



Southwest Wisconsin Technical College

District Board Meeting

Regular Meeting

September 27, 2018

Held at

Rockwell Automation
1500 Peebles Drive
Richland Center, WI 53581

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Annotated Agenda

BOARD MEETING NOTICE/AGENDA

Thursday, September 27, 2018

5:30 p.m. – Tour of Rockwell Automation, Richland Center, WI

6:15 p.m. – Discussion with Community Members during Dinner

7:00 p.m. – Regular Board Meeting

Location – Rockwell Automation, 1500 Peebles Drive, Richland Center, WI

ANNOTATED AGENDA

OPEN MEETING

The following statement will be read: “The September 27, 2018, 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 Richland Center 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

The September 27, 2018, agenda is included with the electronic Board material.

B. Minutes of the Regular Meeting of August 23, 2018

Minutes of the August 23, 2018, Board meeting are included with the electronic 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

There were two contracts totaling \$2,792.81 in August 2018 being presented for Board approval. The Contract Revenue Report is included with the electronic Board material.

E. Personnel Items

Three employment recommendations and one promotion/transfer are being presented for approval in the Personnel Report.

F. American Association of Community Colleges Annual Membership

Included in the electronic Board packet is the membership renewal invoice from the American Association of Community Colleges for the College's 2019 membership fees.

Recommendation: Approve the Consent Agenda as presented.

OTHER ITEMS REQUIRING BOARD ACTION

A. International Travel Request

Craig Woodhouse, Regional Engagement Coordinator-Richland County, is requesting to travel to China with the Richland Center economic development and chamber of commerce. Mr. Woodhouse will present his purpose, goals, and cost at the meeting.

Recommendation: Approve the international travel request for Craig Woodhouse to travel to China as presented.

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, Executive Director of College Effectiveness, will present the report.

B. Borrowing Update

Caleb White attended the sale of the \$4,000,000 General Obligation Promissory Notes on September 13, 2018. Included in the electronic Board packet is the pricing book from the sale. Mr. White will present the information at the Board meeting.

C. October Board Retreat

A draft agenda will be presented at the Board meeting for topics to be discussed at the October 18, 2018, Board half-day retreat.

D. Staffing Update

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

INFORMATION AND CORRESPONDENCE

A. Enrollment Report

The 2018-19 Comparison FTE Report is available with the electronic Board material.

B. Chairperson's Report

1. Voting Delegate for ACCT Leadership Congress

C. College President's Report

1. Outreach
2. College Happenings

D. Other Information Items

ESTABLISH BOARD AGENDA ITEMS FOR NEXT MEETING

A. Agenda

1. Half-day Retreat
2. Resolution for Adoption of 2018 Tax Levy
3. Fund & Account Transfers (2017-18 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 18, 2018, 12:00 p.m.; Southwest Tech Campus, Rooms 492-493

ADJOURN TO CLOSED SESSION

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

1. **Discussing property acquisition per 19.85(1)(e)** Deliberating or negotiating the purchasing of public properties, the investing of public funds, or conducting other specified public business, whenever competitive or bargaining reasons required a closed session.
2. **Approval of Closed Session Minutes of July 9, 2018 and August 23, 2018.**

RECONVENE TO OPEN SESSION

A. Action, if necessary, on Closed Session Items

ADJOURNMENT

Open Meeting

The following statement will be read: "The September 27, 2018, 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 Richland Center 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

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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 23, 2018
- C. Financial Reports
 - 1. Purchases Greater than \$2,500
 - 2. Treasurer’s Cash Balance
 - 3. Budget Control
- D. Contract Revenue
- E. Personnel Items
- F. American Association of Community Colleges Annual Membership

OTHER ITEMS REQUIRING BOARD ACTION

- A. International Travel Request

BOARD MONITORING OF COLLEGE EFFECTIVENESS

- A. Board Monitoring Report – Compliance
- B. Borrowing Update
- C. October Board Retreat
- D. 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 property acquisition per 19.85(1)(e) Deliberating or negotiating the purchasing of public properties, the investing of public funds, or conducting other specified public business, whenever competitive or bargaining reasons required a closed session.
 - 2. Approval of Closed Session Minutes of August 23, 2018.

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 23, 2018



MINUTES OF THE REGULAR MEETING OF THE BOARD OF DIRECTORS OF SOUTHWEST WISCONSIN TECHNICAL COLLEGE AUGUST 23, 2018

The Board of Southwest Wisconsin Technical College met in open session of the annual Board meeting commencing at 7:01 p.m. on August 23, 2018, 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, Darlene Mickelson, Russell Moyer, Chris Prange, Donald Tuescher, and Jane Wonderling

Absent: James Kohlenberg and Eileen Nickels

Others present for all or a portion of the meeting included Dr. Jason S. Wood, College President; College Staff: Holly Clendenen, Katie Garrity, Connie Haberkorn, Holly Miller, Krista Weber, and Caleb White. Others present included legal counsel, Jon Anderson, Godfrey & Kahn.

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 23, 2018

5:45 p.m. – High School Partnerships Presentation

6:15 p.m. – Dinner

7:00 p.m. – Regular Board Meeting

Room 492-493 – College Connection

AGENDA

OPEN MEETING

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

ADJOURN TO CLOSED SESSION

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

1. Discussing a Legal Issue per 19.85(1)(f) {Considering financial, medical, social or personal histories or disciplinary data of specific persons, preliminary consideration of specific personnel problems or the investigation of charges against specific persons except where par. (b) applies which, if discussed in public, would be likely to have a substantial adverse effect upon the reputation of any person referred to in such histories or data, or involved in such problems or investigations.}

RECONVENE TO OPEN SESSION

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

CONSENT AGENDA

- A. Approval of Agenda
- B. Minutes of the Annual Meeting of July 9, 2018
- C. Financial Reports
 1. Purchases Greater than \$2,500
 2. Treasurer's Cash Balance
 3. Budget Control
- D. Contract Revenue
- E. Personnel Items

OTHER ITEMS REQUIRING BOARD ACTION

- A. Bid: Cold Storage Buildings
- B. Memorandum of Understanding: Southwest Wisconsin Technical College, SWTC Foundation, and Real Estate Foundation
- C. Resolution Authorizing the Issuance and Establishing Parameters to Award the Sale of Not to Exceed \$4,000,000 General Obligation Promissory Notes
- D. Reclassification Policy

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 a Legal Issue per 19.85(1)(f) {Considering financial, medical, social or personal histories or disciplinary data of specific persons, preliminary consideration of specific personnel problems or the investigation of charges against specific persons except where par. (b) applies which, if discussed in public, would be likely to have a substantial adverse effect upon the reputation of any person referred to in such histories or data, or involved in such problems or investigations.}

2. Approval of Closed Session Minutes from July 9, 2018.

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}

Ms. Fitzsimons moved to adjourn to Closed Session for the purpose of discussing legal issues per Wis. Stats. 19.85(1)(f). Ms. Mickelson seconded the motion. Upon a roll call vote with all members voting affirmatively, the Board meeting adjourned to closed session at 7:05 p.m. The Board reconvened to open session at 8:12 p.m. with no action taken.

After a review of the Consent Agenda, including the August 23, 2018, agenda; July 9, 2018, Board minutes; financial reports; four contracts totaling \$1,980.40 in July 2018; and employment recommendations of Jobert Bermudo - Electromechanical Technology Instructor, Brian Waldner – Automotive Technician Instructor, Ryan Weigel – Animal Science Instructor, Heather Day – Student Services Records Specialist, George Whiteaker – Part-time Automotive Technician Instructor, Katie Snitker – Academic Success Coach (0.75 FTE, LTE), Brian Molini – Health/Science Academic Success Coach (0.75 FTE, LTE), Dennis Cooley – Public Relations Manager, and Sherri Seitz – Student Services Admissions Specialist; promotion/transfer of Craig Woodhouse – Regional Engagement Coordinator – Richland County Outreach; and the resignations of Lori Wiest – part-time Bookstore Assistant and Breanna Callahan – Student Services Admissions Specialist, Ms. Fitzsimons moved to approve the Consent Agenda. Mr. Tuescher seconded the motion; motion carried.

Caleb White, Vice President for Administrative Services, presented the results of the bid opening for Cold Storage Buildings. Six bids were received to add storage space to the storage building just to the east of the Ag/Auto Center and to add an additional storage building directly to the south of the existing maintenance building (1200). Mr. Tuescher moved to accept the low bid for the Cold Storage Buildings Project, in the amount of \$672,745 from Epic Construction of Kiel, Wisconsin, which includes the alternate bid for fencing and gates. Ms. Fitzsimons seconded the motion. Upon voice vote, the motion unanimously carried.

Dr. Wood presented the Memorandum of Understanding (MOU) between the college and the two foundations. Both the Foundation and the Real Estate Foundation boards have approved the MOU. Mr. Tuescher moved to approve the revised Memorandum of Understanding between Southwest Wisconsin Technical College, the SWTC Foundation, and the Real Estate Foundation, as presented. Mr. Bolstad seconded the motion; motion unanimously carried.

Mr. White presented the parameters resolution for the sale of \$4,000,000 General Obligation Promissory Notes explaining the resolution is to authorize having the sale and approving the sale of the \$4,000,000 as long as the interest rate is below four percent. Mr. White shared that the interest rate will coincide with the market on the day the notes are sold. Mr. Moyer moved to approve the Resolution Authorizing the Issuance and Establishing to Award the Sale of Not to Exceed \$4,000,000 General Obligation Promissory Notes. Mr. Tuescher seconded the motion. Upon a roll call vote with all members voting affirmatively, the motion was approved.

Krista Weber, Chief Human Resources Officer, presented a Reclassification Policy to be included in the Employee Handbook. She explained that this provides staff with an opportunity to ask for a reclassification due to taking on additional responsibility. A new job description would be completed and an analysis of the job description by the Human Resources office would be done of the job description. Requests will be reviewed in the spring to facilitate any changes in the upcoming fiscal year budget. Also included in the policy is a salary increase of 2.5 percent for degree attainment for non-faculty employees successfully completing a bachelor or master's degree with a minimum 3.0 grade point average. Faculty follow the Master Equivalency procedure for salary increases. Mr. Bolstad made a motion to approve the Reclassification Policy to include a statement that the degree attainment process follow a similar timeline as noted for reclassification changes. Ms. Fitzsimons seconded the motion. The motion unanimously carried.

