Southwest Wisconsin Technical College

District Board Meeting

Regular Meeting

August 22, 2019

Held at

Southwest Tech
1800 Bronson Boulevard
Fennimore, WI

Table of Contents

Annotated Agenda

BOARD MEETING NOTICE/AGENDA
Thursday, August 22, 2019

6:00 p.m. – Dinner
6:30 p.m. – Presentation of WTC District Boards Association TECh Award
7:00 p.m. – Regular Board Meeting
Room 492-493 – College Connection

ANNOTATED AGENDA

OPEN MEETING
The following statement will be read: "The August 22, 2019, 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, at CESA 3, at the City of Fennimore Office, and on the College's website in an attempt to make the general public aware of the time, place and agenda of the meeting."

A. Roll Call

B. Reports/Forums/Public Input

CONSENT AGENDA
A. **Approval of Agenda**
A copy of the agenda is included with the electronic Board material.

B. **Minutes of the Annual Meeting of July 8, 2019**
Minutes of the July 8, 2019, 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 six contracts totaling $7,169.36 in July 2019 being presented for Board approval. The Contract Revenue Report is included with the electronic Board material.

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E. **Personnel Items**
Four employment recommendations and one promotion/transfer are being presented for approval in the Personnel Report. The report is available with the electronic Board material.
Recommendation: Approve the Consent Agenda as presented.

OTHER ITEMS REQUIRING BOARD ACTION

A. **Resolution Declaring Official Intent to Reimburse Expenditures from Proceeds of Borrowing**
The sale of promissory notes will be in January 2020 with the Authorizing Resolution to sell being considered at the December 2019 Board meeting. In order to maintain the ability to borrow tax exempt for expenditures from July 1 through the time of borrowing, the College must declare it's official intent to reimburse expenses with the proceeds of the borrowing for building remodeling and improvement projects, movable equipment, and acquisition of property. Included with the electronic Board material is the resolution.
Recommendation: Approve the Resolution Declaring Official Intent to Reimburse Expenditures from Proceeds of Borrowing as presented.

B. **RFP For Platteville Outreach**
The College issued a Request for Proposals (RFP) to provide a rental property for the purpose of supporting, expanding and/or enhancing existing programming in the City of Platteville. The public opening of the RFP was held on May 15, 2019. One proposal was submitted. Included in the electronic Board material is a Platteville Outreach Academic and Operations Proposal.
Recommendation: Award the Platteville Outreach Space Rental RFP to General Capital Development, LLC, Fox Point, WI, for 2,500 sq. ft. of leased space at 150 East Pine Street, Platteville, WI.

C. **WTCS Facilities Request: Platteville Outreach Lease**
Included in the electronic Board material is a resolution for approval of the lease of approximately 2.500 square feet located at 150 East Pine Street, Platteville, WI, to provide an off-site classroom/office space and necessary facilities upgrades.
Recommendation – Approve the resolution to lease and necessary upgrades 2500 square feet located at 150 East Pine Street, Platteville, WI.

D. **Platteville Lease Extension**
Included in the electronic Board material is a six-month lease for January 1, 2020 - June 30, 2020, for the current location of the Platteville Outreach Site at the OE Gray Building, 110 W. Adams Street, Platteville, WI 53818. This lease is for two rooms at $350.00 per month for each of the rooms. Caleb White will be present at the meeting to discuss the lease.
Recommendation – Approve the six-month lease (January 1 – June 30, 2020) for the current location of the Platteville Outreach Site at the OE Gray Building, 110 W. Adams Street, Platteville, WI at $700 per month.

E. **WTCS Facilities Request: Bookstore Remodel**
Included in the Ten-Year Master Facilities Plan was a remodel of the Bookstore. The College proposes moving the Bookstore near the Main Entrance in the College Connection. Available with the electronic Board material are the remodel plans,

architectural renderings, and a resolution for the remodeling. The cost summary will be available at the August 22 Board meeting.

Recommendation: Approve the resolution for the Bookstore remodel.

F. 2019-2024 Affirmative Action Plan
Included with the electronic Board material is the 2019-2024 Affirmative Action Plan. The College is required by the Wisconsin Technical College System to complete a plan every five years. Krista Weber, Chief Human Resources Officer, will present the plan.

Recommendation: Approve the 2019-2024 Affirmative Action Plan.

BOARD MONITORING OF COLLEGE EFFECTIVENESS

A. Enterprise Resource Planning (ERP) Update
The Process Reimage and Redesign has been completed for the Enterprise Resource Planning System project. Scott Doxey from Campus Works will be present to share what was done over the summer and talk about the development of the Request for Proposal (RFP) and the timeframe for moving forward with the RFP and implementation.

B. Foundation Quarterly Report
Holly Clendenen, Executive Director of College Advancement, will present the FY2019 fourth quarter Foundation report to the Board highlighting the activities and results of fundraising efforts and other initiatives. The report is available with the electronic Board material.

C. 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 and 2019-20 Comparison FTE Reports and the Fall 2019 Application Comparison Report are available with the electronic Board material.

B. **Chairperson's Report**
1. SWTC Foundation and SWTC Real Estate Foundation Representatives
2. Board Member of the Year

C. **College President's Report**
1. College Happenings
2. Property Update
3. Accreditation Update
4. Campus Signage

D. **Other Information Items**

ESTABLISH BOARD AGENDA ITEMS FOR NEXT MEETING

A. **Agenda**
1. Compliance Monitoring Report

B. **Time and Place**
Thursday, September 19, 2019, at 7:00 p.m. at Southwest Tech Campus, Rooms 492-493

ADJOURN TO CLOSED SESSION
A. Consideration of adjourning to closed session for the purpose of
   1. Discussing personnel issues per Wis. Statutes 19.85(1)(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.}.
B. Approval of Closed Session Minutes from May 23, 2019.

