8:07 p.m. with no action taken on Closed Session items.

Mr. Tuescher moved to approve the Consent Agenda, as presented, including:

- the April 28, 2016, agenda;
- March 24, 2016, minutes of the regular Board meeting; March 30, 2016, minutes of the special Board meeting;
- financial reports;
- 12 contracts totaling \$167,605.13 in March 2016;
- internal transfers for Danielle Seippel – Registrar, Brian Kitelinger – Industrial Occupations & Safety Compliance Lab Assistant, Julie Pluemer – Supervisor of Pre-College Programs & Division Coordinator, Kim Maier – Innovative & Alternative Learning Manager, and Cynde Larsen – Associate Degree Nursing Instructor & Division Manager;
- the resignations of Jessica Helms – Marketing & Public Relations Assistant and Deb Thomas – Enrollment Services Specialist;
- the retirement of Denise Johanning - Nursing Assistant Instructor;
- the remission of out-of-state tuition for 700 credits for 25 needy and worthy students during the 2016-17 academic year; and
- the renewal of the 2016-17 membership to the Association for Community College Trustees for \$3,146.

Mr. Prange seconded the motion; motion carried.

Lisa Riley, Supervisor for Information Technology & Continuous Improvement, presented the Request for Proposals: Learning Management System. Ms. Riley explained the process used and noted that seven proposals were received. An internal evaluation team brought two vendors to campus for demonstrations with faculty and staff. After discussion, Mr. Moyer moved to award the Request for Proposals for the Learning Management System (LMS) to Schoology at a total cost of operations for five years of \$166,477.61. Mr. Tuescher seconded the motion, which unanimously carried.

Caleb White, Vice President for Administrative Services, reviewed the Request for Proposals for Auditing Services. Four proposals were received with the two highest ranked vendors brought to campus for interviews. Ms. Fitzsimons moved to award the RFP for Auditing Services to Wegner CPAs, Madison, WI for a three-year total cost of \$69,450. Ms. Mickelson seconded the motion. Upon voice vote with Mr. Moyer abstaining, the motion carried.

Mr. White reviewed the two bids received for the rooftop air handler project for Building 400. He noted this project is being coordinated with the reroofing of the building. Mr. Tuescher moved to award the bid for Rooftop Replacement Unit 412 Project in the amount of \$125,000 to Thermo/Dynamics, Inc., Spring Green, WI. Ms. Nickels seconded the motion. The motion carried on an unanimous voice vote.

Dr. Wood shared a proposal for costs for a feasibility study of the Facilities Master Plan. This topic will be discussed at the May Board meeting.

Mr. White reviewed the General Fund budget summary for FY2017. He noted at this point in time, there is a \$400,000 deficit. The general fund summary and other fund summaries will be brought to the Board for review at the May Board meeting. The final budget for FY2017 will be presented for approval at the June Board meeting.

Krista Weber, Director of Human Resources, provided an update on College staffing. Current open positions in various stages of the hiring process included a part-time Child Care Assistant, Communications Instructor, and Marketing Specialist. The Software Developer position will be placed on hold for the immediate future.

A review of the year-over-year FTE comparison report and application report was presented by Caleb White. Mr. White indicated that the FTE report reflects an approximately two percent increase in FTE compared to the previous year. The application report comparing Fall 2017 to Fall 2016 applications indicated a slight decrease in applications received.

Dr. Wood's report to the Board included a summary of the interactive classroom activities he has participated with the Cosmetology, IT-Computer Support Technician, Criminal Justice, Medical Laboratory Technician, and Physical Therapist Assistant programs.

Under Other Information Items, Mr. Moyer noted that the ACCT Award nominations are now being accepted.

Mr. Tuescher moved to convene to Closed Session for the purpose of discussion of personnel per Wis. Stats. 19.85(1)(c) and the approval of the March 24, 2016, and March 30, 2016, Closed Session Minutes. Ms. Fitzsimons seconded the motion. Upon roll call vote with all members voting affirmatively, the Board meeting adjourned to closed session at 8:52 p.m.

The Board meeting reconvened to open session at 9:04 p.m. with no action taken. Dr. Wood continued his President's Report noting that in the preliminary proposed FY2017 budget there is a salary increase included. Dr. Wood also shared that administration plans to move forward with the compensation analysis RFP and have budgeted \$250,000 for implementation of the study.

Ms. Fitzsimons moved to adjourn the Board meeting. Mr. Prange seconded the motion; motion unanimously carried. With no further business to come before the Board, the meeting adjourned at 9:09 p.m.

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Darlene Mickelson, Secretary

## C. Financial Reports

### 1. Purchase Orders Greater than \$2,500

SOUTHWEST WISCONSIN TECHNICAL COLLEGE				
OUTSTANDING PURCHASE ORDERS GREATER THAN \$2,500				
FOR THE PERIOD 04/01/2016 TO 04/30/2016				
<u>PO DATE</u>	<u>PO #</u>	<u>VENDOR NAME</u>	<u>PO AMOUNT</u>	<u>DESCRIPTION</u>
<u>GENERAL FUND</u>				
		None this month		
		<b>SUBTOTAL</b>	\$ -	
<u>CAPITAL FUND</u>				
		None this month		
		<b>SUBTOTAL</b>	\$ -	
<u>ENTERPRISE FUND</u>				
		None this month		
		<b>SUBTOTAL</b>	\$ -	
		<b>TOTAL</b>	\$ -	

## ***2. Treasurer's Cash Balance***

### **Southwest Wisconsin Technical College Report of Treasurers Cash Balance 04/30/2016**

#### Liability End of Month Balances

FICA	-	
Federal Withholding	-	
State Withholding	22,067.44	
Teachers Retirement	-	
Wisconsin Retirement	-	
Hospitalization	-	
Dental Insurance	-	
Credit Union	-	
Tax Sheltered Annuity		
Deferred Compensation		
American Family Insurance	-	
Foundation	-	
PSA Dues	-	
SWACTE Dues	-	
Garnishment	-	
Child Care	-	
Accrued Vacation Payable	350,390.35	
Sick Leave Payable	441,372.11	
Other (Due To)	5,199,771.73	
Total Liability Adjustment	6,013,601.63	

Beginning Treasurers Balance 13,828,733.14

#### Receipt

Fund		
1 General	278,216.20	
2 Special Revenue		
3 Capital Projects	-	
4 Debt Service		
5 Enterprise	110,843.31	
6 Internal Service	319,136.20	
7 Financial Aid/Activities	253,947.63	
Total Receipts	962,143.34	

Cash Available 14,790,876.48

#### Expenses

Fund		
1 General	1,705,597.58	
2 Special Revenue	-	
3 Capital Projects	130,625.55	
4 Debt Service	-	
5 Enterprise	106,574.61	
6 Internal Service	339,557.97	
7 Financial Aid/Activities	119,563.92	
Total Expenses	2,401,919.63	

Treasurers Cash Balance 12,388,956.85

Liability Adjustment 6,013,601.63

Cash in Bank \$18,402,558.48



### 3. Budget Control

Southwest Wisconsin Technical College							
YTD Summary for Funds 1-7							
For 10 Months ended April 2016							
	2015-16	2015-16	2015-16	2014-15	2013-14	2012-13	2011-12
	<u>Budget</u>	<u>YTD Actual</u>	<u>Percent</u>	<u>Percent</u>	<u>Percent</u>	<u>Percent</u>	<u>Percent</u>
General Fund Revenue	23,568,000.00	22,935,901.42	97.32	92.16	86.48	91.05	89.35
General Fund Expenditures	23,968,000.00	18,117,460.47	75.59	71.61	75.36	77.64	75.68
Capital Projects Fund Revenue	2,530,000.00	2,527,193.12	99.89	100.99	101.25	102.36	101.95
Capital Projects Fund Expenditures	2,357,000.00	1,108,897.46	47.05	68.98	52.75	54.00	63.19
Debt Service Fund Revenue	5,194,000.00	216,998.95	4.18	3.47	3.62	0.00	0.00
Debt Service Fund Expenditures	5,261,000.00	667,152.51	12.68	14.03	13.74	11.40	12.99
Enterprise Fund Revenue	2,132,000.00	1,959,797.74	91.92	87.34	78.90	87.24	74.26
Enterprise Fund Expenditure	1,966,000.00	1,543,977.04	78.53	75.04	58.66	64.28	55.78
Internal Service Fund Revenue	4,100,000.00	3,475,609.94	84.77	81.90	76.85	81.61	70.92
Internal Service Fund Expenditures	4,100,000.00	3,782,991.95	92.27	88.27	80.70	77.25	83.81
Trust & Agency Fund Revenue	8,500,000.00	6,887,040.75	81.02	83.39	91.01	96.58	90.09
Trust & Agency Fund Expenditures	8,450,000.00	6,812,603.06	80.62	83.98	91.74	96.18	89.97
Grand Total Revenue	46,024,000.00	38,002,541.92	82.57	80.18	77.57	80.86	77.78
Grand Total Expenditures	46,102,000.00	32,033,082.49	69.48	68.88	70.15	71.00	70.34

#### **D. Contract Revenue**

Contract revenue totaled \$42,131.06 in April 2016. There are 23 contracts being presented to the Board for approval. The Contract Revenue Report follows.

# 2015-2016 CONTRACTS

4/01/16 through 4/30/16

<u>Contract #</u>	<u>Service Provided</u>	<u>Contact</u>	<u>Number Served</u>	<u>Price</u>	<u>Exchange of Services</u> (Instructional Fees Waived)	<u>INDIRECT COST FACTOR</u>		
						<u>On-Campus</u>	<u>Off-Campus</u>	<u>Waiver</u>
03-2016-0073-I-16 Grant Regional Health WAT Grant 03-147-124-176	Principles of Lean Manufacturing - LEAN 101	Amy Charles	168	\$ 12,775.00	No		X	
03-2016-0077-T-18 Western Technical College	Contracted Testing Evaluators	Kris Wubben		\$ 783.84	No		X	
03-2016-0078-F-23 Prosperity Southwest	Administrative & Financial Services	Amy Charles		\$ 1,162.50	No		X	
03-2016-0083-I-23 Schreiber WAT Grant 03-150-124-176	Basic Electrical Wiring	Amy Charles	15	\$ 2,925.00	No		X	
	ASI Software	Amy Charles	4	\$ 687.40	No		X	
	Electrical Meters Troubleshooting	Amy Charles	19	\$ 2,925.00	No		X	
	Servo Drives	Amy Charles	7	\$ 1,290.00	No		X	
	NEC Code	Amy Charles	21	\$ 2,925.00	No		X	
03-2016-0084-I-20 Emmi Roth WAT Grant 03-144-124-176	Safety-Industrial OSHA 10 Hr General Industry	Amy Charles	7	\$ 1,125.00	No		X	
	Safety Voluntary Compliance - OSHA NFPA 70E	Amy Charles	9	\$ 1,060.00	No		X	
	Safety Voluntary Compliance - OSHA Lock-Out/Tag-Out	Amy Charles	55	\$ 1,950.00	No		X	
03-2016-0107-I-11 Lands End WAT Grant 03-135-124-176	5S/Visual Workplace	Amy Charles	27	\$ 2,455.00	No		X	
03-2016-0109-I-16 Bemis WAT Grant 03-134-124-176	MS Excel 2013 Intermediate	Amy Charles	9	\$ 1,590.75	No		X	
	MS Excel 2013 Basic	Amy Charles	8	\$ 1,590.75	No		X	
03-2016-0124-I-21 Richland County Sheriff's Department	TASER Recertification	Kris Wubben	25	\$ 433.50	No		X	
	TASER Operator	Kris Wubben	7	\$ 166.32	No		X	
03-2016-0125-I-41 Community First Bank WAT Grant 03-138-124-176	Performance Management	Amy Charles	21	\$ 1,825.00	No		X	
03-2016-0127-I-21 Avoca and Rural EMS	BLS for Healthcare Provider-CPR Recert	Kris Wubben	6	\$ 226.00	Yes		X	
03-2016-0128-I-21 Highland EMS Southwest Wisconsin Technical College	BLS for Healthcare Provider-CPR Recert	Kris Wubben	14	\$ 245.00	Yes		X	

<u>Contract #</u>	<u>Service Provided</u>	<u>Contact</u>	<u>Number Served</u>	<u>Price</u>	<u>Exchange of Services</u> (Instructional Fees Waived)	<u>On-Campus</u>	<u>Off-Campus</u>	<u>Waiver</u>
03-2016-0159-I-21 Highland Fire Department	Heartsaver CPR/AED	Kris Wubben	9	\$ 405.00	No		X	
03-2016-0160-T-42 TriCounty Human Resources Association	Performance Management & Coaching Presentation	Amy Charles		\$ 1,100.00	No	X		
03-2016-0162-I-41 Bemis North America-Lancaster	Heartsaver CPR/AED First Aid Training	Kris Wubben	35	\$ 1,880.00	No		X	
03-2016-0163-I-41 Universal Forest Products	Heartsaver CPR/AED First Aid Training	Kris Wubben	11	\$ 605.00	No		X	
<b>TOTAL of all Contracts</b>			<b>477</b>	<b>\$ 42,131.06</b>				
Exchange of Services			20	\$ 471.00				
For Pay Service			457	\$ 41,660.06				

## ***E. Personnel Items***

Two new hires, four resignations, and three retirements are being presented for approval in the Personnel Report. The report is available below.

### **PERSONNEL REPORT April 28, 2016**

#### **Employment: NEW HIRE**

<b>Name</b>	Katie (Friar) Glass
<b>Title</b>	Marketing Specialist
<b>Number of Applicants and Number Interviewed</b>	28 Applicants/4 Interviewed
<b>Start Date</b>	May 9, 2016
<b>Salary/Wages</b>	\$53,500
<b>Classification</b>	Regular Full-Time
<b>Education and/or Experience</b>	BA in Social Science Comprehensive/ History from UW-Platteville with 4 years of event coordination and marketing experience

<b>Name</b>	Katharine Caywood
<b>Title</b>	Marketing Specialist
<b>Number of Applicants and Number Interviewed</b>	28 Applicants/4 Interviewed
<b>Start Date</b>	May 10, 2016
<b>Salary/Wages</b>	\$45,000
<b>Classification</b>	Regular Full-Time
<b>Education and/or Experience</b>	BS in Fine Arts/Graphic Design and Minor in Imaging Media/Photography from UW-Platteville with 5 years of recruiting and campaigning experience.

#### **PROMOTIONS / TRANSFERS**

None this Month

#### **RETIREMENTS / RESIGNATIONS**

Barb Kennedy (Retirement 6/30/2016)	Basic Education Instructor
Marlene Klein (Retirement 9/1/2016)	Lead ASC Instructor
Dana O'Brien (Resignation 6/30/2016)	Nursing Instructor
Nicole Schopf (Resignation 6/30/2016)	Nursing Instructor
Kirsten Reichmann (Resignation 5/27/2016)	Academic Success Coach Lead
Sue Reukauf (Resignation 4/29/2016)	Marketing & Public Relations Manager
Kathy Yanna (Retirement 6/30/2016)	Evening Custodian

***F. 2016-17 WTC District Boards Association Fee Assessment***

A copy of the letter from Layla Merrifield, as well as the Fee Assessment invoice in the amount of \$19,655.31 is available electronically with all other Board material.

**Recommendation:** Approve the Consent Agenda.



WISCONSIN TECHNICAL COLLEGE  
DISTRICT BOARDS ASSOCIATION

May 16, 2016

President Jason Wood  
Southwest Wisconsin Technical College  
1800 Bronson Boulevard  
Fennimore, WI 53809

**Attention: Invoice enclosed**

Dear President Wood:

The Association's board of directors has unanimously approved a 2016-17 operating budget for the year beginning July 1, 2016. The new operating budget represents a 1.2 percent increase over the current year. However, the board also unanimously approved a one-time use of fund balance to fund the increase, in order to hold member assessments core dues flat compared to the current year.

Each district's dues are based on a formula with  $\frac{1}{2}$  of the budget assessed as a flat fee and  $\frac{1}{2}$  assessed *pro rata* by FTE enrollment. The change in your district's core dues will vary from the current year's dues, because of the relative change in district enrollments last year. For 2016-17, nine districts have core dues decreases, and seven districts have dues increases.

We have worked hard to minimize operational increases to the extent practicable, and we will continue to be as fiscally prudent as possible. Your district's membership in this Association is greatly appreciated, and we look forward to a very positive year serving statewide, district, and individual members' interests. Please feel free to contact me if you would like additional information about the budget, dues, or the Association.

Sincerely,

Layla Merrifield  
Executive Director

encl. Invoice

cc: Board of Director Member  
District Board Chairperson



WISCONSIN TECHNICAL COLLEGE  
DISTRICT BOARDS ASSOCIATION

May 16, 2016

# INVOICE

## 2016-17 FEE ASSESSMENT

(July 1, 2016 - June 30, 2017)

## Southwest Wisconsin Technical College

**\$19,655.31**

Payment due upon receipt, and no later than **August 1, 2016.**

Please make check payable to:

**Wisconsin Technical College District Boards Association**

*We value your membership! Thank you.*



## **Other Items Requiring Board Action**

### ***A. Compensation Philosophy – First Reading of Governance Policy 3.3 – Compensation & Benefits***

Dan Schildgen and Mandy Henkel, members of the College Council, will be presenting a proposed compensation philosophy. The compensation philosophy is available below.

**Recommendation:** Approve the first reading of the compensation philosophy to be included in Governance Policy 3.3 – Compensation and Benefits.

#### COMPENSATION PHILOSOPHY

Southwest Tech is committed to being the employer of choice in Southwest Wisconsin. Our valued employees are the key to delivering on our commitment to improve lives through excellence in learning. Our compensation philosophy, including salary and benefits, is a reflection of our College's values. Southwest Tech's compensation program is designed to meet the following key objectives:

**Externally Competitive Salary and Benefits.** Southwest Tech will strive for salary and benefits to be at the 75<sup>th</sup> percentile of comparisons to identified benchmark technical colleges and regional industry employers. We will provide affordable and comprehensive benefit options that best fit employee needs and promote consumerism.

**Equitable.** The College shall provide a framework of consistent compensation practices that are fair, equitable and free of discrimination. Southwest Tech will commit to continually improving this process by conducting periodic performance evaluations and updating position descriptions. We will regularly assess our market to ensure that our salary rates remain competitive.

**Excellence.** Southwest Tech employs high-quality employees, and we value continuous improvement as part of our commitment to excellence. Our compensation practices must attract and retain employees who exemplify our values and delivery on our mission and vision. Qualified employees who work to advance their skills and knowledge as they contribute to the achievement of organizational objectives will also be paid competitively. External hires will be paid competitively in order to attract new talent within the designated ranges.

**Emphasis on Student Success.** Individual goals are developed to support overall College performance and strategic priorities, including student access and success. We support and promote continual employee learning and growth by providing personal and professional development in order to produce high-quality, relevant programs and services. This is essential to student success and our growth and sustainability as a college.

**Easy to Communicate.** Because Southwest Tech is confident of the equity, validity, and reliability of the compensation system and practices, we maintain open communication with employees regarding their individual compensation. The compensation system is easily implemented, communicated and is simplistic in its design. Each employee will know how his/her compensation is determined. The College will develop a communication plan for our compensation program that supports our status as an employer of choice.

# Compensation Philosophy

Board Meeting Presentation

May 26, 2016

# Development of Comp Philosophy

## **Comp Analysis Process**

- Recommendation by consultants that development of compensation philosophy was the first step in the compensation analysis
- New to Southwest Tech –no current philosophy

# Development of Comp Philosophy

## **First Steps**

Discussion and activities to determine our philosophy began in February and included:

- Board members at the February Board Retreat
- Executive Team
- College Council

# Development of Comp Philosophy

## **First Steps**

College Council reviewed other philosophy examples and the activity results to create a draft Compensation Philosophy.

This was developed over several meetings and much work by the College Council.

# Draft Compensation Philosophy

## **Intro**

Southwest Tech is committed to being the employer of choice in southwest Wisconsin. Our valued employees are the key to delivering on our commitment to improve lives through excellence in learning. Our compensation philosophy, including salary and benefits, is a reflection of our College's values. Southwest Tech's compensation program is designed to meet the following key objectives:

## Draft Compensation Philosophy

### **Externally Competitive Salary and Benefits.**

Southwest Tech will strive for salary and benefits to be at the 75<sup>th</sup> percentile of comparisons to identified benchmark technical colleges and regional industry employers. We will provide affordable and comprehensive benefit options that best fit employee needs and promote consumerism.

## Draft Compensation Philosophy

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## Draft Compensation Philosophy

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## Draft Compensation Philosophy

**Emphasis on Student Success.** Individual goals are developed to support overall College performance and strategic priorities, including student access and success. We support and promote continual employee learning and growth by providing personal and professional development in order to produce high-quality, relevant programs and services. This is essential to student success and our growth and sustainability as a college.

## Draft Compensation Philosophy

**Easy to Communicate.** Because Southwest Tech is confident of the equity, validity, and reliability of the compensation system and practices, we maintain open communication with employees regarding their individual compensation. The compensation system is easily implemented, communicated and is simplistic in its design. Each employee will know how his/her compensation is determined. The College will develop a communication plan for our compensation program that supports our status as an employer of choice.

## Compensation Philosophy – Next Step

- Make revisions recommended by the Board
- Present revised compensation philosophy at the June Board meeting

# Questions?

### ***B. Request for Proposals: Compensation Analysis***

Requests for Proposals for a Compensation Analysis were due April 29. Two proposals were received and vendor presentations are scheduled for May 19 and May 23. A decision will be made and the electronic Board packet will be updated prior to the Board meeting. Caleb White will present the summary of the RFP and recommendation for approval.

***C. Memorandum of Understanding between Southwest Wisconsin Technical College, Southwest Wisconsin Technical College Foundation, and SWTC Real Estate Foundation***

The final draft of the Memorandum of Understanding (MOU) has been approved by the Southwest Wisconsin Technical College Foundation and SWTC Real Estate Foundation Boards. The MOU is available below. Jason Wood will present the MOU at the meeting.

***Recommendation:*** Approve the Memorandum of Understanding between the Southwest Wisconsin Technical College, Southwest Wisconsin Technical College Foundation, and SWTC Real Estate Foundation.

Issue Date: 03/30/2016  
Approval Date: 05/26/2016  
Effective Date: 07/01/2016  
Revised:

## MEMORANDUM OF UNDERSTANDING

### Purpose

To clearly define the relationship among the Southwest Wisconsin Technical College, the Southwest Wisconsin Technical College Foundation, Inc., a Wisconsin non-stock 501(c)(3) organization and the SWTC Real Estate Foundation, Inc., a Wisconsin non-stock 501(c)(3) organization.

### Operating Protocol

Each of Southwest Wisconsin Technical College (College), the Southwest Wisconsin Technical College Foundation, Inc. (Foundation) and the SWTC Real Estate Foundation, Inc. (REF) are governed by a separate and distinct Board of Directors. Each Foundation and the College maintains an arms-length transaction with the other. While each entity is independently governed, it is recognized that close collaboration and cooperation are essential to attain their separate missions. For purposes of clarity and mutual understanding, a Memorandum of Understanding shall be executed and filed as a permanent record.

The College was organized in 1967 for the purpose of providing technical education to the residents of its district.

The Foundation was organized and incorporated in 1980 for the purpose of promoting learning through funding and activities that enables Southwest Tech to provide opportunities for success.

The Foundation exists to raise and manage private resources that support the educational mission and priorities of the College; provide opportunities for students through grants, scholarships, or loans; extend financial assistance to the College; and enhance institutional excellence in ways that would not be possible with local, state, and tuition funds.

The REF was organized and incorporated in 2015 for the purpose of acquiring, developing and holding real estate for the benefit of the College. The REF received 501(c)(3) tax-exempt status as a supporting organization under section 509(a)(3) of the Internal Revenue Code in November 2015.

Under this memorandum of understanding, the key role of each organization is understood to be as follows:

1. The College sets the strategic priorities and objectives consistent with its role as an educational institution. The activities of Foundation and the REF should be consistent with and aligned with the College's objectives.



2. The Foundation Board supports the College by raising and administering funds for its programs, including scholarship programs for students of the College. The Foundation is intended to be the primary means through which private donors may assist the college.
3. The REF supports the College by holding and managing real estate that is integral to the College's mission.

The parties wish to set out their agreement on standards of operation and to convey these standards to alumni, donors, and other persons.

### **AGREEMENT**

In consideration of the mutual commitments herein contained, and other good and valuable consideration, receipt of which is hereby acknowledged, the parties agree as follows:

- I. **Mutual Undertakings.** To ensure effective achievement of the terms of this agreement, the College, Foundation, and REF will have mutual responsibilities as outlined below:
  - A. The College Board, Foundation Board, and REF Board will hold periodic joint meetings, involving representatives of each of the boards. These meetings will be held at least once every year. The meetings will be designed to foster communication and collaboration.
  - B. The President of the College will maintain a close working relationship with the senior management staff of both foundations to help foster communication and collaboration.
  - C. All parties agree to use their best efforts to establish and maintain a close relationship to align Foundation and REF activities with College priorities in an effort to build sustainable Foundation revenues to advance the College's programs.
  - D. All entities will coordinate fundraising, donor acquisition programs, or gifts of property to support the College's strategic plan and priorities including, but not limited to, annual giving, major gifts, planned gifts, alumni development, special events, corporate sponsorships, real estate acquisitions, and capital fund drives.
  - E. All parties will establish practices, policies and procedures, in compliance with applicable laws, for developing gifts, gift receipting, endowment administration, and investment disbursement, as consistent with the fiduciary responsibilities of each entity in this agreement, with such practices, policies, and procedures to advance the mission, vision, and strategic priorities of the College.
  - F. One member of the College Board shall serve on the Foundation Board, and one member of the College Board shall serve on the REF Board. These two College Board members may attend corresponding Foundation and REF board meetings in

each other's place for informational purposes but only the designated member of each board will have voting rights. The Presidents of the Foundation board and REF board shall submit a report to the College Board quarterly in advance of College Board meetings. The report may be presented in writing or in-person.