Holly Clendenen, Executive Director of College Advancement, presented the FY2018 fourth quarter Foundation report to the Board highlighting the activities and results of fundraising efforts and other initiatives. There were 4,261 gifts received from 939 donors, which totaled \$624,246.26 for FY2018. FY 2019 fundraising goal has been set at \$700,000. Jerry Brunner, Becky Fernette, and Pete Hoffman completed their terms on the Foundation Board with Linda Parrish and Connie Haberkorn beginning their terms on the Foundation Board. Upcoming events include September 7 Charger Golf Classic, September 15 Farm to Tech Table Progressive Dinner, and November 15 Scholarship Reception. The Real Estate Foundation Board has approved building another duplex, and two two-story duplexes on the land where the four-plex that was razed last year was located. The Real Estate Foundation Board is looking for several more Board members.

Ms. Weber provided an update on College staffing noting that acceptances had been received for the Animal Science Instructor, Student Services Records Specialist, part-time Automotive Technician Instructor, Public Relations Manager, Health/Science Academic Success Coach (0.75 FTE, LTE), Academic Success Coach (0.75 FTE, LTE), and the Richland County Regional Engagement Coordinator. Interviews have been scheduled for a 0.75 FTE Disability Services Specialist position and a Safety Coordinator; and positions have been posted for an Associate Degree Nursing Instructor and a LTE part-time Administrative Assistant – Public Safety.

The Enrollment Report was reviewed with Holly Miller, Chief Student Services Officer, noting that FY2018 FTEs increased 1.6% from the previous year. Ms. Miller shared the FY2019 report reflects a decrease of 1.88 percent over the previous year.

Under the Chairperson's Report, Mr. Prange will be attending the annual District Boards Association planning meeting August 24-25.

The College President's report included an update on national rankings and college happenings. It was recently learned Southwest Tech was ranked #13 in the nation (out of 700) and #1 in Wisconsin by Forbes. The college moved to 41 in the Wallet Hub rankings. The reason for going backwards was the College does not have a "promise" program. Dr. Wood outlined engagement activities being led by Craig Woodhouse, Richland County Regional Engagement Coordinator, in Richland Center noting that the September Board meeting will be held in Richland Center.

The second closed session was not needed. With no further business to come before the Board, Ms. Fitzsimons moved to adjourn the meeting. Mr. Bolstad seconded the motion. The motion carried and the meeting adjourned at 9:05 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 08/01/2018 TO 08/31/2018				
Invoices				
Vendor	Invoice #	Description	Amount	
TRANE U.S. INC.	39254067	Bldg 500 Rooftop AHU	\$157,649.03	
MADISON COLLEGE	175656	state wide marketing consorciu	\$25,084.36	
J&T CONCRETE CONSTRUCTION LLC	1053	Concrete work-bldg 400	\$24,180.00	
WI TECH COLLEGE DISTRICT BDS ASN	18-19 FEE	18-19 fee assessment WTCDBA	\$20,302.47	
J&T CONCRETE CONSTRUCTION LLC	1052	Concrete work	\$17,678.00	
NORTHEAST WI TECHNICAL COLLEGE	M5980	2018-19 WTCS consortium dues	\$15,160.00	
FRANKLIN COVEY CLIENT SALES INC	8.25-18-8.24.19 AAP	All Access Pass (8.25-8.24.19)	\$15,000.00	
CRAIG S JOHNSON	8.2.18 BLDG 100 REMO	Bldg 100	\$13,150.00	
MIDWIFERY EDUCATION	3516	Midwifery Accreditation	\$9,014.00	
EBSCO SUBSCRIPTION SERVICES	1000080276-1	EBSCO Discovery Svcs	\$8,400.00	
TRANE U.S. INC.	39228696	Roof Unit repairs	\$7,817.53	
ZOOM VIDEO COMMUNICATIONS INC	INV03795085	Annual Renewal 18-19	\$7,500.00	
RESPONDUS, INC.	21099	Monitor Tiered License	\$6,545.00	
NORTHEAST WI TECHNICAL COLLEGE	M5990	18-19 smartsheet licenses-30	\$6,420.00	
JOURNAL COMMUNICATIONS INC	093630	digital, landing page ldrbd	\$6,305.00	
GARY'S AUTO	3C4PDDBG5ET271313	2015 Dodge Journey rebuilder	\$5,200.00	
NEIL ENTERPRISES, INC.	38072588	SWTC Lanyards	\$4,714.91	
LAMAR COMPANIES	109343987	Panels	\$4,675.00	
WPS HEALTH INSURANCE	080318008158	J Struss Medicare Prem	\$4,064.96	
WPS HEALTH INSURANCE	060418021231 EFT	Da Studnicka Medicare Prem	\$3,777.96	
WPS HEALTH INSURANCE	080318008604	D Tucker Medicare Prem	\$3,589.26	
RADIO DUBUQUE INC	18070323	Golden Knights	\$3,500.00	
WPS HEALTH INSURANCE	080318008321	G Medeke Medicare Prem	\$3,235.44	
WPS HEALTH INSURANCE	080318016466	D Knox Medicare prem	\$3,207.96	
WPS HEALTH INSURANCE	060418005569 EFT	K Peacock	\$3,192.60	
WPS HEALTH INSURANCE	060418007939 EFT	S Peacock Medicare Prem	\$3,192.60	

Vendor	Invoice #	Description	Amount	
BOBS ELECTRIC	09354	Washer/Dryer	\$3,100.00	
GARY'S AUTO	2G1WG5E37D1211155	2013 Chevy Impala	\$3,100.00	
WPS HEALTH INSURANCE	060418031670 EFT	D Studnicka Medicare Prem	\$3,073.67	
Colton W Kartman	1531304	Opp Student Refund	\$3,007.50	
WPS HEALTH INSURANCE	080318012243	B Larson Medicare prem	\$2,973.35	
Christopher S Carter	1562925	Opp Student Refund	\$2,936.65	
BRAND L EMBROIDERY	29779	Magnifying Rain Gauge	\$2,730.46	
ARTHUR J. GALLAGHER RMS, INC.	2638382	Event Policy Premium	\$2,510.00	
Total Invoices				\$405,987.71
Purchase Orders				
Vendor	PO #	Description	Amount	
MARCO	6670	Life Safety Project-Grant	\$36,159.01	
HALDEMAN HOMME/ANDERSON LADD	6665	MecLab System Trainers-Grant	\$21,133.59	
POWER DISTRIBUTORS LLC	6671	Ag Power: Engine Kits	\$16,330.71	
RITCHIE IMPLEMENT	6673	Facilities: Bobcat 5600	\$11,500.00	
MARCO	6681	IT: Mitel Managed Voice System	\$10,000.00	
5 ALARM FIRE & SAFETY EQUIPMENT,	6682	Fire: 6000 PSI Air Cylinder	\$7,558.52	
SAN-A-CARE INC	6676	Facilities: Tennant Sweeper & Scrubber	\$6,992.04	
KALTURA, INC.	6663	IT: KMC Platform Support	\$6,000.00	
POWER DISTRIBUTORS LLC	6677	Ag Power: Engine Kits	\$5,253.38	
FORMLABS INC	6683	Foundation: 3D Printer	\$4,984.50	
AHIMA	6667	Bookstore: Textbook & Virtual Lab	\$4,920.00	
MARIANNA INDUSTRIES, INC.	6664	Bookstore: Cosmo Kits	\$4,615.30	
AHIMA	6679	Bookstore: Textbook & Virtual Lab	\$2,849.00	
Total Purchase Orders				\$138,296.05

Bank Withdrawals				
Vendor	Transaction #	Audit Trail	Amount	
Aug 2018 WTCEBC Health Ins	WDL000005739	CMTRX00002163	\$293,091.12	
ETF July 2018	WDL000005797	CMTRX00002185	\$118,913.95	
IRS 941 8.24.18 Payroll	WDL000005786	CMTRX00002182	\$107,275.91	
IRS 941 8.10.18 #51228363	WDL000005765	CMTRX00002171	\$105,901.81	
WDR WT6 8.24.18 #0-931-953-6	WDL000005789	CMTRX00002182	\$21,555.49	
WDR WT6 8.10.18 #1-993-701-3	WDL000005764	CMTRX00002171	\$21,450.98	
The Hartford #582442165026	WDL000005768	CMTRX00002174	\$9,205.68	
Wells Fargo #726587833	WDL000005795	CMTRX00002183	\$8,714.00	
Delta Dental #213311	WDL000005835	CMTRX00002200	\$7,740.10	
Wells Fargo #724590236	WDL000005784	CMTRX00002180	\$7,176.00	
Delta Dental 8.8.18	WDL000005780	CMTRX00002179	\$5,425.58	
Delta Dental #208890	WDL000005767	CMTRX00002173	\$3,851.00	
WDR July 2018 SUI	WDL000005763	CMTRX00002171	\$3,700.00	
Delta Dental #206689	WDL000005741	CMTRX00002163	\$3,697.15	
Delta Dental 212203	WDL000005772	CMTRX00002177	\$2,519.00	
Total Bank Withdrawals				\$720,217.77
Payroll				
Payroll Date	Transaction #	Audit Trail	Amount	
Direct Deposit 8/24/2018	WDL000005777	UPRCC00000753	\$307,608.97	
Direct Deposit 8/10/2018	WDL000005752	UPRCC00000748	\$303,098.77	
Direct Deposit 8/10/2018	WDL000005751	UPRCC00000747	\$9,581.67	
Direct Deposit 8/24/2018	WDL000005775	UPRCC00000751	\$8,698.60	
Direct Deposit 8/24/2018	WDL000005776	UPRCC00000752	\$7,422.46	
Direct Deposit 8/10/2018	WDL000005748	UPRCC00000745	\$4,231.92	
Direct Deposit 8/24/2018	WDL000005773	UPRCC00000749	\$4,129.89	
Direct Deposit 8/10/2018	WDL000005750	UPRCC00000746	\$3,725.47	
Total Payroll				\$648,497.75
Purchase Cards				
Vendor	Transaction #	Audit Trail	Amount	
US Bank 8.7.18 Statement	WDL000005779	CMTRX00002178	\$157,408.25	
US Bank 7.24.18 Statement	WDL000005754	CMTRX00002167	\$75,788.05	
Total Purchase Cards				\$233,196.30
Total Purchases > \$2,500				\$2,146,195.58

2. Treasurer's Cash Balance

Southwest Wisconsin Technical College			
Report of Treasurers Cash Balance 08/31/2018			
Receipts			
1 General	2,986,005.77		
2 Special Revenue	-		
3 Capital Projects	4,332.00		
4 Debt Service	-		
5 Enterprise	530,629.16		
6 Internal Service	327,940.79		
7 Financial Aid/Activities	208,440.64		
Total Receipts		4,057,348.36	
Expenses			
Fund			
1 General	1,768,264.23		
2 Special Revenue			
3 Capital Projects	218,451.96		
4 Debt Service	-		
5 Enterprise	183,311.03		
6 Internal Service	382,747.10		
7 Financial Aid/Activities	53,025.41		
Total Expenses		2,605,799.73	
Net cash change - month			1,451,548.63
EOM Cash Balances			
-American Operating 0356	201,731.05		
-American Cash Deposit 062 (Fenn)	10,083.55		
-American Money Market 502 (Fenn)	5,036,173.75		
-American Investment 4929	8,594,536.02		
-Cash on Hand	2,940.00		
-Local Government Investment Pool	1,190,373.33		
Ending Cash/Investment Balance		15,035,837.70	