RECONVENE TO OPEN SESSION
A. Action, if necessary, on Closed Session Items

ADJOURNMENT

Open Meeting

The following statement will be read: "The August 22, 2019, 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, at CESA 3, at the City of Fennimore Office, and on the College's website in an attempt to make the general public aware of the time, place and agenda of the meeting."

A. *Roll Call*

B. *Reports/Forums/Public Input*

Consent Agenda

> ### A. Approval of Agenda

BOARD MEETING NOTICE/AGENDA
Thursday, August 22, 2019

6:00 p.m. – Dinner
6:30 p.m. – Presentation of WTC District Boards Association TECh Award
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A. Roll Call
B. Reports/Forums/Public Input

CONSENT AGENDA
A. Approval of Agenda
B. Minutes of the Annual Meeting of July 8, 2019
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. Resolution Declaring Official Intent to Reimburse Expenditures from Proceeds of Borrowing
B. RFP For Platteville Outreach
C. WTCS Facilities Request: Platteville Outreach Lease
D. Platteville Lease Extension
E. WTCS Facilities Request: Bookstore Remodel
F. 2019-2024 Affirmative Action Plan

BOARD MONITORING OF COLLEGE EFFECTIVENESS
   A. Enterprise Resource Planning (ERP) Update
   B. Foundation Quarterly Report
   C. Staffing Update

INFORMATION AND CORRESPONDENCE
   A. Enrollment Report
   B. Chairperson's Report
   C. College President's Report
   D. Other Information Items

ESTABLISH BOARD AGENDA ITEMS FOR NEXT MEETING
   A. Agenda
   B. Time and Place

ADJOURN TO CLOSED SESSION
   A. Consideration of adjourning to closed session for the purpose of
      1. Discussing personnel issues per Wis. Statutes 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.}.
   B. Approval of Closed Session Minutes from May 23, 2019.

RECONVENE TO OPEN SESSION
   A. Action, if necessary, on Closed Session Items

ADJOURNMENT

{Facilities at Southwest Tech are handicap accessible. For all accommodations, call 608-822-2632 or e-mail disabilityservices@swtc.edu.}

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MINUTES OF THE
ANNUAL MEETING OF THE BOARD OF
DIRECTORS OF SOUTHWEST WISCONSIN TECHNICAL COLLEGE
JULY 8, 2019

The Board of Southwest Wisconsin Technical College met in open session of the annual Board meeting commencing at 5:06 p.m. on July 8, 2019, 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:

Charles Bolstad, Melissa Fitzsimons, Russell Moyer (arrived 5:45 pm), Chris Prange, Donald Tuescher, and Jane Wonderling

Absent: Eileen Nickels

Others present for all or a portion of the meeting included College Staff: Karen Campbell, Holly Clendenen, Dennis Cooley, Derek Dachelet, Dan Imhoff, Katie Garrity, Katie Glass, Cynde Larsen, Barb Tucker, Krista Weber, and Caleb White. Public present included Karen Bolstad and Susan Hackett, EMSI.

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
Monday, July 8, 2019

5:00 p.m. – Annual Meeting – Room 492-493, College Connection
6:15 p.m. – Social – Southwest Tech Cafeteria
7:00 – Dinner and Economic Impact Study Report with the District Board, Foundation Board, and Real Estate Foundation Board

AGENDA

OPEN MEETING
The following statement will be read: "The July 8, 2019, annual meeting of the Southwest Wisconsin Technical College Board is called to order. This meeting is open to the public and in compliance with State Statutes. Notice of the meeting has been sent to the press and posted on campus and in the City of Fennimore in an attempt to make the general public aware of the time, place and agenda of the meeting."

A. Roll Call
B. Reports/Forums/Public Input
C. Oath of Office – recently appointed Board members

CONSENT AGENDA
A. Approval of Agenda

B. Minutes of the Regular Meeting of June 20, 2019
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. Three-Year Facilities Plan
B. Ten-Year Facilities Plan
C. Platteville Outreach Lease
D. Signatory Authority Policy for 2019-20
E. Designate Official Newspaper 2019-22
F. Designate Depository for 2017-22
G. Designate College Legal Counsel for 2019-20
H. Election of Officers

BOARD MONITORING OF COLLEGE EFFECTIVENESS
A. Staffing Update

INFORMATION AND CORRESPONDENCE
A. Enrollment Report
B. Chairperson's Report
   1. Boards Association Committee Appointments
C. College President's Report
D. Other Information Items

ESTABLISH BOARD AGENDA ITEMS FOR NEXT MEETING
A. Agenda
B. Time and Place

ADJOURNMENT

6:15 p.m. – Social – Southwest Tech Cafeteria
7:00 – Dinner and Economic Impact Study Report with the District Board, Foundation Board, and Real Estate Foundation Board

There will be a social gathering and dinner for the District Board, Foundation Board, and Real Estate Foundation Board. EMSI (Economic Modeling Specialists, Inc.) will present Southwest Tech's Economic Impact Report as part of the dinner. No action will be taken at the social, dinner, or program.

{Facilities at Southwest Tech are handicap accessible. For all accommodations, call 608-822-2632 or e-mail disabilityservices@swtc.edu.}

Re-appointed Board member Charles Bolstad read and signed the Oath of Office. He will serve a three-year term ending June 30, 2022.

After a review of the Consent Agenda, including the July 8, 2019, agenda; June 20, 2019, Board minutes; financial reports; two contracts totaling $3,551.40 in June 2019; and the employment recommendations of Morris Jackson – Café Food Service Worker, William Murray – Evening Custodian, Tyler Horton – IT Support Specialist, Nicole Nelson – Administrative Assistant-Facilities, Andy Reynolds – Maintenance-Carpenter; promotion of Gina Kartman to Child Care Lab Assistant; and limited-term employment ended for Bobbi Kammes – Administrative Assistant, Mr. Bolstad moved to approve the Consent Agenda. Ms. Wonderling seconded the motion; motion carried.