- G. Each Board shall establish and enforce policies to identify and manage potential conflicts of interest and ensure that Foundation assets do not directly or indirectly unduly benefit an individual or other person in a manner inconsistent with section 501(c)(3) of the Internal Revenue Code.
- H. The College, Foundation, and REF will engage an independent accounting firm to annually conduct audits of the financial statements of all entities, including management letters. The final report shall be delivered to the College President and disseminated to each entity by a date specified by the College in order to meet each entity's audit requirement.
- I. Each entity, at its own cost, may engage the services of legal counsel for its own benefit for the review of contracts and other legal issues if necessary.
- J. The entities should maintain general liability, directors' and officers', employees' errors, omissions, and such other insurance coverage as may be necessary or appropriate for liabilities which may arise in connection with its operations and carry bonding insurance on all employees.
- K. The Foundation, REF (to the extent required to give effect to this agreement) and College will jointly establish gift-acceptance, investment management, donor privacy, and naming policies, along any other policies that are necessary or advisable to carry out the intent of this agreement. The Foundation, REF and the College will also jointly agree on provisions for establishing scholarships, chairs, and other endowed purposes. The Foundation and REF cannot name rooms or buildings without prior College Board approval.
- L. The Foundation and REF will amend their bylaws to be consistent with this agreement, including, but not limited to bylaws provisions:
  - i. To allow access to Foundation records by the President of the College;
  - ii. To provide for board service by College representatives on the Foundation and REF boards;
  - iii. To adopt policies provided under this agreement;
  - iv. To provide for reports to the College as anticipated under the agreement; and

- v. To provide for notice and consent by the College to amend the bylaws or articles of incorporation for each foundation, with the intent that amendments will be approved if consistent with this agreement.
- M. The College, Foundation, and REF are independent entities and no one entity will be liable for another entity's contracts, torts, or other actions or omissions, or those of another entity's trustees, directors, officers, employees or agents. This agreement shall not be construed to constitute either party as a partner, agent, joint venture or representative of the other party. The parties shall not make any contract or representation, nor incur any liability or obligation whatsoever, on behalf of or in the name of the other party.
- N. No entity shall, by entering into this agreement, assume or become liable for any of the existing or future obligations, liabilities, debts directly or indirectly attributable to another entity except as otherwise expressly provided by this agreement.

## **II. The College's Responsibilities**

- A. The Board of Directors of the College is responsible for: (i) overseeing the mission, vision, values, and governance of the College and (ii) setting priorities and long-term plans for the College.
- B. The College agrees to provide staffing for the operations of fundraising and friend-raising. The College will hire and employ (according to College policies) an Executive Director and other staff as mutually agreed to by the parties. Decisions to add or reduce staff will be mutually reviewed by the parties as a part of the budget process for the College, Foundation, and REF, and the College will consult and collaborate with the Foundation and REF for employment decisions. Under the authority of the College Board of Directors, the College President will make all employment decisions as part of the College's employment policies. Annual work plans and goals for these positions will be developed in collaboration between the College, Foundation, and REF, as applicable. Employee evaluations will be conducted by the College president, or designee, with input from members of both foundation boards.
- C. The College agrees to perform all accounting functions for both foundations according to Generally Accepted Accounting Principles and in accordance with the standards set forth in the American Institute of Certified Public Accountants Audits of Certain Non-Profit Corporations. The College agrees that Foundation funds will not be co-mingled in any form with any College funds, and no REF funds will be co-mingled with Foundation funds. Separate funds will be established and maintained for each foundation. Accounting administration includes general

operations, endowments and their respective donor criteria, funding matches, scholarships, and grants. The College agrees to assist the Foundation and REF in forming annual budgets to support Foundation activities. The College agrees that no Foundation funds may be spent, transferred, or disbursed without proper Foundation authorization, as designated within the bylaws for each foundation. The College, Foundation and REF will strive for an "unqualified" audit.

- D. The College recognizes that the Foundation and the REF are private corporations with the responsibility to protect the confidentiality of donors consistent with the law. The College President and Executive Director of the foundations will have access to all donor records, subject to the applicable privacy policy.
- E. The President of the College shall serve as an ex-officio non-voting member of the Foundation Board and REF Board, and an ex-officio non-voting member of the executive committee of the Foundation. The President shall assume a prominent role in fund-raising activities.
- F. The College shall accept grants from state or federal agencies unless there are special circumstances, which are approved by the College, the Foundation or REF Boards, as applicable, and the government agency. Such approval by either foundation may be by general resolution not specific to each grant.
- G. The College, at its own expense, will provide to both foundations office space, computers, technology, general software, mail services, furniture, janitorial services, parking, signage, telephones, human resource services, management services, marketing services, information technology services, promotional assistance, utilities, meeting space, and other such considerations that may be necessary for operation of both foundations.
  - i. Student Housing: The College will use REF housing for official college housing. The College will provide the REF with maintenance of the housing grounds and labor for renovations and repairs that are within the scope of the College facilities crew's abilities. The College will provide for management of student housing that is owned by the REF.
  - ii. Human Resources: The College will provide human resources services in support of both foundations. The College will, in coordination and consultation with the Foundation and REF Boards, hire, employ, and evaluate all employees of the College performing services for and on behalf of the Foundation and REF.
  - iii. College Records: To the extent permitted by law, and consistent with any policies adopted by the College and/or the Foundation, the College agrees

to permit the Foundation to have access to relevant information in its records regarding students, alumni, parents of students, employees, friends, and supporters of the College and all other appropriate persons that may be necessary to enable the Foundation to perform its obligations under this agreement. The Foundation agrees to maintain confidentiality as required by law with respect to such information.

- H. The Foundation and REF are hereby granted a royalty-free, limited, nonexclusive and nontransferable right to use the name of the College, its logo, and other marks to identify the foundation(s) as organization(s) whose mission supports the College, provided that each foundation acts in accordance with the terms and provisions of this agreement and its articles of incorporation and bylaws. The logos and marks must be used in a professional and business-like manner.
- I. The College will, as part of the annual strategic planning and budgeting process, develop a list of funding priorities. The College will engage representatives from the Foundation and the REF in developing the priorities. The list shall include the project or item, a description of the project or item, the reason for its inclusion on the priority list, and the estimated cost of purchase or project completion. The full board of the Foundation will review the projects and determine the extent of support, if any, that will be provided to complete the projects. The College and Foundation will then determine the procedure for transferring funds to implement the projects. Project updates, including evaluations of progress, will be discussed at board meetings of the College and Foundation. New funding priorities may come up outside of the annual strategic planning and budgeting process and may be brought forward to the Foundation board by the College President.

### **III. The Foundation's Responsibilities**

- A. The Foundation is primarily responsible for raising funds to support the College. The Foundation, through its plans and actions, shall focus on raising the levels of private, public, and other support for the mission and priorities of the College.
- B. The Foundation Board of Directors is responsible for the control and management of all assets of the Foundation including the prudent management of all gifts consistent with donor intent. The assets shall be managed in accordance with any investment management policy applicable to the Foundation.
- C. The Executive Director of the Foundation shall serve as an ex-officio non-voting member of the Foundation and REF Boards, and an ex-officio non-voting member of the executive committee of the Foundation.



- D. The Foundation shall transfer excess reserves to the College semi-annually by February 28 based upon January 31 internally compiled financials and August 31 based upon June 30 internally compiled financials. Excess reserves is defined as all unrestricted cash reserves in excess of a minimum of 6 months budgeted operating expenses. Calculation is based upon the budget year in which the payment will be made. The Foundation Board may determine to designate additional funds for specific college-identified priorities as outlined in II.I.
- E. The Foundation will consider the College list of priorities and determine, at its sole discretion, which priorities to fundraise for and provide such funding. Nothing in this paragraph however, shall create any obligation on the part of the Southwest Tech Foundation to provide funding for any specific project or item. If the Foundation has sufficient funds but determines not to allocate funds to the College's priorities, funds in excess of Foundation reserve goals shall be transferred to the College to be used in direct support of student success. Reserve goals will be mutually established by the applicable parties. Transfer fund goals will also be mutually established on an annual basis.
- F. The Foundation's accounts and funds are maintained separate from those of the College. The Foundation shall maintain identity of individually named funds through the application of Generally Accepted Accounting Principles and in accordance with the standards set forth in the American Institute of Certified Public Accountants Audits of Certain Non-Profit Corporations.
- G. The Foundation is responsible for the performance and oversight of all aspects of its operations based upon a comprehensive set of bylaws that clearly address the Board's fiduciary responsibilities, including expectations of individual Board members based upon ethical guidelines and policies.
- H. The Foundation will receive, hold, manage, invest, and disburse contributions, including immediately vested gifts and deferred gifts that are contributed in the form of planned and deferred gift instruments. All gifts of real estate that are not made directly to the REF may, after consultation with the REF Board of Directors and the President of the College, be conveyed to the REF provided that such conveyance is consistent with both Foundation's articles of incorporation, bylaws and policies, and is consistent with section 501(c)(3). Gifts shall be accepted in accordance with any gift acceptance policy applicable to the Foundation.
- I. The Foundation shall not accept any gift, donation, or grant which creates a future liability for the College without the advance written approval of the President of the College.

- J. The Foundation shall maintain, at its own expense, copies of the plans, budgets, and donor and alumni records developed in connection with the performance of its obligations. Alumni records shall be shared with the College, and the College, to the extent feasible and allowed by law, will provide the Foundation all data received on alumni as a result of its alumni relations activities.
- K. The Foundation will provide information from its data and records to the College President or his/her designee as requested, in accordance with applicable laws, policies, and guidelines. The Foundation independently owns and oversees its own donor and financial records and donor software.
- L. The Foundation will issue to the College, donors, and the community an annual report of its revenue, expenditures, programs, and activities.
- M. Consistent with provisions appearing in the Foundation's bylaws and its articles of incorporation, should the Foundation cease to exist or cease to be an Internal Revenue Code section 501(c)(3) tax-exempt corporation, the Foundation will transfer its assets and property to the College, to a newly incorporated successor Foundation, to another 501(c)(3) organization affiliated with the College, or to the state or federal government for public purposes, in accordance with the law and donor intent. Any debt incurred by the Foundation or College that could transfer to the other organization in excess of \$50,000 will be disclosed to the College or Foundation on an annual basis.

#### IV. **REF's Responsibilities:**

- A. The REF is a separately incorporated organization created to hold and develop real estate for the exclusive benefit of the College and the Southwest Tech Foundation. The REF is a 501(c)(3) tax-exempt supporting organization under section 509(a)(3) of the Internal Revenue Code.
- B. The REF Board is responsible for the control and management of all assets of the REF including the prudent management of all gifts consistent with donor intent. The assets shall be managed in accordance with any investment management policy applicable to the REF.
- C. The REF shall transfer excess reserves to the Foundation semi-annually by January 31 based upon December 31 internally compiled financials and by June 30 based upon May 31 internally compiled financials. Excess reserves is defined as all unrestricted cash reserves in excess of a minimum of 6 months budgeted operating expenses. The REF Board may determine to designate additional funds for specific college-identified priorities as outlined in II.I.

- D. The REF will acquire, hold and develop real estate for the exclusive benefit of the College. All gifts of real estate that are not made directly to the REF may, after consultation with the Foundation Board (if the real estate is given to the Foundation) and the President of the College, be conveyed to the REF provided that such conveyance is consistent with the REF's Articles of Incorporation, Bylaws and policies, and is consistent with the REF's tax-exempt purposes. Gifts shall be accepted in accordance with any gift acceptance policy applicable to the Foundation.
- E. The REF's accounts and funds are maintained separately from those of the College. The REF shall maintain identity of individually named funds through the application of Generally Accepted Accounting Principles and in accordance with the standards set forth in the American Institute of Certified Public Accountants Audits of Certain Non-Profit Corporations.
- F. The REF is responsible for the performance and oversight of all aspects of its operations based upon a comprehensive set of bylaws that clearly address the Board's fiduciary responsibilities, including expectations of individual Board members based upon ethical guidelines and policies.
  - a. The REF will accept and adopt the College's Student Conduct and other related policies as they apply to the Student Housing facilities.
  - b. The REF will permit the College to manage students housing that is owned by the REF. Management decisions that may have a financial impact should be discussed with the REF Executive Director, including rent prices, leases, and improvements/maintenance.
  - c. The REF will permit the College to submit periodic reports on its behalf, as required by applicable law, guidelines, or policies, and shall receive a copy of the submitted reports.
- G. The REF may serve as an instrument for the entrepreneurial activities of the College and may engage in such activities as managing real estate for campus expansion and student housing, or participating in joint ventures that advance the mission of the College. It also may hold licensing agreements and other forms of intellectual property, borrow or guarantee debt issued by third parties, or engage in other activities to increase REF revenue with no direct connection to an instructional purpose, provided, that such activities are consistent with the REF's tax-exempt purposes and do not jeopardize its tax-exempt status under sections 501(c)(3) and 509(a)(3) of the Code.



- II. The REF shall not accept any gift, donation, or grant which creates a future liability for the College without the advance written approval of the President of the College.
- I. Consistent with provisions appearing in the REF's Bylaws and its Articles of Incorporation, should the REF cease to exist or cease to be a Code section 501(c)(3) tax-exempt organization, the REF will transfer its assets and property to the Foundation, to a newly incorporated successor of the REF, to another Code section 501(c)(3) organization affiliated with the College, or to the state or federal government for public purposes, in accordance with the law and donor intent. Any debt incurred by the REF or the College that could transfer to the other organization in excess of \$50,000 will be disclosed to the College or the REF on an annual basis.
- J. The REF will provide information from its data and records to the College President or his/her designee as requested, in accordance with applicable laws, policies, and guidelines. The REF independently owns and oversees its own financial and donor records.

**V. Term and Termination Provisions**

- A. This Agreement shall be for a term of five years, beginning on the effective date of this agreement. The parties agree to mutually review this Agreement on or near the one-year anniversary of the effective date, and thereafter as mutually agreed to by the parties. If no party takes action to terminate this Agreement, then this Agreement, including any then-existing amendments, shall be deemed to be renewed for an additional five year term. There is no limit on the number of automatic renewals of terms of this Agreement.
- B. Should the College choose to terminate this Agreement under paragraph VIII.D, the Foundation or REF may require the College to pay, within 180 days of written notice, all debt incurred by either or both foundations on the College's behalf, including, but not limited to, lease payments, advanced funds, and funds borrowed for specific initiatives. Should either Foundation choose to terminate this Agreement the College may require the Foundation seeking termination to pay the debt the College holds on behalf of such Foundation in like manner.
- C. This MOU will be reviewed bi-annually, or by mutual agreement. Amendments may be made and approved by mutual agreement at any time in the process.
- D. Should the College, Foundation, or REF choose to terminate this Agreement under paragraph VIII.D, the College may, at its sole discretion, require the transfer of all of the assets of either or both Foundation to the College or to a new tax-exempt entity

described in section 501(c)(3) of the Code, as directed by the College, within 180 days of satisfying the debt obligations in paragraph VIII.B.

- E. No party may terminate this Agreement without providing at least 90 days' written notice to the other parties. Notices may be delivered as follows:
  - i. By first class mail to the President of the College (if to the College) at Southwest Tech, Office of the President, 1800 Bronson Blvd, Fennimore, WI 53809
  - ii. By first class mail to the President of the Foundation Board at Southwest Tech Foundation, Board President, 1800 Bronson Blvd, Fennimore, WI 53809.
  - iii. By first class mail to the President of the REF Board at SWTC REF, Board President, 1800 Bronson Blvd, Fennimore, WI 53809.

#### VI. **Miscellaneous Provisions**

- A. *Additional Agreements.* The parties agree, as to the matters addressed in this Memorandum of Understanding or the relationship among the parties, there shall be no additional agreements, understandings or decisions made that are predicated on the terms of this Memorandum between two of the parties without notice to and an opportunity to participate by the third party to this Memorandum.
- B. *Entire Agreement.* This agreement constitutes the entire agreement between the parties. Modifications, amendments or additions to this agreement must be made in writing and signed by all applicable entities to be effective.
- C. *Non-Waiver.* Inaction or failure to demand performance of the terms hereof shall not be deemed a waiver of any provision of this agreement.
- D. *Binding Agreement and Assignment.* This agreement shall be binding upon, and inure to the benefit of the parties hereto and their respective permitted successors and assigns. No party shall assign any of the duties, rights or obligations of this Agreement without the written consent of the other parties.
- E. *Severability.* If, for any reason, any provision of this agreement is held invalid, such invalidity shall not affect any other provision of this agreement not held invalid, and every other provision hereof shall continue in full force and effect. If any provision of this agreement shall be held invalid in part, such invalidity shall in no way affect the rest of such provision not held invalid, and the rest of such provision, together with all other provisions of this agreement, shall continue in full force and effect.
- F. *Governing Law.* This Agreement shall be construed pursuant to the internal laws of the State of Wisconsin.

- G. *Counterparts/PDF Signatures.* This Agreement may be executed in counterpart originals, each of which when duly executed and delivered shall be deemed an original and both of which taken together shall constitute one and the same agreement. Original signatures of the Parties on copies of this Agreement transmitted by facsimile or an electronic method that permits an image of the original signed document to be displayed (such as an e-mail attachment in "portable document format"/PDF) shall be deemed originals for all purposes and shall be binding on the Parties.
- H. *Headings.* Paragraph and section headings in this agreement are for convenience only and shall not be relied upon in construing the intent of this agreement.

IN WITNESS THEREOF, the parties have caused this Memorandum of Understanding to be executed by their duly authorized officers as of the day first above written.

THIS AGREEMENT was entered into effective as of this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_, by and among Southwest Wisconsin Technical College, the Southwest Wisconsin Technical College Foundation, Inc. and the SWTC REF, Inc.



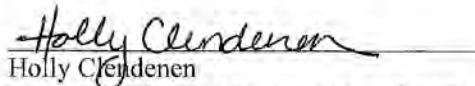
Becky Fernet  
Board President  
Southwest Wisconsin Technical College Foundation, Inc.

\_\_\_\_\_  
Jim Kohlenberg  
District Board President  
Southwest Wisconsin Technical College



Ben Wood  
Board President  
SWTC Real Estate Foundation, Inc.

\_\_\_\_\_  
Jason S. Wood, Ph.D.  
President  
Southwest Wisconsin Technical College



Holly Clendenen  
Executive Director, Foundation and REF  
Southwest Wisconsin Technical College

## ***D. Feasibility Study for Entrepreneurial Components of Facilities Master Plan***

The Board will consider establishing a partnership to complete a feasibility study and business plan for entrepreneurial components of the Facilities Master Plan. Information was distributed at the April 28, 2016, Board meeting. The Board will also discuss the feedback from the Community Visioning event. A summary of the input received is below.

**Recommendation:** Authorize the College to move forward with identifying partners who will complete a feasibility student and business plan for entrepreneurial components of the Facilities Master Plan.

## **President's Event – Vision for the Future Discussion Feedback May 17, 2016**

### **Survey Results**

1. Top Choice (Mobile labs)
2. Second Choice (Multi-Purpose)
3. Third Choice (Student Housing/Hotel)
4. Would you support and advocate for mobile learning labs? (38 yes – 2 no)
5. Would you support and advocate for student housing/hotel? (33 yes – 6 no)
6. Would you support and advocate for multi-purpose facility? (31 yes – 8 no)

### **Mobile Learning Labs**

*Quick Round Robin-One positive / One concern*

#### **CONCERNS**

- Limited high school budgets to work with us
- Quality experience for students a must
- Not enough to reach all districts timely
- Cost/Expense
- Communication between the lab and college should be in sync
- Limited size/capability
- Ongoing cost-Who will pay for high school students?
- Perception of trade jobs
- Moving around to cover district-Lots of moving
- Ensuring our rural students have access to wealth of studies like urban students-Build units so they can be “switched out” to accommodate multiple programs/trainings-Be flexible!
- Equal opportunity to multiple sites
- Missed opportunities by workers not available when lab is open at location
- Staffing (affordability/profitability)
- Identity of proper instruction
- Cost of instruction
- Does this save on space or could be done with current space??
- Not enough to go around
- Fire concerns? Safety?

- Tension between virtual & in-person training
- Sustainability & revenue streaming??
- How & where can they park??-What resources are needed to run??
- Cooperation among high schools?? –County strategy possible?

## **POSITIVES**

- Build trailers that accept what we lost in FFA and CTE
- Cost effective delivery over high school costs (facility & staff)
- Go where the students are
- Exposure to high school students sooner
- Marketing strategy
- Address specific training needs in the workplace
- Shorten response time
- Opportunity to look for used equipment
- Increased opportunities to high schools
- Supplement what high schools can offer
- Immersion of trade programs
- Use labs for “fun learning” too-Not just for traditional students
- Possible use for “etsy type” projects to learn welding for artsy projects that can be sold
- More visible to communities outside of Fennimore
- Enhance skill of current workforce (welding/nursing)
- Presence in community
- Introduction of college courses
- Employee training
- Taking courses out to communities
- Giving high school students a chance to take college credits
- Taking to employees
- Less cost to the industry
- Providing a benefit
- Medical lab exciting to deliver in person

## ***Brainstorm-Additional Mobile Learning Lab Ideas***

- Additional healthcare options
- Information technology (cyber security)
- Mobile sensory unit rise
- Entrepreneur business on site “coffee shop” or small business run
- General Eds and Core
- Industrial safety (Education, Ag, etc.)
- FAB lab
- Ag technology
- Ag program
- Mechanic program
- Electro-Mechanical
- Electrical
- Plumbing
- Medical Informatics
- Support online programs
- Mobile training units
- Would it be more/less costly to transport students to campus for programming
- Culinary
- Video editing & IT
- Medical Lab Technician / Lab Technician

- Driver's Ed
- Flight
- Auto-CAD/Blueprint Reading
- Auto body / Mechanics diagnostic & basics (tire changing)
- Masonry
- Safety training
- Hospitality
- K-12 geared - generic with industry identification of needs
- Identify state-of-the-art equipment that is needed
- CNC-small modules
- Look for jobs that we need here
- CNA – Health
- CESA tried for Fab-Could we have a mobile?
- STEM courses
- PODCAST-Mobile into geographical sites
- Forensic/ Police science
- Gerontology/ Home Health for seniors

## **Semi-Indoor Trap Shooting, Golf, & Softball/Baseball Complex**

### *Comments/Questions/Concerns*

- Failure would have big impact
- Success would be bigger impact
- Fully indoor too costly
- Location on campus
- Need expertise to run it
- Community support
- Start small
- Legal risk
- Retail opportunities
- Unique....cool
- Safety?? Insurance??
- Membership for local people-open to public who are interested
- Clean up of the "busted birds" & shot
- Out of our workforce development focus-Needs to relate to
- Is trap shooting really the draw? –Need mission
- Is there opportunity for synergy w/ UWP & others?
- Without a hospitality program is this an option?
- Need to think about recruiting out of district
- Market to millennials who want these amenity-like activities
- Make sure it is big enough
- Liability
- Noise
- Trade shows
- Opportunity to marry
- Virtual training/shooting
- Would be a draw
- Entrepreneur spirit with current business owners
- Tournaments for youth sports
- Community center-Need something in the area
- Increase local activities
- Senior services-Walking and other activities
- Taxpayer support

- Currently nothing like it-Would be a huge draw
- Keewa in Madison-Successful soccer complex
- Narrow draw
- Insurance/Liability
- How long will trapshooting last?
- People travel for hobby sports
- Great for elder hospitality
- Good for community
- Is it a reasonable public partner/private risk?
- Trapshooting foreign to community
- Diversity—hunting, bow, etc.-Can this be done?
- Easily changed for new demands
- Compliment golf management
- Market audience-May want different things from the facility? (individual vs team sports)
- Who are competitors?
- How do we become a destination—be unique?
- How do we appeal to families as a whole?
- Guns always come with safety concerns
- Broadening appeal-expenses?
- Turnover golf units versus clay pigeons-Revisable resources versus cost?
- Service to community
- What would the neighbors say?
- Paintball-Can it be used?
- Long-term funding may be a challenge
- Trap shooting is growing, golf is decreasing
- Gun-smithing program-Curriculum?
- Use for indoor soccer

### *Public/Private Partnership Opportunities*

- Youth-leagues, schools
- Retail
- Donors
- Corporate sponsors
- Restaurants
- Associations
- UWP
- Mini camps w/ professional teams like Brewers program
- Bachelorette parties & social outings
- Trial opportunities for youth...test out college??
- Cabela's
- City of Fennimore-Pull data from listening session
- National names
- NRA
- Equipment companies (Remington, Winchester)
- Local non-profits to benefit
- Corporate
- Industry
- K-12s
- Food service
- Bond market/Financing
- Pepsi/Cabela's
- Shooting clubs



- Develop safety training opportunities
- Find land that's available and close
- Weddings
- State competitions
- White Tails Unlimited
- Ducks Unlimited
- Dicks Sporting Goods
- Golf club members-Country Club Municipal

## Student Hotel

*First impressions: Where on the spectrum should the college be...More student housing? Pursue a full-blown hotel? Something in between?*

- Wow
- Innovative
- Team staying @ facility
- Staffing logistics
- Student/guest expectations
- More for student housing than hotel
- We need to have a bigger draw-more regional-than the proposed complex draw
- Hotel expectations (pool, chain restaurants, etc.)
- Hotel management program important
- Exciting for hybrid (student hotel)
- Assisted living (Students caring for others)
- Students trying in hospitality could be incorporated (current program)
- Yes to student housing-Not sure about hotel??
- Questionable about students & guests sharing the same room (2 wings would work better)
- Worsham college-successful model
- Pursue an accurate market study
- There are extended stay options that work (offer evening meals)
- Do technical college students look differently at housing than 4 year college??
- Like hotel-East/West wing to market segment
- Chicken & egg with draws-Must be together
- Region lacking hotels-so positive!
- Positive to help tourism for our region
- Competition with private sector
- How would it be funded?
- College of the Ozarks
- Hybrid –Gives flexibility
- Partner with city
- Creates demand
- Weddings

*Identify potential pitfalls (prioritize the top three for the group)*

- Consistent occupancy
- Confidence in creating demand
- Cost and sustainability
- How does this contribute to educational initiatives?-Make message clear

- Guests need to be impressed with services in the hotel as well as options in community for food/entertainment
- Local competition
- Wear & tear by students
- Students leaving prior to end of year
- Lack of kitchen facilities
- Dining/Restaurants will/are an issue!
- Hotel would need a restaurant
- College buy "silent women" & run as a hotel restaurant
- What are students looking for-Do they want apartment style arrangements?
- Need to keep full year round
- Hard to do draws w/out hotel (vice versa)
- Highway access & close to
- Impact of Sun-Thurs housing on full-time housing
- Use of tax funding
- Hotel occupancy rates
- Occupancy
- Need qualified, expertise in staff
- Hotel industry involvement

*Identify opportunities for success (prioritize the top three for the group)*

- Tie-in with partnerships (sports & others)
- Training opportunities multi-day
- Social events
- Great student service-Make it a unique place to stay-Student run
- Package deals for events
- Agreements w/ businesses to be the preferred place to stay
- Part of building could be residence inn
- Communal kitchen
- Family gathering
- If we have other opportunities, like trap shooting, would it bring people in??
- Food service
- Adjoining rooms to be multi-use
- Synergy w/ other communities
- Federal gov. training-public safety
- Statewide conference for student organizations-off table currently
- More student housing for students coming from district boundaries (and out of district)
- Provide housing for short-term student needs
- Flexible space
- Profit center
- Unique
- Dining services

## ***Board Monitoring of College Effectiveness***

### ***A. FY2017 Budget Update***

Caleb White will provide an update on the FY2017 budget. The fund summaries will be presented at the Board meeting.