3. Budget Control

Southwest Wisconsin Technical College							
YTD Summary for Funds 1-7							
For 2 Months ended August 2018							
	2018-19	2018-19	2018-19	2017-18	2016-17	2015-16	2014-15
	<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	23,003,746.00	4,018,840.62	17.47	17.28	16.91	16.32	15.20
General Fund Expenditures	22,955,940.00	3,812,400.82	16.61	14.50	16.04	16.51	15.58
Capital Projects Fund Revenue	4,050,751.00	12,204.04	0.30	99.11	100.17	98.81	100.26
Capital Projects Fund Expenditures	1,835,804.00	53,102.42	2.89	3.87	6.79	0.13	17.19
Debt Service Fund Revenue	5,300,104.00	-	-	0.66	1.29	0.86	-
Debt Service Fund Expenditures	5,304,473.00	-	-	0.49	0.59	-	-
Enterprise Fund Revenue	1,601,304.00	580,618.02	36.26	26.78	27.71	27.30	30.32
Enterprise Fund Expenditure	1,446,840.00	240,337.93	16.61	19.91	14.46	13.39	17.26
Internal Service Fund Revenue	3,972,292.00	641,416.54	16.15	15.28	16.90	18.41	16.87
Internal Service Fund Expenditures	3,125,231.00	725,126.16	23.20	16.47	15.64	31.08	22.22
Trust & Agency Fund Revenue	6,971,679.00	290,517.69	4.17	4.59	3.42	3.72	3.17
Trust & Agency Fund Expenditures	6,952,035.00	161,503.65	2.32	2.96	2.17	2.29	1.93
Grand Total Revenue	44,899,876.00	5,543,596.91	12.35	17.92	17.84	17.48	16.73
Grand Total Expenditures	41,620,323.00	4,992,470.98	12.00	10.57	11.20	12.34	12.18

D. Contract Revenue

There were two contracts totaling \$2,792.81 in August 2018 being presented for Board approval. The Contract Revenue Report is included below.

2018-2019 CONTRACTS								INDIRECT COST FACTOR		
9/1/2018 – 9/30/2018										
<u>Contract Holder</u>	<u>Contract #</u>	<u>Service Provided</u>	<u>Contact</u>	<u>Number Served</u>	<u>Price</u>	<u>Exchange of Services</u> (Instructional Fees Waived)	<u>On-Campus</u>	<u>Off-Campus</u>	<u>Waiver</u>	
Highland School District	03-2019-0019-4-11	Driver Education Theory	Kris Wubben	20	\$ 2,120.00	No		X		
USA High School Clay Target League	03-2019-0063-T-42	League Director Duties	Caleb White		\$ 672.81	No		X		
TOTAL of all Contracts				20	\$ 2,792.81					
Exchange of Services				-	\$ -					
For Pay Service				20	\$ 2,792.81					

E. Personnel Items

Three employment recommendations and one promotion/transfer are being presented for Board approval. The Personnel Report is included below.

PERSONNEL REPORT September 27, 2018

Employment: NEW HIRES

Name	Heather Swatek
Title	Disability Services Associate
Number of Applicants and Number Interviewed	31 applications; 8 phone interviews; 2 in-person interviews
Start Date	9/1/2018
Salary/Wages	\$20.00/hour
Classification	Full-time Regular
Education and/or Experience	Associate's Degree in Human Services from Southwest Tech with 16 years of experience as a service support specialist with Grant County Social Services.

Name	Ken Straka
Title	Administrative Assistant – Public Safety
Number of Applicants and Number Interviewed	29 applications; 4 interviewed
Start Date	9/24/2018
Salary/Wages	\$17.50/hour
Classification	Part-time Regular (30 hours/week)
Education and/or Experience	Six years of office management experience and member of Fennimore Fire Dept. Current Motorcycle Safety Adjunct Instructor for Southwest Tech.

Name	Jamish Patel
Title	Help Desk Technology Support
Number of Applicants and Number Interviewed	17 applications; 4 interviewed
Start Date	9/20/2018
Salary/Wages	\$19.50/hour
Classification	Full-time Regular
Education and/or Experience	IT Networking Associate Degree from Southwest Tech with 1 year of IT work study/Tech Ninja experience at the college and 3 months of networking with the Monroe School District.

PROMOTIONS / TRANSFERS

Brian Kitelinger	Safety Coordinator
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RETIREMENTS / RESIGNATIONS

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F. American Association of Community Colleges Annual Membership

Included in the electronic Board packet is the membership renewal invoice from the American Association of Community Colleges for the College's 2019 membership fee.



Dear Higher Education Professional,

The American Association of Community Colleges wanted to reach out and thank you for your support. AACC values each and every member, and we look forward to continue working together in the upcoming year. AACC strives to help community colleges in various aspects – advocacy, leadership training, student affairs and workforce development. The value of your support can not be overstated. As we look forward to 2019 we hope to see you, once again, a part of our strong network of community college leaders.

Since AACC's founding in 1920, AACC has been the primary advocacy organization for the nation's community colleges. The association represents nearly 1,200 community colleges and more than 12 million students. We want to make sure all community colleges are represented and have their successes and challenges recognized and addressed.

AACC has many exciting things planned for 2019 and we hope to see you sharing in the excitement. As a member of AACC you will have the opportunity to participate in the AACC Leadership Suite, Presidents Summer Institute, Workforce Development Institute (WDI) and attend the AACC Annual Convention all at a discounted member rate. AACC members also have access to high quality resources such as the Community College Journal, Community College Daily and CEO to CEO Newsletter (just to name a few).

If you have any questions please don't hesitate to contact member services at membership@aacc.nche.edu. If you would like more detailed information please refer to our website (www.aacc.nche.edu). Also, please follow us on our social media platforms - Twitter and Facebook.

Community colleges play a vital role in helping students reach their full potential. AACC would like to thank you for your commitment to higher education and for supporting AACC, and we hope you will continue that support in 2019. With your continued support we can further elevate community colleges.

Thank you again for your support! We wish you the best of luck for a successful academic year!

THANK YOU!

Sincerely,
Membership Services Department



American Association of Community Colleges
One Dupont Circle, NW, Suite 700, Washington, DC, 20036, USA
Phone: (202) 728-0200 Fax: (202) 833-2467

ANNUAL DUES NOTICE

Date: 13-Sep-2018
Ship-To: 000000001102-0

Order Number: 1000169006
Order Date: 07-Sep-2018
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-2019 to 31-Dec-2019	Active	Proforma	1	3,463.00	0.00	0.00	0.00	3,463.00
AACC/PRES_ACADEMY-AACC - Presidents Academy Fee 01-Jan-2019 to 31-Dec-2019	Active	Proforma	1	75.00	0.00	0.00	0.00	75.00
Shipping:								0.00
Total :								3,538.00
Paid To Date								0.00
Current Amount Due :								3,538.00

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

Customer: 000000001102-0 Southwest Wisconsin Technical College
Order No.: 1000169006 Invoice No:

Balance Due(USD): 3,538.00

Federal Tax ID: 53 0196569

Amount:

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

Recommendation: Approve the Consent Agenda as presented.

Other Items Requiring Board Action

A. International Travel Request

Craig Woodhouse, Regional Engagement Coordinator-Richland County, is requesting to travel to China with the Richland Center Economic Development Group and Chamber of Commerce. Mr. Woodhouse will present his purpose, goals, and costs at the meeting.

Recommendation: Approve the international travel request for Craig Woodhouse to travel to China as presented.

Board Monitoring of College Effectiveness

A. Board Monitoring Report - Compliance

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, Executive Director of College Effectiveness, will present the report.

Board Monitoring Report

Compliance – September 27, 2018

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.

Significance of Accreditation

- HLC accreditation is required for our college to obtain and retain federal financial aid for students. Over 70% 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 from "accredited programs." Program accreditors demand that our college maintain HLC accreditation in order to grant or maintain individual program accreditation.

SUMMARY OF ACCREDITATION – COLLEGE AND PROGRAM

1. Higher Learning Commission – Comprehensive College Accreditation – Administrator: Barb Tucker

- a. **Standard Pathway** – Southwest Tech was approved to follow the Standard Pathway in 2017. This pathway has a 10-year cycle with comprehensive visits in year 4 and year 10. (See Exhibit 1A)

The college's next comprehensive visit will be in 2021-2022. As part of the comprehensive visit process, the College will be providing evidence to support that we meet the quality principles reflected in the Higher Learning Commission's five criterion and 21 core components (see Exhibit 1B).

- b. **Federal Compliance** – This is a separate requirement of the comprehensive review. The College must demonstrate compliance with the Department of Education federal regulations. No findings or areas of concern in Federal Compliance were identified during the 2016 comprehensive review. (See Exhibit 2).
- c. **Focused Visit** - In addition to comprehensive visits, colleges may have a focused visit as requested by the HLC. Southwest Tech will have an HLC focused visit on April 29-30, 2019 in response to four areas of opportunity identified during the 2016 visit.

1. **Program Accreditation** – Southwest Tech currently has 12 programs with accreditation.
 - a. **Auto Collision Repair and Refinish Technician** – National Automotive Technician Education Foundation (NATEF) Faculty: Greg Wubben – 5 year rotation – currently awaiting notification of visit date for 2018-19
 - b. **Auto Technician** - National Automotive Technician Education Foundation (NATEF) Faculty: Tyson Larson – 5 year rotation - currently awaiting notification of visit date for 2018-19
 - 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 Lane – 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 – Last visit 2017 with next visit in 2022.
 - g. **Certified Direct Entry Midwife** – Midwifery Education Accreditation Council (MEAC) – Sherry DeVries – certification granted 2014-2019. Currently awaiting notification of visit date.
 - h. **Associate Degree Nursing** – Accreditation Commission for Education in Nursing (ACEN) – Cynde Larsen, Dawn Adkins, Karla Blackburn, Darci Colsch, Vicky Rundle, Justine Sparrgrove, and Jenna Taylor. Last visit October 17-19, 2017. Next visit-Fall 2025
 - i. **Physical Therapist Assistant** – Commission on Accreditation in Physical Therapy Education (CAPTE) – Stacy Place and Jackie Schultz-Sloan. Last visit December 11-13, 2017. Next visit 2027
 - j. **Health Information Technology (HIT)** – granted in 2017 – Jennifer Lane and Sara Biese
 - k. **Law Enforcement 720 Academy** – Wisconsin Department of Justice, Training & Standards – Kris Wubben, Tom Kretschman, Gary Roberts
 - l. **Welding** – American Welding Society (AWS) – Ed Anderson, Jeff Midtlien, Tim Jacobson, Ben Halvorson- granted in September 2017
2. **Civil Rights and Affirmative Action Compliance** – WTCS audit in compliance with Department of Education requirements. 8-year audit cycle – visit was in the fall of 2016.