Dan Imhoff, Director of Facilities, presented the Three-Year Facilities Plan for approval. Mr. Imhoff reviewed FY2020 remodeling and capital projects to include campus signage upgrade; lighting upgrades; remodeling of Fiscal Services and Bookstore relocation; entrance upgrades to building 100/200/300/500, upgrade Main Parking Lot and Trane Environment Control System, and 1700 recaulking project along with purchasing farmette next to Public Safety Complex, razing Building 700, and a Building 1700 alternative energy project. Projects for FY2021 include fire sprinkler installation for Building 300, upgrading lighting, building 500 air handler unit 4 & 5 replacement, upgrading campus lock system and building 400 electrical system, building 100/200 classroom remodels and 300/400 remodel. Capital improvements including razing Building 700 and creating a parking lot and an alternative energy project for building 1700. Remodeling projects for FY2021 include Lenz Center/Cafeteria remodel, building 400 and Lenz Center RTU replacement, Room 519 dust collector upgrade, buildings 100/200 classrooms, building 500 electrical system, and campus signage upgrade. The capital improvements include a student activities and event center and razing building 800. Ms. Fitzsimons moved to approve the FY 2020–2022 Three-Year Facilities Plan with Mr. Tuescher seconding the motion. The motion unanimously was approved.

The 2019 Master Facilities Plan was presented by Mr. Imhoff. This report provides a summary of the current state and future needs of Southwest Wisconsin Technical College's buildings and grounds. It was noted the information contained in the ten-year plan is a placeholder and each project will be brought to the Board for approval. Mr. Bolstad moved to approve the 2019 Ten-Year Master Facilities Plan as presented. Ms. Fitzsimons seconded the motion; motion carried.

Presented for approval was a resolution to approve the lease of approximately 2500 square feet located at 150 East Pine Street, Platteville, WI, to provide an off-site classroom/office space. Discussion followed on monthly rental fees, annual increases, terms of the lease, parking, safety, and the cost the college would incur in renovating the space. No motion was made from the floor.

Per Southwest Wisconsin Technical College District Board Governance Policies only designated Board Officers, the President, or the President's designees, as approved by the District Board, may commit the College to any official or legally binding transactions, invoices, agreements, contracts, applications, diplomas, certifications, letters, or similar documents. The 2019-20 Signatory Authority Policy was presented for approval. Mr. Tuescher moved to approve, as presented, the Signatory Authority Policy identifying those individuals designated for 2019-20 with the authority to sign official or legally binding documents. Mr. Moyer seconded the motion; motion carried.

Bid proposals were sent to all district newspapers to designate the College's official newspaper for FY's 2020 – 2022. One bid was received. The recommendation was made to designate *The Dodgeville Chronicle* as the official newspaper. Mr. Moyer moved to designate

The Dodgeville Chronicle as the official newspaper for FY 2020 – 2022 at a cost per column inch of $5.35.   Ms. Fitzsimons seconded the motion; motion unanimously carried.

At the July 10, 2017, Annual Board Meeting, the District Board awarded a contract for banking services through a joint Request for Proposals (RFP) in conjunction with the Southwest Tech Foundation and Real Estate Foundation to American Bank, Fennimore, WI, for the period beginning July 2017 through June 30, 2022. American Bank has since merged with MidWestOne Bank. The awarded contract from 2017 is still being honored by MidWestOne Bank and the College continues to be satisfied with the service level and products offered. Mr. Tuescher moved to designate the official depository as MidWestOne Bank, Fennimore, WI, through June 30, 2022. Mr. Bolstad seconded the motion; motion carried.

Letters of engagement were received from Eileen Brownlee, Boardman & Clark, LLP, Fennimore, WI, and Jon Anderson of Godfrey & Kahn, S.C., Madison, WI. Ms. Fitzsimons made a motion to retain Eileen Brownlee of Boardman & Clark, LLP, Fennimore, WI, as the General Legal Counsel; and retain Jon Anderson of Godfrey & Kahn, S.C., Madison, WI, for Labor & Employment, Immigration, Litigation, College Administration, Education Law, and Contract Law. Ms. Wonderling seconded the motion, which unanimously carried.

Elections for the 2019-20 Officers of the Board were held. Mr. Tuescher nominated Charles Bolstad for Chairperson. Mr. Moyer seconded the motion. Mr. Tuescher moved to close the nominations and cast a unanimous ballot. Mr. Moyer seconded the motion. The motion carried by a unanimous vote, and Mr. Bolstad was elected Chairperson.

Mr. Moyer nominated Melissa Fitzsimons for Vice Chairperson. Mr. Moyer seconded the motion. Mr. Moyer moved the ballot be closed and a unanimous ballot be cast for Ms. Fitzsimons. Ms. Tuescher seconded the motion. The motion carried, and Ms. Fitzsimons was elected Vice Chairperson.

Ms. Fitzsimons nominated Donald Tuescher for Secretary. Mr. Bolstad seconded the motion. Mr. Moyer moved the ballot be closed and a unanimous ballot be cast for Mr. Tuescher. Ms. Wonderling seconded the motion. The motion carried, and Mr. Tuescher was elected Secretary.

Mr. Moyer nominated Eileen Nickels for Treasurer. Mr. Tuescher seconded the motion. Mr. Tuescher moved the ballot be closed and a unanimous ballot be cast for Ms. Nickels. Mr. Moyer seconded the motion. Motion carried, and Ms. Nickels was elected Treasurer.

