



Southwest Wisconsin Technical College

District Board Meeting

Regular Meeting

September 28, 2017

Held at

Southwest Tech Outreach Center
Spring Gate Mall
316 Main Street
Dodgeville, WI 53533

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Annotated Agenda

BOARD MEETING NOTICE/AGENDA

Thursday, September 28, 2017

5:30 p.m. – Community Panel Discussion

6:30 p.m. – Light Supper,

7:00 p.m. – Regular Board Meeting

Location – Southwest Tech Outreach Center

Spring Gate Mall, 316 Main Street

Dodgeville, WI 53533

ANNOTATED AGENDA

OPEN MEETING

The following statement will be read: “The September 28, 2017, 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 and the City of Dodgeville 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

CONSENT AGENDA

A. Approval of Agenda

A copy of the September 28, 2017, agenda is included with the electronic Board material.

B. Minutes of the Regular Meeting of August 24, 2017

Minutes of the August 24, 2017, regular Board meeting are included with the Board packet

C. Financial Reports

1. Purchases 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

Being presented for Board approval are 11 contracts totaling \$41,339.94 for August 2017. The Contract Revenue Report is included with the electronic Board material.

E. Personnel Items

One employment recommendation and one resignation are being presented for approval in the Personnel Report.

F. AACC 2018 Membership Renewal

Included in the electronic Board packet is the membership renewal invoice from the American Association of Community Colleges for the College's 2018 membership fees.

Recommendation: Approve the Consent Agenda as presented.

OTHER ITEMS REQUIRING BOARD ACTION

A. Lease for Southwest Wisconsin Workforce Development Board

Southwest Wisconsin Workforce Development Board rents 138 square feet of office floor space at Southwest Tech's Outreach Site located at 26220 Executive Lane, Suite A, Richland Center, Wisconsin. This lease is for the period of October 1, 2017 – September 30, 2018 and is included with the electronic Board material.

Recommendation: Approve the lease with Southwest Wisconsin Workforce Development Board for October 1, 2017 – September 30, 2018.

B. Board Resolution Recognizing State and National Rankings

Southwest Wisconsin Technical College has been named the #1 two-year college in Wisconsin for the second year in a row by bestcolleges.com and #3 in the nation by wallethub.com. A Board resolution recognizing these state and national rankings is available in the electronic Board packet.

Recommendation: Approve the Board Resolution recognizing Southwest Tech as #1 in the state two years in a row and #3 in the nation by bestcolleges.com and wallethub.com, respectively.

BOARD MONITORING OF COLLEGE EFFECTIVENESS

A. Board Monitoring Report – Compliance

Included in the electronic Board material is the Compliance Board Monitoring Report. The focus of this report is on the Higher Learning Commission accreditation, individual program accreditations, and federal compliance. Barb Tucker, Director of College Effectiveness, will present the report.

B. Wisconsin Technical College Employee Benefits Consortium Update

Southwest Tech joined the Wisconsin Technical College Employee Benefits Consortium July 2015. The mission of the Consortium is to provide long-term value, provide high-quality benefits through strategic collaboration and implement cost control initiatives for member colleges and their employees. Caleb White and Krista Weber, Chief Human Resources Officer, will provide an update on the history, financial status, and future of the Consortium. A summary report is available with the electronic Board material.

C. Refinancing Referendum Borrowing

With the potential rise in interest rates and decreased loan principal, Caleb White will discuss options in refinancing the bonds from the 2008 \$31.9 million referendum borrowing. Options will be presented and discussed at the Board meeting.

D. Master Plan Update

Dr. Wood will provide an update on the Facilities Master Plan. Progress to date on the plan will be shared with the Board at the meeting.

E. October Board Retreat

A draft agenda will be presented at the Board meeting for topics to discuss at the October 26, 2017, Board half-day retreat.

F. Staffing Update

Krista Weber, Chief Human Resources Officer, will provide an update on College staffing. A summary is available electronically with all other Board material.

INFORMATION AND CORRESPONDENCE

A. Enrollment Report

The 2017-18 Comparison FTE Reports is available with the electronic Board material.

B. Chairperson's Report

C. College President's Report

1. College Happenings
2. Data Center Update

D. Other Information Items

ESTABLISH BOARD AGENDA ITEMS FOR NEXT MEETING

A. Agenda

1. Board Retreat
2. Resolution for Adoption of 2017 Tax Levy
3. Fund & Account Transfers (2016-17 Budget Modifications)
4. Review of Purchasing Activity
5. WI Code of Ethics Resolution
6. Foundation Quarterly Report
7. Student Access Monitoring Report

B. Time and Place

Thursday, October 26, 2017, starting at Noon; Southwest Tech Campus, Rooms 492-493

ADJOURN TO CLOSED SESSION

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

1. Discussing personnel issues 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 Internal Revenue Service potential action and items related to the issue per Wis. Statutes 19.85(1)(g) {Conferring with legal counsel for the governmental body who is rendering oral or written advice concerning strategy to be adopted by the body with respect to litigation in which it is or is likely to become involved.}
3. Approval of Closed Session Minutes of August 24, 2017.

RECONVENE TO OPEN SESSION

A. Action, if necessary, on Closed Session Items

ADJOURNMENT

Open Meeting

The following statement will be read: "The September 28, 2017, 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 and the City of Dodgeville 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

Consent Agenda

A. Approval of Agenda

BOARD MEETING NOTICE/AGENDA

Thursday, September 28, 2017

5:30 p.m. – Community Panel Discussion

6:30 p.m. – Light Supper,

7:00 p.m. – Regular Board Meeting

Location – Southwest Tech Outreach Center

Spring Gate Mall, 316 Main Street

Dodgeville, WI 53533

AGENDA

OPEN MEETING

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- A. Roll Call
- B. Reports/Forums/Public Input

CONSENT AGENDA

- A. Approval of Agenda
- B. Minutes of the Regular Meeting of August 24, 2017
- 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. AACC 2018 Membership Renewal

OTHER ITEMS REQUIRING BOARD ACTION

- A. Lease for Southwest Wisconsin Workforce Development Board
- B. Board Resolution Recognizing State and National Rankings

BOARD MONITORING OF COLLEGE EFFECTIVENESS

- A. Board Monitoring Report – Compliance
- B. Wisconsin Technical College Employee Benefits Consortium Update
- C. Refinancing Referendum Borrowing
- D. Master Plan Update
- E. October Board Retreat
- F. 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 personnel issues 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 Internal Revenue Service potential action and items related to the issue per Wis. Statutes 19.85(1)(g) {Conferring with legal counsel for the governmental body who is rendering oral or written advice concerning strategy to be adopted by the body with respect to litigation in which it is or is likely to become involved.}
 - 3. Approval of Closed Session Minutes of August 24, 2017.

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}

B. Minutes of the Regular Board Meeting of August 24, 2017



MINUTES OF THE REGULAR MEETING OF THE BOARD OF DIRECTORS OF SOUTHWEST WISCONSIN TECHNICAL COLLEGE AUGUST 24, 2017

The Board of Southwest Wisconsin Technical College met in open session of a regular Board meeting commencing at 7:10 p.m. on August 24, 2017, 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:

Chuck Bolstad, Melissa Fitzsimons, James Kohlenberg, Darlene Mickelson, Russell Moyer, Eileen Nickels, Chris Prange and Donald Tuescher

Absent: Linda Erickson

Others present for all or a portion of the meeting included Dr. Jason S. Wood, College President; College Staff: Karen Campbell, Holly Clendenen, Katie Garrity, Holly Miller, Krista Weber, and Caleb White.

Chairperson Prange 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, August 24, 2017

5:30 p.m. – Interactive Tour of Karen R. Knox Learning Center & Basic Education Lab

6:15 p.m. – Light Supper

7:00 p.m. – Regular Board Meeting
Room 492-493 – College Connection

AGENDA

OPEN MEETING

The following statement will be read: "The August 24, 2017, 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

CONSENT AGENDA

- A. Approval of Agenda
- B. Minutes of the Annual Meeting of July 10, 2017
- C. Financial Reports

1. Purchase Orders Greater than \$2,500
 2. Treasurer's Cash Balance
 3. Budget Control
- D. Contract Revenue
E. Personnel Items

OTHER ITEMS REQUIRING BOARD ACTION

- A. Fundraising Priorities
- B. Sustainable Compensation Strategies: Performance-Based Incentives
- C. Board Resolution – Letter of Credit from American Bank & Trust

BOARD MONITORING OF COLLEGE EFFECTIVENESS

- A. Foundation Quarterly Report
- B. 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 Internal Revenue Service potential action and items related to the issue per Wis. Statutes 19.85(1)(g) {Conferring with legal counsel for the governmental body who is rendering oral or written advice concerning strategy to be adopted by the body with respect to litigation in which it is or is likely to become involved.}
 2. Discussing an Additional Holiday for Staff 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. Discussing Contracts for Chief Officers of the College 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.}
 4. Approval of Closed Session Minutes of May 25, 2017, June 22, 2017, and July 10, 2017.

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}

After a review of the Consent Agenda, including the August 24, 2017, agenda; July 10, 2017, Board minutes; financial reports; 11 contracts totaling \$23,033.58 in July 2017; and the employment recommendations of Jeanne Smoczyk-Health Information Technology Instructor (part-time), Ben Halvorson-Welding Instructor/Mobile Lab Specialist (part-time), Kim Govier-Assistant College Controller/Foundation Accountant, Patricia Greenwood-Academic Success Coach (part-time LTE), and Emily Leibold-Academic Success Coach (part-time LTE); the transfer of John Troxel to the Network Administrator position; and the resignation of Matt Lansing, Farm Business & Production Management Instructor, Mr. Tuescher moved to approve the Consent Agenda and move the Foundation Quarterly report from Board Monitoring of College Effectiveness to Other Items Requiring Board Action. Ms. Fitzsimons seconded the motion; motion carried.

Each year the College establishes fundraising priorities for consideration by the Foundation and Real Estate Foundation. Last year the priorities were established through a collaborative process between all three boards. For the 2017-18 fiscal year, four of the five priorities remain the same. Mr. Tuescher moved to approve the fundraising priorities including: 1) Scholarships - Award \$180,000; 2) Student Support Funds - Raise \$15,000 for the Charger Dream Fund; 3) Academic Program Support – Hold five student online campaigns; 4) Indoor Trapshooting Facility – Create a fundraising campaign; 5) Endowments – Receive \$50,000. Ms. Nickels seconded the motion; motion carried. The Foundation and Real Estate Foundation Boards will determine which priorities to fund.

Holly Clendenen, Executive Director for the SWTC Foundation and Real Estate Foundation, updated the District Board on the Foundations' activities for fiscal year 2017. Highlights of the report included \$595,819.54 in total gifts received from 1,000 donors (438 new donors), Carol Rogers and Kevin Raisbeck went off the Foundation Board and three new members were added – Theresa Braudt, Bryant Gill, and Greg Novinska; the 2017-18 scholarship reception will be on October 26; appeals conducted were the phonathon in both fall and spring semesters and the 50th Anniversary Patio Paver project; upcoming Foundation and 50th Anniversary events are Charger Golf Classic, Anniversary Corn Maze, Anniversary Homecoming Reunion and Celebration Concert, and Annual Scholarship Reception; housed 100 migrant workers and 8-12 students throughout the summer; 1920 Brownwood Road will be demolished in August; 1543/45 Brownwood Road was completed this summer; and construction is beginning on 1533/35 Brownwood Road.

Discussion on sustainable compensation strategies including performance-based incentives was held. Consensus of the Board was to discuss this at the October Board retreat including reviewing the Compensation Philosophy.

With the recent change to American Bank as the College's financial institution, the Board must enter into a \$50,000 line of credit with American Bank & Trust to maintain the College's motor vehicle license. Mr. Tuescher moved to approve the Board Resolution for the College to enter into a \$50,000 letter of credit with American Bank & Trust with Ms. Fitzsimons seconding the motion. The motion carried with Mr. Prange abstaining from the vote.

Krista Weber, Chief Human Resources Officer, provided an update on College staffing. Positions in various stages of the hiring process included replacement positions for Farm Business & Production Management Instructor and Technology Support Specialist.

Holly Miller, Chief Student Services Officer, shared the Fall 2017 application report, which reflected a 6.6 percent growth in students for the fall semester over the previous year. The Board reviewed the 2016-17 and 2017-18 Comparison FTE Reports. The report for 2016-17 showed a decline of 7.7 percent over the previous year, and the 2017-18 report showed a 3.8 percent increase from the 2016-17 year at the same point in time.

Under the Chairperson's Report, Mr. Prange noted that he would be attending the District Boards Association annual planning meeting August 25-26. Under the President's Report, Dr. Wood remarked that the internal feasibility study team has met with Vandewalle & Associates to modify the project scope that was presented at the July Board meeting. More information will be presented at the September meeting with the plan being brought to the Board for approval at the October 26 meeting. The District Board meeting will be moved from September 21 to September 28. The Board asked that the Knox Learning Center staff be thanked for providing a tour of the learning center and basic education lab prior to the meeting.

Ms. Fitzsimons moved to adjourn to closed session for the purpose of discussing Internal Revenue Service potential action and items related to the issue per Wis. Statutes 19.85(1)(g), an additional holiday for staff per Wis. Statutes 19.85(1)(c), and contracts for chief officers of the College per Wis. Statutes 19.85(1)(c). Ms. Fitzsimons seconded the motion. Upon a roll call vote with all members voting affirmatively, the Board meeting adjourned to closed session at 8:25 p.m. The Board reconvened to open session at 9:13 p.m. with no action taken.

With no further business to come before the Board, Ms. Nickels moved to adjourn the meeting with Ms. Fitzsimons seconding the motion. The motion carried and the meeting adjourned at 9:13 p.m.