FOCUS REVIEW – APRIL 29-30, 2019

The visiting team will review evidence that demonstrates we have taken action in the following four areas:

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.***

Board Monitoring Report

Compliance – September 27, 2018

improvements in courses and programs with clear, documented connections to institutional planning.

Action taken to address concern:

Program Outcome Assessment

- Work days (time) and support (staff) have been provided to faculty during the August 2017 and August 2018 Instructional Vitality Process (IVP) day; in January 2018 during learning academy; and in May 2018 during learning academy. This time and support enabled 100% of programs to identify and/or validate program outcomes and complete a matrix showing where each program outcome is introduced, practiced, and then assessed within program coursework.
- Program Outcome Assessment Plans (OAPs) are completed for 100% of programs offered at Southwest Tech. These assessment plans include targets to improve student learning and are available for review in WIDS. These plans are analyzed annually to assess the level of student learning. If student learning goals are met, a new OAP plan is developed for the upcoming year. If the goal is not met, the designated goal will be maintained with new actions identified to encourage attainment. (See Exhibit 3 for sample of an OAP.)
- During the annual IVP day, faculty use established OAPs to develop actions which will occur to reach the OAP goal. These actions are documented in a Team Action Plan (TAP) and housed on the college's intranet – the Charger HUB. Faculty started TAP plans during in-service week prior to the fall 2017 term. TAP Every program offered at Southwest Tech has TAP plans documented in the HUB.

Course Assessment

- Course assessments began in earnest during the 2017-18 academic year with 653 college courses assessed. One hundred twenty-five (125) dual credit courses were assessed during Spring 2018. Course assessment provides a framework for instructors to identify areas of concern in student learning and document changes implemented for improvement. Every course is evaluated each semester. These assessment documents are stored on the Charger HUB and reviewed and updated every term to ensure improvement of student learning. (See Exhibit 4 for sample of course assessment.)

Connecting Assessment of Student Learning Data to Institutional Planning

Southwest Tech connects its use of assessment of student learning data to institutional planning by aligning instructional Team Action Plans (TAPs) to the annual College Health Indicator goals. The Executive Team identified improving college graduation as a strategic initiative for the 2018-19 year. During the IVP in August 2018, faculty were asked to review their program graduation rates. Those programs with graduation rates below the College Health Indicator goal of 65% were encouraged to identify actions to improve graduation rates as one of three team action plans for 2018-19. Twenty-three (23) programs are currently working on a TAP associated with improving graduation rates.

Board Monitoring Report

Compliance – September 27, 2018

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.*

Action taken to address concern:

- Program assessment has been standardized and systematized through the Instructional Vitality Process Day (IVP). The first IVP Day was held on August 14, 2017 with a subsequent instructional IVP held August 13, 2018, and planned for each August thereafter. This systematic annual process enables 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 college departments expands support and awareness of the importance of assessment and HLC requirements.
- To further encourage an institutional culture of assessment, all non-instructional staff participated in the first inaugural *Institutional Vitality Process* (IVP) day on May 30, 2018. Similar to the academic process, each department identified strengths and challenges within their area and created a minimum of one action plan to address an identified challenge. A second activity involved every department reviewing a minimum of one HLC accreditation criterion/core component that aligns with the work performed within the department. Staff were asked to identify evidence demonstrating how this department met the criterion/core component. If no evidence exists, one of the TAPs for the year was to create evidence through a procedure, agenda, work log, or other document to verify that our college meets the criterion/core component in question. As a result, 60 institutional team action plans were created and are housed on the HUB.
- Time (1 hour per week) has been set aside for both faculty and staff for meetings and to conduct work associated with TAPs. Meetings and actions are documented in the HUB.
- Several presentations were provided to all staff regarding the Higher Learning Commission requirements during college forums and college in-services. The January 2019 in-service is dedicated to accreditation and ensuring the entire college understands the significance of the April 29-30, 2019, focused review and instructors and college staff are able to articulate and demonstrate our college compliance in the four areas under review.

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.*

Action taken to address concern:

- Co-curricular was identified to include student clubs, student ambassadors, and student organizations. The common purposes of these organizations were identified and an assessment instrument developed to assess student growth in relation to our six Core Abilities in addition to leadership and citizenship. (See Exhibit 5 for results of 2017-18 survey.)
- A co-curricular survey was administered in spring of 2018. Results of the survey were shared with the co-curricular advisors in September and are currently being shared with co-curricular student

Board Monitoring Report Compliance – September 27, 2018

organizations. Students will use the survey results to identify one area of improvement and set a goal for improvement. Students will also suggest activities/actions to be undertaken in 2018-19 to improve learning in the identified area. These actions are documented in the HUB using a similar process as the program TAPs. Students will take the survey again in March 2019 to determine if the improvement goal was met.

4. *Meaningful retention and completion goals set at the program and/or institutional levels, and use of retention and completion data to support improvements across the college*

Action taken to address concern:

- The College began work on establishing College Health Indicators in 2016-17 and finalized the 10 indicators in 2017-18. Retention and graduation rates at the baseline, benchmark and target levels have been established as shown in the table below. These indicators will be reviewed and set annually as part of college strategic planning. All employees can access the college health indicators on the college dashboard and on the HUB. Council work for the 2018-19 academic year align to one or more health indicator.

College Health Indicators Spring 2018	2017-18 Baseline	2017-18 Benchmark	2018-19 Target
Increase Student Access and Success			
CHI.1. Enrollment Headcount	7459	n/a	7500
CHI.2. Retention Rate	75%	62%	80%
CHI.3. Graduation Rate	60%	38%	65%
CHI.4. Job Placement	97%	93%	97%
CHI.5. Student Satisfaction	5.61	5.65 / 5.59	5.65
CHI.6. Employer Satisfaction	96%	96%	97%
Strengthen Culture of Integrity			
CHI.7. Employee Satisfaction	4.06	3.84	4.08
CHI.8. Employee Retention	94.7%	90%	95%
Ensure Fiscal Sustainability			
CHI.9. FTEs	1331.6300	n/a	1380.0000
CHI.10. Net Operating Position	\$55,000	n/a	\$0

Baseline: Current or Most Recent measure available

Benchmark: Comparable measure from identified competitor (ex: WTCS colleges, national, etc.)

Target: Goal to achieve after implementing activities/initiatives

- We have initiated "Data Summits" for our Leadership Team. Mandy Henkel, Research Analyst in the College Effectiveness Department, is leading the efforts as part of her master's degree. During the Data Summit, Mandy guides us through a review of data related to college

Board Monitoring Report

Compliance – September 27, 2018

performance. She also teaches us about common data analysis techniques and strategies. We will use student retention and completion data to support improvements across the college.

- We have five teams or councils that form our internal governance system including the Executive Team, Leadership Council, Academic Council, Operations Council, and College Council. These teams and councils oversee project teams and work groups who review college performance data, including retention and graduation rates, in order to establish priorities and work plans. For example, the Diversity and Special Populations project team reviewed retention and graduation data for students of our diverse populations. They have established priorities to improve the success of students. We set aside funds to invest in their projects and assessment of their progress is built into the process.

STRENGTHS

1. Overall college performance remains positive – Forbes ranked Southwest Tech #1 two-year College in Wisconsin and #13 in the nation.
2. Significant progress in college-wide support of assessment and continuous improvement of teaching and learning.
3. Development of the HUB for documentation of continuous improvement work related to teaching and learning, college functions, and student organizations and clubs.
4. Improved internal alignment with the creation of councils to implement projects targeted toward maintaining and/or improving health indicators.

WEAKNESSES

1. Continued learning is needed to improve institution-wide knowledge of accreditation.
2. We are behind schedule on Co-Curricular Learning but, with an increased focus we are optimistic we will be back on schedule in time for the visit.
3. While Core Abilities are being assessed, work to standardize Core Ability assessment at the program level remains a need.

Board Monitoring Report

Compliance – September 27, 2018

APPENDICES

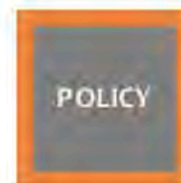
Exhibit 1A – HLC Standard Pathway 10-Year Cycle

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

Board Monitoring Report Compliance – September 27, 2018

Exhibit 1B – HLC Criteria and Assumed Practices



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.

Board Monitoring Report

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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

Board Monitoring Report Compliance – September 27, 2018

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,

Board Monitoring Report Compliance – September 27, 2018

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.

Board Monitoring Report

Compliance – September 27, 2018

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.

Board Monitoring Report

Compliance – September 27, 2018

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.

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- 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

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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.

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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.

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Exhibit 2 – Federal Compliance Overview



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 Institution](#) 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.

Audience: Institutions and Peer Reviewers
Official HLC Procedure
Published: August 2016 © Higher Learning Commission

Process: Federal Compliance
Contact: legalaffairs@hlcommission.org
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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.

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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 practice, 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

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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.

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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.

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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.

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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.

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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.

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Exhibit 3 – Sample Outcome Assessment Plan



31-101-1 Accounting Assistant

Accounting Assistant TSA 2017-2018

Program Outcome Assessment Plan Outline Information

Date Range	8/20/2017 to 5/24/2019
Stage	Planning
Developed By	Melinda Nicely (mnicely)
Development Date	8/14/2017
Edited By	Amy Loy (aloy)
Most Recent Edit	9/20/2018

Program Description All organizations including government, service businesses, public accounting firms, and manufacturing companies, require individuals who can keep systematic and up-to-date records of business transactions. This one year program trains students in basic accounting for sole-proprietorships, partnerships, and corporations. Students also study income tax preparation for individuals, payroll accounting, and computerized accounting and then can choose to specialize in business taxation or business spreadsheet applications. This one year programs can also be easily transferred into the two year associate degree accounting program.

Employment prospects for accounting assistants are always good, with graduates finding employment in a wide range of business settings. Their education in the operation of high-tech office equipment and general office procedures meet present and future needs of today's office.