### ***B. Foundation Report***

Foundation staff will present their Board Monitoring report including strengths and areas for improvement as well as major activities which help the College achieve its eight Strategic Directions. Information is available below.



## **Southwest Tech Foundation and Real Estate Foundation**

Fundraising, Grants, External Relations,  
Alumni Development, Donor Relations,  
Scholarships, Student Housing, Property  
Development, 50<sup>th</sup> Anniversary

# Staff



Stephanie Brown, Coordinator of Resident Life and Student Resources  
Holly Clendenen, Executive Director  
Kim Schmelz, Director of External Relations and Alumni Development  
Gina Udelhofen, Coordinator of Annual Giving and Donor Relations  
Samantha Redman, Foundation Accountant (not pictured)





# Southwest Tech Foundation

- Southwest Tech Foundation was established in 1980 to promote learning through funding and activities that enable Southwest Tech to provide opportunities for success.



# Projects

- New Scholarship Timeline and Revised Process
- Alumni, Employee, and Donor Communication and Engagement
- Annual Giving 3-Year Plan
- New Community Scholarship Program
- Investment Management Services RFP
- MOU
- 50<sup>th</sup> Anniversary Planning
- Revise investment policy to invest PR, TR, and UR differently
- Recruitment of board members
- Re-financing of student housing properties
- Dividing of student housing properties



# Foundation Scholarships

- About 200 scholarship funds
- 2015-16: 261 scholarships awarded totaling \$143,650
- Criteria such as major, full-time or part-time enrollment, year in school, high school attended, town or county, financial need, non-traditional student, GPA



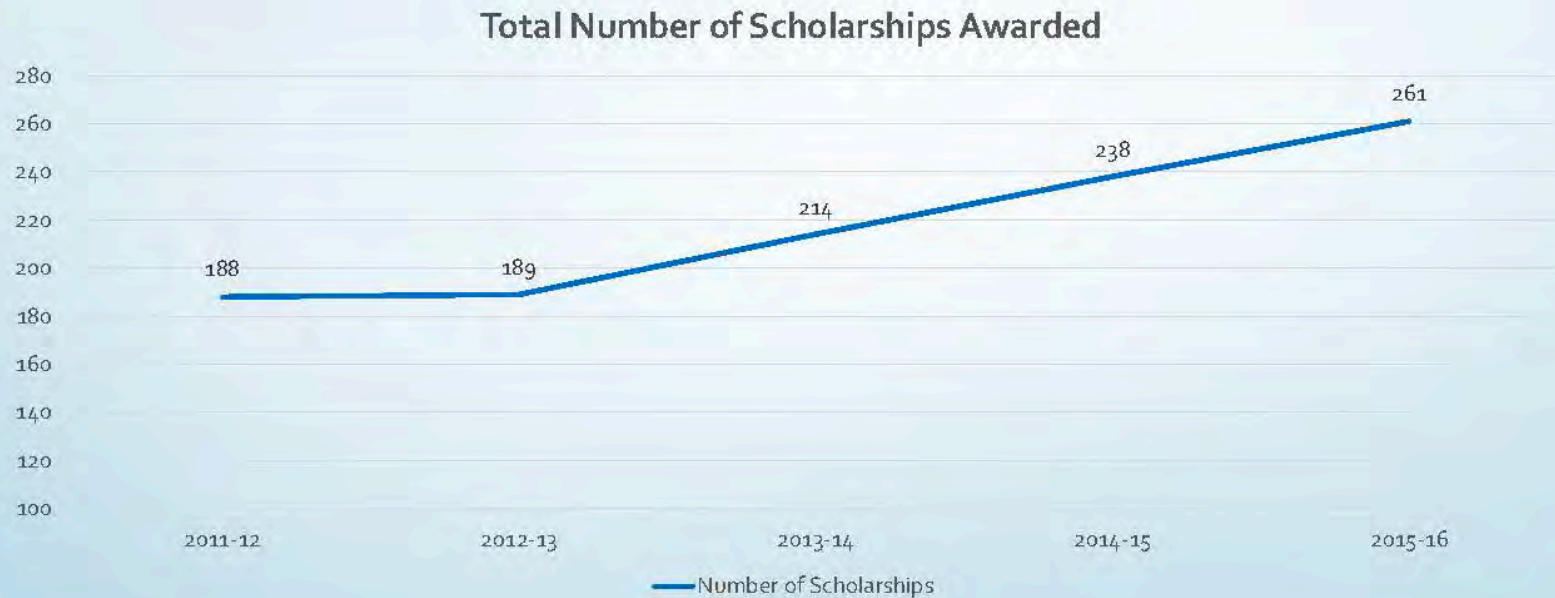


# Scholarship Award Comparison 2011-12 to 2015-16

Total Amount of Scholarships Awarded



# Scholarship Award Comparison 2011-12 to 2015-16



# Foundation Scholarships

- NEW timeline for 2016-17
  - Applications open now  
and closing Sept. 16
  - Selection in early October
  - Notification in mid-October
  - Disbursement Oct. 25





# Annual Giving

- Database – Raiser's Edge, more than 41,000 records
- Phonathon – reach out to alumni and friends twice a year to ask for gifts to scholarships, student support funds, Charger Annual Fund
- Direct Mail – letter sent Dec. 2015, more than \$25,000 received from



# Communication

- Webpage
  - <https://www.swtc.edu/foundation/>
  - Press Releases
  - Upcoming Events
  - Gift Forms
  - Scholarship Information
- Facebook – Southwest Tech Alumni



# Communication

- Annual Report and Calendar
- Monthly E-Newsletter to alumni & friends and to retired faculty and staff
- Completed alumni survey to gain feedback and suggestions
- Goal for 2016-17: monthly fund reports and gift reports distributed to college leadership to increase internal communication





# Foundation Events

- Retirees' Breakfasts – once each semester
- Scholarship Reception – once a year, moving to fall
- Donor Appreciation and Alumni and Retiree Awards Dinner – adding new programming to past event in spring 2017



# Foundation Events

- Alumni and Friends Events
  - Welding 101 on May 11 – SOLD OUT
  - Value of Proactive Estate Planning - co-hosted with Grant Regional Hospital Foundation
  - Welding 101 on June 22 – SOLD OUT
  - Madison Mallards Baseball Game – July 21
  - Wilderness Weekend – November 11-12



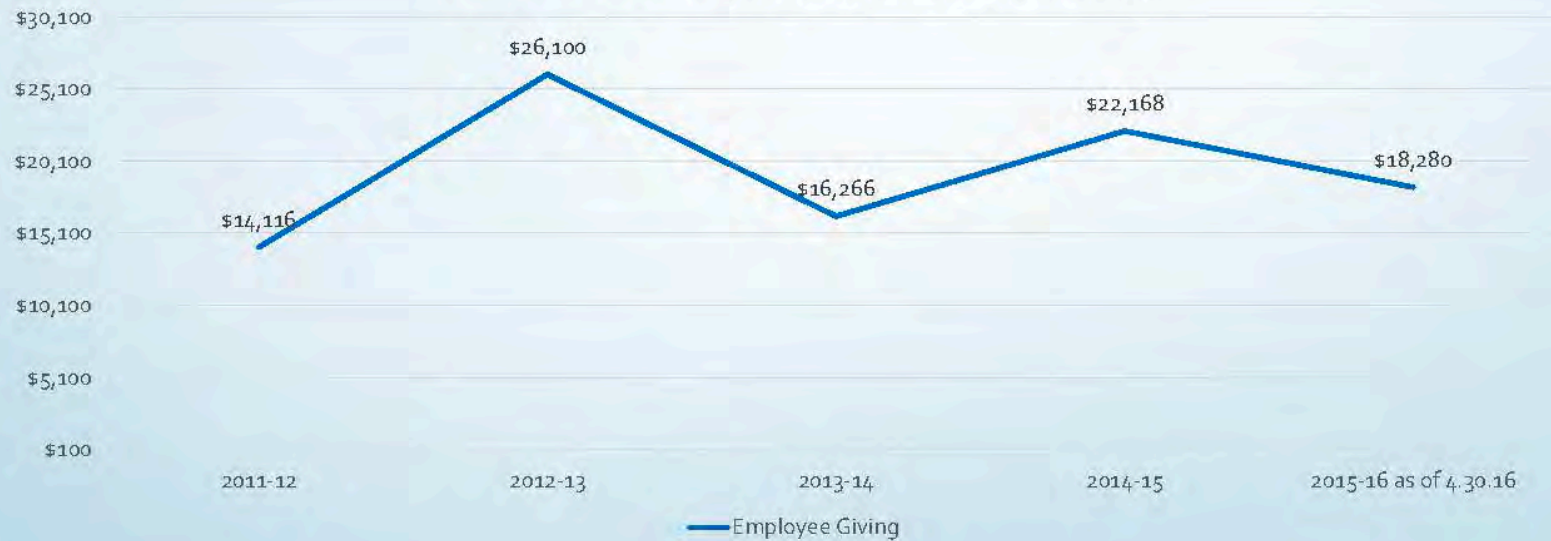


# Fundraising Results 2011-12 to 2015-16



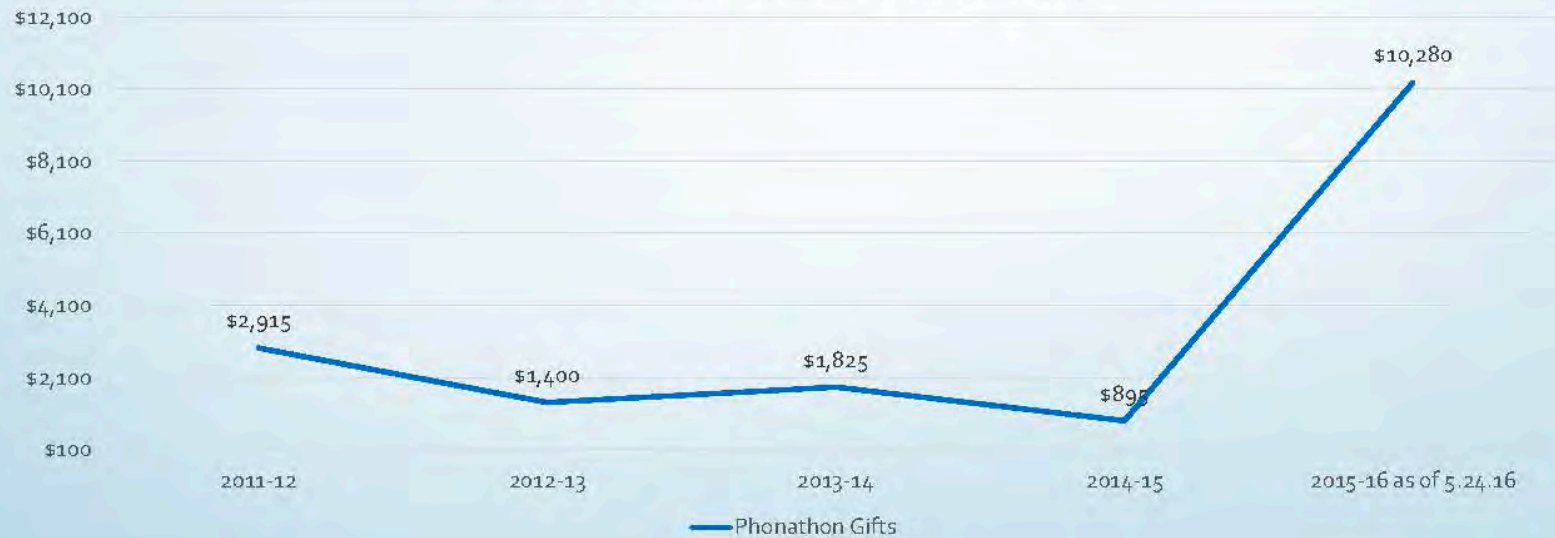
# Fundraising Results 2011-12 to 2015-16

Total Dollars Received from Employee Giving



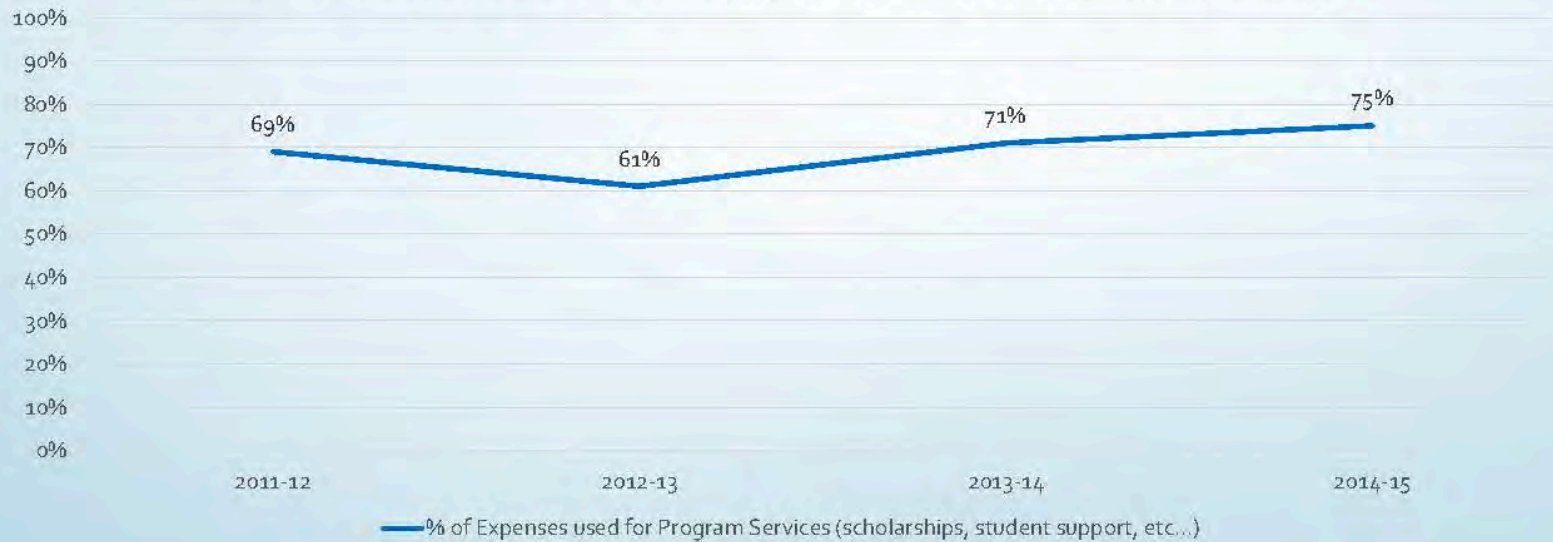
# Fundraising Results 2011-12 to 2015-16

Phonathon Gifts Received and Pledged



# Foundation Health 2011-12 to 2014-15

Allocation of Total Foundation Expenses – Program Services *per audit*





# Foundation Health 2011-12 to 2014-15

Undesignated Net Assets *per audit*



# Current Fundraising Priorities

- Scholarships
- Charger Dream Fund (to match DASH grant)
- Support of mobile labs – welding, nursing
- 50<sup>th</sup> Anniversary sponsorships and projects



# Fundraising Goals

- Increase number and amount of scholarships awarded annually
- Increase endowment - \$1,268,478 as of 6/30/15
- Increase alumni giving – participation and dollars received
- Increase employee giving – participation and dollars received
- Develop corporate support program





# 50<sup>th</sup> Anniversary

- Leadership in planning from Foundation staff
- Goals:
  1. Reconnect people to campus and celebrate this great milestone
  2. Show our appreciation and give thanks
  3. Set the stage for fundraising and growth





# 50<sup>th</sup> Anniversary

- Timeline: fall 2016-spring 2018
  - Community Outreach events
  - 50<sup>th</sup> Anniversary Charger Golf Classic – Fri, Sept. 9 at Deer Valley Golf, Barneveld
  - 50<sup>th</sup> Anniversary publication sent district-wide in spring 2017
  - Homecoming Reunion in fall 2017
- Sponsorship opportunities available for golf outing, Homecoming, anniversary publication...



# **Southwest Tech Real Estate Foundation**

- The Southwest Tech Real Estate Foundation (REF) was established in 2015 in order to solidify the housing effort to support Southwest Tech and to increase revenue streams to the Foundation and College.
- The REF is governed by a Board of Directors of 3-10 people including the President of the College.
- The Foundation is the sole member of the REF; the REF is a subsidiary of the Foundation.





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# Student Housing

- Currently owned by Southwest Tech Foundation but plan to transfer ownership to Real Estate Foundation
- 9 buildings, 108 beds
- 1 new building with 8 beds to be added Fall 2016
- Rent ranges from \$3,400/year to \$3,800/year depending on what building the student lives in.
- Summer housing is also available to students.





# Southwest Tech Foundation and Real Estate Foundation

- Fundraising, Grants, External Relations, Alumni Development, Donor Relations, Scholarships, Student Housing, Property Development, 50<sup>th</sup> Anniversary

• Questions?



### ***C. Public Safety Report***

Public Safety staff will present their Board Monitoring report including strengths and areas for improvement as well as major activities which help the College achieve its eight Strategic Directions. Information is available below.

**Public Safety Department's Overview  
In support of Southwest Tech's Key Initiatives  
May 26, 2016**

**A. Enrollment and Student Success**

**1. Community Outreach and Alternative Delivery:**

In 2015-16, Public Safety has held over 500+ classes at 60+ locations throughout the Southwest Tech District, Out of District, and Out of State. Please see Exhibit A - district map.

The Driver Education online theory course has served students in 69 of the 72 counties throughout the State of Wisconsin. Please see Exhibit B - state map.

The Wisconsin Department of Justice has transitioned from a 520-Hour to a 720-Hour Law Enforcement Academy effective January 1, 2016. The transition resulted in a significant revamping of the curriculum as well as changes to administration requirements. Please see Exhibit C - 720-Hour Law Enforcement Academy overview.

As a result of the significant changes within the 720-Law Enforcement Academy, the Criminal Justice Law Enforcement Associate Degree has been revised as well. It was no longer feasible to embed the academy into the degree program. The SWTC Criminal Justice Advisory Committee approved evolving into a Criminal Justice Studies degree program. Please see Exhibit D - Criminal Justice Studies Program Overview.

Driver and Safety Education Instructor Certification consists of 5 online courses.\*

Emergency Medical Services is providing alternative delivery methods.\*

An online Heartcode Basic Life Support (BLS) course is newly available to students. The classroom portion of the BLS course is fully online. After completing the cognitive portion of the course, the students schedule a time to come to the main campus to perform the skills portion to successfully complete the course.

\*See below for additional information, as these areas also fulfill the adult student recruitment initiative.

**2. Adult student recruitment:**

Driver and Safety Education Instructor Certification was approved by WTCS 03/23/16. The short-term diploma consists of 5 online courses and prepares students to instruct Driver Education. The intent is to grow the driver education instructor pool, as many of the current instructors are nearing retirement age. SWTC received support from Christine Bergen of AAA. Bergen stated, *"Southwest Tech has continued to provide quality programs within the driver education community and I am pleased to provide support for individuals seeking this new educational opportunity to become certificate driver education instructors."* SWTC has aligned

Paramedic Technician Associate Degree was approved by WTCS 03/23/16. The Paramedic program will facilitate adult career pathways, via the continuum of emergency medical services training. The pathways will provide employment advancement opportunities. Graduates will be eligible for Wisconsin licensure as well as national certification. Implementation goal is Fall 2016-17.

EMS continually engages with district services to determine recruitment and retention concerns. We are actively engaged in recruiting for classes at all levels while reducing barriers to upfront costs and volunteer commitment. We also have implemented initiatives within the classroom to provide material at all learning levels (Blackboard, EMSTesting). Students are able to engage in learning not just in the classroom but online and with high fidelity simulations in the [Human Patient Simulator Lab](#) on campus. We have seen an increase in enrollment interests across provider levels as well as rising student completion and certifications through NREMT.

Fire Services recently held a Fire Officer II Certification class for the first time. The class consisted of 12 officers and is the highest certification for fire officers in the State of Wisconsin. The course was 12 weeks and included officers from Avoca, Barneveld-Brigham, Cuba City, Darlington, Lancaster, Mt. Horeb, and Platteville Fire Departments.

Fire Services hosted the annual Fire Fighter I State Testing in April. There were 42 students in the testing, with 41 students meeting the state standards. SWTC is pleased to offer the training to students within our district versus students having to travel outside the district for testing as they have needed to do in the past.

As a result of ongoing changes in national standards, Fire Services is in the process of implementing required curriculum changes. In addition, the State Fire Chief's Association is presenting changes to the core courses to merge the Entry Level and Firefighter I training courses. The merger will increase the number of hours of training. The increased number of hours poses a concern in student recruitment. Students already volunteer their time to serve their communities and then the increased training hours requires them to give even more of their time. The curriculum changes impact the available instructor pool as well. As curriculum changes, so does the need for additional instructor training. It is a priority to continue to build and strengthen the instructor pool to meet these ongoing changes.

Fire Services is positioning itself for future expansion into a Fire Medic Associate Degree. A Fire Medic degree has the opportunity to be coupled with the Paramedic Technician degree, thus making the student much more marketable to obtain career employment.

### 3. High School – College partnership:

Throughout 2015-16, Public Safety – Driver Education served 1,628 high school students. The high school students complete 42 hours of face-to-face instruction. Public Safety staff has met with Student Services and Recruitment to discuss the potential of marketing to this large captive audience for future degree programming.

Introduction to Criminal Justice has been approved to be offered at the Prairie du Chien High School in the Fall of 2016-17. This dual enrollment introductory course will be targeting sophomore to senior level students with the intent of engaging their interest in the law



enforcement profession.

Criminal Justice runs student prospect inquiries and e-brochure requests on a weekly basis. The lead Criminal Justice Instructor then contacts the students (*via email, mailings, phone*) inviting the students to schedule a personal tour of our facility.

Criminal Justice presents to area high schools on an ongoing basis. At the start of the fall and spring high school semesters, direct mailings were sent to district high school social science teachers with suggested law enforcement related topics that can be presented to their students. Throughout 2015-16, presentations have been made at Platteville, Lancaster, Fennimore, Highland, Blackhawk, Benton, Cassville, and Wauzeka High Schools. Staff also presented at Dodgeville, Iowa Grant, and Shullsburg's High School Career Day.

Fire Services facilitates a Backpacks 2 Airpacks course for area fire departments. The 8-hour course is designed to aid local fire departments with their recruiting efforts. The course primarily focuses on getting young people interested in fire service.

## **B. Entrepreneurial Revenue**

### **1. Driver Education:**

The Drivers Ed Coordinator has been given the authorization to print and distribute the Wisconsin Department of Transportation Motorist's Handbook. Throughout this fiscal year, over 25,000 Motorist Handbooks have been mailed out to over 200+ private, public, and commercial driving schools on a cost recovery basis. This service allows Southwest Tech's presence to be highlighted throughout the State as a good-will ambassador of driver education.

### **2. Online CPR Card Project:**

An online CPR card request program was created by Public Safety staff and IT. The project has been in use since October 2014. Public Safety has processed 3,874 cards since the implementation. In addition to the cost savings, the program also produces a database for record retention and retrieval purposes which has greatly improved the customer service provided.