Darlene Mickelson, Secretary

C. Financial Reports

1. Purchases Greater than \$2,500

SOUTHWEST WISCONSIN TECHNICAL COLLEGE			
PURCHASES GREATER THAN \$2,500			
FOR THE PERIOD 08/01/2017 TO 08/31/2017			
Invoices			
Vendor	Invoice #	Description	Amount
EAGLE RIVER FORD	1GC2KUEG7FZ542135	'15 Chevy Silverado truck	\$29,679.00
PEARSON EDUCATION INC.	85094032	books	\$14,927.55
ROBERT W. BAIRD & CO.	PF-285733	17-18 financial advisory fees	\$14,500.00
ASPEN AUTOMATION	1766	completion and installation	\$14,021.70
CITY OF FENNIMORE	6832	liason services 1.7-5.20.17	\$12,005.00
CAMPUSLOGIC INC	1344	Student verification software	\$12,000.00
MOODY'S INVESTORS SERVICE, INC.	P0247243	professional services	\$11,500.00
WISCONSIN LIBRARY SERVICES	486904	EBSCO subscription	\$9,566.74
GREAT LAKES AUTOSPORTS	NMOLS7DN3DT172661	2013 Ford Transit	\$8,900.00
MIDWIFERY EDUCATION	3496	PROGRAM ACCREDITATION FEES	\$8,078.00
CAHIIM	SV1033	Site visit application fee HIT	\$8,000.00
SWTC REAL ESTATE FOUNDATION	SUM 1718 HOUSING CHG	Sum 1718 Housing Charges	\$7,921.97
GOODHEART-WILLCOX PUBLISHER	01579765	books	\$7,213.45
IMEG	00161548.00-1	Professional Services	\$6,742.24
GARY'S AUTO	2C4RDGCG3FR509432	2015 CARAVAN REBUILDER	\$6,400.00
BOARDMAN & CLARK LLP	89629	legal services	\$6,212.50
CREATIVE SOLUTIONS	C-008925	Carpet replacement -room 109	\$5,253.68
SCHOOL DATEBOOKS, INC.	C17-0128182	Student handbook and planner	\$4,984.32
LIBRARY CORPORATION	2017060070	software	\$4,767.00
NORTHEAST WI TECHNICAL COLLEGE	M5502	17-18 smartsheet	\$4,533.00
SOUTH SIDE AUTOMOTIVE	1H4GA5ERZDF276657	2013 Builck LaCrosse	\$4,500.00
HATCH BUILDING SUPPLY	00244740	GRINDER/POLISHER	\$4,469.95
THE SPEARS CENTER FOR SERVANT-	8.5.17 PRESENTATION	Servant leadership presentatio	\$4,469.80
WPS HEALTH INSURANCE	080317025955	J Struss Medicare Prem	\$4,064.96
Austin P Mezera	1432997	Opp Student Refund	\$3,883.53
KWIK TRIP	ORDER# 10072473	Gas card project	\$3,809.60
WISCONSIN LIBRARY SERVICES	486904	EBSCO subscription	\$3,417.75
WESTERN TECHNICAL COLLEGE	IN05664	TechConnect consotrium fee	\$3,250.00
F.A. DAVIS COMPANY	1291777	books	\$3,182.16
WPS HEALTH INSURANCE	000557739-S ALLEN	S Allen Medicare Prem	\$3,094.44
WPS HEALTH INSURANCE	080317027709	Medicare Prem G Medeke	\$2,999.16
WPS HEALTH INSURANCE	080317014802	Medicare Prem D Knox	\$2,979.28
CATHARSIS PRODUCTIONS LLC	BEAT THE NAME GAME	Beat the Name Game	\$2,900.00
SW WI WORKFORCE DEVELOPMENT BD	JULY 2017 SPAYDE	July 2017 SPAYDE	\$2,891.96

WPS HEALTH INSURANCE	080317022853	J Nodorft Medicare Prem	\$2,853.24	
WPS HEALTH INSURANCE	080317016588	B Larson Medicare prem	\$2,753.56	
WPS HEALTH INSURANCE	080317024569	D Tucker Medicare Prem	\$2,736.46	
F.A. DAVIS COMPANY	1291204	books	\$2,656.36	
QM QUALITY MATTERS INC	46472	Full consortium 7.1.17-6.30.18	\$2,600.00	
RESPONDUS, INC.	18878	8.1.17-7.31.18 renewal	\$2,595.00	
Garrett C Leonhard	1433088	Opp Student Refund	\$2,556.58	
V&F ROOF CONSULTING & SERVICE, INC	2017-24893	Project Mgtm Service-bookstore	\$2,500.00	
Total Invoices				\$268,369.94
Purchase Orders				
Vendor	PO #	Description	Amount	
MARCO	6550	ITS: Mitel 3300 Mxe Voice Controller	\$10,000.00	
MILLER KIMBERLEY K	6554	Charger Enterprices: PTA Tool Enhancements	\$5,880.00	
WAKEMAN EQUIPMENT	6546	Auto Body: Car-O-Liner EVO System	\$5,034.08	
CLEAN AIR AMERICA, INC.	6556	Welding Booth Filters	\$4,940.32	
Total Purchase Orders				\$25,854.40
Bank Withdrawals				
Vendor	Transaction #	Audit Trail	Amount	
Sikich Health August 2017	WDL000004951	CMTRX00001851	\$309,140.10	
ETF July 2017	WDL000004963	CMTRX00001869	\$154,424.40	
IRS 941 8.25.17 Payroll	WDL000004947	CMTRX00001859	\$119,792.50	
IRS 941 8.11.17 Payroll	WDL000004920	CMTRX00001849	\$113,227.93	
WDR WT-6 8.25.17 Payroll	WDL000004951	CMTRX00001859	\$22,455.37	
WDR WT6 8.11.17 Payroll	WDL000004958	CMTRX00001864	\$21,079.95	
The Hartford #582108136490	WDL000004926	CMTRX00001851	\$9,584.17	
Wells Fargo #676669762	WDL000004926	CMTRX00001850	\$7,263.00	
Wells Fargo #678247767	WDL000004956	CMTRX00001862	\$7,263.00	
Delta Dental #127913	WDL000004928	CMTRX00001851	\$5,948.50	
Delta Dental #130778	WDL000004956	CMTRX00001857	\$4,411.64	
Delata Dental #125780	WDL000004895	CMTRX00001836	\$4,355.00	
Delta Dental #126846	WDL000004947	CMTRX00001843	\$4,221.02	
Delta Dental #131851	WDL000004961	CMTRX00001867	\$3,133.64	
Total Bank Withdrawals				\$786,300.22

Payroll				
Payroll Date	Transaction #	Audit Trail	Amount	
Direct Deposit 8/25/2017	WDL000004941	UPRCC00000602	\$294,718.18	
Direct Deposit 8/11/2017	WDL000004905	UPRCC00000595	\$281,391.09	
Direct Deposit 8/25/2017	WDL000004940	UPRCC00000601	\$12,726.25	
Direct Deposit 8/25/2017	WDL000004939	UPRCC00000600	\$11,751.09	
Direct Deposit 8/11/2017	WDL000004912	UPRCC00000598	\$9,908.59	
Direct Deposit 8/25/2017	WDL000004938	UPRCC00000599	\$8,298.29	
Direct Deposit 8/11/2017	WDL000004911	UPRCC00000597	\$7,230.08	
Direct Deposit 8/11/2017	WDL000004908	UPRCC00000596	\$4,930.64	
Total Payroll				\$630,954.21
Purchase Cards				
Vendor	Transaction #	Audit Trail	Amount	
US Bank 7.25.17	WDL000004907	CMTRX00001843	\$211,186.25	
US Bank 8.8.17 Statement	WDL000004926	CMTRX00001857	\$109,196.16	
Total Purchase Cards				\$320,382.41
Total Purchases > \$2,500				\$2,031,861.18

2. Treasurer's Cash Balance

Southwest Wisconsin Technical College			
Report of Treasurers Cash Balance 08/31/2017			
Receipts			
1 General	2,969,568.68		
2 Special Revenue	-		
3 Capital Projects	2,507,442.65		
4 Debt Service	35,030.00		
5 Enterprise	529,333.07		
6 Internal Service	335,773.43		
7 Financial Aid/Activities	226,110.53		
Total Receipts		6,603,258.36	
Expenses			
Fund			
1 General	1,634,216.39		
2 Special Revenue			
3 Capital Projects	160,746.15		
4 Debt Service	26,000.00		
5 Enterprise	167,407.41		
6 Internal Service	370,890.58		
7 Financial Aid/Activities	82,256.13		
Total Expenses		2,441,516.66	
Net cash change - month			4,161,741.70
EOM Cash Balances			
-Main Checking 1176	568,120.16		
-Peoples State Bank 4187	5,100.00		
-Federal Funds checking 1192	29.39		
-Money Market 3915	14,414,873.77		
-Offset account 4011	850,000.00		
-Cash on Hand	2,940.00		
-Local Government Investment Pool	1,172,607.02		
Ending Cash/Investment Balance		17,013,670.34	

1. Budget Control

Southwest Wisconsin Technical College							
YTD Summary for Funds 1-7							
For 2 Months ended August 2017							
	2017-18	2017-18	2017-18	2016-17	2015-16	2014-15	2013-14
	<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	23,143,000.00	3,999,736.28	17.28	16.91	16.32	15.20	14.70
General Fund Expenditures	23,613,000.00	3,422,810.21	14.50	16.04	16.51	15.58	16.48
Capital Projects Fund Revenue	2,530,000.00	2,507,442.65	99.11	100.17	98.81	100.26	100.03
Capital Projects Fund Expenditures	3,243,000.00	125,435.77	3.87	6.79	0.13	17.19	16.14
Debt Service Fund Revenue	5,272,000.00	35,030.00	0.66	1.29	0.86	-	-
Debt Service Fund Expenditures	5,359,600.00	26,000.00	0.49	0.59	-	-	-
Enterprise Fund Revenue	2,100,000.00	562,303.07	26.78	27.71	27.30	30.32	32.17
Enterprise Fund Expenditure	2,000,000.00	398,284.93	19.91	14.46	13.39	17.26	16.55
Internal Service Fund Revenue	4,350,000.00	664,644.48	15.28	16.99	18.41	16.87	15.08
Internal Service Fund Expenditures	4,350,000.00	716,349.02	16.47	15.64	31.08	22.22	13.09
Trust & Agency Fund Revenue	8,000,000.00	367,200.45	4.59	3.42	3.72	3.17	2.84
Trust & Agency Fund Expenditures	8,030,000.00	237,683.18	2.96	2.17	2.29	1.93	1.89
Grand Total Revenue	45,395,000.00	8,136,356.93	17.92	17.84	17.48	16.73	16.46
Grand Total Expenditures	46,595,600.00	4,926,563.11	10.57	11.20	12.34	12.18	11.51

D. Contract Revenue

Being presented for Board approval are 11 contracts totaling \$41,339.94 for August 2017. The Contract Revenue Report follows.

2017-2018 CONTRACTS

8/1/17 - 8/31/17

<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>
03-2017-0177-I-42 Montfort Fire Department	Heartsaver CPR/AED	Ken Bartz	9	\$	600.00	No		X	
03-2018-0002-I-23 Schreiber	Advanced Mechanical Drives	Amy Charles	23	\$	2,190.00	No		X	
WAT Grant 03-163-124-177	Intro to PLC's	Amy Charles	23	\$	3,280.00	No		X	
	Safety Voluntary Compliance OSHA-Labeling Standards	Amy Charles	24	\$	1,650.00	No		X	
03-2018-0003-I-23 3M	Hydraulics & Pneumatics	Amy Charles	17	\$	5,220.00	No		X	
WAT Grant 03-131-124-177	Mechanics & Materials Seminar	Amy Charles	18	\$	3,480.00	No		X	
	Basic Welding	Amy Charles	10	\$	6,960.00	No		X	
03-2018-0004-F-23 Prosperity Southwest	Administrative & Fiscal Services	Amy Charles		\$	2,708.33	No		X	
03-2018-0037-I-21 Grant County	Lean Culture Course	Amy Charles	26	\$	1,900.00	No		X	
	Value Stream Mapping Course	Amy Charles	26	\$	1,900.00	No		X	
	Lean Facilitator	Amy Charles	25	\$	1,700.00	No		X	
03-2018-0049-I-23 Dillman Equipment	Performance Management	Amy Charles	19	\$	1,750.00	No		X	
WAT Grant 03-149-124-177	Performance Management	Amy Charles	19	\$	1,750.00	No		X	
03-2018-0050-I-23 Community First Bank	Change Management	Amy Charles	25	\$	1,950.00	No		X	
WAT Grant 03-126-124-177									
03-2018-0059-I-42 SW CAP Headstart	Heartsaver CPR/AED First Aid	Kris Wubben	41	\$	2,420.00	No		X	
03-2018-0060-I-18 UW Platteville	Driver Education - Van	Kris Wubben	3	\$	180.00	No		X	
03-2018-0097-T-18 Western Technical College	Testing Evaluators	Karl Sandry		\$	1,209.11	No		X	
03-2018-0099-I-41 Honeywell	Heartsaver CPR/AED w/ First Aid	Kris Wubben	3	\$	492.50	No		X	
	Heartsaver CPR/AED		1			No			
TOTAL of all Contracts			312	\$	41,339.94				
Exchange of Services			-	\$	-				
For Pay Service			312	\$	41,339.94				

Southwest Wisconsin Technical College

1

E. Personnel Items

One employment recommendation and one resignation are being presented for approval in the Personnel Report. The report is available below.

PERSONNEL REPORT September 28, 2017

Employment: NEW HIRES

Name	Jake Wienkes
Title	Technology Support Specialist
Number of Applicants and Number Interviewed	17 applicants/ 4 interviewed
Start Date	October 1, 2017
Salary/Wages	\$25.40/hour
Classification	Full-Time Regular
Education and/or Experience	IT/Computer Support Specialist –Associates from Southwest Tech and 6 years of Tech Support experience.

PROMOTIONS / TRANSFERS

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RETIREMENTS / RESIGNATIONS

April Vaassen (Resignation 9/21/17)	Academic Success Coach (PT, LTE)
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F. AACC 2018 Membership Renewal

Included below is the membership renewal invoice from the American Association of Community Colleges for the College's 2018 membership fees.

Recommendation: Approve the Consent Agenda as presented.



American Association of Community Colleges
One Dupont Circle, NW, Suite 410, Washington, DC, 20036, USA
Phone: (202) 728-0200 Fax: (202) 833-2467

ANNUAL DUES NOTICE

Date: 06-Sep-2017
Ship-To: 000000001102-0

Order Number: 1000166665
Order Date: 21-Aug-2017
Invoice Number :

Southwest Wisconsin Technical College
Attn: Jason S. Wood
President
1800 Bronson Blvd
Fennimore, WI 53809

Product	Fulfill Status	Status	Qty	Unit Price	Unit Discount	Coupon	Adjustment	Total
AACC/INST_MBR-AACC - Institutional Member 01-Jan-2018 to 31-Dec-2018	Active	Proforma	1	3,362.00	0.00	0.00	0.00	3,362.00
AACC/PRES_ACADEMY-AACC - Presidents Academy Fee 01-Jan-2018 to 31-Dec-2018	Active	Proforma	1	50.00	0.00	0.00	0.00	50.00
Shipping:								0.00
Total :								3,412.00
Paid To Date								0.00
Current Amount Due :								3,412.00

Please detach the lower portion and return it with your payment. Thank you.

Customer: 000000001102-0 Southwest Wisconsin Technical College
Order No.: 1000166665 Invoice No.:

Balance Due(USD): 3,412.00

Federal Tax ID: 53 0196569

Amount: _____

Send payments to: American Association of Community Colleges
PO Box 75263
Baltimore, MD 21275

Other Items Requiring Board Action

A. Lease for Southwest Wisconsin Workforce Development Board

Southwest Wisconsin Workforce Development Board rents 138 square feet of office floor space at Southwest Tech's Outreach Site located at 26220 Executive Lane, Suite A, Richland Center, Wisconsin. This lease is for the period of October 1, 2017 – September 30, 2018 and is below.

Recommendation: Approve the lease with Southwest Wisconsin Workforce Development Board for October 1, 2017 – September 30, 2018.

LEASE AGREEMENT

THIS AGREEMENT OF LEASE is made as of this 1st day of October 2017 by and between Southwest Wisconsin Technical College, Lessor, and Southwest Wisconsin Workforce Development Board, Lessee:

1. PREMISES AND TERM.

1.1 Demised Premises. Lessor leases to Lessee the following:

138 square feet of office floor space located at 26220 Executive Lane (Suite A), Richland Center, Wisconsin.