1	Accounting Assistant TSA
Target Outcomes	Process financial transactions throughout the accounting cycle Analyze basic financial and business information to support planning and decision-making

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	<p>Perform payroll preparation, reporting, and analysis tasks</p> <p>Act Professionally</p> <p>Communicate Clearly</p> <p>Solve Problems</p> <p>Value Learning</p> <p>Work Cooperatively</p> <p>Work Productively</p>
Standard for Student Success	<p>Source: 31-101-1 Accounting Assistant Diploma WTCS TSA Scoring Guide dated 05/06/2014</p> <p>You must achieve an overall average rating of PASS on all criteria for each program outcome to demonstrate competence (passing). A rating of FAIL on any criterion results in a FAIL score for that program outcome and for the TSA Assessment.</p>
Quality Objective	<p>Source: WIDS Quick Start WIDS Programs and Courses pg 39.</p> <p>The percentage of students EXPECTED to achieve the standard for student success, 100%</p>
Course(s) Designated for Assessment & Data Collection	<p><i>10-101-111 Accounting 1</i></p> <p><i>10-101-112 Accounting 2</i></p> <p><i>10-101-123 Payroll Applications</i></p>
Data Collection and Analysis Plan Details	<p>Source: 31-101-1 Accounting Assistant Diploma WTCS TSA Scoring Guide dated 05/06/2014</p> <p>Each program outcome is documented by one of more artifacts. (One artifact may be used to assess multiple program outcomes and / or criteria). Each artifact has been assessed, receiving a passing grade using a scoring guide or rubric.</p>
Assigned To	Accounting program instructors
2	
Target Outcomes	<p>Process financial transactions throughout the accounting cycle</p> <p>Analyze basic financial and business information to support planning and decision-making</p>

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	Perform payroll preparation, reporting, and analysis tasks Act Professionally Communicate Clearly Solve Problems Value Learning Work Cooperatively Work Productively
Standard for Student Success	Student will receive an 80% or above on PR Project
Quality Objective	90% of students will meet this requirement
Course(s) Designated for Assessment & Data Collection	<i>10-101-123 Payroll Applications</i>
Data Collection and Analysis Plan Details	Instructor will grade the PR Project
Assigned To	Melinda Nicely

Accounting Assistant TSA 2018-2019

Program Outcome Assessment Plan Outline

Information

Date Range 8/20/2018 to 5/24/2019

Stage Planning

Developed By Melinda Nicely (mnicely)

Development Date 8/13/2018

Edited By Amy Loy (aloy)

Most Recent Edit 9/20/2018

Program Description All organizations including government, service businesses, public accounting firms, and manufacturing companies, require individuals who can keep systematic and up-to-date records of business transactions. This one year program trains students in basic accounting for sole-proprietorships, partnerships, and corporations. Students also study income tax preparation for individuals, payroll accounting, and computerized accounting, and then can choose to specialize in business taxation or business spreadsheet applications. This one year programs can also be easily transferred into the two year associate degree accounting program.

Employment prospects for accounting assistants are always good, with

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graduates finding employment in a wide range of business settings. Their education in the operation of high-tech office equipment and general office procedures meet present and future needs of today's office.

1	
Target Outcomes	Process financial transactions throughout the accounting cycle Analyze basic financial and business information to support planning and decision-making Perform payroll preparation, reporting, and analysis tasks Act Professionally Communicate Clearly Solve Problems Value Learning Work Cooperatively Work Productively
Standard for Student Success	Student will receive an 80% or above on Payroll Project using the new (more strenuous) rubric that was developed for the Schoology Mastery Bridge project.
Quality Objective	90% of students will meet this requirement
Course(s) Designated for Assessment & Data Collection	<i>10-101-123 Payroll Applications</i>
Data Collection and Analysis Plan Details	Instructor will grade the PR Project using the Schoology rubric that ties to the program outcomes/criteria. Instructor will review and give specific examples on how to improve based on the rubric results.
Assigned To	Melinda Nicely
Linked Documents	Capstone Project Schoology.pdf

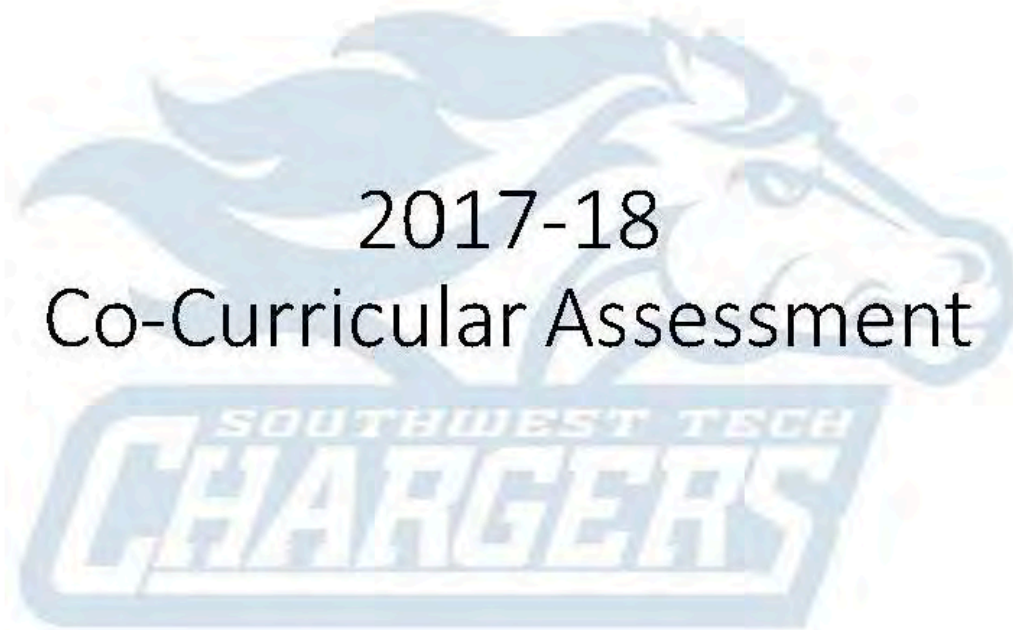
Board Monitoring Report Compliance – September 27, 2018

Exhibit 4 – Example of Course Assessment

Term	Course Name	Course Competency	Assessment Activity	Cohort Quality Objective	Standard for Student Success	Initial Results Analysis Summary	Goal Met / Not Met	Improvement Plan
Fall 1718	Technical Reporting	Write a set procedures or instructions	Writing Instructions-Lego Assignment	75%	45/50	4 out of 7 students met the standard of 45 out of 50 points. Many students focused so hard on building their structure and documenting each step to completion that they neglected to provide any context (introduction and conclusion) to their assignment.	Not Met	Model each section necessary in this document by writing a complete set of instructions together as a class before completing them as individuals.
Fall 1718	Technical Reporting	Write a set procedures or instructions	Writing Instructions	75%	45/50	12/24 . Of the 12 that did not meet the 45 of the 50 points, 11 of them did not actually complete the assignment on time. One completed on time and did not complete the assignment to meet the criteria.	Not Met	I moved this assignment earlier in the semester for the face to face section last year and it made a big difference in completion and understanding. I plan to cover this unit and complete the assessment earlier in the semester.
Spr 1718	Technical Reporting	Write a set of procedures or instructions	Writing Instructions- Lego Assignment	75%	Students will earn 45/50 points using rubric	22/25 achieved this goal. I modeled each section necessary in this document by reviewing a finished product together as a class before completing them as individuals.	Met	I am going to incorporate visual element to this assignment and use it to assess the competency: Create visual elements for incorporation for communication products
Spr 1718	Technical Reporting	Write a set of procedures or instructions	Writing Instructions- Lego Assignment	75%	45/50	success. Of the 20 that did not meet the standard, 6 did not submit an assignment at all. An additional 10 students did not meet the standard due to failure to submit the assignment by the designated due date.	Not Met	I plan to provide a more in-depth rubric that looks like a check list along with a finished example for students to use as a guide.
Spr 1718	Technical Reporting	Write a set of procedures or instructions	Writing Instructions-Lego Assignment	75%	Students will earn 40/50 points using rubric	For section 03, 13/15 students met the standard. For section 06, 14/18 students met the standard.	Met	For next semester, 80% of student cohort will be at or above standard.
Spr 1718	Technical Reporting	write a set of procedures	Lego directions assignment	students will get a 75% or better	75%	95% of my students passed with a 75% or better on this assignment.	Met	I will raise the bar higher for this assignment - an 85% or better on it!

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Exhibit 5 – Co-Curricular Assessment



2017-18
Co-Curricular Assessment

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Respondent Demographics
n = 127

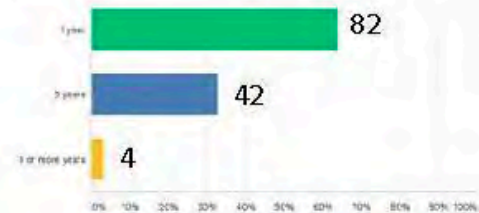
Please select your role in the organization:

Answered: 127 / Skipped: 5

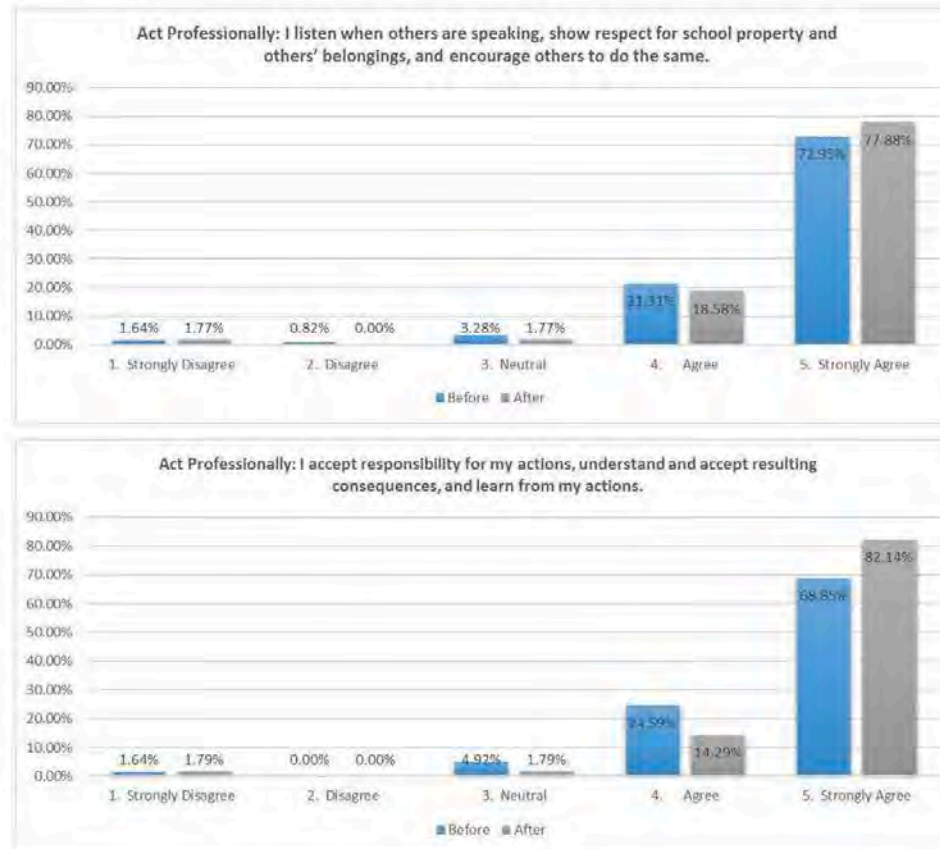


Including the current year, how many years have you been involved in this organization?