### **3. Online Class Completion Certificates Project:**

An online class completion certificate program was created by Public Safety staff and IT. The project was implemented May 2015. Since the implementation, 1,534 certificates have been generated. The online certificates are emailed to the students versus hard copies being mailed. There has been a direct cost savings of over \$3,000 for paper, printing, and postage. The system produces a database for record retention and retrieval purposes, which has greatly improved the customer service.

[Both the online CPR and class completion certificate programs will be presented at the August EMS state called meeting with the intent of marketing the programs to other colleges.]

#### 4. Equipment Rental Fees:

Equipment rental fees were implemented in January 2015. If an organization is not contracting for a cost recovery course (WTCS 38.14 Contracts) then equipment rental fees are charged. Data indicates that over the last two years, expense to income ratios are approaching 1/1 as compared to 4/1 in 2010-2011. This has been achieved through changes in travel, exchange of service contract reductions, and cost recovery mindset throughout the CPR programming. Additionally, CPR programming will be offering higher level training, which is a more specialized training and profitable.

#### C. Culture

1. The emphasis of the Public Safety staff is to carry their cohesive culture out to the district we serve. Full-time staff set strong character expectations for the adjunct staff that teach on campus, as well as out in the district.
2. Implementation of office procedures have allowed staff to communicate to court ordered students in a uniform manner. The court ordered students are tracked using SmartSheet, which allows staff to access all forms of communication (*phone, email, mail*) that have taken place with the student in a single portal.
3. Public Safety takes an active role in process improvement and implementation. The process improvement often involves collaborating with other campus departments to achieve the end result.
4. Public Safety has a strong presence in the district. This presence does come with logistic challenges. The Public Safety staff serve as the coordinator between the adjunct instructors and the contracting agencies to provide delivery (and return) of the necessary equipment needed for the training out in the district.
5. In addition to holding classes out in the district, the department takes an active role in supporting community organizations. Examples of community involvement include: Hunter's Safety, Outdoor Skills Day, Open Shoot Range, Richland Center Shooting Team, Well Armed Woman's Shooting Club, Memorial Shoot (*that is used to fund Criminal Justice scholarships*), Blue Line Student Club performs community service projects such as the Adopt a Highway, Fright Night, Holiday deliveries to shut-ins, work with Grant & Iowa Emergency Management to serve the public, and pursuing a State Farm Insurance Grant for a second time to provide cost free simulated adverse weather driving instruction to the district.
6. To date, Public Safety has held 503 classes in 2015-16. The high number of offerings results in an abundance of staff time to enter each of the offerings into SWTC's system.

This workload is magnified as the majority of Public Safety courses require dual enrollment of the student's information. The dual enrollment is due to being governed by outside agencies for certification purposes. These outside agencies requires the student's data to be entered into their system and all the records are subject to auditing guidelines. These governing agencies include: WI Department of Justice – Training & Standards, WI Department of Transportation (*Driver Ed, Motorcycle Safety, Group Dynamics, Multiple Offender, and Point Reduction*), American Heart Association, WI Department of Health and Human Services EMS Section, and the National Registry of EMT's.

The Public Safety staff provide an abundance of student assistance with setting up student accounts and helping the student enroll into their courses. These students call the Public Safety office directly versus contacting Student Services or IT Help Desk due to the need for additional information regarding how their enrollment affects the outside governing agency. The Public Safety Office serves as that liaison between the student and the outside agencies.

The Public Safety classrooms have had a 94.4 to 100 percent utilization rate for the Spring 2015-16 semester. The classrooms and/or outdoor facilities are often in use seven days a week (*day and evening*) year-round.

The Public Safety Office is open Monday to Thursday 7:00 a.m. to 6:30 p.m., Friday 7:00 a.m. to 4:00 p.m., and Saturday 7:30 a.m. to 11:30 a.m. The Public Safety Office will remain open on Fridays throughout June and July due to running the 720-Hour Law Enforcement Academy. Reluctantly the Public Safety Office will need to look at possibly reducing office hours after July 1 due to the reduction in office staff. The department is reluctant to reduce the office hours as being available to the adjunct instructors and students in the evening and on Saturdays has produced positive results.

Exhibit A

Public Safety Department  
Classes held throughout the Southwest District  
June 1, 2015 to May 10, 2016

★ Indicates Communities & School Districts where classes were held 2015-2016

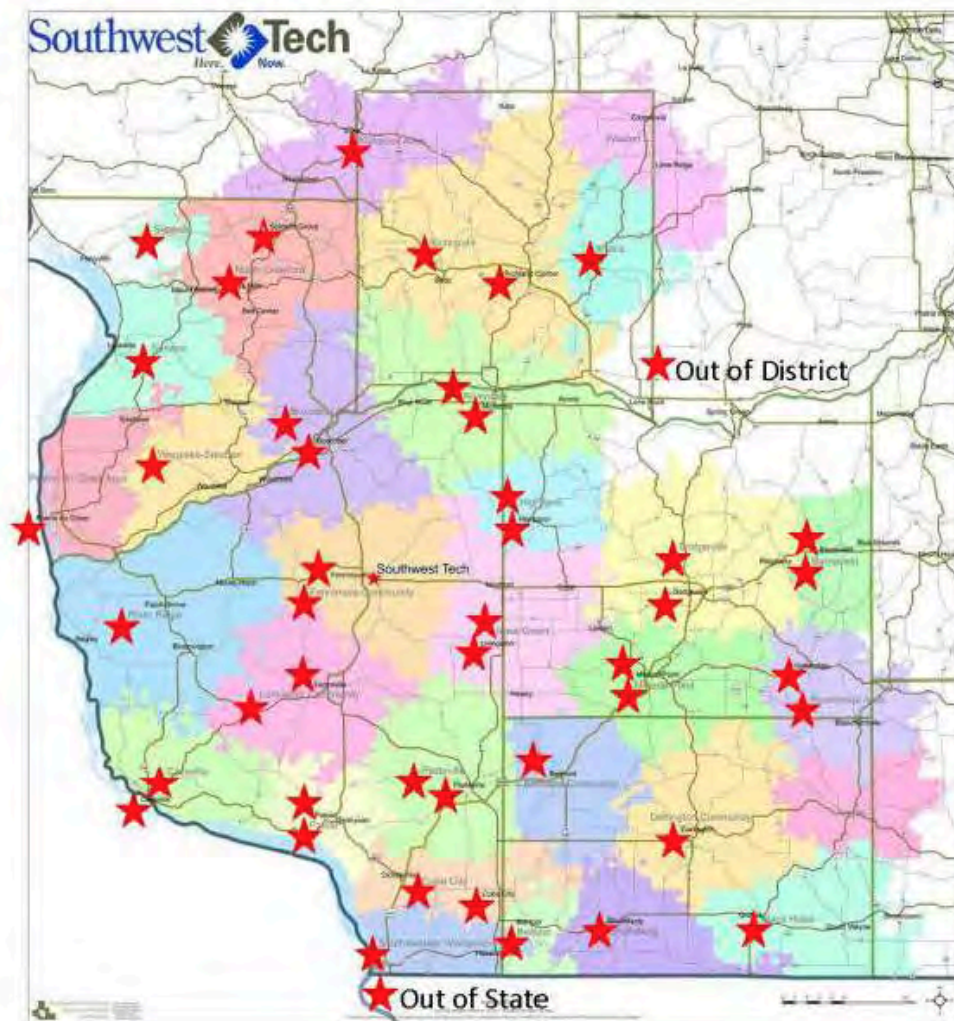
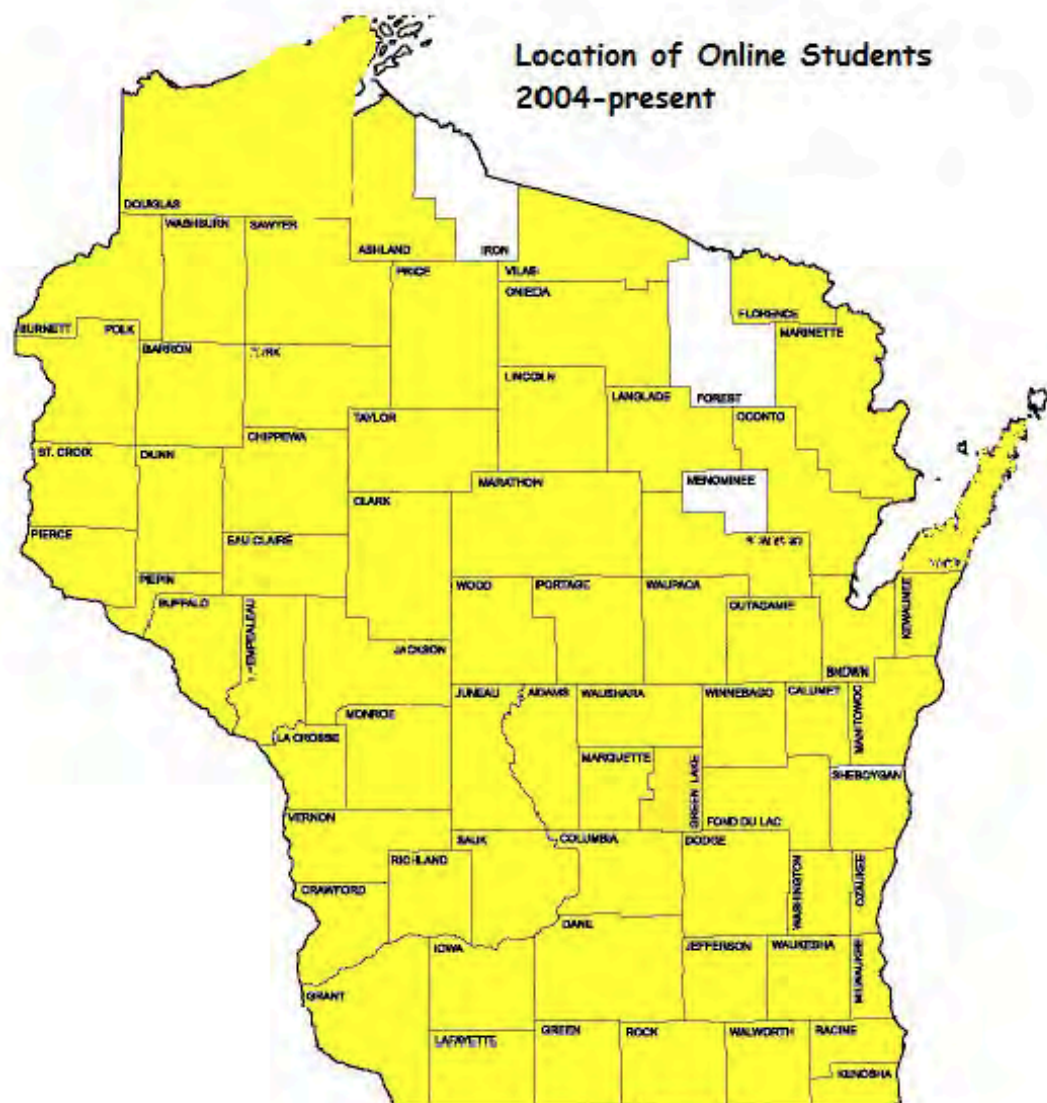




Exhibit B



## 720-Hour Law Enforcement Academy Overview

Effective January 1, 2016, The Wisconsin Department of Justice transitioned from a 520-Hour to a 720-Hour Law Enforcement Academy. The primary purpose in implementing this change was a proactive response to better prepare graduates for the changing scope and responsibilities required of law enforcement officers. The last major revision of the Wisconsin Law Enforcement academy was 2005, where the academy increased from 400 hours to 520-hours.

### Changes to Curriculum

- **Incident Command (+ 2 Hours):** This course is designed to expose students to the incident command requirements of patrol-level law enforcement officers in emergency situations.
- **Tracs (+ 2 Hours):** This course focuses on the use of electronic systems used to generate traffic citations and traffic crash reports.
- **Radar (+ 24 Hours):** This course introduces students to the use and operation of traffic radar devices.
- **Ground Defense (+ 4 Hours):** This course focuses on officer survival and defense tactics during physical confrontations/assaults that end up on the ground.
- **Patrol Rifle (+ 16 Hours):** This course is the training and certification for the use and operation of law enforcement patrol rifles.
- **Fitness (+ 32 Hours):** The program is designed to prepare students for the rigorous physical demands of law enforcement operations.
- **Officer Wellness (+ 8):** The course focuses on mental health of first responders and healthy lifestyle options.
- **Tactical Response (+20 Hours):** This course expands the training related to active shooter response and search/arrest functions.
- **TASER Certification (+ 4 Hours):** This course focuses on the manufacturer's certification course to allow students to become certified in the deployment of Electronic Control Devices.
- **Radio Communications (+ 2 Hours):** This course is designed to introduce students to proper radio communication in a law enforcement setting.
- **Tactical Emergency Casualty Care (+ 8 Hours):** This is advanced emergency life-saving techniques (tourniquets, wound packing, etc.) designed to provide students with skills necessary to save themselves and others when suffering traumatic injuries.
- **Integration Exercises (+ 44 Hours):** These are scenario-based exercises designed to prepare students for "real-life" events.

### Changes to Administration Requirements

- **Fitness Testing:** Students are required to undergo fitness testing to gain entrance in to the academy, and must pass a second physical fitness test to graduate. The administration of these tests are staff intensive requiring certified fitness instructors and present scheduling challenges to reserve required facilities (currently, UW-Platteville Fieldhouse is the only facility in our district available for use).

- **Academic Testing:** Testing is no longer administered by classroom instructors. Testing must now be administered by the testing center in conjunction with Training & Standards (DOJ) staff
- **Background Investigation and FBI Fingerprinting:** Students are now required to undergo a much vigorous background investigation, including fingerprinting for submission to the FBI.
- **Data Entry/Records Keeping:** The required records are much more substantial than the previous academy requirements. In addition to the increased record keeping, the timelines for submission to the Department of Justice are much shorter, and the penalties for non-compliance much higher.
- **Scheduling**
  - **Specialization of instructors:** Many academy topics required specialized instructors. It is the responsibility of the academy instructor to ensure that each instructor is properly certified in the topics instructed.
  - **Phase Systems:** The academy features approximately (40) specialized topics in the academy. These classes are not offered as stand alone, but rather are offered as segments throughout the academy, making scheduling time intensive.
  - **Academy Topic Order:** The academy topics are mandated to be instructed in a certain order, at a certain point within the 720-hour academy structure. Coupled with the intensive instructor requirements, instructor-to-student ratio, specialized equipment and facilities, this presents a significant scheduling challenge.
  - **Scenario Testing & Integration Exercises:** Students are required to complete mandatory integration and scenario testing throughout the academy. These events require significant manpower resources, specialized certifications, and specialized equipment and facilities.
  - **Community Events:** As a result of President Obama's 21<sup>st</sup> Century Task Force on Policing, we are now required to offer community based events to better integrate our academy in to the community.
  - **Classrooms:** The full-time 520-Hour academy was scheduled from June-August, which allowed rooms to be used on both the Southwest Tech and UW-Platteville Campus. Now, with the 720-Hour academy extending in to the fall semester, there are no rooms for use at the Public Safety Complex or UW-Platteville, requiring courses to be scheduled at the Platteville Outreach Site.

#### Positive Consequences

- **Better Prepared Graduates:** Due to the increased training requirements, students will be much more prepared to enter the demanding law enforcement career field.
- **Cost Savings to Law Enforcement Agencies:** There will be a cost savings to agencies by having additional training material embedded in the basic recruit academy. Prior to this academy expansion, law enforcement agencies were required to send hired officers to these training courses.

#### Negative Consequences

- **Increased Cost to Students:** The projected cost for the academy is approximately \$5000.00. It is a strong possibility that most, if not all of these expenses, will not be covered by financial aid.
- **Increased Time Requirements for Students:** The academy will be held from June-October, which will increase a student's course time by 4.5 months.

- **Reduced Number of Graduates:** With the increased costs, greater duration of training, higher attrition rates, it is expected that less graduates will be available for employment at law enforcement agencies in our district. This situation is not unique to Southwest Tech's district, but rather a statewide trend.
- **Possible Lower Graduation/Retention Rates:** Due to the demanding testing requirements in the academy, with virtually no opportunity to repeat training outcomes, there is a strong possibility that we may have a higher attrition rate than found in the 520-Hour academy setting.
- **Reduced Instructor Pool:** Due to the substantial requirements of the Department of Justice to earn most instructor credentials, coupled with the cumbersome, lengthy and inconvenient FQAS system at Southwest Tech, it is becoming very challenging to find qualified instructors for the law enforcement academy.
- **Increased Staffing Requirements:** The administration and operation of the academy will require significantly more resources than the prior system due to the mandated requirements by the Department of Justice.
- **Consolidation to (1) Academy per year:** Due to the restrictive nature of the 720-Hour academy, and the substantial facility and staffing requirements, only one academy will be offered annually.
- **Lack of Training Facilities:** Currently, due to the overlap between the summer and fall sessions, there is not sufficient classroom space to schedule this training. The unique nature of the training materials requires a certain type of training classroom that is not available after the start of the fall semester.
- **Increased Supply & Equipment Requirements:** The 720-Hour academy requires a substantial increase in training materials, including: safety gear, ammunition, training munitions, firearms, force-on-force gear, etc. These requirements significantly raise the cost of this training.

## Criminal Justice Studies Program Overview

With the implementation of the 720-Hour Law Enforcement Academy in January, 2016, the Criminal Justice-Law Enforcement Associate Degree program required a significant revision to its curriculum. After lengthy research, it was determined that due to the extensive and restrictive nature of the Department of Justice regulations governing administration of the law enforcement academy, embedding the law enforcement academy in to the associate degree was no longer a viable option. As a result, the curriculum for the Southwest Tech Criminal Justice Studies program was approved by the Southwest Tech Criminal Justice Advisory Committee and WTCS in the fall of 2015. Following are a list of the positive and negative consequences resulting from this curriculum transition.

### **Positive (+) Consequences:**

- Criminal Justice Studies Program will feature greater diversity of career training and options for students. The Criminal Justice-Law Enforcement program was heavily focused on the law enforcement profession. The trend in recent years has shown many of our program graduates pursuing employment in corrections (both prison and jail settings), telecommunications, security and military occupations. The new program curriculum will better address the needs of these students, which may lead our program to be more marketable to students that are not interested in the law enforcement profession.
- The Criminal Justice-Law Enforcement program featured highly technical law enforcement courses which were often not accepted for transfer credit for students wishing to pursue a higher degree after graduation. The Criminal Justice Studies degree offers greater potential for transfer credits to several 4-year colleges and universities.
- Due to restrictive requirements associated with the embedded law enforcement academy in the Criminal Justice-Law Enforcement program, most courses were restricted to high school graduates. With the Criminal Justice Studies program, we will be able to offer most courses to eligible high school students.
- As part of this curriculum transition, we were able to embed both a technical diploma and certificate within the first-year of the program. The goal is to provide diverse employment opportunities to our students and increase graduation and retention rates. The following are the current career pathways embedded in our new curriculum:
  - Security Operations Technical Diploma: This is a 1-year course designed to prepare students for security positions in the private, industrial and military settings.
  - Emergency Telecommunications Certificate: This certificate is one semester in length and is designed to prepare candidates for employment positions as Emergency Telecommunicators (Dispatch)

- The focus of our program curriculum has transitioned away from a predominant law enforcement emphasis to a more global career field focus. Despite this change, the Criminal Justice Studies program still serves as a preparatory program for the law enforcement academy. Several of the classes, such as Fundamentals of Firearms and Fitness for Protective Services, serve to prepare students for the rigorous demands of the academy.

**Negative (-) Consequences:**

- The primary negative consequence of this program is that the law enforcement academy is no longer embedded within the associate degree program. This will lead to the following negative results:
  - Greater cost to students: The academy will cost about \$5000.00, and there is a strong possibility that this cost will not be eligible for financial aid.
  - Reduced numbers of academy graduates: This greater cost, coupled with the more demanding standards of the law enforcement academy and current political/social climate will likely result in a reduced number of candidates for employment. This will have a significant impact on the law enforcement agencies in the Southwest Tech District that rely heavily upon an available pool of qualified candidates for employment as part-time officers,

#### ***D. Year-End College Performance Review***

Included below is data related to an institutional performance spotlight. Jason Wood will present the information as the 2015-16 College Performance Review.



## **2015-16 Institutional Performance Spotlight**

### **1. Enrollment**

1. July 2015 – facing 7% decline in FTE
2. May 2016 – on track for a 1.3% increase in FTE
3. IPEDS Data Feedback Report – WTCS Comparison – 2014 (Exhibit A)
  - 4,109 unduplicated headcount
  - 1,520 FTE
4. Approximately 25% of district high school seniors enroll at Southwest Tech
5. Area of Emphasis: Growing enrollments

### **2. Learning**

1. Graduate Summary Report – 2015 (Exhibit B)
  - 95% of graduates employed
  - 96% satisfied or very satisfied with training
2. IPEDS Data Feedback Report – WTCS Comparison – 2014
  - Graduation Rate: SWTC – 56% versus WTCS 33%
  - Full-time Retention: SWTC – 66% versus WTCS 63%
  - Part-Time Retention: SWTC – 75% versus WTCS 54%
3. Area of Emphasis: Developing metrics that link to our mission with a more direct measure of student learning.

### **3. Financial**

1. Performance on Outcomes Based Funding (Exhibit C)
2. Unqualified audit
3. Average annual cost of attendance: SWTC \$7,590 versus WTCS \$8,802
4. Last fiscal year, 2014-15, we received \$3,849,883 of grants.
5. Area of Emphasis: Basic Education transitions to college-level programming.

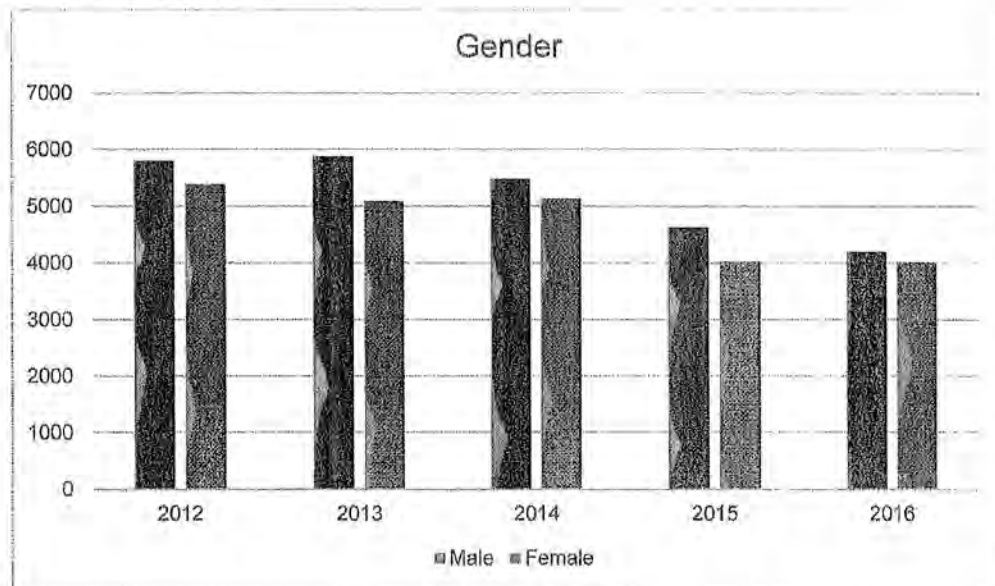
### **4. Strategic Directions**

1. In October 2015, the Board established the top 3 priorities
  - a. Increase Student Access and Improve Student Success
    - i. Academic Master Plan
    - ii. Student Success Coaches (Advisors and Recruiters)
    - iii. Alternative Delivery Initiative
    - iv. K-12 Partnerships
  - b. Fiscal Sustainability through Entrepreneurship
    - i. Facilities Master Plan – Economic Revitalization Project

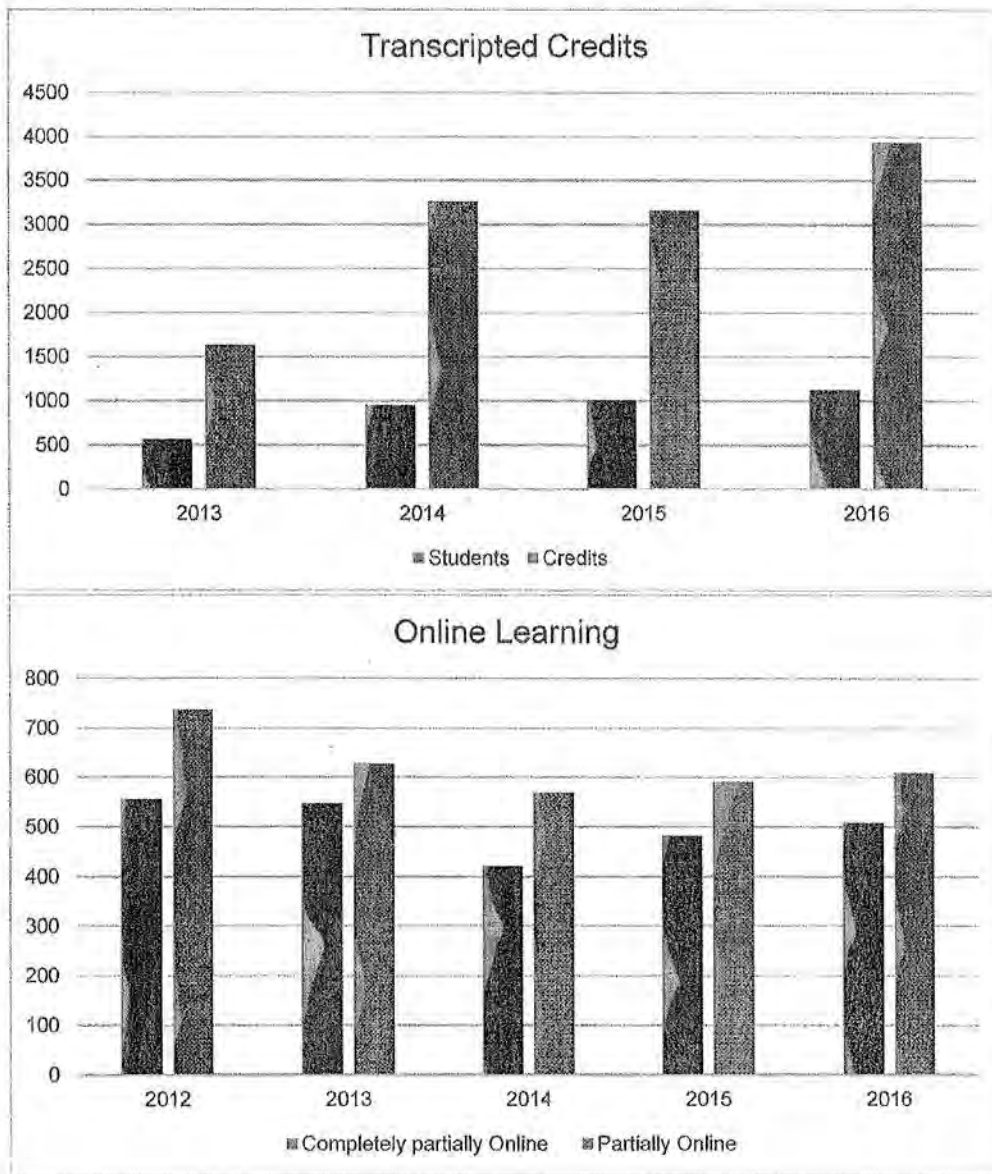
## 2015-16 Institutional Performance Spotlight