1.2 Term. This lease is for a term of twelve (12) months commencing on October 1, 2017, and ending September 30, 2018.

1.3 Termination This lease shall continue until the date specified in paragraph 1.2 or an extension date agreed upon as specified in paragraph 1.4 or until terminated in accordance with this paragraph. This lease or any renewal thereof may be terminated by mutual written agreement of the parties before the end of the fixed term or the end of each and every renewal period hereafter upon such terms and conditions as the parties shall agree.

1.4 Renewal. This lease may be renewed by mutual written agreement of the parties before the end of the fixed term or the end of each and every renewal period hereafter upon such terms and conditions as the parties shall agree.

2. RENT.

2.1 Payments. The Lessee shall yield and pay the sum of Two Hundred Ninety-Two Dollars and Thirty-Five Cents (\$292.35) per month as rent for the premises for the term of this Agreement, payable by mail or direct deposit on the 10th day of each month of this agreement. Mailed payments shall be sent to Southwest Tech, 1800 Bronson Blvd, Fennimore, Wisconsin 53809 or direct deposits shall be paid to Southwest Tech checking account (routing number available upon request).

3. USE AND SIGNS.

3.1 Use. Lessee shall use and occupy the demised premises solely for general office purposes. Lessee shall not use the demised premises in any way which, in the judgment of the Lessor, poses a hazard to the Lessor, the premises, other Lessees, if any, or the building in part or in whole; nor shall Lessee use the demised premises so as to cause damage to the building in part or in whole; nor shall Lessee use the premises so as to cause damage, annoyance, nuisance or inconvenience to the building occupants or others.

3.2 Signs. Lessee shall have the privilege of placing in the demised premises such interior signs as Lessee deems necessary and proper in the conduct of Lessee's business, provided:

- (a) Lessee obtains the Lessor's consent to the placement of any sign in the building.

4. CARE AND REPAIR OF DEMISED PREMISES; UTILITIES.

4.1 Utilities.

- (a) Lessee shall be responsible for telephone and computer expenses.
- (b) Lessor is responsible for heat, electricity, gas, water and sewer costs.

4.2 Maintenance.

- (a) Lessor is responsible for purchasing cleaning and paper products and is further responsible for providing general interior custodial and maintenance services.
- (c) Lessor shall, except as otherwise specifically provided herein and except for damages resulting from the act or negligence of Lessee, its agents, employees, invitees or permittees, maintain in good repair and tenantable condition the demised premises including the building and any and all equipment, fixtures and appurtenances whether severable or nonseverable, furnished by the Lessor under this lease. Lessee shall promptly report any problems with heating, air conditioning, electricity or plumbing.
- (d) Lessee shall commit no waste and shall take good care of the demised premises. Upon the expiration or termination of this lease or any renewal thereof, Lessee shall vacate the demised premises, remove its property therefrom and forthwith yield and place Lessor in peaceful possession of the leased premises free and clear of any liens, claims or encumbrances and in as good condition as the premises existed at the commencement of this lease, ordinary wear and tear, and damage by fire, act of God, casualty or other cause not due to misuse and neglect by Lessee or Lessee's agents, servants, customers, visitors or permittees excepted.

4.2 Lessee property. All improvements made by Lessee to the demised premises which are or become so attached to the demised premises that they cannot be removed without material injury to the demised premises shall become the property of the Lessor. Not later than the last day on which Lessee has the right to possession of the premises, Lessee may, nevertheless, remove all Lessee's personal property.

5. ALTERATIONS.

5.1 Lessee shall have the right, at Lessee's expenses, from time to time, without Lessor's consent, to redecorate the demised premises, and to make nonstructural alterations, changes, installations, additions or improvements (collectively "changes") in, on, to or about such parts thereof as he shall deem expedient or necessary for its purpose.

6. ASSIGNMENT AND SUBLETTING.

6.1 Lessee shall not have the right, without Lessor's written consent, to assign this lease or sublet the demised premises or any part thereof.

7. OTHER FACILITIES.

7.1 Lessee shall have nonexclusive access to all off street parking available on the premises, it being understood that parking is available to all tenants of the building.

8. INDEMNITY - LIABILITY INSURANCE

8.1 Liability insurance. The Lessee must obtain and maintain during the term of this lease, a liability insurance policy covering its operations on the demised premises.

8.2 Contents insurance. During the term of this lease, Lessee shall, at Lessee's expense, be responsible for insuring its personal property located on the demised premises against damage and destruction by fire, theft or other perils.

9. NOTICES.

9.1 Any notice, demand, request or other communication hereunder given or made by either party to the other shall be in writing and shall be deemed to be duly given only if personally served on the other party or mailed by first class, postage prepaid regular mail addressed as follows:

- (a) if to Lessor, to Vice President for Administrative Services, Southwest Tech, 1800 Bronson Blvd, Fennimore, WI 53809, and
- (b) if to Lessee, to Chief Executive Officer, Southwest Wisconsin Workforce Development Board, 1370 N. Water Street, PO box 656, Platteville, WI 53818

or at such other addresses as Lessor or Lessee, respectively, may designate in writing by notice pursuant to this paragraph.

10. QUIET ENJOYMENT.

10.1 Quiet enjoyment. Lessor covenants that so long as Lessee pays rent and performs the terms, covenants and conditions on Lessee's part to be performed, Lessee shall peaceably and quietly have, hold and enjoy the demised premises for the term of this lease, subject to the provisions of this lease.

10.2 Title and use warranty. Lessor warrants and represents that Lessor has rights to sublease the demised premises and that Lessee is not prohibited by any law or ordinance from using the property as described in Paragraph 3.1.

11. COMPLETE AGREEMENT AND CONSTRUCTION FORM OF AGREEMENT.

11.1 Complete agreement. Both parties acknowledge that no representations, warranties, promises, covenants or undertakings of any kind have been made to either party as an inducement to enter into this lease agreement, other than those expressly set forth herein or in any attachment hereto. This lease is intended to be and is the complete agreement of the parties.

11.2 Paragraph headings. Paragraph headings are for convenience only. They are not part of this lease agreement of the parties and shall not be used in the construction or interpretation thereof.

11.3 Form of agreement. With respect to the form of the lease agreement, both parties assume joint responsibility for the form and composition of each paragraph, and they further agree that this lease agreement shall be interpreted as though each of the parties participated equally in the composition of each and every part thereof.

11.4 Construction. This lease agreement is not to be strictly construed for or against either of the parties. It shall be interpreted simply and fairly with regard to both parties.

11.5 Choice of law. The parties intend this lease agreement to be construed in accordance with the laws of the State of Wisconsin, irrespective of the residence of either party, or regardless of the forum where it may be construed later whether for enforcement, revision, modification or for any other purpose. In addition to the provisions of paragraph 1.3 pertaining to termination, in the event of a breach of this contract by either party, the parties specifically agree to be bound by the relevant provisions of Chapter 704 of the Wisconsin Statutes.

11.6 Severability. Both parties agree that in the event any court of competent jurisdiction at any time holds that a portion of this lease agreement is invalid, illegal, unenforceable, void or voidable, the remainder of the lease agreement, to the extent consistent with such holding, shall not be affected thereby and shall continue in full force and effect.

12. MISCELLANEOUS PROVISIONS.

12.1 Revision or modification Any future revision, modification, amendment or waiver of any of the provisions of this lease agreement shall be effective only if made in writing, dated, signed

and executed with the same formality as this lease agreement. Any such revision, modification or amendment shall specifically provide that it is intended to revise, modify, or amend this lease agreement. Failure of either party to insist upon strict performance of any of the provisions of this lease agreement shall not be construed as a waiver of any subsequent default of the same or similar nature.

12.2 Access to premises. Lessor may enter the demised premises at any reasonable time on reasonable notice to Lessee for any purpose related to the performance of Lessor's obligations thereunder.

12.3 Interruption of services. Interruption of any service maintained in the demised premises if caused by mechanical difficulties or any causes beyond the Lessors's control shall not entitle Lessee to any claim against Lessor or to any abatement in rent, nor shall the same constitute constructive or partial eviction, unless Lessor fails to take such measures as may be reasonable in the circumstances to restore the service without undue delay. If the demised premises are rendered unfit in whole or in part for the uses specified in this lease agreement, for a period of more than 3 days, by the making of repairs, replacement or additions, other than those made with Lessee's consent or caused by misuse or neglect by Lessee or Lessee's agent, customers, visitors or permittees, there shall be a proportionate abatement of rent during the period of such unfitness.

13. BINDING EFFECT.

13.1 Binding effect. The provisions of this lease agreement shall apply to, bind and inure to the benefit of the parties hereto and their respective heirs, beneficiaries, personal or legal representatives and assigns.

IN WITNESS WHEREOF, the said Lessor has caused these presents to be signed this _____ day of _____ 2017.

SOUTHWEST WISCONSIN TECHNICAL COLLEGE

BY: _____

Caleb J. White, Vice President for Administrative Services

IN WITNESS WHEREOF, the said Lessee has caused these presents to be signed this _____ day of _____ 2017.

SOUTHWEST WISCONSIN WORKFORCE DEVELOPMENT BOARD, INC.

BY: _____

Rhonda Suda, Chief Executive Officer

B. Board Resolution Recognizing State and National Recognitions

Southwest Wisconsin Technical College has been named the #1 two-year college in Wisconsin for the second year in a row by bestcolleges.com and #3 in the nation by wallethub.com. A Board resolution recognizing these state and national rankings is available below.

Recommendation: Approve the Board Resolution recognizing Southwest Tech as #1 in the state two years in a row and #3 in the nation by bestcolleges.com and wallethub.com, respectively.

RESOLUTION OF THE SOUTHWEST WISCONSIN TECHNICAL COLLEGE BOARD OF DIRECTORS RECOGNIZING STATE AND NATIONAL RANKINGS

The Southwest Wisconsin Technical College Board of Directors recognizes the College mission, vision, and values in serving the residents of Southwest Wisconsin.

WHEREAS, the mission of Southwest Wisconsin Technical College is to “provide education and training opportunities responsive to students, employers, and communities;”

WHEREAS, the vision of Southwest Wisconsin Technical College is to “be a preferred provider of education, source of talent, and place of employment in the region. We at the College change lives by providing opportunities for success;”

WHEREAS, Southwest Wisconsin Technical College values **Learning** by making high-quality, affordable education accessible to our diverse population and helping students develop the knowledge, skills, and attitudes needed for workforce success;

WHEREAS, Southwest Wisconsin Technical College values **Integrity** by promoting a cohesive culture that is based on professionalism, fairness, trust, and respect and working as a team to maintain a healthy environment of open communication, transparency, and dedication to the mission of Southwest Tech;

WHEREAS, Southwest Wisconsin Technical College values **Accountability** by holding ourselves and our teams responsible for achieving academic and fiscal College goals as established by the Board of Directors;

WHEREAS, Southwest Wisconsin Technical College values **Partnerships** by working together to set and attain goals that support our strategic directions and collaborating internally with students and staff and externally with businesses, donors, alumni, retirees, and the community to identify needs and provide services that impact lives;

WHEREAS, Southwest Wisconsin Technical College values **Innovation** by fostering creativity and student success while exceeding industry needs and leveraging our rural perspectives and progressive entrepreneurial spirit by utilizing emerging technologies that incorporate trend-setting techniques and strategies;

WHEREAS, Southwest Wisconsin Technical College values **Continuous Improvement** by attracting forward-thinking team members and supporting and promoting their personal and

professional development in order to produce high-quality, relevant programs and services, essential to our growth and sustainability as a college;

WHEREAS, *BestColleges.com* empowers students by providing the information needed to make informed higher education decisions;

WHEREAS, *BestColleges.com* applies a rigorous methodology to rank colleges based on 1) academic quality and 2) affordability;

WHEREAS, *BestColleges.com* ranked Southwest Wisconsin Technical College #1 out of nineteen community colleges in Wisconsin for two consecutive years;

WHEREAS, *WalletHub.com* determined the best community colleges in the United States comparing 728 institutions across three key dimensions including: 1) cost and financing, 2) education outcomes, and 3) career outcomes;

WHEREAS, *WalletHub.com* calculated overall scores for each state in the three key dimensions using the weighted average across the metrics of cost of in-state tuition and fees, presence of free community college education, average amount of grant or scholarship aid received, cost per student, school spending efficiency, faculty salary, first-year retention rate, graduation rate, transfer-out rate, credentials awarded per 100 Full-Time-Equivalent students, student/faculty ratio, share of full-time faculty, return on educational investment, and student-loan default rate;

WHEREAS, *WalletHub.com* ranked Southwest Wisconsin Technical College #3 out of 728 community colleges in the United States;

NOW, THEREFORE, BE IT RESOLVED THAT: The Southwest Wisconsin Technical College Board of Directors gratefully accepts and appreciates the recognition by ***BestColleges.com*** as the “#1 Best Community College in Wisconsin.”

BE IT FURTHER RESOLVED THAT: The Southwest Wisconsin Technical College Board of Directors gratefully accepts and appreciates the recognition by ***WalletHub.com*** as the “#3 Best Community College in the United States.”

BE IT FURTHER RESOLVED THAT: The Southwest Wisconsin Technical College Board of Directors recognizes the hard work and dedication by the faculty and staff of Southwest Wisconsin Technical College to achieve these rankings and the commitment by residents, business and industry, and communities of Southwest Wisconsin to ensure Southwest Wisconsin Technical College be recognized for excellence.

BE IT FINALLY RESOLVED THAT: These state and national rankings correlate to the College Values of ***Learning, Integrity, Accountability, Partnerships, Innovation,*** and ***Continuous Improvement*** and the College’s commitment to provide educational opportunities responsive to students, employers, and communities and be a preferred provider of education, source of talent, and place of employment in the region in order to change lives by providing opportunities for success.

Adopted and recorded this 28th day of September 2017.

Chris Prange
Chairperson

ATTEST:

Darlene Mickelson
Secretary

Board Monitoring of College Effectiveness

A. Board Monitoring Report - Compliance

Included below is the Compliance Board Monitoring Report. The focus of this report is on the Higher Learning Commission accreditation, individual program accreditations, and federal compliance. Barb Tucker, Director of College Effectiveness, will present the report.

EXECUTIVE SUMMARY

Alignment with Mission, Vision, Values, and Purposes

The Higher Learning Commission's (HLC) mission is to "serve the common good by assuring and advancing the quality of higher education." Accreditation is the foundation of our continuous improvement work. Exceeding accreditation standards provides us an opportunity to deliver on our own mission. In addition to accreditation through the HLC, which is essential for receiving federal funds, program-specific accreditation agencies ensure quality education related to industry sectors is provided by our college.

Competitive Positioning Statement

- HLC accreditation is required for our college to obtain and retain federal financial aid for students. Over 70 percent of our students receive some sort of financial support from federal sources.
- Achieving accreditation standards signifies a level of desirable quality in our teaching, learning, and college operations. Ultimately, employers depend on the quality of our graduates which improves as we strive to fulfill our continuous improvement responsibilities for maintaining accreditation.
- Program accreditations enable graduates to market their skills with industry credentials. Many employers require graduates to be from "accredited programs." Program accreditations rely on our college maintaining HLC accreditation when granting program accreditation.