Krista Weber, Chief Human Resources Officer, provided an update on College staffing noting an offer is pending for the Graphic & Web Design Instructor/Marketing Specialist and that the Agriculture Instructor, Electrical Power Distribution Lab Assistant, Tech Hire IMPACT Grant Assistant (part-time), and Assistant Recruiter positions are in various stages of the hiring process.

The 2018-19 and 2019-20 Comparison FTE Reports were reviewed. Mr. White noted the college is currently at 1333 FTEs for FY 2019. The comparison year-over-year report shows FTEs have decreased 7.0% for FY2020 compared to this time last year.

Under the Chairperson's Report, the following appointments were made to the District Boards Association committees: Awards – Chris Prange; Bylaws, Policies & Procedures – Russ Moyer, Chris Prange; External Partnerships – Eileen Nickels, Don Tuescher; Internal Best

Practices – Melissa Fitzsimons, Chuck Bolstad; Insurance – Chris Prange. Mr. Bolstad was named the District Boards Association Board of Director Member.

Under the President's Report, Caleb White shared that the new Richland Center Outreach Site has opened and the July 2 U.S. Army Golden Knights events was successful. The Board asked for shout outs to be sent to all employees who helped with the Golden Knight event.

With no further business to come before the Board, Mr. Bolstad moved to adjourn the meeting. Ms. Fitzsimons seconded the motion. The motion carried and the meeting adjourned at 6:27 p.m.

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Donald L. Tuescher, Secretary

There was a social gathering and dinner for the District Board, Foundation Board, and Real Estate Foundation Board after the meeting concluded. EMSI (Economic Modeling Specialists, Inc.) presented Southwest Tech's Economic Impact Report as part of the dinner. No action was taken at the social, dinner, or presentation.

C. Financial Reports

1. Purchases Greater than $2,500

SOUTHWEST WISCONSIN TECHNICAL COLLEGE				
PURCHASES GREATER THAN $2,500				
FOR THE PERIOD 07/01/2019 - 07/31/2019				
Invoices				
Vendor	**Invoice #**	**Description**	**Amount**	
NORTHCENTRAL TECHNICAL COLLEGE	MSC-004497	Adobe ETLA	$21,960.12	
INTERNATIONAL THOUGHT LEADER	SWTC 01070 BALANCE	Happiness Advantage Worksp	$15,656.00	
EMSI	18693	Analyst contract	$8,400.00	
PRISMRBS LLC	514849	Software maint. and support	$8,110.00	
NORTHCENTRAL TECHNICAL COLLEGE	MSC-004569	Smartsheet	$6,300.00	
HIGHER LEARNING COMMISSION	D10751	HLC Annual dues	$5,243.60	
WISCONSIN LIBRARY SERVICES	490462	EBSCO eBook Subsc 7.1-6.30.20	$4,904.05	
LIBRARY CORPORATION	2019060055	July 2019-June 20	$4,850.00	
TRI-STATE AUTO AUCTION	1FMHK8F87CGA08659	2012 Ford Explorer	$4,690.00	
INTERNATIONAL THOUGHT LEADER	SWTC 01070 BALANCE	Happiness Advantage Worksp	$4,344.00	
WPS HEALTH INSURANCE	070319004368	K Suddeth medicare prem	$4,222.43	
SCHOOL DATEBOOKS INC.	C19-0156591	Student Planners	$3,761.76	
WPS HEALTH INSURANCE	070319004738	K Rosemeyer Medicare Prem	$3,733.32	
RADIO DUBUQUE INC	19070290	Golden Knights	$3,500.00	
SHEAR GLORY INC.	07162019	Cosmo kits	$3,312.00	
WESTERN TECHNICAL COLLEGE	IN08399	Tech Connect	$3,250.00	
TRI-STATE AUTO AUCTION	1G4HD57159U121580	2009 Buick Lecerne	$3,180.00	
TRI-STATE AUTO AUCTION	5GALRBED1AJ192410	2010 Buick Enclave	$3,060.00	
TRI-STATE AUTO AUCTION	2A8HR54P58R651678	2008 Chrysler T&C	$2,960.00	
WPS HEALTH INSURANCE	070319014755	J Struss Medicare Prem	$2,947.70	
TRI-STATE AUTO AUCTION	2CNDL73FX56078698	2005 Chevy Equinox	$2,860.00	
ARTHUR J. GALLAGHER RMS, INC.	3008646	Golden Knights event ins	$2,510.00	
LAKESHORE TECHNICAL COLLEGE	L00012590	Foreign Travel Premium	$2,500.00	
Total Invoices				**$126,254.98**

Purchase Orders				
Vendor	PO #	Description	Amount	
FENNIMORE MUNICIPAL UTILITIES	6801	19-20 Blanket PO	$315,000.00	
EXELON CORPORTATION	6800	19-20 Blanket PO	$60,000.00	
WERTZ TRAVIS	6788	Richland Center Outreach Site Lease	$40,800.00	
WE ENERGIES	6805	19-20 Blanket PO	$40,000.00	
AT&T	6780	19-20 Blanket PO	$22,001.52	
TDS TELECOM	6787	19-20 Blanket PO	$16,800.00	
CAPITAL DODGEVILLE LLC	6790	Dodgeville Outreach Site Lease	$13,200.00	
LACROSSE GLASS & OVERHEAD DOOR	6808	Facilities: Building Entrances Remodel	$10,900.00	
CENTURY LINK	6782	19-20 Blanket PO	$8,100.00	
VANGUARD COMPUTERS INC	6799	ITS: Computer Purchases	$6,106.11	
HEARTLAND BUSINESS SYSTEMS	6797	ITS: Flex Services Block of Hours	$5,000.00	
PLATTEVILLE SCHOOLS	6791	Platteville Outreach Site Lease	$4,500.00	
EPA AUDIO VISUAL INC	6806	Media: Extron IN 1608 Projects	$4,470.56	
WORKFORCE CONNECTIONS INC	6789	Prairie du Chien Outreach Site Lease	$3,600.00	
GREENSHADES SOFTWARE	6807	ITS: Annual renewal on-line time/PR tax	$3,540.00	
TDS TELECOM	6785	19-20 Blanket PO	$3,300.00	
ALLIANT ENERGY / WP&L	6802	19-20 Blanket PO	$3,000.00	
Total Purchase Orders				**$560,318.19**