- ii. Charger Enterprises
- iii. Foundation and Real Estate Foundation
- iv. 50<sup>th</sup> Anniversary
- c. Strengthen our Service Culture
  - i. Restructure governance and committees
  - ii. Speed of Trust
  - iii. Institutional values embedded into employee evaluations

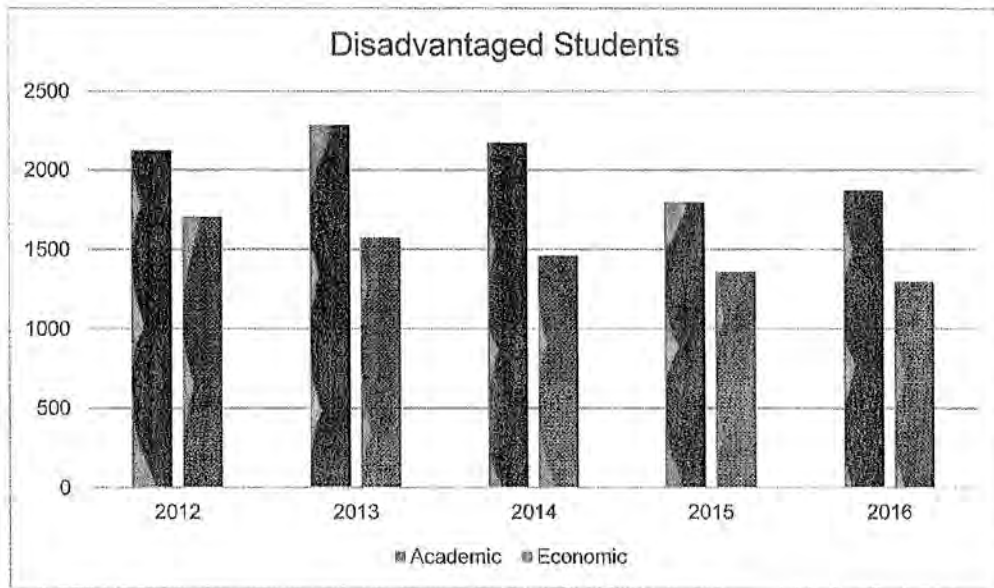
### 5. Student Demographics



## 2015-16 Institutional Performance Spotlight



## 2015-16 Institutional Performance Spotlight



3-Year Special Population Totals						
Pell Grant Recipients	Students of Color	Veterans	Incarcerated	Dislocated Workers	Students with Disabilities	All Students
2,515	1,831	125	1,346	582	1,469	32,663
7.7%	5.61%	.38%	4.12%	1.78%	4.5%	

We are committed to increasing access to the broadest demographics of students possible. We will also begin tracking the success rates by student demographics.



## NATIONAL CENTER FOR EDUCATION STATISTICS

# Customized IPEDS DATA FEEDBACK REPORT 2014

## What Is IPEDS?

The Integrated Postsecondary Education Data System (IPEDS) is a system of survey components that collects data from about 7,500 institutions that provide postsecondary education across the United States. IPEDS collects institution-level data on student enrollment, graduation rates, student charges, program completions, faculty, staff, and finances.

These data are used at the federal and state level for policy analysis and development; at the institutional level for benchmarking and peer analysis; and by students and parents, through the College Navigator (<http://collegenavigator.ed.gov>), an online tool to aid in the college search process. For more information about IPEDS, see <http://nces.ed.gov/ipeds>.

## What Is the Purpose of This Report?

The Data Feedback Report is intended to provide institutions a context for examining the data they submitted to IPEDS. The purpose of this report is to provide institutional executives a useful resource and to help improve the quality and comparability of IPEDS data.

## What Is in This Report?

As suggested by the IPEDS Technical Review Panel, the figures in this report provide selected indicators for your institution and a comparison group of institutions. The figures are based on data collected during the 2013-14 IPEDS collection cycle and are the most recent data available. This report provides a list of pre-selected comparison group institutions and the criteria used for their selection. Additional information about these indicators and the pre-selected comparison group are provided in the Methodological Notes at the end of the report.

## Where Can I Do More with IPEDS Data?

Institutions have the opportunity to create its comparison group instead of using the IPEDS pre-selected comparison group through the Customize Data Feedback Report functionality located in the IPEDS Data Center. Customized comparison groups allow institutional executives to quickly produce customizable reports using different comparison groups and accessing a wider range of IPEDS variables. The Data Center can be accessed at <http://nces.ed.gov/ipeds/datacenter>.



Southwest Wisconsin Technical College  
Farmington, WI





## IPEDS DATA FEEDBACK REPORT

### COMPARISON GROUP

Comparison group data are included to provide a context for interpreting your institution's statistics. For this report, you specified a custom comparison group.

You described this custom comparison group as follows: Southwest vs Other 15 WTCS

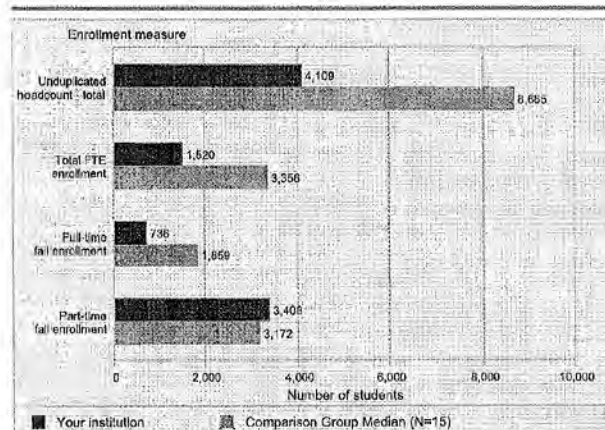
The custom comparison group chosen by Southwest Wisconsin Technical College includes the following 15 institutions:

- ▶ Blackhawk Technical College (Janesville, WI)
- ▶ Chippewa Valley Technical College (Eau Claire, WI)
- ▶ Fox Valley Technical College (Appleton, WI)
- ▶ Gateway Technical College (Kenosha, WI)
- ▶ Lakeshore Technical College (Cleveland, WI)
- ▶ Madison Area Technical College (Madison, WI)
- ▶ Mid-State Technical College (Wisconsin Rapids, WI)
- ▶ Milwaukee Area Technical College (Milwaukee, WI)
- ▶ Moraine Park Technical College (Fond du Lac, WI)
- ▶ Nicolet Area Technical College (Rhinelander, WI)
- ▶ Northcentral Technical College (Wausau, WI)
- ▶ Northeast Wisconsin Technical College (Green Bay, WI)
- ▶ Waukesha County Technical College (Pewaukee, WI)
- ▶ Western Technical College (La Crosse, WI)
- ▶ Wisconsin Indianhead Technical College (Shell Lake, WI)



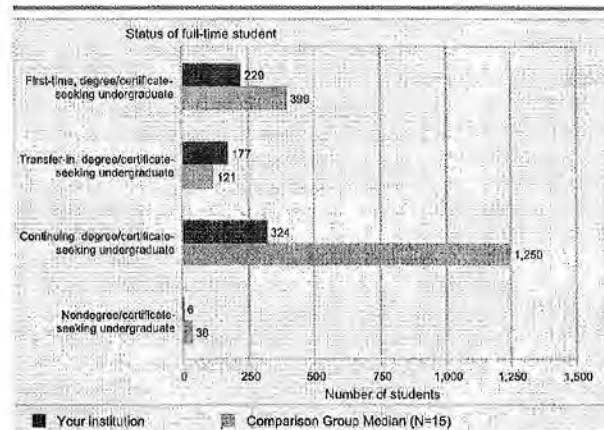
## IPEDS DATA FEEDBACK REPORT

**Figure 1. Unduplicated 12-month headcount (2012-13), total FTE enrollment (2012-13), and full- and part-time fall enrollment (Fall 2013)**



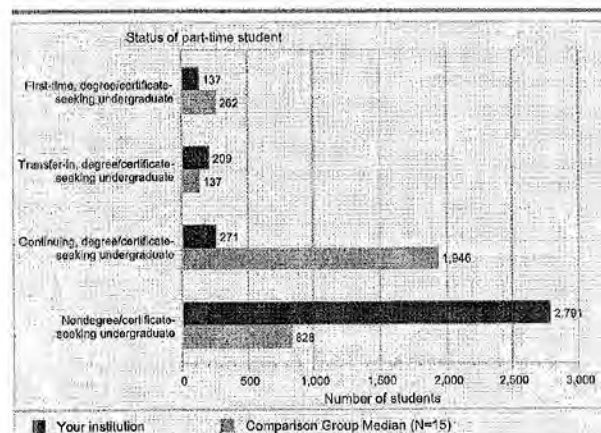
NOTE: For details on calculating full-time equivalent (FTE) enrollment, see Calculating FTE in the Methodological Notes. N is the number of institutions in the comparison group.  
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2013, 12-month Enrollment component and Spring 2014, Fall Enrollment component.

**Figure 2. Full-time enrollment by degree/certificate-seeking status: Fall 2013**



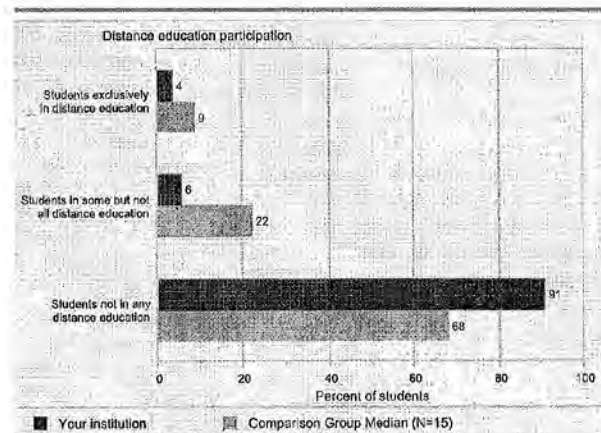
NOTE: N is the number of institutions in the comparison group.  
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2014, Fall Enrollment component.

**Figure 3. Part-time enrollment by degree/certificate seeking status: Fall 2013**



NOTE: N is the number of institutions in the comparison group.  
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2014, Fall Enrollment component.

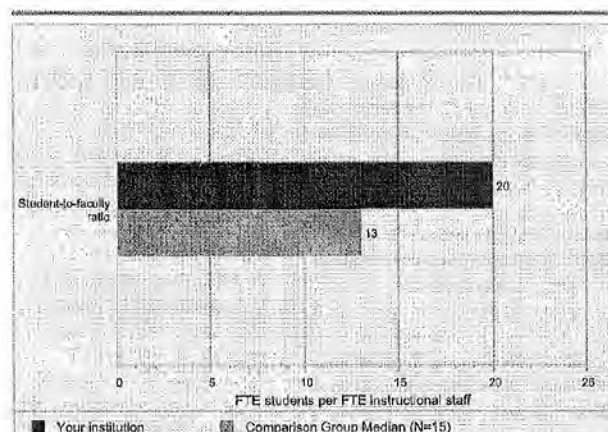
**Figure 4. Percent of students taking distance education courses, by amount of distance education: Fall 2013**



NOTE: N is the number of institutions in the comparison group.  
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2013, Completions component.

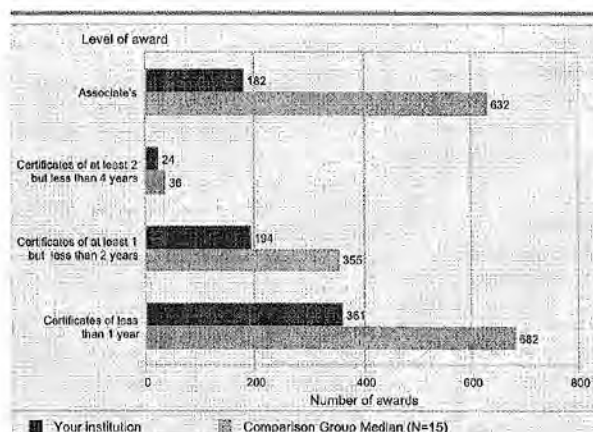
# IPEDS DATA FEEDBACK REPORT

Figure 5. Student-to-faculty ratio: Fall 2013



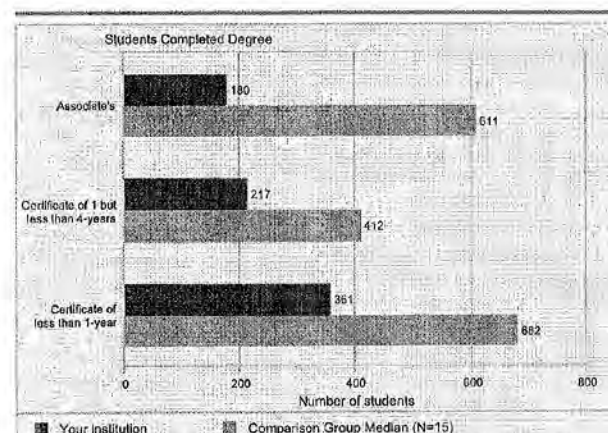
NOTE: Student-to-faculty ratio data are presented only for institutions that have undergraduate students; graduate only institutions are not included. For details, see the Methodological Notes. N is the number of institutions in the comparison group.  
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2014, Fall Enrollment component.

Figure 6. Number of subbaccalaureate degrees and certificates awarded, by level: 2012-13



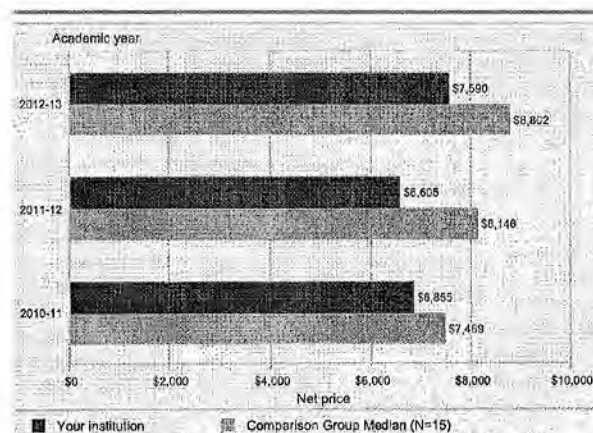
NOTE: N is the number of institutions in the comparison group.  
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2013, Completions component.

Figure 7. Number of students completing a degree/certificate, by level: 2012-13



NOTE: N is the number of institutions in the comparison group.  
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2013, Completions component.

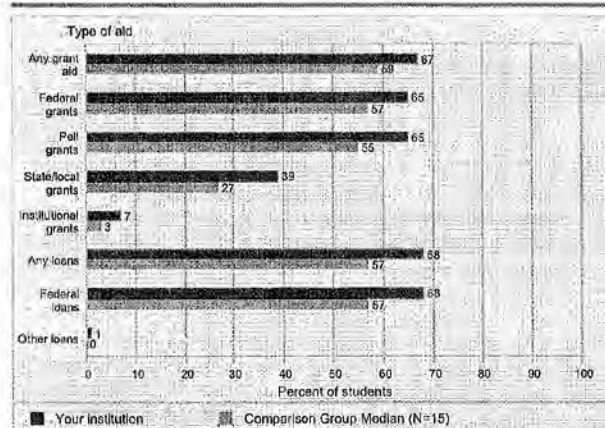
Figure 8. Average net price of attendance for full-time, first-time degree/certificate-seeking undergraduate students receiving grant or scholarship aid: 2010-11 to 2012-13



NOTE: Average net price is for full-time, first-time degree/certificate-seeking undergraduate students and is generated by subtracting the average amount of federal, state/local government, and institutional grant and scholarship aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees, books and supplies, and the average room and board and other expenses. For details, see the Methodological Notes. N is the number of institutions in the comparison group.  
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2013, Institutional Characteristics component; Winter 2013-14, Student Financial Aid component.

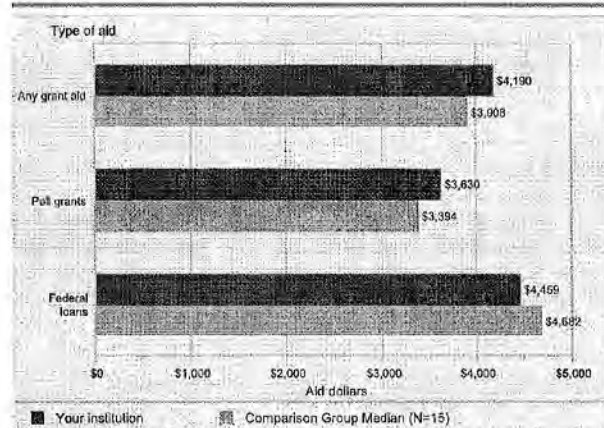
## IPEDS DATA FEEDBACK REPORT

**Figure 9. Percent of full-time, first-time degree/certificate-seeking undergraduate students who received grant or scholarship aid from the federal government, state/local government, or the institution, or loans, by type of aid: 2012-13**



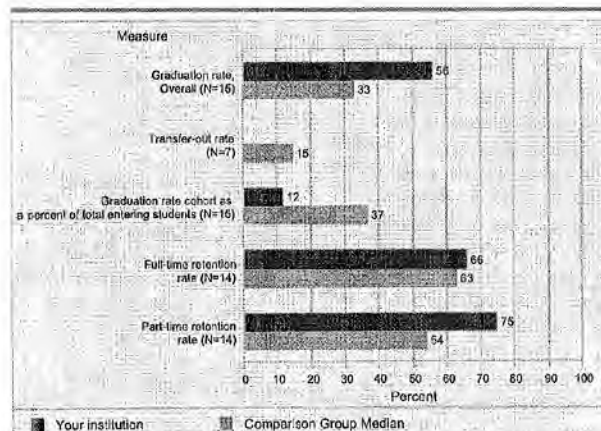
NOTE: Any grant aid above includes grant or scholarship aid from the federal government, state/local government, or the institution. Federal grants includes Pell grants and other federal grants. Any loans includes federal loans and other loans to students. For details on how students are counted for financial aid reporting, see Cohort Determination in the Methodological Notes. N is the number of institutions in the comparison group.  
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2013-14, Student Financial Aid component.

**Figure 10. Average amount of aid received by all undergraduates, by type of aid: 2012-13**



NOTE: Any grant aid above includes grant or scholarship aid from the federal government, state/local government, the institution, or other sources. Federal loans includes federal loans to students. Average amounts of aid were calculated by dividing the total aid awarded by the total number of recipients in each institution. N is the number of institutions in the comparison group.  
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2013-14, Student Financial Aid component.

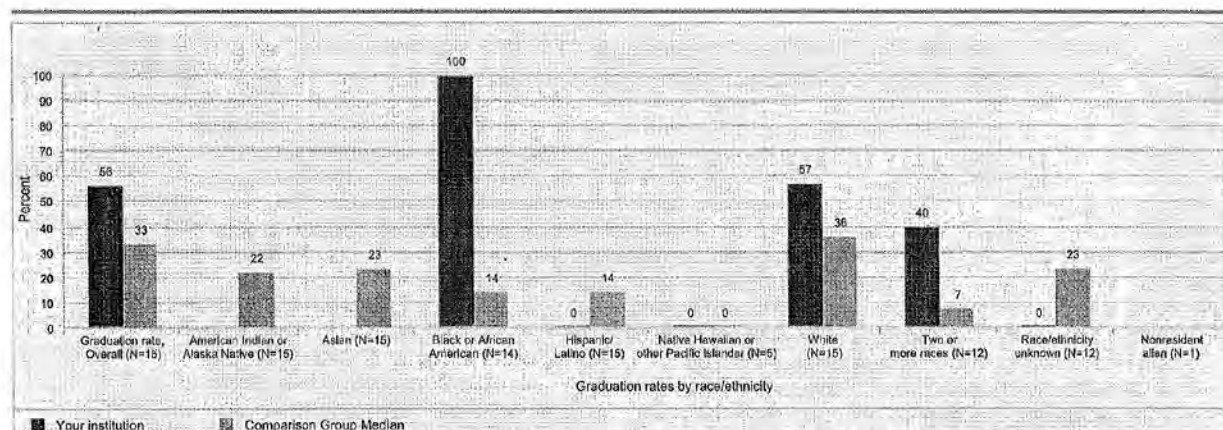
**Figure 11. Graduation rate and transfer-out rate (2010 cohort); graduation rate cohort as a percent of total entering students, and retention rates of first-time students (Fall 2013)**



NOTE: Graduation rate cohort includes all full-time, first-time degree/certificate-seeking undergraduate students. Entering class includes all students coming to the institution for the first time. Graduation and transfer-out rates are the Student Right-to-Know rates. Only institutions with a mission to prepare students to transfer are required to report transfers out. Retention rates are measured from the fall of first enrollment to the following fall. For details, see the Methodological Notes. N is the number of institutions in the comparison group.  
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2013-14, Graduation Rates component and Spring 2014, Fall Enrollment component.

## IPEDS DATA FEEDBACK REPORT

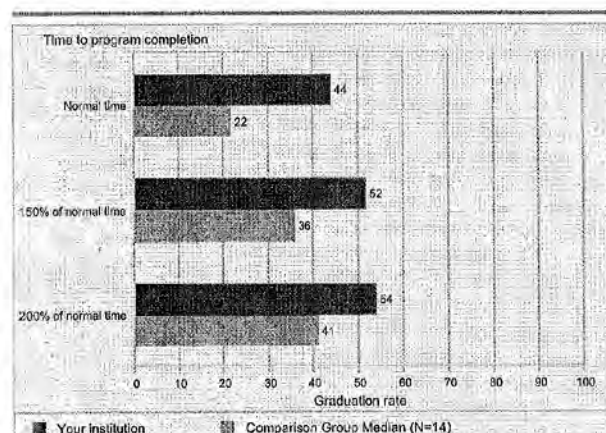
Figure 12. Graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion, by race/ethnicity: 2010 cohort



NOTE: For this survey year, institutions were required to report race and ethnicity using 1997 Office of Management and Budget (OMB) categories, but might have collected data using the 1977 OMB categories. For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. The graduation rates are the Student Right-to-Know (SRK) rates. Median values for the comparison group will not add to 100%. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2013-14, Graduation Rates component.

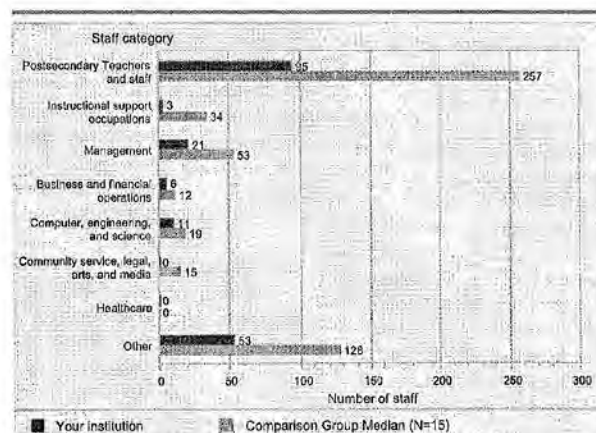
Figure 13. Graduation rates of full-time, first-time degree/certificate-seeking undergraduates within normal time, and 150% and 200% of normal time to completion: 2009 cohort



NOTE: The 150% graduation rate is the Student Right-to-Know (SRK) rates; the Normal time and 200% rates are calculated using the same methodology. For details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2013-14, 200% Graduation Rates component.

Figure 14. Full-time equivalent staff, by occupational category: Fall 2013



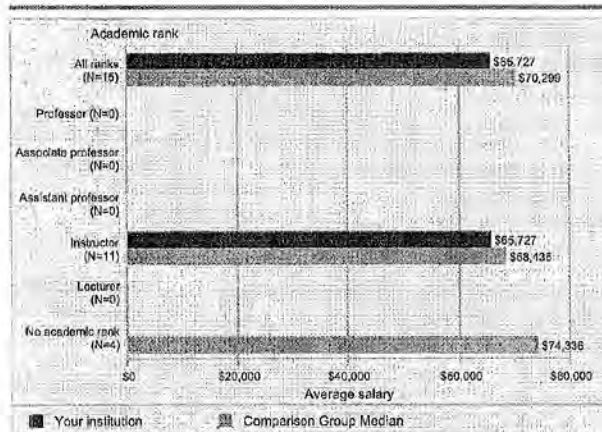
NOTE: Graduate assistants are not included. For calculation details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2014, Human Resources component.