RECOGNIZING AND VALUING PEOPLE

1. **Higher Learning Commission – Comprehensive college accreditation** - Administrator: Barb Tucker
 - a. **Standard Pathway** – New Pathway as result of comprehensive visit in Fall 2016. Ten-year cycle with visits in year 4 and year 10; however, a focused HLC visit will occur prior to May 31, 2019. The college's next comprehensive visit will be in 2021-2022. Between the visits, the College will provide evidence to support that the college is meeting the 5 criterion and 21 core components (see exhibits 1a and 1b).
 - b. **Federal Compliance** – is reviewed in conjunction with the criterion. Each component must be met. The College had no findings or changes required (see exhibit 2).
2. **Program Accreditation** – 10 Individual programs with accreditation
 - a. **Auto Collision Repair and Refinish Technician** – National Automotive Technician Education Foundation (NATEF) - Faculty: Greg Wubben; 5-year rotation; next visit Fall 2018
 - b. **Auto Technician** - National Automotive Technician Education Foundation (NATEF) - Faculty: Dan Schildgen and Tyson Larson; 5-year rotation; next visit Fall 2018
 - c. **Certified Firefighter Courses** – International Fire Service Accreditation Congress (IFSAC) - Faculty: Karl Sandry; 5-year rotation. Accreditation is granted as a state through the WTCS system. Currently 6 fire courses are accredited: 5 courses accredited in 2014 with 1 course accredited in 2016.
 - d. **Cancer Information Management** – National Cancer Registrars Association (NCR) – Sara Biese and Jennifer Lame; May 11, 2016; annual updates must be provided.
 - e. **Medical Assistant** – Commission on Accreditation of Allied Health Education Programs (CAAHEP) – Tonia Breuer and Kris Schoville; last visit March 2016; 10-year cycle.
 - f. **Medical Laboratory Technician** – National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) – Joan Young and Linda Kious; accreditation visit scheduled September 20-21, 2017.

- g. **Certified Direct Entry Midwife** – Midwifery Education Accreditation Council (MEAC) – Sherry DeVries; certification granted 2014-2019.
 - h. **Nursing - Associate Degree** – Accreditation Commission for Education in Nursing (ACEN) – Cynde Larsen, Dawn Adkins, Karla Blackburn, Darci Colsch, Penny Demert-Neal, Vicky Rundle, Justine Sparrgrove, and Jenna Taylor; visit scheduled for October 17-19, 2017.
 - i. **Physical Therapist Assistant** – Commission on Accreditation in Physical Therapy Education (CAPTE) – Stacy Place and Jackie Schultz-Sloan; visit scheduled for December 11-13, 2017.
 - j. **Health Information Technology** – Jennifer Lame and Sara Biese; in process – visit in Fall 2017
 - k. **Law Enforcement 720 Academy** – Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP) – Kris Wubben, Tom Kretschman, Gary Roberts
 - l. **Welding** – American Welding Society (AWS) – Ed Anderson, Jeff Midtlien, Tim Jacobson; granted in September 2017
3. **Civil Rights and Affirmative Action Compliance** – WTCS audit in compliance with Department of Education requirements; 8-year audit cycle; visit was in Fall 2016. Suggested changes have been addressed in all areas outside of physical building structure. See Exhibit 3

PRESENTATION OF DATA

Focus Areas of improvement from the HLC Comprehensive Review:

1. ***At least two years of documented evidence of a common pattern across all programs of the use of assessment of student learning data at the course and program levels leading to documented improvements in courses and programs with clear, documented connections to institutional planning.***

What have we done so far?

- Curriculum development and maintenance has been updated and completed in WIDS for 75% of programs and will continue through this year to meet 100%. This is important to document develop plans that authenticate the connections between course and program outcomes and the assessment that is occurring.
- Program Outcome Assessment Plans have been completed for 98% of programs and are in WIDS.
- Program Core Ability Assessment Plans have been completed for 95% of programs.
- Course Outcome Assessment work has been started during Assessment and Vitality days in August 2017. These plans will be in place for all programs at end of Fall 2017.
- Team Action Plans for faculty teams have been established for 100% of programs.

Details of work related to Assessment of Student Learning Data at the Course Level

Faculty design course curriculum around a list of Course Competencies – “Major skills, knowledge, or attitudes that are measurable and observable” (Worldwide Instructional Design System [WIDS], 2017).

Examples of Course Competencies for a healthcare course might include ‘Demonstrate Sterile Technique’ or ‘Examine Current Trends in Math and Science’. Faculty assess student attainment of Course Competencies like these through a wide variety of assessment techniques including examinations, demonstrations, and internships.

General Education faculty collected data regarding student learning of the College's Core Abilities during the spring and summer semesters of 2017 under the General Education Skill Attainment (GESA) plan, using the Performance Assessment Tool, proprietary to Southwest Tech. These data were used, along with their indirect measures of student learning, in establishing their team action plans for improving student learning and success for the 2017-2018 academic year.

Student learning data at the course level is collected by faculty using both formative and summative methods. Beginning with the 2017 Fall semester, each faculty member will aggregate their individual student assessment data into course-level assessment data. Using the Course Assessment document, housed in the program shell of WIDS (the College's curriculum-design tool) faculty will identify at least one priority course competency for assessment study. At the completion of each course, the faculty member will assess the student cohort's achievement of the identified course competency. They will compare the actual level of the cohort's learning achievement to the expected level of achievement and will document their analysis of the cohort's achievement along with any identified improvements that will be made in the course related to the actual level of performance. Faculty will then upload this completed documentation into the Course Documents section of the WIDS course for future course planning reference.

Faculty practiced use of the Course Assessment tool at the Assessment and Instructional Vitality Process Day, a required training day, held Monday, August 14, 2017. This task of completing course Assessment is included in the Southwest Tech Hub (College intranet) Academic Checklist and faculty members will receive reminder emails at least monthly throughout the year regarding the process, with audits being completed following each semester.

Details of Assessment of Student Learning Data at the Program Level

Faculty design academic program around a list of Program Outcomes – “Macro outcomes comprising a set of field specific skills, attitudes and abilities to be mastered by learners completing a program. These go beyond a specific course. A group of program outcomes pertains to an entire program” (WIDS, 2017).

Examples of program outcomes for a healthcare program might include 'Perform Clinical Supportive Treatments' or 'Communicate the Results of Scientific Data Collections and Investigations.' Faculty assess student attainment of program outcomes through a wide variety of assessment techniques including examinations, demonstrations, and internships. These assessments are conducted near to or at the conclusion of an academic program and are designed to measure student learning as a result of having completed the program of academic study.

Beginning with the fall semester 2017, each faculty team will aggregate their individual student program outcomes assessment data into program-level assessment data. Using the WIDS program Outcome Assessment Plan tool, faculty teams have established yearly Program Outcome Assessment Plans and Program Core Ability Assessment Plans including quantified outcomes for individual student success and for cohort success. Yearly, at the conclusion of the program, the faculty team will aggregate and analyze their program students' attainment of both program Outcome Assessment Plans. They will then make identified changes to improve student learning and will establish their program Outcome Assessment Plans for the coming year.

Faculty teams completed work on their Outcome Assessment Plans in August of 2017. The tasks of analyzing the Program Outcome Assessment Plans (OAP) is included in the Southwest Tech Hub Academic Checklist and faculty members will receive reminder emails early each May, July, and December regarding the need to complete the analysis process of the OAP. Audits will be completed at the conclusion of each semester.

Connecting Assessment of Student Learning Data to Institutional Planning

Student learning data comprises both direct measures of student learning such as end-of-course and end-of-program assessment of student attainment of course competencies and program outcomes and indirect measures of student learning. Some examples of indirect measures of student learning include course completion rates, 2-year and 3-year graduation rates, and student self-assessments of their learning.

Southwest Tech connects its use of assessment of student learning data to institutional planning through the Team Action Plan (TAP) process. In August 2017, the executive team invited a group of eight faculty and staff members to an executive team retreat for the purpose of developing a set of questions designed to align faculty team assessment initiatives with the College's Strategic Priorities during the development of the 2017-2018 Faculty TAP quality projects. A brainstorming session was conducted to develop a large list of potential guiding questions based on each of the five Southwest Tech Strategic Priorities. The College Effectiveness team then edited the list and distributed it, by email to members of the Executive Team, the Curriculum Workgroup, and the Assessment Integration Team for ranking of questions in order to identify the five most pertinent to alignment with current institutional strategic planning. Based on the results of this online survey, the TAP plan questions were finalized.

On August 14, 2017, faculty teams examined their indirect measures of student learning and, guided by the TAP plan questions, each team identified two or three TAP quality projects, each designed to promote improvement in course and program outcomes. Every active program has completed the TAP process and have agreed upon quality projects to be implemented for the 2017-2018 academic year. By August of 2018, all programs will have collected course-level and program-level assessment data and will include these direct measures of student learning in the 2018 TAP quality project development process, closing the loop on assessment and documenting clear connections to institutional planning.

The Team Action Plan quality project data will be aggregated each September. These data will be available for use by a wide array of users and will constitute an important tool for the SWTC executive team and the board of directors to consider during institutional planning efforts.

References

WIDS Quick Start Guide (2017).

2. ***An institutional culture of assessment that is systematic and consistent across all programs with ongoing professional development and involvement of faculty and staff across the College.***

What have we done so far?

- The first Assessment and Instructional Vitality Day was held on August 14, 2017. This systematic annual process will encourage faculty to review direct and indirect assessment data at the beginning of every year and use weekly team meetings to work on three data points to improve teaching and learning. The use of facilitators from various departments at the College expands support and awareness of the importance of assessment and HLC requirements.
 - Several presentations were provided to all staff regarding the Higher Learning Commission requirements during college forums and college in-services. We also have added a standing agenda item to the college in-services to discuss HLC and accreditation. The leadership team has been charged with reviewing and ensuring the requirements of HLC are carried out.
3. **Completion and implementation of co-curricular outcomes and an assessment plan for co-curricular programs with evidence of at least one year of data collection and use of data for identifying program improvements.**

What have we done so far?

- A co-curricular work team was created as a sub-group of the assessment team. This team created a definition of co-curricular and identified student clubs, student ambassadors, student organizations and student employment as our college's co-curricular offerings.
- A timeline has been created for implementing the assessment of the co-curricular offerings identified above with the goal of having all co-curricular offerings opt into the co-curricular assessment by fall of 2019.
- The Post-secondary Agriculture Students (PAS) and Student Ambassadors will be the first groups to complete the co-curricular assessment beginning in the 2017-18 year. This will ensure that two years of data will be collected and analyzed by May 2019.
- Focus is on developing a systematic approach to co-curricular assessment → many of our organization/clubs are already doing this, just need to establish a systematic process.
- Goal is to engage students in the process so the students “own” the evaluation.

4. ***Systematic processes and common understandings of meaningful retention and completion goals set at program and/or institution levels, and use of retention and completion data to support improvements across the College.***

What have we done so far?

- A review of each program's retention and completion data was included as part of the instructional vitality day in August. All program faculty were presented retention and completion data.
- A team of eight individuals attended an HLC assessment conference in July 2017 and determined that a separate college retention and graduation goal should be set for programs two years in length and programs less than two years. This will be completed by the end of September when the most current data sets for all 16 colleges are available.

STRENGTHS

1. Overall college performance is very positive - #1 two-year college in Wisconsin for two consecutive years and #3 two-year college in the nation!
2. Significant college-wide support and progress in the area of assessment and teaching and learning over the past eight months.
3. Internal alignment has been improved with the creation of councils, health indicators, and strategic initiatives.

WEAKNESSES

1. Very little institution-wide knowledge of accreditation.
2. Very little evidence or documentation of protocol or procedures related to teaching and learning and college functions.
3. Very early in the alignment process related to strategic initiatives, health indicators, and council work.

STRATEGIC INITIATIVES DESIGNED TO IMPROVE PERFORMANCE

(See Exhibit 4 for Council Model Road Maps)

1. Leadership Team: Board Monitoring Reports

- a. The Board Monitoring Report process engages leadership in communicating with the people in their stewardship while also participating in college-wide decisions. To improve the quality of our decisions, we must improve communication, engagement, data analysis, and consistent implementation.
- b. Initiative: The Leadership Team will receive the Board Monitoring Report a month prior to the presentation to the Board. Leaders will provide feedback and serve as communication liaison with their direct reports. Feedback can be incorporated into the presentation to the Board. This will provide improved communication, increased engagement opportunities, and additional empowerment to participate in key decisions.
- c. Goal: “Decision made at the appropriate levels” will improve from 3.15 to 3.5.
- d. Lead: Danielle Seippel

2. Leadership Team: Standard Operating Procedures

- a. Consistency in our operations fosters confidence and facilitates continuous improvement. We will complete standard operating procedures to strengthen our compliance assurances for accreditations.
- b. Initiative: The top five standard operating procedures will be identified, developed, and implemented before the end of the academic year.
- c. Goals: Satisfaction with “clear procedures” will improve from 2.87 to 3.5.
- d. Lead: Barb Tucker

3. Academic Council: Consistent Excellence in Quality Learning

- a. Curriculum design, including student learning objectives and assessment plans, contributes to student success. Academic programs and co-curricular offerings achieve excellence through consistent planning and continuous improvement.
- b. Goals:
 - i. Increase WIDS curriculum from 45% to 100% by 2/18.
 - ii. Increase WIDS assessment from 5% to 100% by 2/18.
 - iii. Increase TSA Phase II approvals from 40% to 100% by 2/18.
 - iv. Increase approved Schoology shells from 5% to 100% by 2/18.
 - v. 100% of academic/co-curricular faculty finish Team Action Plans by 6/18.
- c. Initiatives: Instructional Vitality Days are scheduled and structured to promote consistent implementation of curriculum. Weekly Team Action Plan meetings are scheduled to facilitate continual review of progress. Training opportunities occur frequently to ensure faculty have the knowledge and abilities to complete the planning and assessment.
- d. Leads: Cynde Larsen and Dawn Adkins

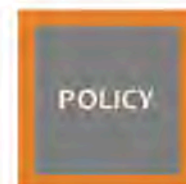
APPENDIX

Exhibit 1a	HLC Standard Pathway 10-year Cycle
Exhibit 1b	HLC Criteria for Accreditation
Exhibit 2	Federal Compliance
Exhibit 3	WTCS Federal Compliance Monitoring
Exhibit 4	Council Model Road Maps

Exhibit 1A and 1B

HLC Standard Pathway 10-Year Cycle

CYCLE	INSTITUTIONAL ACTIVITIES	PEER REVIEW	HLC DECISION MAKING
Year 1	Provide evidence of activities that demonstrate we are meeting core criterion and annual updates		
Year 2			
Year 3			
Year 4	Submit Comprehensive evaluation materials	Conduct comprehensive evaluation (with visit)	Action on comprehensive evaluation
Year 5	Provide evidence of activities that demonstrate we are meeting core criterion and annual updates		
Year 6			
Year 7			
Year 8			
Year 9			
Year 10	Submit Comprehensive evaluation materials	Conduct comprehensive evaluation (with visit)	Action on comprehensive evaluation



Policy Title: Criteria for Accreditation

Number: CRRT.B.10.010

The Criteria for Accreditation are the standards of quality by which the Commission determines whether an institution merits accreditation or reaffirmation of accreditation. They are as follows:

Criterion 1. Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Core Components

1.A. The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

1.B. The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

1.C. The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
 2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.
- 1.D. The institution's mission demonstrates commitment to the public good.
1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
 2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
 3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Criterion 2. Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

Core Components

- 2.A. The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.
- 2.B. The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.
- 2.C. The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.
1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
 2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
 3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.