Bank Withdrawals				
Vendor	Transaction #	Audit Trail	Amount	
WI Tech EE Benefit July 2019	CMTRX00002431	WDL000006502	$280,685.58	
941 ER Fed Tax #84044535	CMTRX00002451	WDL000006563	$126,367.66	
WI Employee Trust #213751	CMTRX00002455	WDL000006576	$122,797.75	
IRS 941 ER Tax #81343447	CMTRX00002442	WDL000006541	$119,398.64	
WI DOR PR Tax #1-103-221-280	CMTRX00002451	WDL000006564	$25,267.88	
WI Dept of Rev #0-428-376-60	CMTRX00002442	WDL000006540	$22,611.27	
Wells Fargo #774754035	CMTRX00002443	WDL000006544	$20,660.51	
Wells Fargo #776998379	CMTRX00002452	WDL000006572	$10,303.07	
Symetra Life Ins #1428786	CMTRX00002451	WDL000006565	$9,527.63	
Delta Detal #287283	CMTRX00002440	WDL000006522	$8,768.67	
Delta Dental #293140	CMTRX00002455	WDL000006575	$6,797.79	
Well Fargo #771898491	CMTRX00002431	WDL000006504	$6,447.00	
Delta Dental #286159	CMTRX00002432	WDL000006507	$6,119.36	
Delta Dental #292016	CMTRX00002454	WDL000006574	$4,759.08	
Delta Dental #288401	CMTRX00002445	WDL000006546	$4,393.57	
Total Bank Withdrawals				**$774,905.46**

Payroll				
Payroll Date	**Transaction #**	**Audit Trail**	**Amount**	
Direct Deposit 7/26/2019	UPRCC00000928	WDL000006552	$284,015.89	
Direct Deposit 7/12/2019	UPRCC00000916	WDL000006527	$244,045.50	
Direct Deposit 7/12/2019	UPRCC00000917	WDL000006528	$38,026.68	
Direct Deposit 7/26/2019	UPRCC00000934	WDL000006558	$31,034.60	
Direct Deposit 7/12/2019	UPRCC00000919	WDL000006530	$24,987.23	
Direct Deposit 7/26/2019	UPRCC00000931	WDL000006555	$22,737.49	
Direct Deposit 7/26/2019	UPRCC00000936	WDL000006560	$18,777.96	
Direct Deposit 7/12/2019	UPRCC00000915	WDL000006520	$17,503.41	
Direct Deposit 7/12/2019	UPRCC00000921	WDL000006532	$17,115.07	
Direct Deposit 7/26/2019	UPRCC00000926	WDL000006548	$9,091.53	
Direct Deposit 7/12/2019	UPRCC00000918	WDL000006529	$8,590.04	
Direct Deposit 7/12/2019	UPRCC00000924	WDL000006535	$8,031.91	
Direct Deposit 7/26/2019	UPRCC00000935	WDL000006559	$5,110.56	
Direct Deposit 7/12/2019	UPRCC00000922	WDL000006533	$4,114.03	
Direct Deposit 7/26/2019	UPRCC00000933	WDL000006557	$3,633.25	
Direct Deposit 7/12/2019	UPRCC00000920	WDL000006531	$3,217.35	
Total Payroll				**$740,032.50**
Purchase Cards				
Vendor	**Transaction #**	**Audit Trail**	**Amount**	
US Bank ending 6.25.2019	CMTRX00002444	WDL000006545	$68,711.42	
US Bank ending 7.09.2019	CMTRX00002447	WDL000006549	$37,299.70	
Total Purchase Cards				**$106,011.12**
Total Purchases >= $2,500				**$2,307,522.25**

2. Treasurer's Cash Balance

Southwest Wisconsin Technical College
Report of Treasurers Cash Balance 07/31/2019

Receipts

1 General	603,948.75
2 Special Revenue	
3 Capital Projects	**-**
4 Debt Service	-
5 Enterprise	22,401.34
6 Internal Service	303,094.83
7 Financial Aid/Activities	76,241.44

Total Receipts   **1,005,686.36**

Expenses
Fund

1 General	1,711,246.53
2 Special Revenue	-
3 Capital Projects	86,000.00
4 Debt Service	
5 Enterprise	11,019.07
6 Internal Service	331,483.01
7 Financial Aid/Activities	136,831.64

Total Expenses   **2,276,580.25**

Net cash change - month   **(1,270,893.89)**

EOM Cash Balances

-American Operating 0356	5,371.93
-American Cash Deposit 062 (Fenn)	-
-American Investment 1324	11,143,309.45
-Cash on Hand	2,940.00
-Local Government Investment Pool	1,216,415.84