## IPEDS DATA FEEDBACK REPORT

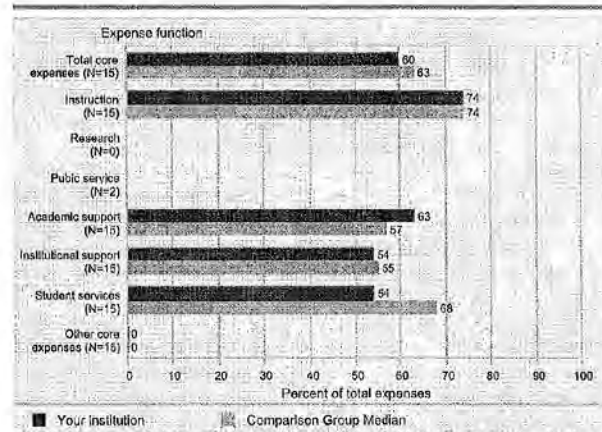
**Figure 15. Average salaries of full-time instructional non-medical staff equated to 9-month contracts, by academic rank: Academic year 2013-14**



NOTE: Average salaries of full-time instructional non-medical staff equated to 9-month contracts was calculated by multiplying the average monthly salary by 9. The average monthly salary was calculated by dividing the total salary outlays by the total number of months covered by staff on 9, 10, 11 and 12-month contracts. Medians are not reported for comparison groups with less than three values.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2014, Human Resources component.

**Figure 16. Expenses for salaries, wages, and benefits as a percent of total expenses, by function: Fiscal year 2013**



NOTE: The comparison group median is based on those members of the comparison group that report finance data using the same accounting standards as the comparison institution. For more information, see the Methodological Notes. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2014, Finance component.

# IPEDS DATA FEEDBACK REPORT

## METHODOLOGICAL NOTES

### Overview

This report is based on data supplied by institutions to IPEDS during the 2013-14 data collection year. Response rates exceeded 99% for most surveys. Detailed response tables are included in IPEDS First Look reports, which can be found at <http://nces.ed.gov/pubsearch/geipubcats.asp?sid=010>.

### Use of Median Values for Comparison Group

The value for the comparison institution is compared to the median value for the comparison group for each statistic included in the figure. If more than one statistic is presented in a figure, the median values are determined separately for each indicator or statistic. Medians are not reported for comparison groups with fewer than three values. Where percentage distributions are presented, median values may not add to 100%. The IPEDS Data Center provides access to all of the data used to create the figures included in this report.

### Missing Statistics

If a statistic is not reported for your institution, the omission indicates that the statistic is not relevant to your institution and the data were not collected. Not all notes may be applicable to your report.

### Use of Imputed Data

All IPEDS data are subject to imputation for total (institutional) and partial (item) nonresponse. If necessary, imputed values were used to prepare your report.

### Data Confidentiality

IPEDS data are not collected under a pledge of confidentiality.

### Disaggregation of Data by Race/Ethnicity

When applicable, some statistics are disaggregated by race/ethnicity. Data disaggregated by race/ethnicity have been reported using the 1997 Office of Management and Budget categories. Detailed information about the race/ethnicity categories can be found at <http://nces.ed.gov/ipeds/reic/resource.asp>.

### Cohort Determination for Reporting Student Financial Aid and Graduation Rates

Student cohorts for reporting Student Financial Aid and Graduation Rates data are based on the reporting type of the institution. For institutions that report based on an academic year (those operating on standard academic terms), student counts and cohorts are based on fall term data. Student counts and cohorts for program reporters (those that do not operate on standard academic terms) are based on unduplicated counts of students enrolled during a full 12-month period.

## Description of Statistics Used in the Figures

### Admissions and Test Score Data

Admissions and test score data are presented only for institutions that do not have an open admission policy, and apply to first-time, degree/certificate-seeking undergraduate students only. Applicants include only those students who fulfilled all requirements for consideration for admission and who were notified of one of the following actions: admission, non-admission, placement on a wait list, or application withdrawn (by applicant or institution). Admitted applicants (admissions) include wait-listed students who were subsequently offered admission. Early decision, early action, and students who began studies during the summer prior to the fall reporting period are included. Institutions report test scores only if they are required for admission.

### Average Institutional Net Price

Average net price is calculated for full-time, first-time degree/certificate-seeking undergraduates who were awarded grant or scholarship aid from the federal government, state/local government, or the institution anytime during the full aid year. For public institutions, this includes only students who paid the in-state or in-district tuition rate. Other sources of grant aid are excluded. Average net price is generated by subtracting the average amount of federal, state/local government, and institutional grant and scholarship aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees, books and supplies, and the average room and board and other expenses.

For the purpose of the IPEDS reporting, aid received refers to financial aid that was awarded to, and accepted by, a student. This amount may differ from the aid amount that is disbursed to a student.

### Core Revenues

Core revenues for public institutions reporting under GASB standards include tuition and fees; state and local appropriations; government grants and contracts; private gifts, grants, and contracts; sales and services of educational activities; investment income; other operating and non-operating sources; and other revenues and additions (federal and capital appropriations and grants and additions to permanent endowments). Core revenues for private, not-for-profit institutions (and a small number of public institutions) reporting under FASB standards include tuition and fees; government appropriations (federal, state, and local); government grants and contracts; private gifts, grants, and contracts (including contributions from affiliated entities); investment return; sales and services of educational activities; and other sources. Core revenues for private, for-profit institutions reporting under FASB standards include tuition and fees; government appropriations, grants, and contracts (federal, state, and local); private grants and contracts; investment income; sales and services of educational activities; and other sources. At degree-granting institutions, core revenues exclude revenues from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations. Nondegree-granting institutions do not report revenue from auxiliary enterprises in a separate category. These amounts may be included in the core revenues from other sources.

### Core Expenses

Core expenses include expenses for instruction, research, public service, academic support, institutional support, student services, scholarships and fellowships (net of discounts and allowances), and other expenses. Expenses for operation and maintenance of plant, depreciation, and interest are allocated to each of the other functions. Core expenses at degree-granting institutions exclude expenses for auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations. Nondegree-granting institutions do not report expenses for auxiliary enterprises in a separate category. These amounts may be included in the core expenses as other expenses.



## IPEDS DATA FEEDBACK REPORT

### *Endowment Assets*

Endowment assets, for public institutions under GASB standards, and private, not-for-profit institutions under FASB standards, include gross investments of endowment funds, term endowment funds, and funds functioning as endowment for the institution and any of its foundations and other affiliated organizations. Private, for-profit institutions under FASB do not hold or report endowment assets.

### *Equated Instructional Non-Medical Staff Salaries*

Institutions reported total salary outlays by academic rank and gender, and the number of staff by academic rank, contract length (9-, 10-, 11-, and 12-month contracts), and gender. The total number of months covered by salary outlays was calculated by multiplying the number of staff reported for each contract length period by the number of months of the contract, and summing across all contract length periods. The weighted average monthly salary for each academic rank and gender was calculated by dividing the total salary outlays by the total number of months covered. The weighted average monthly salary was then multiplied by 9 to determine an equated 9-month salary for each rank.

### *FTE Enrollment*

The full-time equivalent (FTE) enrollment used in this report is the sum of the institution's FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 12-month Enrollment component). Undergraduate and graduate FTE are estimated using 12-month instructional activity (credit and/or contact hours). See "Calculation of FTE Students (using instructional activity)" in the IPEDS Glossary at <http://nces.ed.gov/ipeds/glossary/>.

### *FTE Staff*

The full-time-equivalent (FTE) of staff is calculated by summing the total number of full-time staff and adding one-third of the total number of part-time staff. Graduate assistants are not included.

### *Graduation Rates and Transfer-out Rate*

Graduation rates are those developed to satisfy the requirements of the Student Right-to-Know Act and Higher Education Act, as amended, and are defined as the total number of individuals from a given cohort of full-time, first-time degree/certificate-seeking undergraduates who completed a degree or certificate within a given percent of normal time to complete all requirements of the degree or certificate program before the ending status date of August 31, 2013; divided by the total number of students in the cohort of full-time, first-time degree/certificate-seeking undergraduates minus any allowable exclusions. Institutions are permitted to exclude from the cohort students who died or were totally and permanently disabled; those who left school to serve in the armed forces or were called up to active duty; those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and those who left to serve on an official church mission. Transfer-out rate is the total number of students from the cohort who are known to have transferred out of the reporting institution (without earning a degree/award) and subsequently re-enrolled at another institution within the same time period; divided by the same adjusted cohort (initial cohort minus allowable exclusions) as described above. Only institutions with a mission that includes providing substantial preparation for students to enroll in another eligible institution are required to report transfers out.

### *Retention Rates*

Full-time retention rates is a measure of the rate at which students persist in their educational program at an institution, expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. For all other institutions this is the

percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall. The full-time retention rate is calculated using the percentage of full-time, first-time degree/certificate-seeking undergraduates, while the part-time rate is calculated using the percentage of part-time, first-time degree/certificate-seeking undergraduates.

### *Salaries, Wages, and Benefits*

Salaries, wages, and benefits, for public institutions under GASB standards, and private, not-for-profit institutions under FASB standards, include amounts paid as compensation for services to all employees regardless of the duration of service, and amounts made to or on behalf of an individual over and above that received in the form of a salary or wage. Frequently, benefits are associated with an insurance payment. Private, for-profit institutions under FASB standards do not report salaries.

### *Student-to-Faculty Ratio*

The guidance provided to institutions for calculating their student-to-faculty ratio is as follows: the number of FTE students (using Fall Enrollment data) divided by the total FTE instructional staff (using the total Primarily instruction + instruction/research/public service staff reported on the EAP section of the Human Resources component and adding any not primarily instructional staff that are teaching a credit course). For this calculation, FTE for students is equal to the number of full-time students plus one-third the number of part-time students; FTE for instructional staff is similarly calculated. Students enrolled in "stand-alone" graduate or professional programs (such as medicine, law, veterinary, dentistry, social work, or public health) and instructional staff teaching in these programs are excluded from the FTE calculations.

### *Total Entering Undergraduate Students*

Total entering students are students at the undergraduate level, both full- and part-time, new to the institution in the fall term (or the prior summer term who returned in the fall). This includes all first-time undergraduate students, students transferring into the institution at the undergraduate level, and non-degree/certificate-seeking undergraduates entering in the fall. Only degree-granting, academic year reporting institutions provide total entering student data.

### *Tuition and Required Fees*

Tuition is defined as the amount of money charged to students for instructional services, and required fees are those fixed sum charges to students for items not covered by tuition that are required of such a large proportion of all students that the student who does not pay the charge is an exception. The amounts used in this report are for full-time, first-time degree/certificate-seeking undergraduates and are those used by the financial aid office to determine need. For institutions that have differential tuition rates for in-district or in-state students, the lowest tuition rate is used in the figure. Only institutions that operate on standard academic terms will have tuition figures included in their report.

### *Additional Methodological Information*

Additional methodological information on the IPEDS components can be found in the publications available at <http://nces.ed.gov/pubsearch/getpubcats.asp?slcd=010>. Additional definitions of variables used in this report can be found in the IPEDS online glossary available at <http://nces.ed.gov/ipeds/glossary/>.



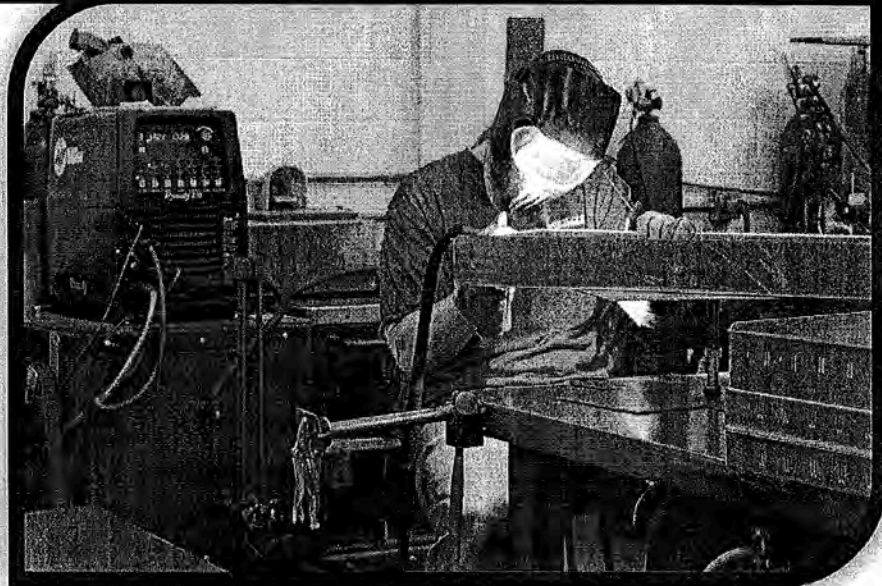
## 2015 Graduate Summary Report Comparison SWTC vs ALL WTCS

WTCS data from Graduate Follow-Up Portal Report, FLW300 Program Snap-Shot Report.  
\* Includes duplicates to include those graduating from more than one program.

	2015		Percent	
	SWTC*	WTCS	SWTC	WTCS
Total Graduates	776	25,784		
Associate degree	243	10,313		
1-2 year technical diploma	245	5,651		
Short term	288	9,820		
Graduate Responses	589	18,123	76%	70%
Available for Employment (employed & seeking)	479	12,554	81%	69%
Graduates Employed	455	12,057	95%	96%
Employed in Related Occupation	372	9,416	82%	78%
Employed in Unrelated occupation	73	2,475	16%	21%
Employed - No response	10	166	2%	1%
Seeking Employment	24	944	5%	8%
Not in the Labor Market	110	5,122	19%	28%
<b>Reaction to Training</b>				
Number of Responses	548	15,100		
Very Satisfied	330	8,277	60%	55%
Satisfied	200	6,435	36%	43%
Unsatisfied	13	262	2%	2%
Very Unsatisfied	5	126	1%	1%
<b>Primary Reason for Attending</b>				
Number of Responses	552	15,591		
Preparation for Getting a Job	213	6,064	39%	39%
Career Change	108	3,456	20%	22%
Improvement of Existing Job Skills	45	1,475	8%	9%
Preparation for Further Education	102	3,261	18%	21%
Personal Interest	68	954	12%	6%
Other	16	381	3%	2%
<b>Employment Location (related and unrelated)</b>				
Number of Responses	455	12,057		
In district	250	7,414	55%	61%
In Wisconsin, not in district	100	2,329	22%	19%
Outside of Wisconsin	52	791	11%	7%
Employer Location Unknown	53	1,523	12%	13%
<b>Wage Information (related only)</b>				
	SWTC	WTCS		
Median Wage	\$15.00/hr	\$16.50/hr		

\*Data notes: All calculations obtained from frequencies ran on Graduate Follow-Up survey data.  
All data as reported. % subject to rounding errors. Care should be taken when interpreting unusually high/low salary information due to volunteer or self/previous employment reporting.

## Outcomes-Based Funding



2014-15 report of the  
Wisconsin Technical College System

June 2015



Wisconsin Technical College System  
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June 2015



## Table of Contents

Background.....	3
2014-15 Outcomes Funding .....	6
Job Placement .....	7
Graduates in High-Demand Fields.....	9
Industry-Validated Curriculum .....	11
ABE Transitions.....	12
ABE Services and Success .....	14
Dual Enrollment.....	16
Workforce Training.....	18
Collaboration.....	20
Special Populations.....	21





## BACKGROUND

As authorized under 2013 Act 20 (the 2013-15 biennial budget), the Wisconsin Technical College System (WTCS) Board established a new formula for allocating a portion of general state aid to technical colleges.



### Statutory Criteria

For 2014-15, the formula is based on nine criteria, established in statute:

- 1) job placement rates;
- 2) degrees and certificates awarded in high demand fields;
- 3) programs or courses with industry-validated curriculum;
- 4) the transition of adult basic education students to skills training;
- 5) the success rate of adults in basic education courses;
- 6) participation in dual enrollment programs;
- 7) workforce training provided to businesses and individuals;
- 8) participation in collaboration or efficiency initiatives; and
- 9) training provided to special populations or demographic groups unique to the district.

Act 20 further specified that:

- the formula based on these criteria be applied to 10% of appropriated general aid funding in 2014-15; 20% in 2015-16; and 30% in 2016-17;
- the remainder of general aid be distributed based on the enrollment- and cost-based statutory aid formula;
- the formula use data from the three previous fiscal years; and
- each college designate seven of nine statutory criteria for use in the funding allocations.

Both the WTCS Board and the Joint Committee on Finance of the Wisconsin Legislature subsequently approved an outcomes-based funding model for implementation beginning in 2014-15.

**Stakeholder Input**

A variety of statewide partners and stakeholders provided input into the choice of data sources and planning of the formula's design, including:

- college presidents and leadership at the WTCS outcomes based funding summit;
- all interested stakeholders through an on-line survey to gather comments and feedback;
- an ad hoc subcommittee of the WTCS Presidents' Association;
- college staff;
- legislators and legislative staff; and
- external stakeholder groups.

The online survey gathered information from 1,656 participants, including educators and educational administrators, employers, lawmakers, taxpayers, students, and other stakeholders and partners.

WTCS also engaged HCM Strategists to assist with the process of developing an outcomes-based funding model. HCM is a nationally-recognized consulting firm based in Washington, D.C., with expertise and experience working with states that are considering or implementing outcomes-based funding for higher education. The Lumina and Gates Foundations, among others, provide support for HCM's work in this area. WTCS leaders also attended meetings with representatives of other states to share best practices and assess the most effective measurement techniques.

**College Selection of Criteria**

The statute provides that outcomes-based funding be based on a college's performance with respect to seven of nine statutory criteria. Annually, each college designates which of the seven outcomes are to be used for its funding allocation, using preliminary funding calculations. Final funding distribution calculations are then completed using each college's seven chosen outcomes each fiscal year.

**Data**

The statute requires that the outcomes-based formula utilize data from the three previous fiscal years. To avoid having to make adjustments to funding amounts after the fiscal year has begun, the three most recent fiscal years for which actual data is available are used.



**Allocation of Funds among Criteria**

Twenty-five percent of available funding is divided equally among the nine outcomes criteria as a base allocation of funds for each criterion. If an outcome was not selected by any college, then the base allocation would be redistributed among the other criteria. The remaining 75% of available funding is distributed among the nine criteria proportionately, based on the number of colleges selecting each criterion.

**Ongoing Assessment**

System leadership will conduct an ongoing assessment of the outcomes-based funding formula to ensure that it continues to:

- be efficient, making use of existing data sources to the greatest extent possible;
- reflect the colleges' complex missions, which are tied to regional needs and economies;
- be reasonably simple;
- be responsive to the potential need for revision based on experience;
- improve student outcomes; and
- clearly document high-value outcomes that support future investment.



**2014-15 OUTCOMES FUNDING****TABLE 1: 2014-15 Outcomes-Based Funding, by College and Criterion**

	Criteria 1: Job Placement	Criteria 2: High-Demand Fields	Criteria 3: Industry-Validated Curriculum	Criteria 4: ABE Transition	Criteria 5: ABE Success	Criteria 6: Dual Enrollment	Criteria 7: Workforce Training	Criteria 8: Collaboration	Criteria 9: Special Populations	TOTAL
Blackhawk	\$56,894	\$41,369	\$54,898	\$35,417	\$60,155	-	-	\$58,489	\$69,723	\$376,946
Chippewa Valley	91,493	65,308	53,869	-	53,262	\$36,406	-	73,423	50,998	424,759
Fox Valley	109,717	118,781	154,375	69,879	-	71,139	\$114,153	97,473	-	735,517
Gateway	88,078	112,170	-	111,947	114,364	89,837	85,158	-	92,287	693,840
Lakeshore	57,384	41,349	80,029	-	60,559	-	32,986	56,471	65,991	394,768
Madison Area	105,649	150,016	-	130,941	104,246	-	80,061	122,424	115,921	809,258
Mid-State	60,741	44,851	71,006	23,771	65,415	-	-	56,826	71,598	394,208
Milwaukee Area	-	98,076	135,032	264,638	198,038	-	128,067	147,286	144,222	1,115,359
Moraine Park	64,361	-	80,917	-	71,939	138,607	112,057	63,769	85,965	617,615
Nicolet Area	40,453	23,358	30,588	18,443	45,339	-	-	47,399	43,187	248,767
Northcentral	74,738	68,438	73,520	71,239	74,224	76,774	-	-	89,631	528,564
Northeast Wisconsin	97,602	107,030	95,530	-	-	85,991	93,663	96,006	82,759	658,580
Southwest Tech	58,144	35,027	36,858	-	45,667	-	77,241	51,611	54,310	358,858
Waukesha	68,797	84,190	78,403	-	76,880	177,438	53,534	75,225	-	614,467
Western	72,839	66,593	72,361	53,236	-	-	61,878	68,940	67,549	463,396
Wisconsin Indianhead	88,343	78,676	58,560	-	46,570	44,032	-	60,604	41,802	418,588
<b>TOTAL</b>	<b>\$1,135,232</b>	<b>\$1,135,232</b>	<b>\$1,075,945</b>	<b>\$779,511</b>	<b>\$1,016,658</b>	<b>\$720,224</b>	<b>\$838,798</b>	<b>\$1,075,945</b>	<b>\$1,075,945</b>	<b>\$8,853,490</b>

## JOB PLACEMENT

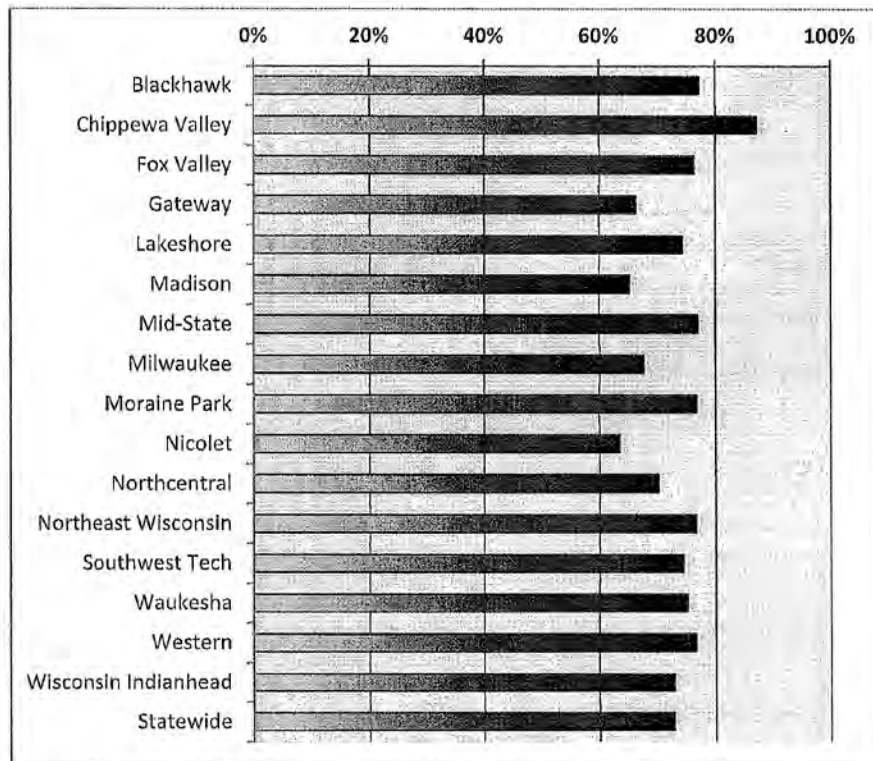
WTCS gathers job placement data by surveying all credential completers six months after graduation. For 2012-13, 89% of respondents in the workforce were employed, of which 74% statewide reported that their job was related to their training.

*89% of graduates in the workforce were employed within 6 months*

The percentage of graduates employed within six months has been 86% or higher for each of the past 15 years, 74% in fields related to their education. Technical college graduates overwhelmingly stay to live and work in Wisconsin, with 84% of 2012-13 graduates employed in the state.

As Figure 1 shows, graduates employed in jobs related to their training ranged from 64% to 87%.

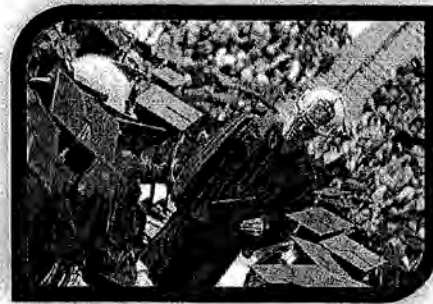
**FIGURE 1: 3-Year Average Percentage Rate, Graduates Employed in Related Fields**





While not all graduates choose to answer the survey, each year the colleges attempt to reach every program graduate, and approximately two-thirds of all graduates do answer the survey's standardized questions.

As shown in Table 2, between 63.6% and 87.2% report being employed in jobs related to their education, within six months of completing a technical college program. These averages have been shown to be consistent over time, regardless of the state's unemployment rate or the overall state of the economy.



This graduate of a Fire Fighting program is confident in his job prospects.