Answered: 127 / Skipped: 4

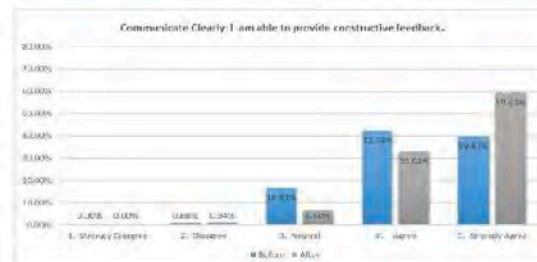
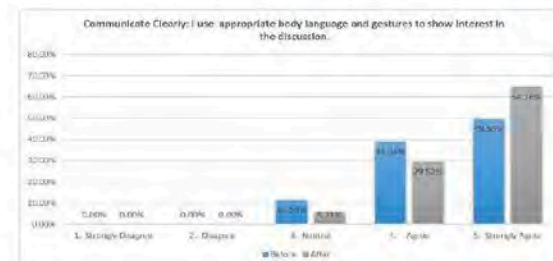
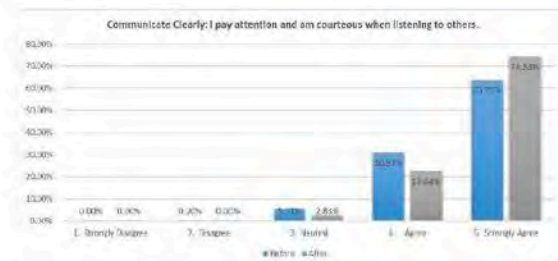
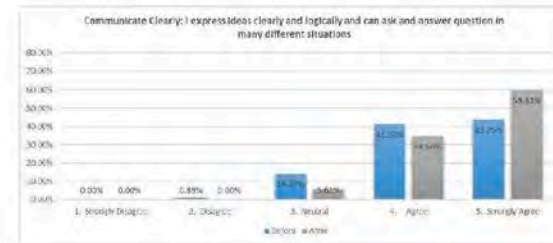


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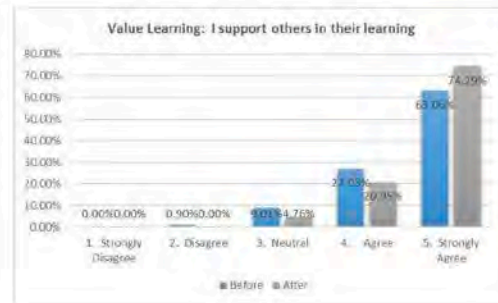
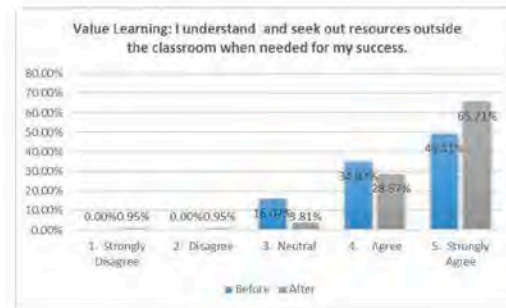
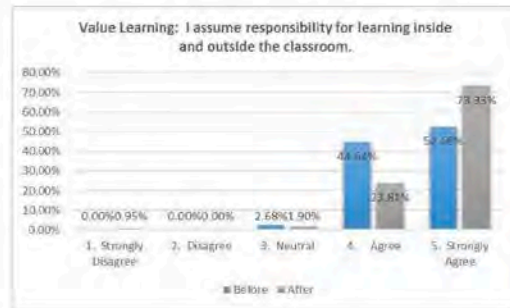
Communicate Clearly

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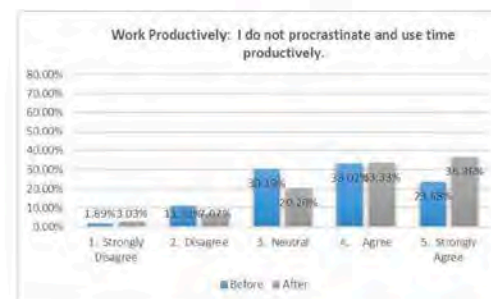
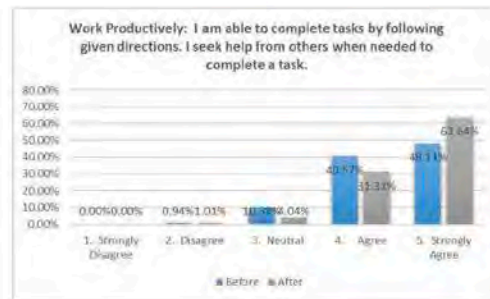
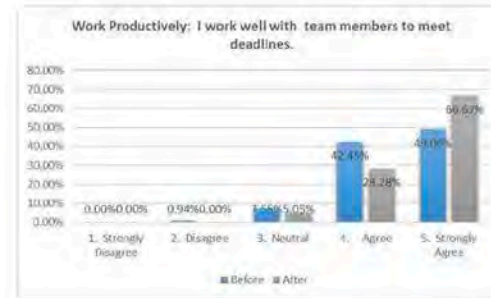
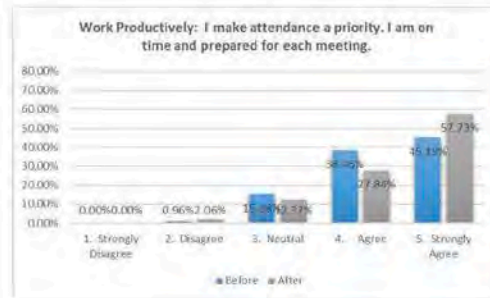
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Value Learning



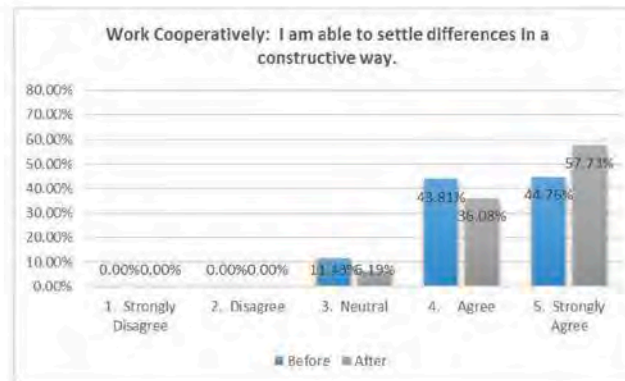
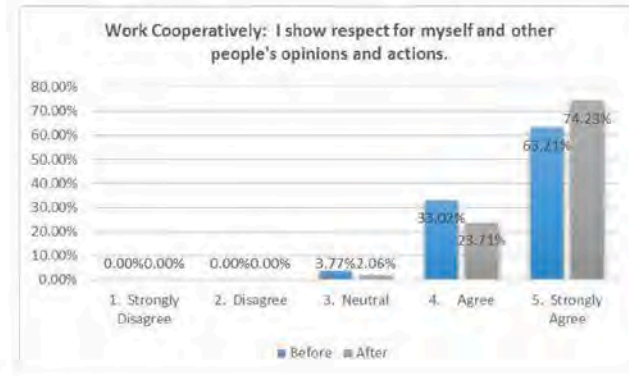
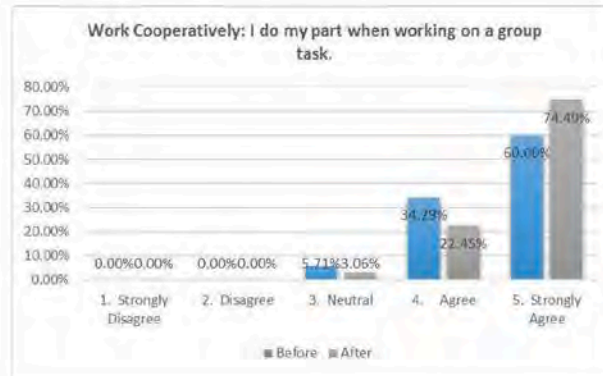
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Work Productively



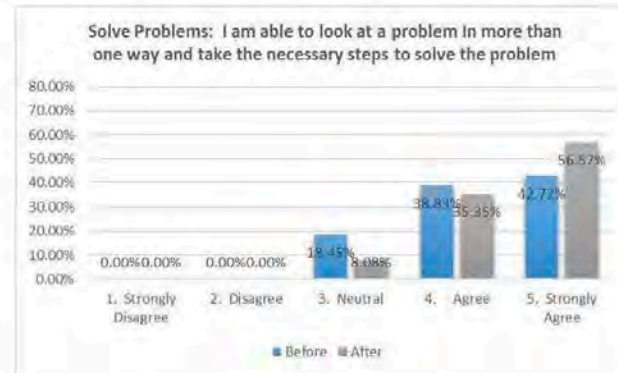
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Work Cooperatively



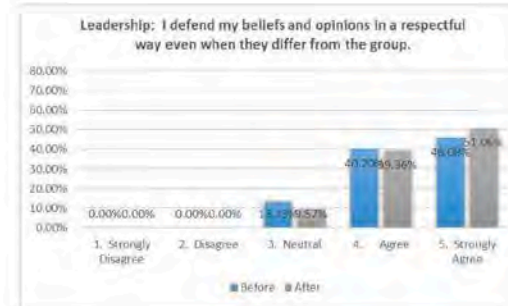
Solve Problems

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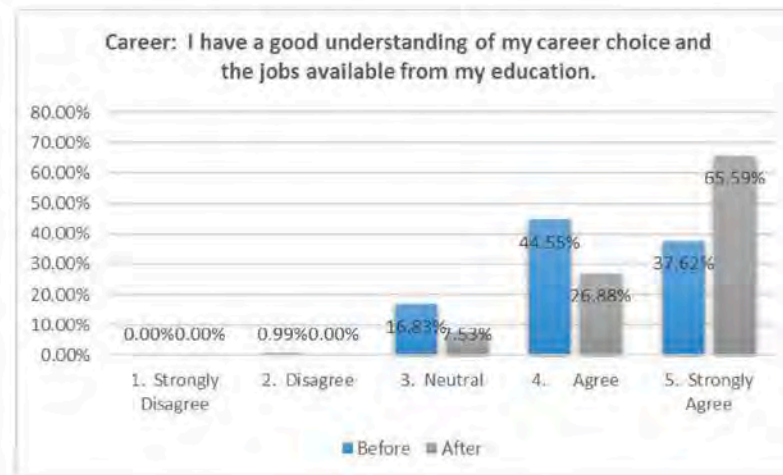