Ending Cash/Investment Balance   **12,368,037.22**

3. Budget Control

	2019-20 Budget	2019-20 YTD Actual	2019-20 Percent	2018-19 Percent	2017-18 Percent	2016-17 Percent	2015-16 Percent
Southwest Wisconsin Technical College							
YTD Summary for Funds 1-7							
For 1 Month ended July 2019							
General Fund Revenue	23,506,000.00	603,948.75	2.57	2.38	4.42	4.02	2.42
General Fund Expenditures	24,165,000.00	1,711,246.53	7.08	8.34	7.91	8.88	9.13
Capital Projects Fund Revenue	4,020,000.00	-	-	0.19	0.00	0.97	0.01
Capital Projects Fund Expenditures	5,100,000.00	86,000.00	1.69	0.64	0.53	4.52	3.71
Debt Service Fund Revenue	5,425,000.00	-	-	-	-	-	-
Debt Service Fund Expenditures	5,724,600.00	-	-	-	-	-	-
Enterprise Fund Revenue	1,768,000.00	22,401.34	1.27	2.35	1.57	1.90	1.92
Enterprise Fund Expenditure	1,636,000.00	11,019.07	0.67	3.31	11.54	3.10	4.58
Internal Service Fund Revenue	4,427,000.00	303,094.83	6.85	7.15	7.56	10.30	10.91
Internal Service Fund Expenditures	4,427,000.00	331,483.01	7.49	7.96	7.94	7.78	14.08
Trust & Agency Fund Revenue	8,020,000.00	76,241.44	0.95	0.79	1.73	1.03	1.49
Trust & Agency Fund Expenditures	8,075,000.00	136,831.64	1.69	1.35	1.94	1.59	1.81
Grand Total Revenue	47,166,000.00	1,005,686.36	2.13	2.08	3.35	3.34	2.58
Grand Total Expenditures	49,127,600.00	2,276,580.25	4.63	5.38	5.62	5.98	6.72

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D. Contract Revenue

There were six contracts totaling $7,169.36 in July 2019 being presented for Board approval. The Contract Revenue Report is included below.

2019 - 2020 CONTRACTS
7/1/2019 7/31/2019

						INDIRECT COST FACTOR		
Contract Holder	Contract #	Service Provided	Contact	Number Served	Price	Exchange of Services (Instructional Fees Waived)	On-Campus	Off-Campus	Waiver
USA High School Clay Target League	03-2019-0063-T-42	League Director Duties	Caleb White		$ 1,123.58	No		X	
Highland School District	03-2020-0015-I-11	Driver Education Theory Course	Kris Wubben	24	$ 2,640.00	No		X	
Boscobel School District	03-2020-0035-I-11	Heartsaver CPR/AED w/ First Aid	Kris Wubben	22	$ 1,409.22	Yes		X	
Prairie Pulverizing	03-2020-0043-I-41	Heartsaver CPR/AED w/ First Aid	Kris Wubben	6	$ 540.00	No		X	
WAT Community First Bank	03-2019-0161-I-47	Strengths Finder	Amy Charles	13	$ 471.20	No		X	
WAT Community First Bank	03-2019-0161-I-47	Strengths Finder	Amy Charles	15	$ 471.20	No		X	
WAT Lactalis	03-2019-0073-I-47	5S Visual	Amy Charles	10	$ 514.16	No		X	

TOTAL of all Contracts	90	$ 7,169.36
Exchange of Services	22	$ 1,409.22
For Pay Service	68	$ 5,760.14

E. *Personnel Items*

Four employment recommendations and one promotion/transfer are being presented for approval in the Personnel Report. The Personnel Report is included below.

PERSONNEL REPORT
August 22, 2019

Employment: NEW HIRES

Name	Erin Kerkhoff
Title	Graphic & Web Design Instructor/Marketing Specialist
Number of Applicants and Number Interviewed	9 applicants; 4 interviewed
Start Date	07/15/19
Salary/Wages	$60,000
Classification	Full-Time
Education and/or Experience	Bachelors in Graphic Design/Business Administration from UW-Stout with 10 years of graphic design and marketing experience.

Name	Jan Portwine
Title	Electrical Power Distribution Lab Assistant
Number of Applicants and Number Interviewed	2 applicants; 1 interviewed
Start Date	08/19/19
Salary/Wages	$21.00
Classification	Full-Time
Education and/or Experience	Associate Degree in Wood Technics from Western Technical College. Over 30 years of experience in technical/mechanical positions that included installation of electrical equipment.

Name	Matthew Cram
Title	Academic Success Coach
Number of Applicants and Number Interviewed	71 applicants; 5 interviewed
Start Date	08/19/19
Salary/Wages	$25.50
Classification	75% LTE
Education and/or Experience	Masters in Adult Education from UW-Platteville. Completed graduate practicum in the Financial Aid Office at Southwest Tech. Two years of combined experience in counseling and education.

Name	Natalie Long
Title	Academic Resources Specialist
Number of Applicants and Number Interviewed	17 applicants; 4 interviewed
Start Date	08/19/19
Salary/Wages	$26.00
Classification	Full-Time
Education and/or Experience	Masters of Library & Information Science from UW-Milwaukee with over 10 years of library services and director experience.

PROMOTIONS / TRANSFERS

Kyle Bennett	Recruitment Coordinator (Effective 7/1/2019)

RETIREMENTS / RESIGNATIONS

None	

Recommendation: Approve the Consent Agenda as presented.

Other Items Requiring Board Action

A. _Resolution Declaring Official Intent to Reimburse Expenditures from Proceeds of Borrowing_

The sale of promissory notes will be in January 2020 with the Authorizing Resolution to sell being considered at the December 2019 Board meeting. In order to maintain the ability to borrow tax exempt for expenditures from July 1 through the time of borrowing, the College must declare it's official intent to reimburse expenses with the proceeds of the borrowing for building remodeling and improvement projects, movable equipment, and acquisition of property. Included below is the resolution.

Recommendation: Approve the Resolution Declaring Official Intent to Reimburse Expenditures from Proceeds of Borrowing as presented.