4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.
- 2.D. The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.
- 2.E. The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.
1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
 2. Students are offered guidance in the ethical use of information resources.
 3. The institution has and enforces policies on academic honesty and integrity.

Criterion 3. Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

Core Components

- 3.A. The institution's degree programs are appropriate to higher education.
1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
 2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post baccalaureate, post-graduate, and certificate programs.
 3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).
- 3.B. The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.
1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
 2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established

framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

3.D. The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

3.E. The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Criterion 4. Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Core Components

4.A. The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
 6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).
- 4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.
1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
 2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
 3. The institution uses the information gained from assessment to improve student learning.
 4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.
- 4.C. The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.
1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
 2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
 3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
 4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion

rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Criterion 5. Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Core Components

5.A. The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

5.B. The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.

3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

5.C. The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity.
Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

5.D. The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Policy Number Key

Section CRRT: Criteria and Requirements

Chapter B: Criteria for Accreditation

Part 10: General

Last Revised: June 2013

First Adopted: August 1992

Revision History: Criterion Three revised August 1998; revised February 2002; revised February 2007. New Criteria for Accreditation adopted February 2003, effective January 2005; New Criteria for Accreditation adopted February 2012, effective January 2013; Revised June 2013.

Exhibit 2



PROCEDURE

FEDERAL COMPLIANCE OVERVIEW

Information for Institutions and Peer Reviewers

Effective for Federal Compliance Reviews beginning September 1, 2016

Introduction

HLC is required by the U.S. Department of Education to assure that all of its affiliated institutions are complying with the expectations of specific regulations accreditors must enforce as a part of their federal recognition. In addition, HLC is required to review institutions' compliance with their Title IV program responsibilities. Compliance with these requirements by both institutions and HLC is necessary to ensure that institutions accredited by HLC are eligible for federal financial aid.

The U.S. Department of Education continues to define and to implement statutory requirements for accredited colleges and universities in the Higher Education Act. In addition, HLC policy regarding Federal Compliance Requirements for institutions states that institutions must meet these requirements in order to be accredited by HLC. This document reflects those changes in the policies and explanations provided below.

Procedure

The Federal Compliance Program follows a three-step process:

1. First, institutions must address the federal requirements in the materials they submit to HLC before a visit. The [Federal Compliance Filing by Institutions](#) provides direction to institutions in addressing these requirements. Institutions applying for candidacy or initial accreditation address the Federal Compliance Requirements in their preparations for the comprehensive evaluation visit.

AQIP Pathway institutions address the requirements in the materials prepared for comprehensive evaluations in Year 8. Institutions participating in the Open Pathway must demonstrate that they meet the Federal Compliance Requirements during the Year 10 comprehensive evaluation. Institutions participating in the Standard Pathway must demonstrate that they meet the Federal Compliance Requirements in the Year 4 and Year 10 comprehensive evaluations.

Institutions on Probation or Show Cause address the requirements in their preparations for the sanction visit.

2. Second, HLC expects that institutions make additional supporting information on Federal Compliance available during the visit (or in the Assurance System). While conducting the visit, peer reviewers should verify that the Federal Compliance information they have received is accurate and complete. They should raise any questions they have with institutional representatives.
3. Third, peer reviewers must document that they have conducted a thorough review of the institution's compliance with federal requirements using the [Federal Compliance Worksheet for Evaluation Teams](#). A Federal Compliance reviewer evaluates the institution's Federal Compliance materials in advance of the visit and refers any issues to the on-ground team for further exploration and confirmation. In some cases, HLC does not assign a Federal Compliance reviewer and instead asks that the on-site peer review team conduct the Federal Compliance review as part of its work.

Federal Regulation Policies

This section outlines HLC's requirements to ensure that HLC and its affiliated institutions comply with federal regulations. It provides the text of applicable HLC policies as well as of other relevant standards and guidelines. In addition, the section contains an explanation of each requirement, links to related materials including HLC forms and procedures, and references to the Criteria for Accreditation Core Components and Assumed Practices that each requirement is relevant to and that institutions must ultimately satisfy in order to receive accreditation.

Assignment of Credits, Program Length and Tuition

Policy Number FDCR.A.10.020

An institution shall be able to equate its learning experiences with semester or quarter credit hours using practices common to institutions of higher education, to justify the lengths of its programs in comparison to similar programs found in accredited institutions of higher education, and to justify any program-specific tuition in terms of program costs, program length, and program objectives. Affiliated institutions shall notify the Commission of any significant changes in the relationships among credits, program length, and tuition.

Assignment of Credit Hours. The institution's assignment and award of credit hours shall conform to commonly accepted practices in higher education. Those institutions seeking, or participating in, Title IV federal financial aid, shall demonstrate that they have policies determining the credit hours awarded to courses and programs in keeping with commonly accepted practices and with the federal definition of the credit hour, as reproduced herein for reference only, and that institutions also have procedures that result in an appropriate awarding of institutional credit in conformity with the policies established by the institution.

Federal Credit Hour Definition: A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than:

(1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour

of credit, or the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. 34CFR 600.2 (11/1/2010)

Commission Review. The Commission shall review the assignment of credit hours, program length, and tuition in conjunction with a comprehensive evaluation for reaffirmation of accreditation during the Commission's assurance process. The Commission may sample or use other techniques to review specific institutional programs ensure that it has reviewed reliability and accuracy of the institution's assignment of credit. The Commission shall monitor, through its established monitoring processes, the resolution of any concerns identified during that evaluation with regard to the awarding of academic credit, program length, or tuition, and shall require that an institution remedy any deficiency in this regard by a date certain but not to exceed two years from the date of the action identifying the deficiency.

Commission Action for Systematic Noncompliance. In addition to taking appropriate action related to the institution's compliance with the Federal Compliance Requirements, the Commission shall notify the Secretary of Education if, following any review process identified above or through any other mechanism, the Commission finds systematic noncompliance with the Commission's policies in this section regarding the awarding of academic credit.

The Commission shall understand systematic noncompliance to mean that an institution lacks policies to determine the appropriate awarding of academic credit or that there is an awarding by an institution of institutional credit across multiple programs or divisions or affecting significant numbers of students not in conformity with the policies established by the institution or with commonly accepted practices in higher education.

Explanation of This Requirement

HLC's intent is (1) to review an institution's policies regarding the award of credit; (2) to determine whether the institution follows those policies in practice; and (3) to determine whether the allocation of credit by the institution is in keeping with the federal definition of the credit hour and whether an institution with courses in alternative formats has and follows policies that are consistent with commonly accepted practice in higher education in the United States.

Institutions should make sure that they have a policy at the institutional or departmental level that explains how credit hours are allocated to courses and programs. The policy should be in writing and take into account the federal definition of the credit hour, as well as commonly accepted practice in higher education. Such policies are typically expected to distinguish the various levels of learning that the institution offers, such as graduate and undergraduate, and may distinguish among departments or disciplines. An institution's policy should take into account such matters as practica, clinical rotations, compressed terms and distance delivery.

Institutions with fairly standard semester or quarter systems and credit hour allocations are likely to find that looking at their policy on credit hours, catalog and sample syllabi is the easiest approach to documenting compliance. However, institutions that provide instruction through online, alternative, compressed or other formats should also have policies that expressly address how that learning is determined, organized and evaluated, and how the institution goes about determining instructional equivalencies. Such institutions should consider incorporating learning objectives and actual student outcomes in allocating credit hour values.

The institution should be able to demonstrate that it assigns credit hours to courses following institutional policy in a reasonable and systematic way, taking into consideration the instructional time provided to students and the calendar format. Degree programs should have overall credit hour requirements. These credit hour assignments and degree program requirements should fit within the current range of good practice in higher education.

In addition, the institution should set tuition consistently across degree programs. If tuition differs for a particular program or programs, the institution should be able to justify that difference based on costs for offering that degree, the length of the program, or the objectives of the program.

Should the institution plan to make any significant change to credit hour assignments or degree program requirements, the institution is required to seek HLC approval prior to making that change. The institution should review the [application for approval of a substantive change in clock or credit hours](#) on HLC's website for more information.

Related HLC Requirements:

Core Components 3.A., Assumed Practice B.1.

Institutional Records of Student Complaints

Policy Number FDCR.A.10.030

An institution shall make available an account of the student complaints it has received, its processing of those complaints, and how that processing comports with the institution's policies and procedures on the handling of grievances or complaints.

Explanation of This Requirement

The institution is free to design a complaint-tracking process that best fits its needs. Whatever approach the institution takes, the institution should show that it has in a timely manner received, tracked and processed student complaints filed since the last comprehensive evaluation or other evaluation in which HLC formally reviewed the institution's Federal Compliance information (e.g., a show-cause evaluation, certain advisory visits, etc.).

Moreover, the institution should be able to demonstrate that it identifies and learns from the information provided in student complaints. The institution and team may also receive student complaints filed with HLC prior to the evaluation visit.

Related HLC Requirements:

Core Component 2.A; Assumed Practices A.3, A.4.

Publication of Transfer Policies

Policy Number FDCR.A.10.040

Each institution shall determine its own policies and procedures for accepting transfer credits, including credits from accredited and non-accredited institutions, from foreign institutions, and from institutions that grant credit for experiential learning and for non-traditional adult learner programs in conformity with any expectations in the Commission's Assumed Practices. An institution's periodic review of its transfer policies and procedures should include evaluation of their clarity to those who administer them, to the students who follow them, and to employers and other stakeholders. It should also include the consistency of their interpretation and application throughout the institution, as well as their responsiveness to new types of learning opportunities outside institutions of higher education.

An institution shall demonstrate that it has transfer policies that are publicly disclosed and that such policies include a statement of criteria established by the institution regarding

transfer of credit earned at another institution. An institution shall also demonstrate that it publishes a list of institutions or programs with which the institution has established articulation agreements to receive and send credit.

Explanation of This Requirement

The institution must disclose its transfer policies to students and to the public. Its policies should contain information about the criteria the institution uses to make transfer of credit decisions. The institution must also list information about its articulation agreements with other institutions. The information the institution provides should include any program-specific articulation agreements in place and should clearly identify program-specific articulation agreements as such. Also, the information the institution provides should include whether the articulation agreement anticipates that the institution under HLC review (1) accepts credits from the other institution(s) through the articulation agreement; (2) sends credits to the other institution(s) through the articulation agreement; (3) both offers and accepts credits with the institution(s) in the articulation agreement; and (4) what specific credits articulate through the agreement (e.g., general education only; pre-professional nursing courses only; etc.).

In addition, its transfer policies must also meet the requirements for the description of transfer policies outlined in 34 CFR §668.43(a)(11) of the Code of Federal Regulations, which is reproduced here for reference:

(11) A description of the transfer of credit policies established by the institution which must include a statement of the institution's current transfer of credit policies that includes, at a minimum—

(i) Any established criteria the institution uses regarding the transfer of credit earned at another institution; and

(ii) A list of institutions with which the institution has established an articulation agreement.

Related HLC Requirements:

Core Component 2.A; Assumed Practice A.5.D.

Practices for Verification of Student Identity

Policy Number FDCR.A.10.050

An institution offering distance education or correspondence education, as specified in the federal definitions reproduced herein solely for reference, shall have processes through which the institution establishes that the student who registers in the distance education or correspondence education courses or programs is the same student who participates in and completes and receives the academic credit.

Definitions:

Distance education/course means education that uses one or more of the {following} technologies (i) to deliver instruction to students who are separated from the instructor; and (ii) to support regular and substantive interaction between the students and the instructor, synchronously or asynchronously. The technologies used may include: (i) the internet; (ii) one way and two way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; (iii) audioconferencing; or (iv) videocassettes, DVDs, and CD-Roms, if the videocassettes, DVDs or CD-Roms are used in conjunction with any of the technologies listed in clauses (i) through (iii).

Correspondence education/course means: (1) Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. (2) Interaction between the instructor and the student is not regular and substantive, and is primarily initiated by the student. (3) Correspondence courses are typically self-paced. (4) Correspondence education is not distance education. 34CFR 602.3 (11/1/2010)

Institutional Practices. In verifying the identity of students who participate in class or coursework the institution may make use of a variety of methods at the option of the institution, including but not limited to: (1) secure login and pass code; (2) proctored examinations; and (3) new or other technologies and practices that are effective in verifying the identity of students. Such methods must have reasonable and appropriate safeguards to protect student privacy. Institutions must notify students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity such as separate fees charged by proctoring services, etc.

Commission Review. The Commission will review an institution's student identity verification protocols when an institution requests permission to add programs in distance delivery as well as during a comprehensive evaluation. The Commission will also require that institutions submit information about student identity verification protocols on the Commission's Institutional Update.

Explanation of This Requirement

Institutions must verify the identity of students who participate in courses or programs provided through distance or correspondence education. The institution may use a variety of approaches to verify student identity, such as those mentioned in the policy. Additionally, if the method by which the institution verifies student identity will incur a cost to the student (such as a fee for a proctored exam), the institution must disclose that cost to the student at the time of registration or enrollment. The institution must also demonstrate that it is making reasonable efforts to protect student privacy in verifying student identity.

Note that the definitions of distance and correspondence education for the purpose of verifying student identity are the federal definitions and are quoted in the HLC policy for reference.

Related HLC Requirement:
Core Component 2.A.

Title IV Program Responsibilities

Policy Number FDCR.A.10.060

An institution shall demonstrate that it complies if required with the Title IV program responsibility requirements of the Higher Education Reauthorization Act as most recently amended. Therefore, institutions will provide for Commission review any documents concerning the institution's program responsibilities under Title IV of the Act, including any results of financial or compliance audits and program reviews, audits reports by the Office of Inspector General of the U.S. Department of Education, and any other information related to its fulfillment of its Title IV responsibilities.

Default rate. An institution shall make reasonable efforts to ensure that its students do not take on excessive debt either through federal or private loans. An institution shall also demonstrate that it is appropriately fulfilling its Title IV responsibilities to manage its student loan program, to

minimize student default on such loans, and to provide accurate information to the U.S. Department of Education when required in conjunction with its loan program. Therefore, an institution will submit to the Commission information about its participation in federal and private loan programs as well as its three-year Title IV default rates and any default reduction plans provided to the U.S. Department of Education.

Explanation of This Requirement

The institution is expected to provide HLC with information regarding each of the components listed below:

1. General Program Responsibilities
2. Financial Responsibility Requirements
3. Default Rates
4. Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures
5. Student Right to Know/Equity in Athletics
6. Satisfactory Academic Progress and Attendance Policies
7. Contractual Relationships
8. Consortial Relationships

The institutional staff members compiling this information should work with the financial aid office and the chief financial officer or comptroller.