**TABLE 2: 3-Year Total, Graduates in Related Fields**

	Number Employed	Employed in Related Fields	Percentage
Blackhawk	991	765	77.2%
Chippewa Valley	2,363	2,060	87.2
Fox Valley	4,060	3,102	76.4
Gateway	3,581	2,377	66.4
Lakeshore	1,143	850	74.4
Madison Area	4,865	3,174	65.2
Mid-State	1,218	938	77.0
Milwaukee Area	3,712	2,516	67.8
Moraine Park	1,433	1,101	76.8
Nicolet Area	549	349	63.6
Northcentral	2,431	1,706	70.2
Northeast Wisconsin	3,344	2,564	76.7
Southwest Tech	1,183	881	74.5
Waukesha County	1,778	1,335	75.1
Western	1,929	1,478	76.6
Wisconsin Indianhead	3,075	2,242	72.9
<b>Statewide</b>	<b>37,655</b>	<b>27,438</b>	<b>72.9%</b>

Funds are distributed based both on each college's job placement rate (50%) and proportionate share of the number of graduates statewide (50%) who report they are working in jobs related to their programs of study.

## GRADUATES IN HIGH-DEMAND FIELDS

High-demand fields are the top 50 occupations in need of new workers, including both new jobs and replacement jobs—those for which turnover or retirements create heavy employer demand for qualified workers. Occupations are identified using the Department of Workforce Development's (DWD) statewide, long-term occupational projections for which the technical colleges provide training.

*Two-thirds of WTCS graduates are entering high-demand occupations according to labor market projections*

The initial group of high-demand occupations is based on DWD labor market projections for 2010 through 2020, and included occupations such as: nursing, truck drivers, welders, machinists, carpenters, plumbers, accountants and auditors, and computer systems analysts.

Technical college programs linked to high-demand occupations produced two-thirds of total technical college graduates statewide over the past three years. This outcome is driven by the longstanding practice of meaningful, ongoing engagement with local employers, regional economies, and labor market analyses, which inform every technical college program, including its capacity, curriculum, equipment, and skillsets.



These recent graduates are now powering northwest Wisconsin's regional economy.

As shown in Table 3, technical colleges produced more than 85,000 degrees and credentials for the state's workforce in the past three years, including more than 57,000 credentials in fields with the most acute talent needs in the state.

**TABLE 3: 3-Year Credential Totals, by Category and College**

	High-Demand Fields	All Fields	Percentage
Blackhawk	1,996	2,876	69.4%
Chippewa Valley	3,151	4,789	65.8
Fox Valley	5,731	8,358	68.6
Gateway	5,412	6,991	77.4
Lakeshore	1,995	3,076	64.9
Madison Area	7,238	11,720	61.8
Mid-State	2,164	3,030	71.4
Milwaukee Area	4,732	9,229	51.3
Moraine Park	2,288	3,423	66.8
Nicolet Area	1,127	1,408	80.0
Northcentral	3,302	5,024	65.7
Northeast Wisconsin	5,164	7,917	65.2
Southwest Tech	1,690	2,397	70.5
Waukesha County	4,062	5,500	73.9
Western	3,213	4,827	66.6
Wisconsin Indianhead	3,796	5,065	74.9
<b>Statewide</b>	<b>57,061</b>	<b>85,630</b>	<b>66.6%</b>

Funds are distributed based on each college's proportionate share of the total number of degrees and certificates awarded in high demand fields statewide.

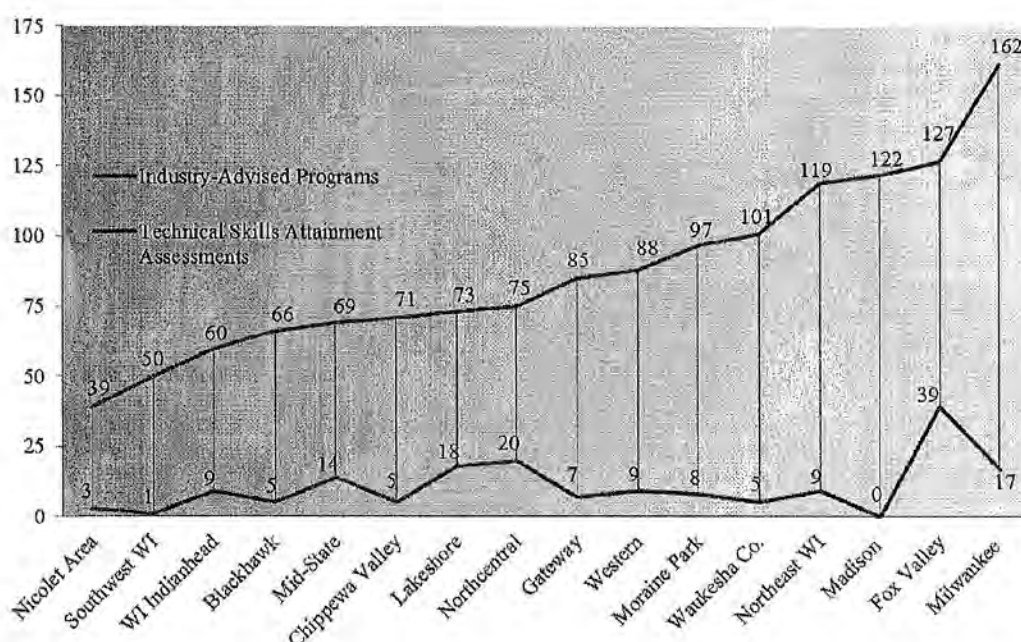


## INDUSTRY-VALIDATED CURRICULUM

Industry-validated curriculum is defined as active programs having advisory committees comprised of employers and employees of the relevant occupation, to provide input on equipment, course materials, instructional methods, and career guidance counseling.

Technical Skill Attainment (TSA) assessments are formal, direct measurements that provide evidence that students have achieved intended program outcomes or skills, and may include third-party exams, performance-based assessments, portfolios, capstone projects, clinical evaluations, or other measures. TSAs measure student achievement on core industry-relevant program outcomes, while at the same time ensuring that those outcomes derive directly from valid industry standards. As shown in Figure 2, TSAs have not yet been implemented at every college or for every program, having first been introduced to the System in 2011-12. It is anticipated that TSA implementation at the colleges will accelerate in the coming years, partly due to the incentives available under outcomes-based funding.

**FIGURE 2:** Industry-Validated Programs and TSAs, 2012-13



Funds are distributed based on each college's proportionate share of active (having enrolled students): (a) degree/diploma programs, weighted 75%; and (b) programs with Technical Skill Attainment (TSA) assessments, weighted 25%.

## ABE TRANSITIONS

Adult Basic Education (ABE) helps adults with reading, writing, mathematics, and career education at levels ranging from first through twelfth grade. English Language Learning (ELL) provides instruction for those whose native or dominant language is other than English to read, write, and communicate in English in order to achieve high school completion, entry into occupational programs, and work placement.

A primary mission of Wisconsin technical colleges is to enable full participation in the workforce, regardless of an individual's prior educational background. Over the past three years, technical colleges helped more than 25,000 students transition out of adult basic education.



Tony Bellman went to his local technical college after a job loss, but without a high school diploma; confident after experiencing success, he transitioned directly into a two-year IT program.

Table 4 shows the number of transitions from ABE to postsecondary coursework in the same year, or in the following year.

**TABLE 4: Successful Transitions from Adult Basic to Postsecondary Education**

	3-Year Total
Blackhawk	964
Chippewa Valley	425
Fox Valley	1,902
Gateway	3,047
Lakeshore	629
Madison Area	3,564
Mid-State	647
Milwaukee Area	7,203
Moraine Park	754
Nicolet Area	502
Northcentral	1,939
Northeast Wisconsin	1,116
Southwest Tech	202
Waukesha County	687
Western	1,449
Wisconsin Indianhead	367
<b>Statewide</b>	<b>25,397</b>



To qualify under this criterion, a former ABE student must enroll in and pass a college-level course. Funds are distributed based on each college's share of the number of adult students who: (a) were enrolled in at least 12 hours of adult basic education, adult high school, and English language learning courses; and then (b) successfully completed a postsecondary course, in either the year of their ABE enrollment or in the following academic year.



## ABE SERVICES AND SUCCESS

This criterion relates both to proportionate share of students enrolled in at least 12 hours of adult basic education and to each college's student success in those courses. Student success is measured by the educational gains the student demonstrates on standardized pre- and post-tests.

A core function of Wisconsin's technical colleges is to provide basic skills education, to promote a fully literate society, to enable students to fully participate in the state's workforce, and to ensure that all state residents have an opportunity to better themselves economically.

More than 105,000 students took advantage of the ABE services available at technical colleges over the past three years. To facilitate access to the WTCS and to promote these statewide interests, ABE services by statute must be provided tuition-free.



These students recently earned a GED or High School Equivalency Diploma from a technical college.

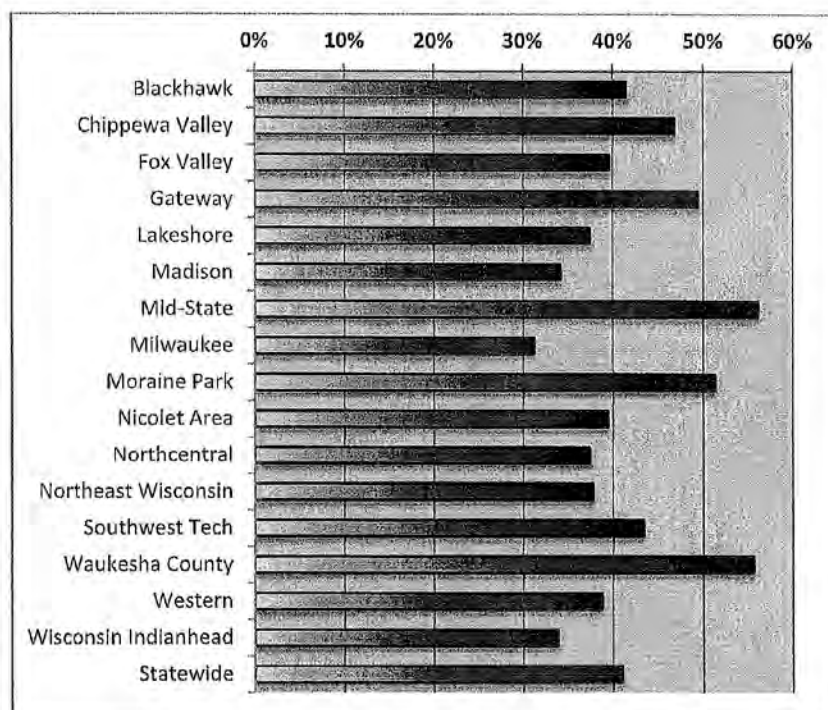
**TABLE 5: 3-Year Total, Adult Basic Education Students**

	Number of Students
Blackhawk	3,861
Chippewa Valley	1,826
Fox Valley	6,427
Gateway	11,980
Lakeshore	4,572
Madison Area	12,635
Mid-State	2,472
Milwaukee Area	29,307
Moraine Park	4,342
Nicolet Area	1,623
Northcentral	6,942
Northeast Wisconsin	6,484
Southwest Tech	1,058
Waukesha County	4,532
Western	4,779
Wisconsin Indianhead	2,720
<b>Statewide</b>	<b>105,560</b>

Student success in ABE courses is defined as demonstrated educational gains on standardized national tests, which must be administered and reported as a condition of the colleges' receiving federal adult basic education grants.

As shown in Figure 3, average success rates varied by college on this measure, from 31.3% to 56.1%.

**FIGURE 3: 3-Year Success Rate, ABE Students Demonstrating Educational Gains**



Funds are distributed based on two factors; 50% of funding is based on each college's proportionate share of the number of adult students who were enrolled in at least 12 hours of adult basic education, adult high school, and English language learning courses. The other 50% of funding is based on each college's "success rate"; the percentage of adult basic education, adult high school, and ELL students who have demonstrated educational gains under standardized pre- and post-testing regimens.



Lomira High School students gather in recognition of the dual credit opportunity in welding created by their local technical college, Lomira High School, Kondex Corporation, Miller Electric and other employer partners.

## DUAL ENROLLMENT

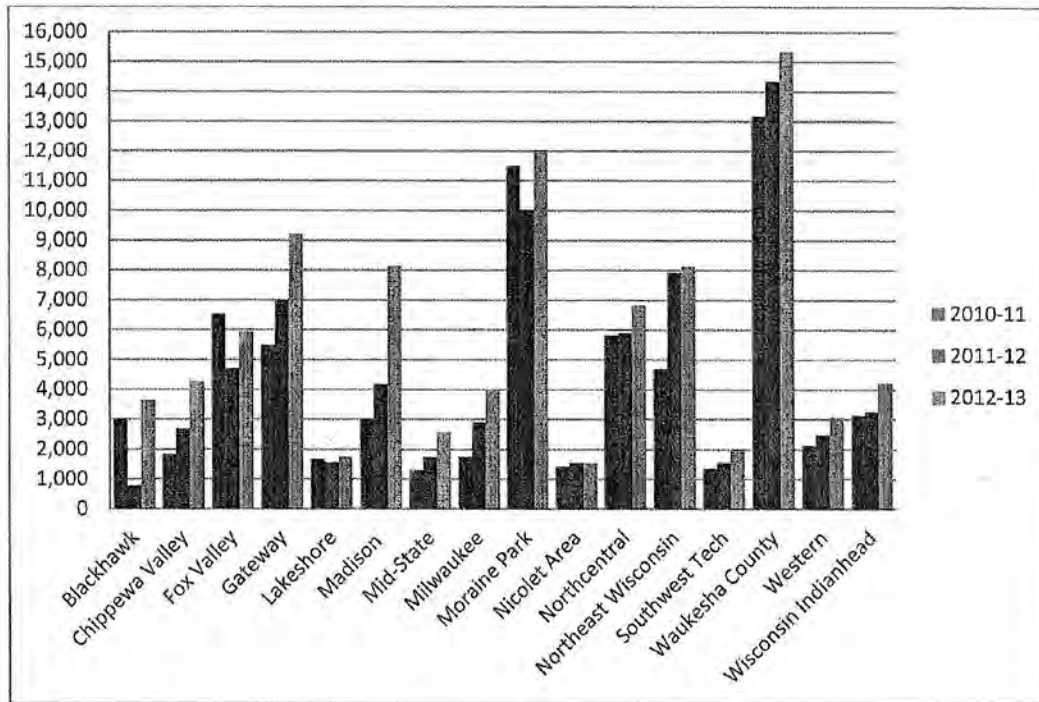
Wisconsin's technical colleges have provided college credit to high school students for more than 20 years, under a variety of programs designed to maximize access, including minimizing the costs to students and their school districts.

The most popular and fastest growing of these, known as WTCS transcribed credit, permits students to study technical college curricula at their high school, taught by qualified high school instructors, under agreements that are revenue-neutral to both the college and the school district.

Figure 4 below shows the number of dual enrollment credits by college, over the three years used to calculate outcomes-based funding for 2014-15.

As shown, while Waukesha County (more than 42,000 credits over three years) and Moraine Park (more than 33,000 credits) in particular have very strong dual enrollment programs, each of the colleges has worked to establish and continually grow participation in these programs, even in districts which are sparsely populated, cover a large geographical area, or have other challenges to participation.

*26,000 high school students annually get a head start on college with WTCS dual enrollment*

**FIGURE 4: Credits Awarded Under Dual Enrollment**


Total dual enrollment credits earned statewide increased from 67,857 in 2010-11, to 72,629 in 2011-12, and 92,619 in 2012-13—an increase of over 36% in just three years. More than 26,000 high school students get a head start on college under WTCS dual enrollment programs each year. Funds are distributed based on each college's proportionate share of credits earned in all types of dual enrollment statewide, including: transcribed credit; advanced standing (reported once the student enrolls at a technical college, post-high school); youth apprenticeship; youth options; and course options.



Students from Cudahy, Oak Creek and South Milwaukee got some hands-on exposure to manufacturing careers during an October 2014 "Heavy Metal" bus tour.



## WORKFORCE TRAINING

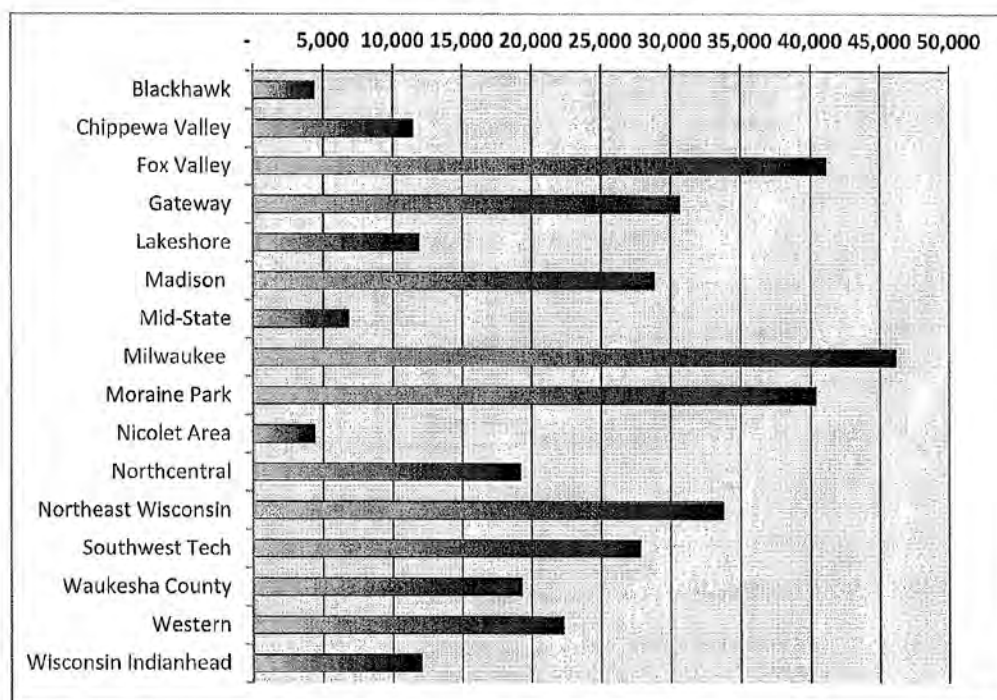
Wisconsin technical colleges are an integral component of employer success across the state, as the premiere providers of customized business solutions, apprenticeship-related classroom instruction, on-site training, and professional development, including Lean Six Sigma, sustainability, process improvement, occupational safety, and other specialized training.



The team at Northern Clearing recently received customized instruction that allowed the company to significantly improve safety operations.

Customized training increases efficiency, productivity, worker safety, and allows employees to increase their employability and earning potential. Technical colleges provide nearly 120,000 credits of workforce training to more than 5,000 employers each year, including businesses of every size and representing every industry in the state. As shown in Figure 5, the level of activity in this area varies widely by college, from 4,300 up to 46,000 credits earned over the three years of data incorporated in this year's calculation.

*96% of employers say their local technical college is important to the overall success of their business*

**FIGURE 5: 3-Year Total, Workforce Training Credits**

Workforce training funds are distributed based on each college's proportionate share of credits generated in each of the following areas:

- contracts to provide customized instruction to public and private employers;
- employer-paid tuition and training;
- apprenticeship education; and
- professional development seminars.

## COLLABORATION

Technical colleges participate in a variety of local and regional collaborations and partnerships aimed at increasing efficiencies, maximizing student success and opportunities, and making the most of instructional resources. Six statewide partnerships in which all 16 colleges participate were chosen as standard measures for the purposes of the collaboration criterion.

Districts Mutual Insurance (DMI), for example, was formed by the colleges for the purposes of insuring property, automobile, liability, workers' compensation, and other risk. Since its establishment more than 10 years ago, DMI has saved taxpayers over \$13 million in insurance premiums, via the collective buying power of all 16 institutions, and lowered administrative overhead. Similarly, the purchasing consortium takes advantage of the colleges' combined purchasing power to save on supplies and services common across all districts.

Funds are distributed based 50% on each college's proportionate share of full-time equivalent students and 50% as an amount equally divided among the colleges. To be eligible under this criterion, a college must maintain membership in the following WTCS statewide collaborations:

- Districts Mutual Insurance;
- District Boards Association;
- Purchasing Consortium;
- Marketing Consortium;
- Wisconsin Student Government; and
- the Worldwide Instructional Design System (WIDS).



## SPECIAL POPULATIONS

The final criterion recognizes special populations or demographic groups that may be considered unique to certain technical college districts and may require specialized services in order to reach their academic and career goals, such as support services for older dislocated workers and returning veterans.

Table 6 summarizes three years of data on the student populations recognized under this criterion.



Charles Robel is a military veteran and a recent technical college graduate.

**TABLE 6: 3-Year Total, Special Populations**

	All Students	Pell Recipients (Low Income)	Students of Color	Veterans	Incarcerated	Dislocated Workers	Students With Disabilities
Blackhawk	31,889	6,424	5,105	373	452	907	1,041
Chippewa Valley	45,411	9,237	3,370	507	76	145	1,510
Fox Valley	149,862	12,597	16,131	1,186	1,162	1,686	1,872
Gateway	67,575	14,502	21,790	898	781	676	3,102
Lakeshore	39,056	3,917	4,271	288	708	1,995	788
Madison Area	116,709	16,328	24,157	1,752	1,817	2,120	2,574
Mid-State	24,707	5,949	1,779	339	258	939	2,084
Milwaukee Area	126,187	18,845	63,601	1,575	2,004	1,176	5,453
Moraine Park	52,214	4,797	5,629	357	4,235	1,196	1,910
Nicolet Area	23,342	3,008	2,092	150	262	265	603
Northcentral	55,811	7,746	5,718	470	2,948	1,972	1,161
Northeast WI	125,872	13,174	13,805	970	1,594	1,298	2,366
Southwest Tech	32,663	2,515	1,831	125	1,346	582	1,469
Waukesha County	70,867	7,463	10,042	791	656	726	2,459
Western	46,868	7,044	4,644	698	1,268	494	1,463
WI Indianhead	65,976	5,464	4,096	354	452	697	1,440
<b>Statewide</b>	<b>1,075,009</b>	<b>139,010</b>	<b>188,061</b>	<b>10,833</b>	<b>20,019</b>	<b>16,874</b>	<b>31,295</b>

Half of available funds for this criterion are distributed based on each college's proportionate share (headcount) of students of color; Pell Grant recipients; military veterans; incarcerated; dislocated workers; and persons with disabilities. The remainder is distributed based on each college's concentration of special population students, relative to their total student population.

### ***E. Staffing Update***

An update on College staffing will be provided at the Board meeting. A summary is available below.