RESOLUTION NO. _____

RESOLUTION DECLARING OFFICIAL INTENT
TO REIMBURSE EXPENDITURES
FROM PROCEEDS OF BORROWING

WHEREAS, the Southwest Wisconsin Technical College District, Wisconsin (the "Issuer") plans to undertake building remodeling and improvement projects; acquisition of movable equipment; and acquisition of a site and purchase of buildings consisting of a farmette at the Fennimore campus (collectively, the "Project");

WHEREAS, the Issuer expects to finance the Project on a long-term basis by issuing tax-exempt notes or other tax-exempt obligations (collectively, the "Bonds");

WHEREAS, because the Bonds will not be issued prior to commencement of the Project, the Issuer must provide interim financing to cover costs of the Project incurred prior to receipt of the proceeds of the Bonds; and

WHEREAS, the District Board (the "Governing Body") of the Issuer deems it to be necessary, desirable, and in the best interests of the Issuer to advance moneys from its funds on hand on an interim basis to pay the costs of the Project until the Bonds are issued.

NOW, THEREFORE, BE IT RESOLVED by the Governing Body of the Issuer that:

Section 1. Expenditure of Funds. The Issuer shall make expenditures as needed from its funds on hand to pay the cost of the Project until proceeds of the Bonds become available.

Section 2. Declaration of Official Intent. The Issuer hereby officially declares its intent under Treas. Reg. Section 1.150-2 to reimburse said expenditures with proceeds of the Bonds, the principal amount of which is not expected to exceed $4,000,000.

Section 3. Unavailability of Long-Term Funds. No funds for payment of the Project from sources other than the Bonds are, or are reasonably expected to be, reserved, allocated on a long-term basis, or otherwise set aside by the Issuer pursuant to its budget or financial policies.

Section 4. Public Availability of Official Intent Resolution. The Resolution shall be made available for public inspection at the office of the Issuer's Secretary within 30 days after its approval in compliance with applicable State law governing the availability of records of official acts including Subchapter II of Chapter 19, and shall remain available for public inspection until the Bonds are issued.

QB\58992644.1

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Section 5. Effective Date. This Resolution shall be effective upon its adoption and approval.

Adopted and recorded August 22, 2019

Approved August 22, 2019

<div style="text-align:right">

_____
Charles J. Bolstad
Chairperson

</div>

ATTEST:

(SEAL)

_____
Donald L. Tuescher
Secretary

[After adoption, please return a copy of this Resolution to Quarles & Brady LLP, Bond Counsel, at 411 East Wisconsin Avenue, 30th Floor, Milwaukee, Wisconsin 53202-4497, Attention: Allison M. Buchanan.]
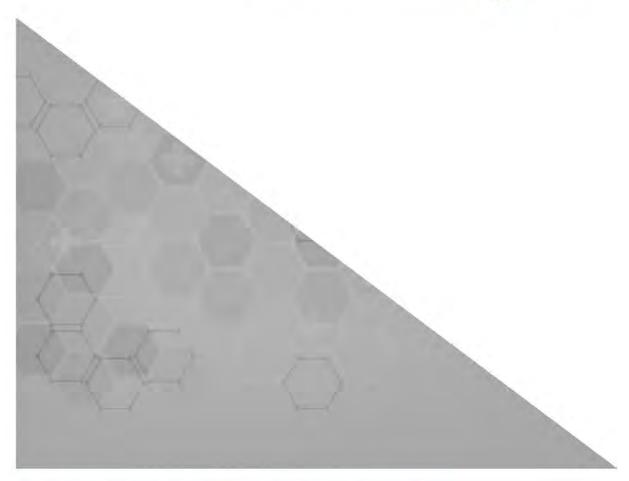
B. RFP for Platteville Outreach

The College issued a Request for Proposals (RFP) to provide a rental property for the purpose of supporting, expanding and/or enhancing existing programming in the City of Platteville. The public opening of the RFP was held on May 15, 2019. One proposal was submitted. Included below is a Platteville Outreach Academic and Operations Proposal.

Recommendation: Award the Platteville Outreach Space Rental RFP to General Capital Development, LLC, Fox Point, WI, for 2,500 sq. ft. of leased space at 150 East Pine Street, Platteville, WI.

Platteville Outreach

2020-2025

Academic and Operations Proposal

EXECUTIVE SUMMARY

Southwest Tech has operated outreach locations for many years. The primary, and almost sole, function of outreach has been to serve the Adult Basic Education and High School Equivalency populations. These programs play an integral role in our communities, often providing access to educational opportunities for the most disadvantaged populations. While our performance in this program has focused on the individual student's need for customization and unique student support, we have the opportunity to enhance our ability to meet a broader array of diverse student goals. The primary beneficiaries of this investment in our communities and the people who live there will be the students with the lowest levels of educational attainment, especially as we are successful in introducing academic programming which leads to better job opportunities.

We have delivered programming in Platteville for many years. Partnerships with the school district, the University of Wisconsin-Platteville (UWP), and several businesses have allowed a variety of instructional spaces to be utilized. Four years ago, UWP began to move away from our co-location partnership which deprived Southwest Tech of reaching hundreds and hundreds of students on an annual basis.

For many years we have operated non-credit Adult Basic Education at O.E. Gray, a former elementary school the district no longer directly operates for their own needs. Several other agencies share the building with limited overlap of clientele. We also partner, from time to time, to provide customized training and/or public safety training utilizing spaces with other partners on an as-needed basis.

For the past four years we have searched for different space with better visibility and more appropriate for the myriad offerings we desire to provide. We have met with many partners, business leaders, and other agencies in search of a mutually beneficial collaboration. Last fall we issued a Request for Proposal to which we received one response.

This report will address the opportunity to consider a lease agreement for the Ruxton property and represents a substantial amount of work completed by several faculty and staff.

- **Opportunity:** Better serve working adults with limited educational backgrounds while providing additional opportunities for a broad range of potential students

- **Mission:** Improve the lives of students through excellence in learning

- **Student Demographic Analysis:** This section will present data regarding potential students related to a needs assessment of the local population. A SWOT analysis is included for consideration.