Required Information for Students and the Public

Policy Number FDCR.A.10.070—Public Information

Required Information for Students and the Public

An institution demonstrates that it makes available to students and the public fair, accurate and complete information in catalogs, student handbooks, and other publications that include, at a minimum, information about the institution's calendar, grading, admissions, academic program requirements, tuition and fees, and refund policies.

Explanation of This Requirement

Institutions should disclose certain information to students and members of the public in publications that are readily available to these constituents and in clear language.

Related HLC Requirements:
Core Component 2.A, 2.B; Assumed Practice A.5.

Advertising and Recruitment Materials and Other Public Information

Policy Number FDCR.A.10.070—Public Information

Advertising and Recruiting Materials and Other Public Information

An institution's public information including its advertising and recruiting materials shall evidence the same fairness and accuracy the Commission expects in an institution's catalog and other documents for students.

Disclosure of Affiliation Status

If the institution chooses to reference its accreditation status in advertising and recruiting materials or other document or location, that disclosure will accurately explain its status with the Commission and the academic programs, locations and other institutional activities included in its accreditation.

It will accompany that reference with information on how to contact the Commission. It shall provide the Commission's address and telephone number or it may use the Commission's website address in lieu of this information. Electronic materials shall use the Commission's collective membership mark.

The Commission reserves the right to issue a public statement or Public Disclosure Notice (PDN) correcting any incorrect or misleading information the Commission determines that an institution has publicized about its accreditation status, recent actions by the Commission or other information.

Explanation of This Requirement

An institution must provide clear and accurate information in its advertising and recruiting materials, including information about its relationship with HLC and other accrediting agencies. In any place where the institution discloses its relationship with HLC, the institution must also provide contact information for HLC. Institutions must use HLC's Mark of Affiliation in at least one place on their websites.

Related HLC Requirements:

Core Component 2.B; Assumed Practice A.5, A.7.

Review of Student Outcome Data

Policy Number FDCR.A.10.080

An institution shall demonstrate that, wherever applicable to its programs, its consideration of outcome data in evaluating the success of its students and its programs includes course completion, job placement, and licensing examination information.

Explanation of This Requirement

Institutions must demonstrate that they collect and review information about how students perform in courses in a program and whether, subsequent to the successful completion of the program, students are able to obtain employment in the field in which they studied or pass required licensing exams. Institutions must also demonstrate that they use this information to determine whether they are successful in meeting their missions and educational objectives.

Related HLC Requirements:

Core Components 4A–C; Assumed Practice C.6., C.7.

Publication of Student Outcome Data

Policy Number FDCR.A.10.070

Information about Student Achievement

An institution's information for students and the public shall include information regarding student achievement. This information shall include student retention rates, completion rates or other information appropriate for the mission of the institution and its goals for students.

Explanation of This Requirement

In fulfillment of the Council for Higher Education Accreditation's (CHEA's) standard of accountability for accrediting organizations, HLC requires its affiliated institutions to demonstrate that they make student outcome data easily accessible to the public. These data should be made through the institution's website and should be clearly labeled as such. Any technical terms in the data should be defined, and any necessary information on the method used to compile the data should be included. Data may be provided at the institutional or department level or both, but the institution must disclose student outcome data that address the broad variety of its programs.

Standing With State and Other Accrediting Agencies

Policy Number FDCR.A.10.090

An institution has a responsibility to remain in good standing with each state in which it is authorized or licensed as well as with any other institutional or programmatic accrediting agency recognized by the U.S. Department of Education by which it is accredited or pre-accredited up to the point that it voluntarily withdraws from such relationships. An institution shall fairly represent to the Commission and to the public its history or current or previous status with other institutional or programmatic accrediting bodies and with each state in which it is authorized or licensed.

An institution shall disclose to the Commission any pending or final state actions that affects the institution's legal status or authority to grant degrees or offer programs and any pending or final actions by an accrediting agency to withdraw accredited or pre-accredited status, impose a sanction or deny an application for such status. Such disclosure shall take place at the time of the action by the other entity and on the Commission's Institutional Update as well as in preparation for a comprehensive evaluation by the Commission.

Commission Review. If another such accrediting agency or if a state has taken any of these actions, the Commission will undertake a prompt review of the institution and the related action.

With regard to an applying institution, the Commission, through its decision-making processes and subject to the limitations in the Eligibility Requirements, will carefully weigh these matters in reaching its own decision to grant candidacy or accreditation. If it chooses to grant candidacy or initial accreditation to such an institution, it will provide the Secretary of Education a written explanation of why that action is appropriate within thirty days of taking the action.

With regard to an accredited institution, the Commission will determine whether additional review or Commission action, including sanction or withdrawal of accreditation, is appropriate. The Commission may undertake its review in any way provided for in Commission policy.

Explanation of This Requirement

An institution must disclose to HLC its relationship with any other specialized, professional or institutional accreditor and with all governing or coordinating bodies in states in which the institution may have a presence. Information about those relationships should inform HLC reviewers in evaluating the institution's capacity to meet the Criteria for Accreditation.

Related HLC Requirements:

Core Component 2.B, Assumed Practice A.7, C.4.

Public Notification of Opportunity to Comment

Policy Number FDCR.A.10.070—Public Information

Public Notification of Opportunity to Comment

The Commission shall seek comment from third parties about institutions being evaluated for accreditation or candidacy. As part of the comprehensive evaluation, institutions shall publicize the forthcoming evaluation in accordance with established Commission procedures regarding content, dissemination, and timing.

Explanation of This Requirement

HLC seeks public comments on institutions as part of its comprehensive evaluations. The institution is responsible for publishing a notice about the visit to its constituents and instructing constituents that they can send comments to HLC. (See HLC's [Procedure on Third-Party Comments](#).) HLC staff members will collect the comments and forward them to the leadership of the institution and the evaluation team. The comments are intended to encourage participation in the accreditation activity from multiple constituents and typically form only a basis for further inquiry about appropriate issues from the team. Decisions made by the team should rest on information gained from the visit itself.

Competency-Based Programs, Including Direct Assessment Programs, and Faculty-Student Engagement

Policy Number FDCR.A.10.020—Assignment of Credit Hours

See page 2 for policy text.

Explanation of This Requirement

On an ongoing basis, peer reviewers must verify for any competency-based education programs (including credit-based, direct assessment or hybrid programs) offered by an institution and previously approved by HLC that students and faculty communicate on some regular basis that is at least equivalent to contact in a traditional classroom, and that in the tasks mastered to assure competency, faculty and

students interact about critical thinking, analytical skills, and written and oral communication abilities, as well as about substantive matters such as core ideas, important theories, current knowledge, etc. In addition, peer reviewers must also verify that the credit hour equivalencies for these programs are appropriate, and credit hour information about these programs should be included on the [Credit Hour Worksheet](#).

Additional guidelines for institutions interested in ensuring that competency-based education programs are eligible for Title IV are provided in the [Competency-Based Education Programs application](#) available from HLC's website.

Exhibit 3

WTCS Federal Compliance Monitoring

From: Scanlon, Dan [<mailto:dan.scanlon@wtcsystem.edu>]
Sent: Tuesday, August 15, 2017 4:11 PM
To: Daniel Imhoff <dinhoff@swtc.edu>
Subject: ADA letter, sorry for the wait

Dan,

Federal Office of Civil Rights requires the Wisconsin Technical College System (WTCS) to audit each Technical College District once every 8 years. The facilities at Southwest Technical College (SWTC) were last surveyed in the Fall of 2016 and nearly all of the non-conforming items on that Accessibility Report have been remedied. SWTC has up to two years to remedy any violation in that report.

All construction, remodeling or alterations to facilities will be held to the applicable accessibility code in effect at the time of the work. It is the responsibility of the Design Professional, Contractor, Local Code Officials and the College and others to make sure that any alterations adhere to these applicable codes. Even though the responsibility of meeting accessibility requirements is shared by many, some things can be overlooked or misinterpreted. The goal of the WTCS audit this Fall will be to verify that all the facilities meet applicable accessibility codes. This audit will attempt to verify the accessibility of all of the SWTC facilities.

It is our recommendation that all facilities and alterations that occur between our visits be reviewed by SWTC for accessibility needs and guidelines and that if there is a need for a remedy that there is one provided or that an acceptable accommodation is provided. If you have a specific instance where an inconsistency of a facilities accessibility occurs and you would like clarity, input, or information regarding an accessibility accommodation please let me know.

Daniel P. Scanlon, RA
Wisconsin Technical College System
Director - Facilities Development
608 266 1809

Voluntary Compliance Plan Template

This Voluntary Compliance Plan (VCP) template is meant to provide assistance in drafting the colleges' VCP by outlining the corrective action it will take to remedy the violations identified in the WTCSB Letter of Findings (LOF). The college has a maximum of 90 calendar days following the date on the WTCS Letter of Findings, to submit a draft of a Voluntary Compliance Plan to address relevant compliance issues. Technical assistance for the development and implementation of the Voluntary Compliance Plan will be provided by Technical College System Office staff upon request.

Name of District: Southwest Wisconsin Technical College

President's Signature: _____

Date of submission: 2/28/2017

This VCP addresses the findings described in WTCS's Letter of Findings, dated November 28, 2016, which summarized the results of the on-site review of SWTC conducted on October 11-12, 2016.

Issue Area and Required Corrective Action	Specific Corrective Action to be Completed	Responsible Party	Target Completion Date	How Completion of Remedy will be Reported and Verified to State Agency
I.A. Annual Notice of Nondiscrimination was not provided to the general public prior to the start of the school year.	Align distribution of the annual notice of nondiscrimination to ensure the notification is provided to students, parents, employees and the general public, prior to the start of the school year.	<i>Krista Weber</i>	<i>August, 2017</i>	<i>SWTC will provide a copy of the published notice from the local newspaper indicating when the action was completed. A new timeline has been established with the submissions taking place in July annually.</i>
I.B. Continuous Notice of Nondiscrimination did not comply with federal guidelines and was not consistently included on publication and the College's website.	Revise the wording of the continuous notice of nondiscrimination to ensure the notice is in compliance with the requirements of the regulations. Also ensure the notice is prominently displayed on the College's website, and consistently included on all major	<i>Krista, Holly Miller, Marketing</i>	<i>Varies – fully compliant by 2018</i>	<ul style="list-style-type: none"> -SWTC will continue notice via email to students at start of school. -SWTC will include the annual notice in the employee handbook. -Marketing will include the full non-discrimination statement on the following publications: Preview guide, graduate success report, annual report K-12, foundation annual

Issue Area and Required Corrective Action	Specific Corrective Action to be Completed	Responsible Party	Target Completion Date	How Completion of Remedy will be Reported and Verified to State Agency
	publications including advertisements on social media (Facebook, YouTube and Twitter).			<p>report, welcome packet-admissions; FQA'; faculty quality assurance system guide; scholarship night brochure; graduation program; student handbook (page 24 atm), school program catalog, visit mailer, business services mailing.</p> <p>-The full statement will appear on our social media pages in the about statement.</p> <p>Full statement: Southwest Tech does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The Equal Opportunity/Affirmative Action Officer has been designated to handle inquiries regarding non-discrimination policies. Call 800-362-3322, Ext. 2315 (TDD: 608-822-2072) or write Southwest Tech, 1800 Bronson Blvd., Fennimore, WI 53809.</p> <p>We will use an abbreviated statement in other smaller marketing pieces, brochures, letters and postcards.</p> <p>Abbreviated version: Southwest Tech is committed to legal affirmative action, equal opportunity access, and diversity of its campus community. www.swtc.edu/equality</p>
IV. ADA/accommodation statements.	Ensure ADA/accommodation statements are consistently provided on all materials, and that policies related to servicing students with disabilities are regularly reviewed and disseminated	<i>Lori Garvey – for student materials; Krista Weber- for staff materials</i>	<i>July 1, 2018 due to print dates for the view book already in place for next year.</i>	The ADA Coordinator notifies faculty each semester of the required statements for syllabi. Our new Learning Management Software will contain systemized syllabi and an approved statement in each of them.

Issue Area and Required Corrective Action	Specific Corrective Action to be Completed	Responsible Party	Target Completion Date	How Completion of Remedy will be Reported and Verified to State Agency
	to the College faculty and staff.			Other materials the ADA accommodation statements are planned to be on annually include: The prospective student Viewbook, new student packet, orientation material, student handbook and employee handbook. It is also included in the email notification of required disclosures to students at the start of each semester.
VII. Employment	Review and update non-discrimination notice to ensure compliance with federal requirements. The notice must be included on all job postings including newspaper ads, websites and social media.	<i>Krista Weber</i>	<i>December 2016</i>	Identical wording to I.B. being used in newspaper ads and websites.
VIII. Accessibility for Students and Disabilities	List of actions from the Facilities Accessibility Report	<i>Dan Imhoff</i>	<i>Listed on next few pages</i>	

VIII. Access for Students with Disabilities				
Issue Area and Required Corrective Action	Specific Corrective Action to be Completed	Responsible Party	Target Completion Date	How Completion of Remedy will be Reported and Verified to State Agency
Southwest Wisconsin Technical College – Fennimore Campus – Building 100	1. The First Aid Kit in corridor exceeds maximum protrusion limit of 4". ADAAG 307.2.	Toby Washburn	4/1/2017	Visit From Dan Scanlan
	2. The sink in Agriculture Students Lounge Room 114 does not meet the requirements of 2004 ADAAG 306 with respect to knee and toe clearance. Provide accessible sink.	Toby Washburn	7/1/2017	Visit From Dan Scanlan
	3. The emergency eye wash bowl in rooms 116, 118 and 120 do not meet the requirements of 2004 ADAAG 606.3 Height.	Toby Washburn	4/1/2017	Visit From Dan Scanlan
	4. The sink in Room 108 does not meet the requirements of 2004 ADAAG 606.5 with respect to hot water and waste lines.	Toby Washburn	9/1/2017	Visit From Dan Scanlan
	5. The threshold at the entrance near Room 124 exceeds the requirements of 2004 ADAAG 303 Changes in Level.	Dan Imhoff	7/1/2017	Visit From Dan Scanlan
Southwest Wisconsin Technical College – Fennimore Campus – Building 200	6. The sink in Room 202 does not meet the requirements of 2004 ADAAG 306 with respect to knee and toe clearance. Provide accessible sink.	Toby Washburn	9/1/2017	Visit From Dan Scanlan
	7. Add "Van Accessible" signage to two van accessible parking spots.	Jerry Ames	4/1/2017	Visit From Dan Scanlan