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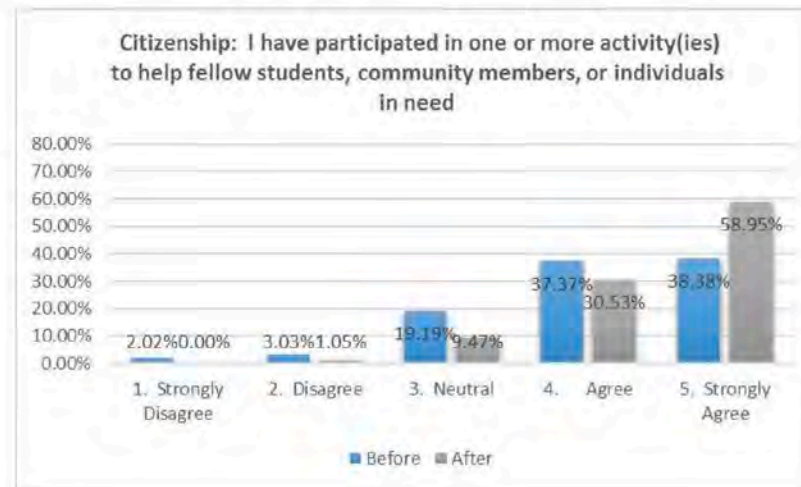
Leadership



Board Monitoring Report Compliance – September 27, 2018



Board Monitoring Report Compliance – September 27, 2018



B. Borrowing Update

Caleb White attended the sale of the \$4,000,000 General Obligation Promissory Notes on September 13, 2018. Below is the pricing book from the sale. Mr. White will present the information at the Board meeting.

Southwest Wisconsin Technical College District

Final Pricing Summary
September 13, 2018

John A. Mehan, Managing Director

jmehan@rwbaird.com
777 East Wisconsin Avenue
Milwaukee, WI 53202
Phone 414.765.3827
rwbaird.com/publicfinance

Southwest Wisconsin Technical College District

Results of Competitive Bids

\$4,000,000 General Obligation Promissory Notes

Bids Received by 10:00 AM (CT)

Thursday, September 13, 2018

Rank	Bidder	True Interest Cost
1	Hutchinson, Shockey, Erley & Co.	2.2740%
2	BOK Financial Securities, Inc.	2.2894%
3	Bernardi Securities, Inc.	2.3569%

Southwest Wisconsin Technical College District

Issue Summary	
Description:	General Obligation Promissory Notes
Amount:	\$4,000,000
Dated & Settlement Date:	October 10, 2018
Maturities:	June 1, 2019 - 2023
First Interest Payment:	June 1, 2019
First Call Date:	Noncallable
Moody's Rating:	Aa2
True Interest Cost:	2.2740%
Winning Bidder/Purchaser:	Hutchinson, Shockey, Erley & Co.



(1) Net of BABs Subsidy. Subsidy reduced by 6.6% on 6/1/18 and 6.2% 12/1/18-12/1/19. Assumes 6.2% reduction 2020-2025 (Sequestration).

MOODY'S INVESTORS SERVICE

Rating Action: Moody's assigns Aa2 to Southwest Wisconsin Technical College District, WI's GO Notes

28 Jun 2018

New York, June 28, 2018 – Moody's Investors Service has assigned a Aa2 rating to Southwest Wisconsin Technical College District, WI's \$4 million General Obligation Promissory Notes. Moody's maintains the Aa2 rating on the district's outstanding general obligation unlimited tax (GOULT) debt. Following the sale, the district will have \$29.8 million of outstanding GOULT debt.

RATINGS RATIONALE

The Aa2 rating reflects the district's large and growing tax base, healthy liquidity, a low debt burden and moderate unfunded pension liability. The rating also reflects the district's declining enrollment trend that is expected to improve, limited revenue raising flexibility due to state imposed levy restrictions, and below average resident income levels.

RATING OUTLOOK

Outlooks are typically not assigned to issuers with this amount of debt.

FACTORS THAT COULD LEAD TO AN UPGRADE

- Continued strengthening in reserve and/or liquidity levels
- Strengthening of the district's tax base and/or resident income levels

FACTORS THAT COULD LEAD TO A DOWNGRADE

- Weakening of the district's tax base and/or resident income levels
- Declines in the district's reserves and/or liquidity
- Substantial growth in the district's debt burden and fixed costs

LEGAL SECURITY

Debt service on the district's general obligation (GO) debt is secured by the district's GOULT pledge to levy a dedicated property tax levy that is unlimited by rate or amount.

USE OF PROCEEDS

Proceeds of the notes will finance building improvement projects and equipment purchases.

PROFILE

Southwest Wisconsin Technical College District provides vocational education to residents of Grant and Lafayette Counties as well as portions of several surrounding counties. The district encompasses approximately 3,800 square miles, with 163 municipalities and 30 public school districts within southwest boundaries. There is one centrally located campus at Fennimore, approximately 70 miles southwest of the City of Madison (Aaa stable), with 2018 enrollment of 1,330 full-time equivalent students.

METHODOLOGY

The principal methodology used in this rating was US Local Government General Obligation Debt published in December 2016. Please see the Rating Methodologies page on www.moodys.com for a copy of this methodology.

REGULATORY DISCLOSURES

For ratings issued on a program, series or category/class of debt, this announcement provides certain regulatory disclosures in relation to each rating of a subsequently issued bond or note of the same series or category/class of debt or pursuant to a program for which the ratings are derived exclusively from existing ratings in accordance with Moody's rating practices. For ratings issued on a support provider, this announcement provides certain regulatory disclosures in relation to the credit rating action on the support provider and in relation to each particular credit rating action for securities that derive their credit ratings from the support provider's credit rating. For provisional ratings, this announcement provides certain regulatory disclosures in relation to the provisional rating assigned, and in relation to a definitive rating that may be assigned subsequent to the final issuance of the debt, in each case where the transaction structure and terms have not changed prior to the assignment of the definitive rating in a manner that would have affected the rating. For further information please see the ratings tab on the issuer/entity page for the respective issuer on www.moody's.com.

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Moody's
INVESTORS SERVICE

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C. October Board Retreat

A draft agenda will be presented at the Board meeting for topics to be discussed at the October 18, 2018, Board half-day retreat.

D. Staffing Update

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

Staffing Update 2018-19 Fiscal Year

	Name	Title	Status and/or Additional Info	Effective Date	Funding Source &/or Estimated Wage Range/Hired Salary
1	Replacement - Dan Schildgen	Automotive Technician Instructor	Brian Waldner	7/31/2018	BS \$47,297-\$75,203 AS \$49,750 - \$79,102 MS \$52,202-\$83,000 Hired at \$59,000
2	Replacement - Steve McCauley	Electromechanical Technician Instructor	Jobert Bermudo	7/31/2018	BS \$47,297-\$75,203 AS \$49,750 - \$79,102 MS \$52,202-\$83,000 Hired at \$60,000
3	Replacement - Nancy Devlin	Bookstore Assistant - 2 positions, Part-time, LTE (ending 6/30/2019)	Lori Wiest & Jennifer Rice	6/25/2018	Hourly Band A13 \$16.42 - \$19.70 Lori- Hired at \$17.00; Jen- Hired at \$16.42
4	Replacement - Snehal Shirke	Communications Instructor	No Hire	8/1/2018	MS \$52,202-\$83,000
5	Replacement - Jeff Domink	Animal Science Instructor	Ryan Weigel	8/6/2018	BS \$47,297-\$75,203 AS \$49,750 - \$79,102 MS \$52,202-\$83,000 Hired at \$62,000
6	Replacement - Chyme Stimart	Student Services Records Specialist	Heather Day	8/6/2018	Hourly Band A13 \$16.42 - \$19.70 Hired at \$17.00

Staffing Update 2018-19 Fiscal Year

	Name	Title	Status and/or Additional Info	Effective Date	Funding Source &/or Estimated Wage Range/Hired Salary
7	New Position	Automotive Mechanics Instructor - Part-Time	George Whiteaker	9/1/2018	BS \$47,297-\$75,203 AS \$49,750 - \$79,102 MS \$52,202-\$83,000 Hired at \$60,000 (base)
8	New Position	Public Relations Manager	Dennis Cooley	8/13/2018	Salary Band C44 \$53,671 - \$75,139 Hired at \$75,139
9	Replacement - Patricia Greenwood	Academic Success Coach - (75%, LTE)	Katie Snitker	7/1/2018	Houly Band B24 \$20.32 - \$26.41 Hired at \$25.32
10	Replacement - Brooke Mitchell	Health/Science Academic Success Coach - (75%, LTE)	Brian Molini	7/1/2018	Houly Band B24 \$20.32 - \$26.41 Hired at \$25.32
11	Replacement -Penny Demert-Neal	Associate Degree Nursing Instrucor	Offer Pending	8/1/2018	MS \$52,202-\$83,000
12	New Position	Disability Services Associates	Heather Swatek	9/11/2018	Salary Band C42 \$47,777-\$66,888 Hired at \$20.00/hour

Staffing Update 2018-19 Fiscal Year

	Name	Title	Status and/or Additional Info	Effective Date	Funding Source &/or Estimated Wage Range/Hired Salary
13	Replacement -Pam Johnson-Loy	Administrative Support Assistant - Public Safety. Part-time-30 hr)	Ken Straka	9/24/2018	Hourly Band B21 \$16.79 - \$21.83 Hired at \$17.50/hour
14	New Position	Regional Engagement Coordinator - Richland Center Outreach	Criag Woodhouse	8/13/2018	Salary Band C43 \$50,394-\$70,552 Hired at \$60,500
15	New Position	Regional Engagement Coordinator - Darlington Outreach	Hold	8/1/2018	Salary Band C43 \$50,394-\$70,552
16	Replacement - Breanna Callahan	Student Services Admission Specialist	Sherri Seitz	8/13/2018	Hourly Band A13 \$16.42 - \$19.70 Hired at \$16.50
17	New Position	Safety Coordinator	Brian Kitelinger	9/15/2018	Salary Band C42 \$47,777-\$66,888 Hired at \$53,000
18	New Position	Help Desk Technology Support	Jamish Patel	9/20/2018	Hourly Band B23 \$19.36 - \$25.17 Hired at \$19.50/hour

Staffing Update 2018-19 Fiscal Year

	Name	Title	Status and/or Additional Info	Effective Date	Funding Source &/or Estimated Wage Range/Hired Salary
18	Replacement - Prior position for Cora Halverson	Finacial Aid Asst/Accounting Bursar	Interviews Scheduled	10/1/2018	Hourly Band B22 \$18.26 - \$23.74

Information and Correspondence

A. Enrollment Report

The 2018-19 Comparison FTE Report is available below. Caleb White will be available at the meeting for any questions.