### Staffing Update 2015-16 Fiscal Year

	<b>Name</b>	<b>Title</b>	<b>Status and/or Additional Info</b>	<b>Effective Date</b>	<b>Funding Source &amp;/or Estimated Wage Range/Hired Salary</b>
1	New Position	Midwife Clinical Coordinator	Marijke van Roojen	Summer 2015	Grade 4, Hourly \$16.33 - \$21.09 Hired at \$20.78/hour
2	Replacement-Beth Whitish (Retirement)	Early Childhood Education Instructor	Renae Blaschke	Fall 2015	BS \$40,368-\$68,225 MS \$44,159-\$74,437 Hired at \$64,000
3	Replacement-Marla Leibfried (Retirement)	Dental Assistant Instructor	Krista Demo	Fall 2015	BS \$40,368-\$68,225 MS \$44,159-\$74,437 Hired at \$45,000
4	Replacement-Heather Fiferick	Resident & Student Life Coordinator	Stephanie Brown	Summer 2015	Grade 8, Salaried Professional \$44,817 - \$60,580 Hired at \$49,000 (internal)
5	Replacement-Lena Robinson (Resignation)	Learning Services Assistant	Will not be filling	Summer 2015	
6	New Position	Grants Coordinator	Darnell Hendricks	Summer 2015	Grade 7, Salaried Professional \$52,190 - \$70,611; Hired at current salary (internal)
7	New Position	Safety Instructor	Hold - not hiring	Fall 2015	BS \$40,368-\$68,225 MS \$44,159-\$74,437

### Staffing Update 2015-16 Fiscal Year

	<b>Name</b>	<b>Title</b>	<b>Status and/or Additional Info</b>	<b>Effective Date</b>	<b>Funding Source &amp;/or Estimated Wage Range/Hired Salary</b>
8	New Position	Cook	Tim Evans	7/23/2015	Grade 1, Hourly \$12.07 - \$15.59 Hired at \$14.00/hour
9	Replacement - Laura Nyberg-Comins (Resignation)	Dean of Student Services	Holly Bigelow	Summer 2015	Grade 2, Salaried Professional \$89,258 - \$120,763 Hired at \$93,000
10	Replacement - Dennis Cooley (Resignation)	Executive Director of the Foundation	Holly Clendenen	8/19/2015	Grade 4, Salaried Professional \$74,431 - \$100,700 Hired at \$93,000
11	Replacement - Chase Varvil	Electrical Power & Distribution Lab Assistant-PT LTE	Bill O'Herrin	Fall 2015	Grade 5 Hourly \$17.40 - \$22.42
12	Replacement - Stephanie Brown (transfer)	Advisor	Matt Schneider	Jan. 2016	Grade 8, Salaried Professional \$44,817 - \$60,580 Hired at \$45,000 (internal)
13	New Position	Cook - PT Regular	Susan Friederick	Summer 2015	Grade 1, Hourly \$12.07 - \$15.59 Hired at \$14.00/hour
14	Replacement - George Dulzo (Retirement-12/15)	Criminal Justice Instructor	Gary Roberts	12/1/2015	BS \$40,974-\$69,248 MS \$44,821-\$75,554 Hired at \$48,000 (BS)

### Staffing Update 2015-16 Fiscal Year

	<b>Name</b>	<b>Title</b>	<b>Status and/or Additional Info</b>	<b>Effective Date</b>	<b>Funding Source &amp;/or Estimated Wage Range/Hired Salary</b>
15	Replacement - Cindy Albrecht (Resigned)	Communications Instructor	Yasmin Rioux	1/1/2016	BS \$40,974-\$69,248 MS \$44,821-\$75,554 Hired at \$51,000 (MS)
16	New Position	IT Instructional/Lab Assistant-LTE	Kelly Flynn (KJ)	8/8/2015	Grade 3 Support Staff \$15.25-\$20.19 Hired at \$18.75
17	New Position	Coordinator of Annual Giving & Donor Relations	Gina Udelhofen	10/26/2015	Grade 8, Salaried Professional \$44,817 - \$60,580 Hired at \$59,000
18	New Position	Student Success Tutors 2 Part-time/LTE	David Wright	11/12/2015	Grade 6 Support Staff \$21.05-\$27.24 Hired at \$25.00
19	New Position	Student Success Coach LTE	Kirsten Reichmann	12/7/2015	Grade 7, Support Staff \$23.38-\$36.20 Hired at \$32.00
20	New Position	Director of External Relations & Alumni Development	Kim Schmelz	10/14/2015	Grade 5, Salaried Professional \$67,017 - \$90,671 Hired at \$67,500
21	New Position	Foundation Accounting & Payroll Administrator	Samantha Redman	Jan. 2016	Grade 8, Salaried Professional \$44,115-\$59,685 Hired at \$52,000 (internal)

### Staffing Update 2015-16 Fiscal Year

	<b>Name</b>	<b>Title</b>	<b>Status and/or Additional Info</b>	<b>Effective Date</b>	<b>Funding Source &amp;/or Estimated Wage Range/Hired Salary</b>
22	Replacement Dave Hardyman (Retired 11/4/2015)	Network Administrator	Heath Ahnen	1/11/2016	Grade 7, Support Staff \$23.38-\$36.20 Hired at \$32.21/hour
23	Replacement -Matt Schneider (Transfer)	Student Success Coach (formerly College Admissions Representative)	Jordyn Poad	1/28/2016	Grade 8, Salaried Professional \$44,115-\$59,685 Hired at \$45,000
24	Replacement-Samantha Redman (Transfer)	Grant & Finance Accountant	Sarah Imhoff	1/19/2016	Grade 6, Support Staff \$21.05-\$27.24 Hired at \$24.00/hour
25	New Position	Midwifery Instructor	Marijke van Roojen	1/11/2016	BS \$40,974-\$69,248 MS \$44,821-\$75,554 Hired at \$54,000 (MS)
26	Replacement-Marijke van Roojen (Transfer)	Midwife Onsite Clinical Coordinator	Heather Kramer	1/11/2016	Grade 4, Hourly \$16.33 - \$21.09 Hired at \$21.00/hour
27	New Position - (Part-time)	Midwife Onsite Clinical Coordinator	Vanessa Caldari	1/11/2016	Grade 4, Hourly \$16.33 - \$21.09 Hired at \$21.00/hour
28	New Position (Part-time, LTE, Grant Funded)	Basic Computer Skills Coordinator (Part-time, LTE, Grant Funded)	Laura Nelson	42,446.00	Grade 6, Support Staff \$21.05-\$27.24 Hired at \$25.00/hour

### Staffing Update 2015-16 Fiscal Year

	<b>Name</b>	<b>Title</b>	<b>Status and/or Additional Info</b>	<b>Effective Date</b>	<b>Funding Source &amp;/or Estimated Wage Range/Hired Salary</b>
29	Replacement-Betty Frydenlund (retirement 12/31/15)	Nursing Assistant Instructor	On Hold	Spring 2016	BS \$40,974-\$69,248 MS \$44,821-\$75,554
30	Replacement -Allison Carroll (Resignation)	Student Success Coach	Anna Stremlau	2/4/2016	Grade 8, Salaried Professional \$44,115-\$59,685 Hired at \$45,000
31	Replacement-Susie Bischoff (retirement 2/2/16)	Evening Custodian - Lead Worker	Dan Scullion	2/3/2016	Grade 3, Hourly \$15.25 - \$20.19 Hired at \$18.53
32	New Position	Academic Success Coach Part time/LTE	Scott Swan	2/8/2016	Grade 6 Support Staff \$21.05-\$27.24 Hired at \$25.00/hour
33	Replacement - Marcia Taddy	Academic Success Coach Part time/LTE	Carol Soden	2/15/2016	Grade 6 Support Staff \$21.05-\$27.24 Hired at \$25.00/hour
34	New Position	Mental Health Counselor	Gina Trollop	3/9/2016	Grade 7, Salaried Prof \$52,190-\$70,611 Hired at \$60,019
35	Replacement - Phil Thomas	Chief Academic Officer/Executive Dean	Katie Garrity	Feb. 2016	Grade 1, Salaried Prof \$96,672-\$130,791 Salary: \$115,000

### Staffing Update 2015-16 Fiscal Year

	<b>Name</b>	<b>Title</b>	<b>Status and/or Additional Info</b>	<b>Effective Date</b>	<b>Funding Source &amp;/or Estimated Wage Range/Hired Salary</b>
36	Replacement - Dan Scullion	Evening Custodian	Ben Neuroth	3/7/2016	Grade 1 Support Staff \$12.07-\$15.59 Hired at \$13.75/hour
37	Replacement - Randy Leibfried	Evening Custodian	Randy Leibfried	2/26/2016	Grade 1 Support Staff \$12.07-\$15.59 Hired at \$14.75/hour
38	Replacement - Katie Eitsert	Child Care Assistant - PT (less than 20 hrs)	Bridget Kazda	3/8/2016	Grade 1 Support Staff \$12.07-\$15.59 Hired at \$12.07/hour
39	Replacement - Olivia Dudenbostel	Child Care Assistant - PT (less than 20 hrs)	On Hold	Mar. 2016	Grade 1 Support Staff \$12.07-\$15.59
40	New Position	Software Developer	On Hold	Apr. 2016	Grade 6, Salaried Professional \$59,604 - \$80,641
41	New Position	TAACCCCT 4 Grant Coordinator (Full time, LTE)	Derek Kruempel	3/29/2016	Grade 8, Salaried Professional \$44,115- \$59,685 Hired at \$55,000
42	New Position	Director of Software Development	Matthew Baute	2/15/2016	Salaried Professional Hired at \$90,000



### Staffing Update 2015-16 Fiscal Year

	Name	Title	Status and/or Additional Info	Effective Date	Funding Source &/or Estimated Wage Range/Hired Salary
43	New Position (Internal Posting)	Registrar	Danielle Scippel	5/2/2016	Grade 6, Salaried Professional \$59,604 - \$80,641 Hired at \$60,000
44	Replacement- Patty Hartline (retirement 5/2016)	Communications Instructor	Interviewing process	Aug. 2016	BS \$40,974-\$69,248 MS \$44,821-\$75,554
45	New Position	Industrial Occupations & Safety Compliance Lab Assistant	Brian Kitelinger	May 2016	Grade 5 Hourly \$17.40 - \$22.42 Hired at \$21.00/hour
46	New Position (Internal Posting)	Innovative & Alternative Learning Manager	Kim Maier	May 2016	Grade 6, Salaried Professional \$59,604 - \$80,641 Hired at \$68,500
47	New Position (Internal Posting)	Supervisor of Pre-College Programs & Division Coordinator	Julie Pluemer	7/1/2016	Grade 5, Salaried Professional \$67,017 - \$90,671 Hired at \$87,000
48	New Position (Internal Posting)	Associate Degree Nursing Instructor & Division Manager	Cynde Larsen	5/2/2016	MS \$44,821-\$75,554 Hired at \$85,534.50
49	Replacement - Marketing	Marketing Specialist -	Katie Friar-Glass	5/9/2016	Grade 8, Salaried Professional \$44,115-\$59,684 Hired at \$53,500

### Staffing Update 2015-16 Fiscal Year


	Name	Title	Status and/or Additional Info	Effective Date	Funding Source &/or Estimated Wage Range/Hired Salary
50	Replacement - Marketing	Marketing Specialist	Katharine Caywood	5/10/2016	Grade 8, Salaried Professional \$44,115-\$59,685 Hired at \$45,000
51	Replacement - Kirsten Reichmann	Academic Success Coach Lead Full-time/LTE	Posted	7/1/2016	Grade 7, Support Staff \$23.38-\$36.20

Updated 5/17/2016

## **Information and Correspondence**

### **A. Enrollment Report**

The 2015-16 Comparison FTE, 2016-17 Comparison FTE, and 2016-17 Application Reports are available electronically with all other Board material.

		2014-2015 and 2015-2016 FTE Comparison					
Program Code	Program Title	05-18-15 Students	05-13-16 Students	Student Change	05-18-15 FTE	05-13-16 FTE	FTE Change
10-101-1	Accounting	23	30	7	18.36	17.20	(1.16)
10-106-6	Administrative Professional	13	14	1	10.10	11.50	1.40
10-006-2	Agri-Business/Science Technology	66	69	3	62.74	62.80	0.06
10-102-3	Business Management	85	88	3	56.33	61.70	5.37
10-530-5	Cancer Information Management	9	21	12	4.67	12.83	8.17
10-504-1	Criminal Justice - Law Enforcement	64	54	(10)	46.73	48.53	1.80
10-316-1	Culinary Arts	13	22	9	8.57	17.50	8.93
10-317-1	Culinary Management	6	7	1	5.10	4.83	(0.27)
10-510-6	Direct Entry Midwife	35	52	17	14.93	23.43	8.50
10-307-1	Early Childhood Education	40	40	-	28.30	29.07	0.77
10-620-1	Electromechanical Technology	60	39	(21)	51.20	31.97	(19.23)
10-623-8	Engineering Technologist-Suspended	11	-	(11)	8.83	-	(8.83)
10-325-1	Golf Course Management	30	21	(9)	26.30	20.27	(6.03)
10-201-2	Graphic And Web Design	36	36	-	27.17	30.90	3.73
10-530-1	Health Information Technology	35	45	10	16.67	23.23	6.57
10-520-3	Human Services Associate	44	58	14	33.90	43.87	9.97
10-825-1	Individualized Technical Studies	5	4	(1)	2.97	3.33	0.37
10-154-3	IT-Computer Support Specialist	1	-	(1)	0.20	-	(0.20)
10-150-1	IT-Network Communications Specialist	21	41	20	12.30	33.73	21.43
10-152-7	IT-Web & Software Developer-Suspended	14	1	(13)	7.87	0.60	(7.27)
10-513-1	Medical Laboratory Technician	17	18	1	15.03	15.87	0.83
10-543-1	Nursing - Associate Degree	285	214	(71)	143.18	106.97	(36.21)

Program Code	Program Title	05-18-15 Students	05-13-16 Students	Student Change	05-18-15 FTE	05-13-16 FTE	FTE Change
10-196-1	Supervisory Management	22	25	3	10.52	14.00	3.48
10-182-1	Supply Chain Management	8	13	5	2.63	7.20	4.57
10-499-5	Technical Studies-Journey Worker	1	1	-	0.20	0.50	0.30
	<b>Total Associate Degree</b>	<b>944</b>	<b>913</b>	<b>(31)</b>	<b>614.80</b>	<b>621.84</b>	<b>7.04</b>
31-101-1	Accounting Assistant	14	7	(7)	9.96	6.67	(3.30)
30-531-6	Advanced EMT	-	6	6	-	0.80	0.80
32-070-1	Agricultural Power & Equipment Technician	41	44	3	40.00	40.47	0.46
31-405-1	Auto Collision Repair & Refinish Technician	21	19	(2)	12.97	14.57	1.60
32-404-2	Automotive Technician	30	36	6	24.94	33.10	8.16
31-408-1	Bricklaying & Masonry-PDC Correctional	2	-	(2)	0.63	-	(0.63)
31-475-1	Building Trades - Carpentry	21	10	(11)	18.57	8.70	(9.87)
30-420-2	CNC Setup/Operation	9	4	(5)	4.87	2.13	(2.73)
31-307-1	Child Care Services	16	21	5	11.40	16.60	5.20
50-413-2	Electricity (Construction) Apprentice	19	22	3	2.57	3.23	0.67
31-502-1	Cosmetology	39	41	2	34.21	33.83	(0.37)
30-504-1	Criminal Justice-Law Enforcement 520 Academy	15	18	3	7.80	9.60	1.80
31-317-1	Culinary Specialist	18	8	(10)	15.47	5.60	(9.87)
31-091-1	Dairy Herd Management	19	21	2	17.50	20.70	3.20
30-508-2	Dental Assistant - Short Term	27	13	(14)	14.40	7.30	(7.10)
31-413-2	Electrical Power Distribution	26	24	(2)	23.70	23.23	(0.46)
30-531-3	Emergency Medical Technician	-	39	39	-	8.20	8.20
50-413-1	Industrial Electrician Apprentice	11	12	1	1.47	2.07	0.60
31-620-1	Industrial Mechanic	6	9	3	2.17	8.20	6.03
31-154-6	IT-Computer Support Technician	24	18	(6)	19.57	14.20	(5.37)
31-513-1	Laboratory Science Technician	-	5	5	-	3.63	3.63
31-509-1	Medical Assistant	41	40	(1)	34.27	31.53	(2.74)
30-530-1	Medical Coding Specialist	48	47	(1)	16.47	16.67	0.20
30-543-1	Nursing Assistant	217	209	(8)	27.83	27.07	(0.77)
31-106-8	Office Support Specialist	12	7	(5)	8.77	6.57	(2.20)
50-427-5	Plumbing Apprentice	15	21	6	2.15	3.57	1.42

Program Code	Program Title	05-18-15 Students	05-13-16 Students	Student Change	05-18-15 FTE	05-13-16 FTE	FTE Change
31-442-1	Welding	52	60	8	44.70	47.03	2.34
	<b>Total Technical Diploma</b>	<b>743</b>	<b>761</b>	<b>18</b>	<b>396.37</b>	<b>395.27</b>	<b>(1.10)</b>
20-800-1	Liberal Arts - Associate of Arts	12	12	-	4.80	4.00	(0.80)
20-800-2	Liberal Arts - Associate of Science	15	9	(6)	6.27	1.83	(4.43)
	Undeclared Majors	2,188	2,054	(134)	258.10	256.45	(1.65)
	<b>Total</b>	<b>3,902</b>	<b>3,749</b>	<b>(153)</b>	<b>1,280.33</b>	<b>1,279.39</b>	<b>(0.94)</b>
	<b>Percent of Change</b>						<b>-0.07%</b>
	Vocational Adult (Aid Codes 42-47)	4,613	4,608	(5)	88.27	84.53	(3.74)
	Community Services (Aid Code 60)	99	78	(21)	0.27	0.25	(0.02)
	Basic Skills (Aid Codes 73,74,75,76)	318	405	87	30.67	44.27	13.59
	Basic Skills (Aid Codes 77 & 78)	1,519	1,586	67	74.30	83.63	9.33
	<b>Grand Total</b>	<b>10,451</b>	<b>10,426</b>	<b>(25)</b>	<b>1,473.84</b>	<b>1,492.06</b>	<b>18.22</b>
	<b>Total Percent of Change</b>						<b>1.24%</b>

### 2015-2016 and 2016-2017 FTE Comparison

Program Code	Program Title	05-18-15 Students	05-13-16 Students	Student Change	05-18-15 FTE	05-13-16 FTE	FTE Change
10-101-1	Accounting	11	13	2	3.83	5.27	1.43
10-106-6	Administrative Professional	5	5	-	2.00	3.00	1.00
10-006-2	Agri-Business/Science Technology	30	35	5	17.43	20.07	2.63
10-102-3	Business Management	29	30	1	13.60	13.53	(0.07)
10-530-5	Cancer Information Management	6	10	4	1.47	3.73	2.27
10-504-1	Criminal Justice - Law Enforcement	21	22	1	9.97	12.63	2.67
10-316-1	Culinary Arts	7	7	-	3.80	3.07	(0.73)
10-317-1	Culinary Management	3	5	2	1.63	2.23	0.60
10-510-6	Direct Entry Midwife	15	21	6	4.43	9.07	4.63
10-307-1	Early Childhood Education	15	20	5	5.40	10.00	4.60
10-620-1	Electromechanical Technology	19	10	(9)	8.93	4.33	(4.60)
10-325-1	Golf Course Management	5	3	(2)	1.90	1.60	(0.30)
10-201-2	Graphic And Web Design	14	18	4	5.73	8.77	3.03
10-530-1	Health Information Technology	14	19	5	4.70	5.50	0.80
10-520-3	Human Services Associate	21	19	(2)	10.60	8.70	(1.90)
10-825-1	Individualized Technical Studies	3	3	-	1.27	1.70	0.43
10-150-1	IT-Network Communications Specialist	13	15	2	6.67	7.43	0.77
10-513-1	Medical Laboratory Technician	4	11	7	2.40	6.00	3.60
10-543-1	Nursing - Associate Degree	115	119	4	27.27	29.93	2.66
10-524-1	Physical Therapist Assistant	14	14	-	5.57	5.10	(0.47)
10-196-1	Supervisory Management	11	16	5	3.96	6.13	2.17
10-182-1	Supply Chain Management	4	8	4	1.37	3.07	1.70
10-499-5	Technical Studies-Journey Worker	1	1	-	0.50	0.20	(0.30)
	<b>Total Associate Degree</b>	<b>380</b>	<b>424</b>	<b>44</b>	<b>144.43</b>	<b>171.07</b>	<b>26.64</b>



Program Code	Program Title	05-18-15 Students	05-13-16 Students	Student Change	05-18-15 FTE	05-13-16 FTE	FTE Change
32-070-1	Agricultural Power & Equipment Technician	19	21	2	12.00	12.57	0.57
31-405-1	Auto Collision Repair & Refinishing Technician	6	6	-	1.07	1.63	0.57
32-404-2	Automotive Technician	16	19	3	7.50	9.37	1.87
31-475-1	Building Trades - Carpentry	1	1	-	0.10	0.30	0.20
31-307-1	Child Care Services (ETD)	1	1	-	0.30	0.10	(0.20)
30-420-2	CNC Setup/Operation (ETD)	1		(1)	0.37		(0.37)
31-502-1	Cosmetology	17	11	(6)	9.17	5.47	(3.70)
30-504-2	Criminal Justice-Law Enforcement 720 Academy (NEW)	15	5	(10)	8.00	3.50	(4.50)
31-317-1	Culinary Specialist (ETD)	6	1	(5)	2.53	0.57	(1.97)
31-091-1	Dairy Herd Management (OLD)	1		(1)	0.57		(0.57)
31-413-2	Electrical Power Distribution	2	1	(1)	0.70	0.40	(0.30)
50-413-2	Electricity (Construction) Apprentice	1	1	-	0.07	0.07	-
50-413-1	Industrial Electrician Apprentice		4	4		0.27	0.27
31-620-1	Industrial Mechanic (ETD)	2		(2)	0.60		(0.60)
31-154-6	IT-Computer Support Technician (ETD)	2	3	1	0.93	1.80	0.87
31-509-1	Medical Assistant	4	4	-	0.97	0.87	(0.10)
31-530-2	Medical Coding Specialist (ETD) (NEW)	8	9	1	1.40	1.20	(0.20)
30-543-1	Nursing Assistant	18	17	(1)	1.80	1.77	(0.03)
31-106-8	Office Support Specialist	2		(2)	1.07		(1.07)
50-427-5	Plumbing Apprentice	7	1	(6)	0.67	0.07	(0.60)
31-442-1	Welding	10	14	4	4.60	6.13	1.54
	<b>Total Technical Diploma</b>	<b>139</b>	<b>119</b>	<b>(20)</b>	<b>54.40</b>	<b>46.07</b>	<b>(8.33)</b>

Program Code	Program Title	05-18-15 Students	05-13-16 Students	Student Change	05-18-15 FTE	05-13-16 FTE	FTE Change
20-800-2	Liberal Arts - Associate of Science	3	2	(1)	0.30	0.30	-
	Undeclared Majors	54	84	30	7.90	10.43	2.53
	<b>Total</b>	<b>576</b>	<b>629</b>	<b>53</b>	<b>207.03</b>	<b>227.86</b>	<b>20.83</b>
	<b>Percent of Change</b>						<b>10.06%</b>
	Vocational Adult (Aid Codes 42-47)	469	431	(38)	12.17	10.05	(2.12)
	Community Services (Aid Code 60)		-	-	-	-	-
	Basic Skills (Aid Codes 73,74,75,76)	11	4	(7)	0.37	0.13	(0.23)
	Basic Skills (Aid Codes 77 & 78)	47	75	28	1.76	2.70	0.94
	<b>Grand Total</b>	<b>1,103</b>	<b>1,139</b>	<b>36</b>	<b>221.33</b>	<b>240.74</b>	<b>19.41</b>
	<b>Total Percent of Change</b>						<b>8.77%</b>
	(ETD= Embedded Technical Diploma)						

# APPLICATION COMPARISON of 2016-17 vs 2015-16



Program	Cap	2016-2017			2015-2016						YOY
		May 18, 2016			May 18, 2015			1st day 8-24-15			
		Acpt	Petition/ W.L.	Total	Acpt.	Petition/ W.L.	Total	Acpt.	Petition/ W.L.	Total	
Accounting		25		25	12		12	16		16	13
Accounting Assistant		1		1	6		6	3		3	-5
Administrative Professional		5		5	8		8	9		9	-3
Agribusiness Science & Technology – Agbus Mgmt	20	6		6			0	9		9	6
Agribusiness Science & Technology - Agronomy	20	7		7			0	9		9	7
Agribusiness Science & Technology - Animal Science	20	15		15			0	9		9	15
Agri-Business/Science Tech		2		2	34		34	36	1	37	-32
Ag Power & Equipment	22	22	6	28	22	15	37	22		22	-9
Auto Collision Repair&Refinish	22	7		7	13		13	10		10	-6
Automotive Technician	22	19		19	20		20	22	1	23	-1
Building Trades- Carpentry	20	16		16	7		7	9		9	9
Business Management		21		21	11		11	37		37	10
Cancer Information Management		7		7	10		10	16		16	-3
Child Care Services	13	13		13	11		11	13	3	16	2
CNC Setup/Operation	5	1		1	2		2	6		6	-1
Cosmetology	24	10		10	21		21	23		23	-11
Criminal Justice-Law Enforce	48	33		33	25		25	31		31	8
Culinary Arts		10		10	3		3	6		6	7
Culinary Management		3		3	2		2	4		4	1
Culinary Specialist		2		2	5		5	8		8	-3
Dairy Herd Management	24	20		20	20		20	19		19	0
Dental Assistant	18	18	8	26	16		16	17		17	10
Early Childhood Education	28	18		18	23		23	28		28	-5
Electrical Power Distribution	24	24	13	37	24	8	32	24		24	5
Electro-Mech Tech	24	24		24	11		11	17		17	13
Food Production Assistant		1		1			0			0	1
Golf Course Management		8		8	5		5	8		8	3
Graphic and Web Design	25	23		23	25		25	25		25	-2
Health Information Technology	22	22	9	31	22	4	26	22	5	27	5
Human Services Associate	31	22		22	23		23	29		29	-1
Industrial Mechanic	6	2		2	4		4	5		5	-2
Instrumentation & Controls Tech	6	1		1			0			0	1
IT-Computer Support Tech		5		5	8		8	15		15	-3
IT-Network Communication Spec		18		18	15		15	24		24	3
Laboratory Science Technician	15	3		3			0	5		5	3
Liberal Arts- Associate of Arts		4		4	1		1	8		8	3
Liberal Arts-Associate of Science		4		4	1		1	4		4	3
Medical Assistant	32	32	5	37	32	10	42	32	2	34	-5
Medical Coding Specialist	23	22	23	45	23	11	34	23	5	28	11
Medical Laboratory Technician	16	1		1	9		9	15		15	-8
Nail Technician	4	2		2			0			0	2
Nursing-Associate Degree	54	54	6	60	54	57	111	54	30	84	-51
Nursing-Assoc Degree- Part-time	28	23		23	28	8	36	28	3	31	-13
Office Support Specialist		3		3	6		6	5		5	-3
Paramedic Technician		1		1			0			0	1
Pharmacy Tech (shared)				0			0			0	0
Physical Therapist Assistant	18		13	13	18	4	22	16	10	26	-9
Precision Machining Technology	15	3		3			0			0	3

APPLICATION COMPARISON of 2016-17 vs 2015-16											
Program	Cap	2016-2017			2015-2016						YOY
		May 18, 2016			May 18, 2015			1st day 8-24-15			
		Acpt	Petition/ W.L.	Total	Acpt.	Petition/ W.L.	Total	Acpt.	Petition/ W.L.	Total	
April											
Undecided				0			0			0	0
Welding	40	28		28	25		25	33		33	3
Sub Total 8/22/2016		611	83	694	605	117	722	754	60	814	-28
Direct-Entry Midwife (Jan Start)	32	29		29	12		12	9	2	11	17
Sub Total 1/11/2016		29	0	29	12	0	12	9	2	11	17
TOTALS		640	83	723	617	117	734	763	62	825	-11
Fall Year over Year		6	-34	-28							

## ***B. Chairperson's Report***

## ***C. College President's Report***

1. College Happenings

## ***D. Other Information Items***

## **Establish Board Agenda Items for Next Meeting**

### ***A. Agenda for Next Board Meeting***

4. Public Board Hearing/Approval
5. Evaluation of President
6. President's Performance Report

### ***B. Time and Place***

Tuesday, June 28, 2016, at 7:00 p.m. in Rooms 492-493, College Connection,  
Southwest Tech Campus



## **Adjourn to Closed Session**

### ***A. Consideration of adjourning to closed session for the purpose of***

1. Discussing compensation items per Wis. Stats. 19.85 (1) (c) {Considering employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility.}
2. Discussing Presidential evaluation per Wis. Statutes 19.85(1)(c) {Considering employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility.}
3. Approval of Closed Session Minutes of April 28, 2016

## **Reconvene to Open Session**

### ***A. Action, if necessary, on Closed Session Items***

## **Adjournment**