VIII. Access for Students with Disabilities				
Issue Area and Required Corrective Action	Specific Corrective Action to be Completed	Responsible Party	Target Completion Date	How Completion of Remedy will be Reported and Verified to State Agency
Southwest Wisconsin Technical College – Fennimore Campus – Building 300	8. The sink in Room 344 does not meet the requirements of 2004 ADAAG 606.5 with respect to hot water and waste lines, and ADAAG 306.3.4 Clearance Reduction.	Toby Washburn	9/1/2017	<i>Visit From Dan Scanlan</i>
	9. The sink in Charley's Students Center does not meet the requirements of 2004 ADAAG 306 with respect to knee and toe clearance. Provide accessible sink.	Toby Washburn	9/1/2017	<i>Visit From Dan Scanlan</i>
Southwest Wisconsin Technical College – Fennimore Campus – Building 400	10. The sinks in the cafeteria Kitchen Room 417 do not meet the requirements of 2004 ADAAG 306 with respect to knee and toe clearance. Provide at least one accessible sink.	Toby Washburn	4/1/2017	<i>Visit From Dan Scanlan</i>
Southwest Wisconsin Technical College – Fennimore Campus – Building 500	11. The threshold at the entrance at the west side of building 500 exceeds the requirements of 2004 ADAAG 303 Changes in Level.	Dan Imhoff	7/1/2017	<i>Visit From Dan Scanlan</i>
	12. The sink in Room 514 does not meet the requirements of 2004 ADAAG 306 with respect to knee and toe clearance. Provide accessible sink.	Toby Washburn	9/1/2017	<i>Visit From Dan Scanlan</i>
	13. The sink in Room 509 does not meet the requirements of 2004 ADAAG 306 with respect to knee and toe clearance. Provide accessible sink.	Toby Washburn	9/1/2017	<i>Visit From Dan Scanlan</i>

VIII. Access for Students with Disabilities				
Issue Area and Required Corrective Action	Specific Corrective Action to be Completed	Responsible Party	Target Completion Date	How Completion of Remedy will be Reported and Verified to State Agency
	14. The emergency eyewash bowls in 519, 517, 507, and 505 do not meet the requirements of 2004 ADAAG 606.3 height.	Toby Washburn	4/1/2017	<i>Visit From Dan Scanlan</i>
Southwest Wisconsin Technical College – Fennimore Campus – Building 600	15. The threshold at the entrance at the north side of building 600 exceeds the requirements of 2004 ADAAG 303 Changes in Level.	Dan Imhoff	7/1/2017	<i>Visit From Dan Scanlan</i>
	16. The First Aid Kit in corridor exceeds maximum protrusion limit of 4". ADAAG 307.2.	Toby Washburn	4/1/2017	<i>Visit From Dan Scanlan</i>
	17. The sink in men's and women's bathrooms do not meet the requirements of 2004 ADAAG 606.5 with respect to hot water and waste lines. Provide one sink per bathroom with protection.	Toby Washburn	9/1/2017	<i>Visit From Dan Scanlan</i>
	18. The emergency eyewash bowls in 613 and 618 do not meet the requirements of 2004 ADAAG 606.3 height.	Toby Washburn	4/1/2017	<i>Visit From Dan Scanlan</i>
Southwest Wisconsin Technical College – Fennimore Campus – Building 1500	19. The First Aid Kit and AED in corridor near 1515 exceeds maximum protrusion limit of 4". ADAAG 307.2.	Toby Washburn	4/1/2017	<i>Visit From Dan Scanlan</i>
	20. The sink in classrooms do not meet the requirements of 2004 ADAAG 606.5 with respect to hot water and waste lines, and ADAAG 306.3 height. Provide one sink in each classroom with	Toby Washburn	9/1/2017	<i>Visit From Dan Scanlan</i>

VIII. Access for Students with Disabilities				
Issue Area and Required Corrective Action	Specific Corrective Action to be Completed	Responsible Party	Target Completion Date	How Completion of Remedy will be Reported and Verified to State Agency
	protection and proper clearance			
	21. The sink in bathroom 1517 does not meet the requirements of 2004 ADAAG 606.5 with respect to hot water and waste lines.	Toby Washburn	4/1/2017	<i>Visit From Dan Scanlan</i>
	22. The sink in the instructional kitchen does not meet the requirements of 2004 ADAAG 606.5 with respect to hot water and waste lines, and ADAAG 306 With respect to knee and toe clearance.	Toby Washburn	4/1/2017	<i>Visit From Dan Scanlan</i>
Southwest Wisconsin Technical College – Fennimore Campus – Building 1600	23. The sink in Room 1642 does not meet the requirements of 2004 ADAAG 306 with respect to knee and toe clearance and does not meet the requirements of 2004 ADAAG 606.3 height.	Toby Washburn	9/1/17	<i>Visit From Dan Scanlan</i>
	24. The sink in Room 1642 does not meet the requirements of 2004 ADAAG 306 with respect to knee and toe clearance and does not meet the requirements of 2004 ADAAG 606.3 height.	Toby Washburn	9/1/2017	<i>Visit From Dan Scanlan</i>
	25. The sink in Room 1642 does not meet the requirements of 2004 ADAAG 306 with respect to knee and toe clearance and does not	Toby Washburn	9/1/2016	<i>Visit From Dan Scanlan</i>

VIII. Access for Students with Disabilities				
Issue Area and Required Corrective Action	Specific Corrective Action to be Completed	Responsible Party	Target Completion Date	How Completion of Remedy will be Reported and Verified to State Agency
	meet the requirements of 2004 ADAAG 606.3 height.			
	26. The sink in bathroom1643 does not meet the requirements of 2004 ADAAG 606.5 with respect to hot water and waste lines.	Toby Washburn	9/1/2017	<i>Visit From Dan Scanlan</i>
	27. The sinks in men's and women's bathrooms in corridor 2615 does not meet the requirements of 2004 ADAAG 606.5 with respect to hot water and waste lines. Provide one sink in each bathroom with protection.	Toby Washburn	9/1/2017	<i>Visit From Dan Scanlan</i>
	28. The sink in Room 2601 does not meet the requirements of 2004 ADAAG 306 with respect to knee and toe clearance and does not meet the requirements of 2004 ADAAG 606.3 height.	Toby Washburn	9/1/2017	<i>Visit From Dan Scanlan</i>
	29. The sinks in both men's and women's fitness rooms does not meet the requirements of 2004 ADAAG 606.5 with respect to hot water and waste lines. Provide one sink in each bathroom with protection.	Toby Washburn	9/1/2017	<i>Visit From Dan Scanlan</i>
	30. The sink in bathroom2634 does not meet the requirements of 2004 ADAAG 606.5 with respect to hot water and waste lines.	Toby Washburn	4/1/2017	<i>Visit From Dan Scanlan</i>

VIII. Access for Students with Disabilities				
Issue Area and Required Corrective Action	Specific Corrective Action to be Completed	Responsible Party	Target Completion Date	How Completion of Remedy will be Reported and Verified to State Agency
	31. The sink in Room 2635 does not meet the requirements of 2004 ADAAG 306 with respect to knee and toe clearance.	Toby Washburn	9/1/2017	<i>Visit From Dan Scanlan</i>
	32. The sink in bathroom 2638 does not meet the requirements of 2004 ADAAG 606.5 with respect to hot water and waste lines.	Toby Washburn	4/1/2017	<i>Visit From Dan Scanlan</i>
	33. The sink in bathroom 2639 does not meet the requirements of 2004 ADAAG 606.5 with respect to hot water and waste lines.	Toby Washburn	4/1/2017	<i>Visit From Dan Scanlan</i>
	34. The reception desk in Room 2621 does not meet the requirements of 2004 ADAAG 902 Work Surfaces.	Josh Bedward	12/20/2017	<i>Visit From Dan Scanlan</i>
	35. The sink in Room 2630 does not meet the requirements of 2004 ADAAG 306 with respect to knee and toe clearance.	Toby Washburn	9/1/2017	<i>Visit From Dan Scanlan</i>
	36. The sink in Room 2629 does not meet the requirements of 2004 ADAAG 306 with respect to knee and toe clearance.	Toby Washburn	9/1/2017	<i>Visit From Dan Scanlan</i>
	37. The sink in Room 2626 does not meet the requirements of 2004 ADAAG 306 with respect to knee and toe clearance.	Toby Washburn	9/1/2017	<i>Visit From Dan Scanlan</i>

VIII. Access for Students with Disabilities				
Issue Area and Required Corrective Action	Specific Corrective Action to be Completed	Responsible Party	Target Completion Date	How Completion of Remedy will be Reported and Verified to State Agency
	38. The sinks in men's and women's bathrooms in corridor 3613 does not meet the requirements of 2004 ADAAG 606.5 with respect to hot water and waste lines. Provide one sink in each bathroom with protection.	Toby Washburn	9/1/2017	<i>Visit From Dan Scanlan</i>
	39. The sink in Room 2622 does not meet the requirements of 2004 ADAAG 306 with respect to knee and toe clearance.	Toby Washburn	9/1/2017	<i>Visit From Dan Scanlan</i>
	40. The sink in Room 2619 does not meet the requirements of 2004 ADAAG 306 with respect to knee and toe clearance.	Toby Washburn	9/1/2017	<i>Visit From Dan Scanlan</i>
	41. The sink in Room 2618 does not meet the requirements of 2004 ADAAG 306 with respect to knee and toe clearance.	Toby Washburn	9/1/2017	<i>Visit From Dan Scanlan</i>
	42. The sink in Room 3624 does not meet the requirements of 2004 ADAAG 306 with respect to knee and toe clearance and the emergency eyewash device does not meet the requirements of 2004 ADAAG 606.3 Height.	Toby Washburn	9/1/2017	<i>Visit From Dan Scanlan</i>

Exhibit 4

Academic Council

2017-18

PURPOSE

Improve Lives Through Excellence in Teaching and Learning

COLLEGE HEALTH INDICATORS

Student Access:

- 1.1 Adult Student Enrollment

Quality Teaching & Learning:

- 2.1 Core Abilities
- 2.2 Program Outcomes
- 2.3 Course Completion
- 2.4 Student Retention
- 2.5 Graduation Rate
- 2.6 Job Placement Rate
- 2.7 Employer Satisfaction
- 2.8 Certification Pass Rates

STRATEGIC PRIORITIES

1. Increase Access & Improve Success
2. Achieve Fiscal Sustainability
3. Enhance our Culture of Service

MEMBERSHIP

Derek Dachelet	Pete Esser
Katie Garrity	Pete Hoffman
Denise Janssen	Cynde Larsen
Kim Maier	Holly Miller
Julie Pluemer	Kris Schoville
Kris Wubben	

STRATEGIC INITIATIVES

BE THE SOLUTION TO WORKER SHORTAGES

Lead: Holly Miller and Derek Dachelet

The scarcity of workers is the number one issue facing Wisconsin businesses. Adult student enrollments have declined while our service district demographics clearly indicates a need for technical college training.

Goal: Increase adult student enrollments in FTE-generation by 4% to 330 FTEs.

CONSISTENT EXCELLENCE IN QUALITY TEACHING

Lead: Cynde Larsen and Dawn Adkins

Curriculum design, including student learning objectives and assessment plans, contributes to student success. Academic programs and co-curricular offerings achieve excellence through consistent planning and continuous improvement.

Goals:

1. Increase WIDS curriculum from 45% to 100% by 2/18.
2. Increase WIDS assessment from 5% to 100% by 2/18.
3. Increase TSA Phase II approvals from 40% to 100% by 2/18.
4. Increase approved Schoology shells from 5% to 100% by 2/18.
5. 100% of academic/co-curricular faculty finish TAP by 6/18.

QUALITY LEARNING

Lead: Katie Garrity

Southwest Tech has Core Abilities, developed with employer partners, to help students be prepared for the workforce.

Goal: 95% of students will earn ≥3 (4-point scale) on Core Abilities and Program Outcomes.

8/10/17

PURPOSE

Improve Lives Through Excellence in Teaching and Learning

COLLEGE HEALTH INDICATORS

College Culture:

- 3.1 Employee Retention
- 3.2 Employee Satisfaction
- 3.3 Employee Health & Wellness

STRATEGIC PRIORITIES

- 1. Increase Access & Improve Success
- 2. Achieve Fiscal Sustainability
- 3. Enhance our Culture of Service

MEMBERSHIP

Dawn Adkins	Katie Anderson
Ken Bartz	Marnie Easler
Katie Glass	Chantel Hampton
Mandy Henkel	Jill Henry
Lisa P. Riley	Dan Schildgen
Kim Schmelz	Mike Steffel
Krista Weber	

STRATEGIC INITIATIVES

SUSTAIN COMPETITIVE COMPENSATION

Lead: Krista Weber

We recently invested in more equitable compensation. This group will recommend options to sustain this investment and explore alternatives for on-going wage increases based on college-wide performance.

Goal: Increase satisfaction with "fair pay" from 3.21 to 3.5.

BENEFITS MATTER

Lead: Connie Haberkorn

Our workforce uses benefits in a variety of ways. In order to maximize the value of the benefits to employees, a task force will research and recommend opportunities to Exec team for improving the value of benefits to a diverse audience while also strengthening college operations. Board approval will be sought for final administrative recommendations.

Goal: Increase satisfaction with "benefits" from 3.8 to 4.0.

INTRANET IMPROVES COMMUNICATION

Lead: Doris Pulvermacher

When our employees are well-informed about college happenings, they are more prepared to be better engaged in serving students. A properly designed intranet will enhance communication regarding college affairs improving the ability of employees to do their job well.

Goal: Improve "ease of access" to information from 3.38 to 3.75.

Goal: Improve the "right information to do my job well" from 3.52 to 3.75.

8/10/17

PURPOSE

Improve Lives Through Excellence in Teaching and Learning

COLLEGE HEALTH INDICATORS

Fiscal Sustainability:

- 4.1 Alternative Revenue Generation
- 4.2 Process Efficiencies
- 4.3 Program FTE
- 4.4 Student Loan Default

Campus Safety & Security:

- 5.1 Physical Safety
- 5.2 Cyber Security

STRATEGIC PRIORITIES

- 1. Increase Access & Improve Success
- 2. Achieve Fiscal Sustainability
- 3. Enhance our Culture of Service

MEMBERSHIP

Heath Ahnen	Matthew Baute
Paul Bell	Holly Clendenen
Darnell Hendricks	Dan Imhoff
Kelly Kelly	Joy Kite
Dannielle Seippel	Caleb White
Lisa Whitish	

STRATEGIC INITIATIVES

SAFETY FIRST!

Lead: Dan Imhoff

Keeping our people safe is a high priority. Through scenario-based training, employees will increase proficiency in responding to emergencies.

Goal: 100% of full-time employees will be proficient in campus evacuation procedures as demonstrated in hands-on learning scenarios.

LESS PAPER, ADD MORE VALUE!

Lead: Matthew Baute and Darnell Hendricks

Electronic document management improves efficiency and consistency. In addition, workflow dynamics for various college operations can then be incorporated into our practices.

Goal: Complete the Laserfiche data conversion and implement Laserfiche in departments.

Goal: Implement Time Tracking.

PUTTING THE "TECH" IN TECHNOLOGY

Lead: Heath Ahnen

We make a significant investment in technology to support learning and operations. It is important to ensure funds spent on IT gain efficiencies and improve learning or operations. Standard Operating Procedures for procurement and deployment of IT solutions will be evaluated and updated.

Goal: New procedures will save the college \$100,000.

8/10/17

PURPOSE

Improve Lives Through Excellence in Teaching and Learning

College Values

Exemplify values in actions with colleagues, students, and the community.

Input into Decision-Making

Engage in more college-wide decisions including Board Monitoring reports, policy and procedure development, budgeting, and communications.

Compliance Assurances

Ensure adherence to local, state, regional, and federal compliance standards.