2017-2018 and 2018-2019 FTE Comparison

Program Code	Program Title	09-18-17 Students	09-17-18 Students	Student Change	09-18-17 FTE	09-17-18 FTE	FTE Change
10-101-1	Accounting	33	26	(7)	14.33	10.27	(4.07)
10-106-6	Administrative Professional	5		(5)	2.77		(2.77)
10-006-2	Agri-Business/Science Technology	7	1	(6)	1.80	0.10	(1.70)
10-006-7	Agribusiness Science & Technology - AgBus Mgmt	10	18	8	5.67	9.93	4.27
10-006-5	Agribusiness Science & Technology - Agronomy	27	13	(14)	15.73	7.37	(8.37)
10-006-6	Agribusiness Science & Technology - Animal Science	23	28	5	12.97	14.63	1.67
10-102-3	Business Management	99	109	10	43.17	45.73	2.57
10-530-5	Cancer Information Management	50	79	29	21.37	27.57	6.20
10-504-5	Criminal Justice Studies	52	56	4	23.93	27.17	3.23
10-316-1	Culinary Arts	17	13	(4)	7.73	5.13	(2.60)
10-317-1	Culinary Management	6	6	-	2.57	3.57	1.00
10-510-6	Direct Entry Midwife	32	39	7	13.43	12.40	(1.03)
10-307-1	Early Childhood Education	39	54	15	17.20	25.00	7.80
10-620-1	Electromechanical Technology	33	36	3	16.30	18.20	1.90
10-325-1	Golf Course Management	18	21	3	9.07	10.73	1.67
10-201-2	Graphic And Web Design	34	29	(5)	16.93	13.80	(3.13)
10-530-1	Health Information Technology	49	48	(1)	20.97	18.50	(2.47)
10-520-3	Human Services Associate	38	28	(10)	17.60	12.83	(4.77)
10-825-1	Individualized Technical Studies	5	7	2	3.23	2.70	(0.53)
10-620-3	Instrumentation and Controls Technology	3	5	2	1.00	2.53	1.53
10-150-2	IT-Network Specialist	29	41	12	12.90	17.33	4.43
10-513-1	Medical Laboratory Technician	16	15	(1)	7.07	5.87	(1.20)
10-543-1	Nursing - Associate Degree	193	200	7	58.77	63.23	4.47
10-531-1	Paramedic Technician	11		(11)	5.27		(5.27)
10-524-1	Physical Therapist Assistant	45	44	(1)	15.73	15.93	0.20
10-196-1	Leadership Development	35	26	(9)	10.23	7.60	(2.63)
10-182-1	Supply Chain Management	23	40	17	8.63	13.63	5.00
10-499-5	Technical Studies-Journey Worker	1		(1)	0.27		(0.27)
	Total Associate Degree	933	982	49	386.63	391.77	5.13
31-101-1	Accounting Assistant	5	5	-	1.97	1.20	(0.77)
30-531-6	Advanced EMT		3	3		1.27	1.27

Program Code	Program Title	09-18-17 Students	09-17-18 Students	Student Change	09-18-17 FTE	09-17-18 FTE	FTE Change
32-070-1	Agricultural Power & Equipment Technician	35	34	(1)	16.80	17.50	0.70
31-405-1	Auto Collision Repair & Refinishing Technician	17	14	(3)	6.07	5.73	(0.33)
32-404-2	Automotive Technician	31	30	(1)	14.67	13.77	(0.90)
31-475-1	Building Trades - Carpentry	9	7	(2)	4.37	3.20	(1.17)
31-307-1	Child Care Services	5	7	2	2.50	3.30	0.80
30-420-2	CNC Setup/Operation	8	6	(2)	3.83	2.77	(1.07)
31-502-1	Cosmetology	20	23	3	10.17	10.70	0.53
30-504-2	Criminal Justice-Law Enforcement 720 Academy	8	12	4	3.40	7.97	4.57
31-317-1	Culinary Specialist	3		(3)	0.63		(0.63)
30-508-2	Dental Assistant - Short Term	14	17	3	7.47	9.07	1.60
30-812-1	Driver and Safety Education Certification	15	12	(3)	3.00	2.40	(0.60)
31-413-2	Electrical Power Distribution	29	24	(5)	14.37	12.47	(1.90)
50-413-2	Electricity (Construction) Apprentice	21	21	-	1.40	1.40	-
30-531-3	Emergency Medical Technician	28	21	(7)	4.67	3.50	(1.17)
32-080-4	Farm Operations & Management - Ag Mechanics	6	6	-	3.17	2.50	(0.67)
31-080-6	Farm Operations & Management - Crop Operations	2	1	(1)	0.70	0.47	(0.23)
32-080-3	Farm Operations & Management - Dairy	8	15	7	3.23	8.10	4.87
31-080-3	Farm Operations & Management - Dairy Technician	1	5	4	0.17	2.13	1.97
31-080-2	Farm Operations & Management - Farm Ag Maintenance	2	4	2	1.10	1.47	0.37
32-080-6	Farm Operations & Management - Livestock	1		(1)	0.43		(0.43)
31-080-7	Farm Operations & Management - Livestock Tech	1	2	1	0.37	1.00	0.63
30-317-1	Food Production Assistant		1	1		0.53	0.53
50-413-1	Industrial Electrician Apprentice	8	6	(2)	0.90	0.47	(0.43)
31-620-1	Industrial Mechanic	9	2	(7)	4.10	0.77	(3.33)
31-154-6	IT-Computer Support Technician	16	11	(5)	5.77	4.53	(1.23)
31-513-1	Laboratory Science Technician	4	4	-	1.13	1.37	0.23
50-620-1	Mechatronics Technician Apprentice		6	6		0.80	0.80
31-509-1	Medical Assistant	35	32	(3)	16.77	16.23	(0.53)
31-530-2	Medical Coding Specialist	45	32	(13)	17.53	12.17	(5.37)
30-543-1	Nursing Assistant	136	133	(3)	14.83	14.97	0.13
31-106-8	Office Support Specialist	2		(2)	0.70		(0.70)
50-427-5	Plumbing Apprentice	16	21	5	1.47	1.59	0.13

Program Code	Program Title	09-18-17 Students	09-17-18 Students	Student Change	09-18-17 FTE	09-17-18 FTE	FTE Change
31-504-5	Security Operations	1	1	-	0.30	0.50	0.20
31-182-1	Supply Chain Assistant	3	4	1	1.13	1.50	0.37
31-442-1	Welding	50	39	(11)	26.00	18.73	(7.27)
	Total Technical Diploma	594	561	(33)	195.10	186.06	(9.04)
20-800-1	Liberal Arts - Associate of Arts	18	21	3	3.57	4.00	0.43
20-800-2	Liberal Arts - Associate of Science	23	11	(12)	6.37	2.50	(3.87)
	Undeclared Majors	288	248	(40)	36.23	38.19	1.96
	Total	1,856	1,823	(33)	627.90	622.52	(5.38)
	Percent of Change						-0.86%
	Vocational Adult (Aid Codes 42-47)	1,635	1,476	(159)	34.02	30.51	(3.51)
	Community Services (Aid Code 60)	28	5	(23)	0.10	0.01	(0.09)
	Basic Skills (Aid Codes 73,74,75,76)	137	119	(18)	4.77	4.10	(0.67)
	Basic Skills (Aid Codes 77 & 78)	167	128	(39)	10.87	10.27	(0.60)
	Grand Total	3,823	3,551	(272)	677.65	667.40	(10.25)
	Total Percent of Change						-1.51%
	(ETD= Embedded Technical Diploma)						

B. Chairperson's Report

1. Voting Delegate for ACCT Leadership Congress

DATE: September 17, 2018
TO: Southwest Wisconsin Technical College
ACCT Voting Member Board Chair
FROM: J. Noah Brown, ACCT President and CEO

SUBJECT: VOTING DELEGATE NOTIFICATION FOR THE ACCT LEADERSHIP CONGRESS

According to our records, the board of Southwest Wisconsin Technical College is entitled to **1 vote(s)** during the Annual ACCT Leadership Congress, October 24-27, 2018 at the New York Marriott Marquis Hotel.

Your college should determine the voting delegate(s) and the alternate(s) for your institution.

Eligibility requirements for voting delegate(s) include:

- ✓ Fiscal year 2019 ACCT membership dues MUST have been received and verified at the time of Congress registration. Please disregard if you have remitted your dues renewal payment.
- ✓ Only voting members of governing boards may serve as voting delegates (i.e. student trustees, and "trustee emeritus" are typically non-voting trustees, and therefore may not serve as voting delegates).
- ✓ Voting delegates must sign in and receive their voting delegate credentials at the ACCT Voting Delegate Desk, which will be located near the Congress Registration Desk on the following days:
 - Wednesday, October 24th, between 7:30 a.m. and 6:00 p.m.
 - Thursday, October 25th, between 7:00 a.m. and 5:00 p.m.
 - Friday, October 26th, between 8:30 a.m. and 10:30 a.m. (Note: Voting Delegate Desk will be in the Senate Room only on this day).

Please Note the Following:

- **Ballots will be distributed only to registered voting delegates during the Regional Caucuses and Senate Meeting.**
- **Voting Delegate(s) will need to be determined by your Board Chair before approaching the Voting Delegate desk to register. ACCT staff can NOT be involved in the selection of ANY Voting Delegate(s.)**

Enclosed is the 2018 Fall *Advisor*, which contains information on the Regional Caucuses and Meetings and the Senate Meeting. The *Advisor* also lists the candidates for Regional Directors, Directors-at-Large, and the Diversity Committee.

Finally, if you have not had the opportunity to register for this year's Congress, I hope you will take the time to do so. Please register online at www.acct.org or contact ACCT's office at (866) 895-2228 for registration information.

Thank you for your attention to this important matter. I look forward to seeing you in New York!

Enclosure
cc: Chancellor/President

C. College President's Report

1. Outreach
2. College Happenings

D. Other Information Items

Establish Board Agenda Items for Next Meeting

A. Agenda for Next Board Meeting

8. Half-day Retreat
9. Resolution for Adoption of 2018 Tax Levy
10. Fund & Account Transfers (2017-18 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 18, 2018, 12:00 p.m.; Southwest Tech Campus, Rooms 492-493

Adjourn to Closed Session

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

1. **Discussing property acquisition per 19.85(1)(e)** Deliberating or negotiating the purchasing of public properties, the investing of public funds, or conducting other specified public business, whenever competitive or bargaining reasons required a closed session.
2. Approval of Closed Session Minutes of July 9, 2018, and August 23, 2018

Reconvene to Open Session

A. Action, if necessary, on Closed Session Items

Adjournment