MEMBERSHIP

Heath Ahnen	Matthew Baute
Karen Campbell	Amy Charles
Holly Clendenen	Derek Dachelet
Heather Ffrick	Katie Garrity
Katie Glass	Connie Haberkorn
Deb Ihm	Dan Imhoff
Kelly Kelly	Joy Kite
Cynde Larsen	Kim Maier
Holly Miller	Julie Pluemer
Danielle Seippel	Rex Smith
Barb Tucker	Krista Weber
Caleb White	Jason Wood
Kris Wubben	

STRATEGIC INITIATIVES

LEADERSHIP BY EXAMPLE

Lead: Julie Pluemer

Leaders strive to help people be successful by emulating our College Values. We will define behavioral standards for the College Values incorporating lessons from the Speed of Trust, the 5 Dysfunctions of a Team, and Servant Leadership. Candid and courageous conversations, in small groups and as a team, will provide mutual accountability for progress and growth.

Goal: Increase understanding of "mission/purpose/values" from 3.52 to 4.

Goal: Increase people who strive to "live the college values" from 4.13 to 4.5.

LEADING DECISIONS

Lead: Danielle Seippel

The Board Monitoring Report process engages Leadership in communicating with the people in their stewardship while also participating in college-wide decisions. To improve the quality of our decisions, we must improve communication, engagement, data analysis, and consistent implementation.

Goal: "Decision made at the appropriate levels" will improve from 3.15 to 3.5.

STANDARD OPERATING PROCEDURES

Lead: Barb Tucker

Consistency in our operations fosters confidence and facilitates continuous improvement. We will complete Standard Operating Procedures to strengthen our compliance assurances for accreditations.

Goals: Satisfaction with "clear procedures" will improve from 2.87 to 3.5.

B. Wisconsin Technical College Employee Benefits Consortium Update

Southwest Tech joined the Wisconsin Technical College Employee Benefits Consortium July 2015. The mission of the Consortium is to provide long-term value, provide high-quality benefits through strategic collaboration and implement cost control initiatives for member colleges and their employees. Caleb White and Krista Weber, Chief Human Resources Officer, will provide an update on the history, financial status, and future of the Consortium. A summary report follows.



Wisconsin Technical Colleges Employee Benefits Consortium Post Year 2 Update/Highlights

Background/History

- Mission: To provide long-term value, provide high-quality benefits through strategic collaboration and implement cost control initiatives for member colleges and their employees.
- Vision: To be a leader in the delivery of high-quality employee benefits by leveraging the power of collaboration in order to attract and retain qualified WTCs employees.
- Shared health coverage risk
 - \$100k/EE retained College layer
 - \$150k/EE shared Consortium layer
 - \$1M aggregated specific shared Consortium layer
 - Beyond covered by stop loss insurance
- 6 Current members – SWTC, FVTC, MPTC, WCTC, LTC, WTC
- Operations started July 1, 2015

Financial

- Entering year three, Southwest Tech's average annual premium increase = 2.2%, compared to 7.7% average annual premium increase over the previous ten years
- 6/30/17 consortium reserves = \$6.97M vs. targeted reserves of \$4.61M (151%)
- 6/30/17 SWTC reserves = \$858k vs. targeted reserves of \$361k (238%)
- SWTC loss ratio = 89.2%, 86.4%, & 69.2% for 15/16, 16/17 & 17/18 YTD, respectively
- Consortium has invested \$2.0M as of 6/30/17

Future/Other

- Transitioning to new consultant - Mercer
- Recently completed a dental RFP for a joint TPA – awarded to Delta Dental
 - Reduced SWTC's TPA fees from \$3.85 to \$2.95 PEPM
- NATC will be joining as of January 1, 2018, more potential members evaluating as well
- Real Appeal initiative – free weight loss initiative for employees and dependents launched in August. Yearlong program with free tools and coaching sessions. 44 registered to date.

C. Refinancing Referendum Borrowing

With the potential rise in interest rates and decreased loan principal, Caleb White will discuss options in refinancing the bonds from the 2008 \$31.9 million referendum borrowing. Options will be presented and discussed at the Board meeting.

D. Master Plan Update

Dr. Wood will provide an update on the Facilities Master Plan. Progress to date on the plan will be shared with the Board at the meeting.

E. October Board Retreat

A draft agenda will be presented at the Board meeting for topics to discuss at the October 26, 2017, Board half-day retreat.

F. Staffing Update

Krista Weber, Chief Human Resources Officer, will provide an update on College staffing. . A summary is available below.

Staffing Update 2017-18 Fiscal Year

	Name	Title	Status and/or Additional Info	Effective Date	Funding Source &/or Estimated Wage Range/Hired Salary
1	Replacement - Sara Biese	Health Information Technology Instructor (HIT) (Part-time)	Jeanne Smoczyk	8/1/2017	BS \$47,297-\$75,203 MS \$52,202-\$83,000 \$60,000 (at 50% load)
2	New Position	Online Navigator	Heather Ringberg	7/10/2017	Hourly Band B23 \$18.96 - \$24.65 Hired at \$19.00/hour
3	New Position	Welding Instructor/Mobile Lab Specialist (Part-time)	Ben Halvorson	8/14/2017	BS \$47,297-\$75,203 \$53,500 (at 50% load)
4	New Position	Assistant College Controller/Foundation Accountant	Kim Govier	7/31/2017	Salary Band C42 \$47,777-\$66,888 Hired at \$54,000
5	New Position - Internal posting	Director of Agriculture	Deb Ihm	7/1/2017	Salary Band D62 \$62,198-\$90,187 Hired at \$61,500 (75% of \$82,000)
6	Replacement-Ed Edwards & Marlene Klein	Academic Success Coaches - (Part-time, LTE)	Patricia Greenwood (15 hrs) Emily Leibold (5 hours - online)	8/23/2017 8/28/2017	Hourly Band B24 \$20.32 - \$26.41 Hired at \$25.00/hour


Staffing Update 2017-18 Fiscal Year

	Name	Title	Status and/or Additional Info	Effective Date	Funding Source &/or Estimated Wage Range/Hired Salary
7	Replacement - Matt Lansing	Farm Business/Production Management Instructor	Offer Pending	10/15/2017	BS \$47,297-\$75,203 MS \$52,202-\$83,000
8	Replacement - John Troxel	Technology Support Specialist	Jake Wienkes	10/2/2017	Salary Band C42 \$47,777-\$66,888 Hired at \$25.40/hour
9	New Position	Midwifery Instructor (FT - LTE)	Posted	11/1/2017	BS \$47,297-\$75,203

Information and Correspondence

A. Enrollment Report

The 2017-18 Comparison FTE Report is available below.

		2016-2017 and 2017-2018 FTE Comparison					
Program Code	Program Title	09-19-16 Students	09-18-17 Students	Student Change	09-19-16 FTE	09-18-17 FTE	FTE Change
10-101-1	Accounting	34	33	(1)	15.73	14.33	(1.40)
10-106-6	Administrative Professional	6	5	(1)	3.23	2.77	(0.47)
10-006-2	Agri-Business/Science Technology (OLD)	34	7	(27)	20.70	1.80	(18.90)
10-006-7	Agribusiness Science & Technology - AgBus Mgmt (NEW)	8	10	2	4.03	5.67	1.63
10-006-5	Agribusiness Science & Technology - Agronomy (NEW)	13	27	14	7.00	15.73	8.73
10-006-6	Agribusiness Science & Technology - Animal Science (NEW)	11	23	12	5.17	12.97	7.80
10-102-3	Business Management	67	99	32	30.40	43.17	12.77
10-530-5	Cancer Information Management	27	50	23	10.13	21.37	11.23
10-504-X	Criminal Justice Studies	47	52	5	24.13	23.93	(0.20)
10-316-1	Culinary Arts	14	17	3	6.93	7.73	0.80
10-317-1	Culinary Management	8	6	(2)	3.57	2.57	(1.00)
10-510-6	Direct Entry Midwife	34	32	(2)	9.93	13.43	3.50
10-307-1	Early Childhood Education	35	39	4	17.10	17.20	0.10
10-620-1	Electromechanical Technology	39	33	(6)	20.03	16.30	(3.73)
10-325-1	Golf Course Management	12	18	6	6.53	9.07	2.53
10-201-2	Graphic And Web Design	41	34	(7)	19.90	16.93	(2.97)
10-530-1	Health Information Technology	41	49	8	14.47	20.97	6.50
10-520-3	Human Services Associate	47	38	(9)	20.93	17.60	(3.33)
10-825-1	Individualized Technical Studies	8	5	(3)	4.40	3.23	(1.17)
10-620-3	Instrumentation and Controls Technology (NEW)		3	3		1.00	1.00

		2016-2017 and 2017-2018 FTE Comparison					
Program Code	Program Title	09-19-16 Students	09-18-17 Students	Student Change	09-19-16 FTE	09-18-17 FTE	FTE Change
10-150-X	IT-Network Specialist	39	29	(10)	19.20	12.90	(6.30)
10-513-1	Medical Laboratory Technician	17	16	(1)	8.20	7.07	(1.13)
10-543-1	Nursing - Associate Degree	213	193	(20)	65.07	58.77	(6.30)
10-531-1	Paramedic Technician (NEW)	5	11	6	1.10	5.27	4.17
10-524-1	Physical Therapist Assistant	41	45	4	15.23	15.73	0.50
10-196-1	Supervisory Management	29	35	6	9.43	10.23	0.80
10-182-1	Supply Chain Management	17	23	6	6.60	8.63	2.03
10-499-5	Technical Studies-Journey Worker	1	1	-	0.20	0.27	0.07
	Total Associate Degree	888	933	45	369.37	386.63	17.27
31-101-1	Accounting Assistant	2	5	3	0.90	1.97	1.07
32-070-1	Agricultural Power & Equipment Technician	34	35	1	19.20	16.80	(2.40)
31-405-1	Auto Collision Repair & Refinishing Technician	19	17	(2)	8.73	6.07	(2.67)
32-404-2	Automotive Technician	37	31	(6)	15.83	14.67	(1.17)
31-475-1	Building Trades - Carpentry	15	9	(6)	7.47	4.37	(3.10)
31-307-1	Child Care Services (ETD)	11	5	(6)	5.10	2.50	(2.60)
30-420-2	CNC Setup/Operation (ETD)	1		(1)	0.23		(0.23)
31-502-1	Cosmetology	22	20	(2)	11.00	10.17	(0.83)
30-504-2	Criminal Justice-Law Enforcement 720 Academy	8	8	-	5.07	3.40	(1.67)
31-317-1	Culinary Specialist (ETD)	1	3	2	0.50	0.63	0.13
31-091-1	Dairy Herd Management (OLD)	19	2	(17)	10.63	0.93	(9.70)
30-508-2	Dental Assistant - Short Term	17	14	(3)	9.20	7.47	(1.73)
30-812-1	Driver and Safety Education Certification (NEW)	3	15	12	0.60	3.00	2.40
31-413-2	Electrical Power Distribution	24	29	5	12.50	14.37	1.87
50-413-2	Electricity (Construction) Apprentice	24	21	(3)	1.70	1.40	(0.30)
30-531-3	Emergency Medical Technician	-	28	28	-	4.67	4.67
32-080-4	Farm Operations & Management - Ag Mechanics(NEW)		6	6		3.17	3.17
31-080-6	Farm Operations & Management - Crop Operations (ETD)(NEW)		2	2		0.70	0.70
32-080-3	Farm Operations & Management - Dairy (NEW)		6	6		2.30	2.30
31-080-3	Farm Operations & Management - Dairy Technician(ETD)(NEW)		1	1		0.17	0.17
31-080-2	Farm Operations & Management - Farm Ag Maintenance(ETD)(NEW)		2	2		1.10	1.10
32-080-6	Farm Operations & Management - Livestock (NEW)		1	1		0.43	0.43
31-080-7	Farm Operations & Management - Livestock Tech(ETD)(NEW)		1	1		0.37	0.37
30-317-1	Food Production Assistant (ETD)	1		(1)	0.33		(0.33)

		2016-2017 and 2017-2018 FTE Comparison					
Program Code	Program Title	09-19-16 Students	09-18-17 Students	Student Change	09-19-16 FTE	09-18-17 FTE	FTE Change
50-413-1	Industrial Electrician Apprentice	11	8	(3)	0.80	0.90	0.10
31-620-1	Industrial Mechanic (ETD)	5	9	4	2.53	4.10	1.57
31-154-6	IT-Computer Support Technician	17	16	(1)	7.03	5.77	(1.27)
31-513-1	Laboratory Science Technician	4	4	-	1.70	1.13	(0.57)
31-509-1	Medical Assistant	34	35	1	17.20	16.77	(0.43)
31-530-2	Medical Coding Specialist (ETD)	43	45	2	13.83	17.53	3.70
30-543-1	Nursing Assistant	115	136	21	13.40	14.83	1.43
31-106-8	Office Support Specialist	7	2	(5)	3.33	0.70	(2.63)
50-427-5	Plumbing Apprentice	19	16	(3)	1.22	1.47	0.25
31-420-7	Precision Machining Technology	1	8	7	0.50	3.83	3.33
31-504-5	Security Operations (ETD) (NEW)		1	1		0.30	0.30
31-182-1	Supply Chain Assistant (ETD)	-	3	3	-	1.13	1.13
31-442-1	Welding	56	50	(6)	28.53	26.00	(2.53)
	Total Technical Diploma	550	594	44	199.08	195.10	(3.98)
20-800-1	Liberal Arts - Associate of Arts	14	18	4	3.97	3.57	(0.40)
20-800-2	Liberal Arts - Associate of Science	11	23	12	2.83	6.37	3.53
	Undeclared Majors	259	288	29	34.40	36.23	1.83
	Total	1,722	1,856	134	609.65	627.90	18.25
	Percent of Change						2.99%
	Vocational Adult (Aid Codes 42-47)	1,859	1,635	(224)	33.35	34.02	0.67
	Community Services (Aid Code 60)	34	28	(6)	0.13	0.10	(0.02)
	Basic Skills (Aid Codes 73,74,75,76)	108	167	59	5.93	10.87	4.93
	Basic Skills (Aid Codes 77 & 78)	284	137	(147)	9.70	4.77	(4.93)
	Grand Total	4,007	3,823	(184)	658.76	677.65	18.90
	Total Percent of Change						2.87%
	(ETD= Embedded Technical Diploma)						

B. Chairperson's Report

C. College President's Report

1. College Happenings
2. Data Center Update

D. Other Information Items

Establish Board Agenda Items for Next Meeting

A. Agenda for Next Board Meeting

8. Board Retreat
9. Resolution for Adoption of 2017 Tax Levy
10. Fund & Account Transfers (2016-17 Budget Modifications)
11. Review of Purchasing Activity
12. WI Code of Ethics Resolution
13. Foundation Quarterly Report
14. Student Access Monitoring Report

B. Time and Place

Thursday, October 26, 2017, starting at Noon; Southwest Tech Campus, Rooms 492-493

Adjourn to Closed Session

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

1. Discussing personnel issues 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 Internal Revenue Service potential action and items related to the issue per Wis. Statutes 19.85(1)(g) {Conferring with legal counsel for the governmental body who is rendering oral or written advice concerning strategy to be adopted by the body with respect to litigation in which it is or is likely to become involved.}
3. Approval of Closed Session Minutes of August 24, 2017.

Reconvene to Open Session

A. Action, if necessary, on Closed Session Items

Adjournment