- **Academic Map:** A preliminary conception plan, centered on the academic opportunities, will be outlined including our priorities based on enrollment trends. Future enrollment goals and targets are projected as well.

- **Facilities Overview:** A review of the proposed opportunity is presented with several considerations outlined.

- **Services and Staffing Plan:** The proposed staffing, year by year, are presented with a brief overview of the types of services we will offer as we move forward.

- **Marketing Plan:** One of the primary opportunities with this proposed location is to increase our visibility in the most populous location in our district. This section details the considerations for enhanced community advocacy and awareness.

- **Financial Plan:** This section reviews the financial status for these types of investments with an analysis of up-front costs and future operating investments.

- **Appendix:** Relevant data is included for your reference.

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OPPORTUNITY

Platteville is distinctively three different "communities" wrapped together in one 12,000 person entity. First, you have the economic engine for the city and most of the tri-state region, UW-Platteville. For more than 150 years, the university has provided the region with a very solid bachelor's degree option. Its engineering school is among the best in the Midwest and UW-Platteville has identified about five or six other programs (including agriculture, accounting, education, etc.) as its strongest and began marketing them to Iowa and Illinois students as part of the Tri-State Initiative (TSI), which has led to a nearly complete makeover of the campus and Pioneer Farm.

The second demographic is the professional community in Platteville, which consists of university faculty and administration, doctors, lawyers and business owners who demand greater compensation from their respective businesses as well as improved amenities from the community. Like many cities its size, this creates neighborhoods with impressive housing, lot sizes, etc.

The third group, and the overwhelmingly largest permanent resident faction in the city, are its "blue collar" workers and the aging population of residents beyond retirement. Platteville has a fair number of families with two wage earners who are barely scraping by. Wages in this sector are low and opportunities to advance beyond that pay scale are oftentimes limited.

City leaders have had difficulty, due mainly to community debt pressure, inspiring actions that would lift the largest permanent population in the city to new and better heights. The City of Platteville needs a catalyst. Recent discussions at the Plan Commission, Airport Commission, Police and Fire Commission, Platteville Area Industrial Development Corporation (PAIDC) and the Common Council provide some hope. Groups are working together more than at any time in recent memory and, collectively, improvements are being made.

With a new city administrator's hiring in the near future, there is a tremendous opportunity for Southwest Tech to be a stronger part of the conversation. The rebranding of Southwest Tech's outreach sites could not have occurred at a better time. A new Platteville School District administrator with local ties also could be a benefit as Southwest Tech extends its reach deeper into the high schools in order to add value.

Currently, from the Southwest Tech Foundation's data base, the Platteville area accounts for about 1,300 Southwest Tech alumni, who enrolled in programs at the college. In addition, 17 (9.4%) of Southwest Tech's current faculty and staff call Platteville their main residence while 16 retired faculty and staff member live in the Platteville zip code.

Informal questions asked of five individuals currently residing in Platteville provided some perspective. They were asked how a Southwest Tech outreach site in the downtown area would be received. Not surprisingly, all five of these individuals were aware of our dealings with the site owners, though none had a clear understanding of what might happen there. And, all five had to be educated on the differences between an outreach site and a branch campus as many thought this would be a branch location.

These five individuals hardly constitute a solid sample, but did provide a glimpse into the mindset of the community. One, a small business owner, hopes for knowledge sharing to help grow that business. Another is retired and is an active volunteer who hopes more education will lead to less domestic violence and other positives that come with advanced education. And another sees the value in students starting their post-high

school educational careers at a lower cost option, like Southwest Tech, as that family continues to repay larger than expected amounts of student loan debt.

All five were supportive of the concept of an outreach center in the downtown area, but wanted to know more about Southwest Tech's plans for the space and expanded outreach. Each understood the importance of rebranding the location, at least internally at the campus, as recruiting centers with the goal of gathering more students, more financial support and to help coordinate a growing alumni population.

Finally, each of the five believes Southwest Tech and UW-Platteville need to work together more in order to maximize opportunities. Having a prominent location in the Platteville Community was suggested to be a great next step and being located inside the overlay district for UW-Platteville was considered a strong strategic move. "People in the community have paid attention to Ruxton. Whereas many of the affluent say we don't need more low-income housing, there's a whole other side of this who think it will be good for the community," said one respondent.

Visibility was listed over and over again as a strong attribute to the Ruxton site. Each was asked if Southwest Tech's involvement at Ruxton would be seen as a strong statement/move and all five emphatically agreed that this move would have short- and long-term positive effects for the college.

Other positives included: centralized training options, visibility of our outreach center staff in the community, opportunities for more partnerships and joint projects, improved educational offerings and positive economic impact for the downtown.

Possible negatives included: density and safety concerns that Ruxton brings, the availability of jobs or city monies to spur expansion, parking, how competition between UWP and Southwest Tech would be perceived (can expand on this later but it mainly focuses on if this will be a professional competition), and staffing hours. There was also a concern about the McGregor Plaza and what will happen to that in the near future and how that impacts Ruxton. Also, one respondent said Southwest Tech has an outreach center now, but was unaware of any of its offerings. "I see the billboards and get some mail and emails, but I don't have a clue what is going on at (the outreach center)."

In summary, it is clear the messaging and positive view of the future of Southwest Tech in the City of Platteville will be very important. Southwest Tech will be viewed as a welcomed friend and advocate for a large section of the population that feels it has little voice in city matters. A proactive approach to outreach, combined with resources in staffing, programming and alumni involvement seems to be the formula the few interviewed favored. And, the Ruxton site was viewed as a positive next step in our plans. Lastly, it is important that we work complementary to UW-Platteville and show that we serve a population that is different, in many ways, to those the university serves.

STUDENT DEMOGRAPHIC ANALYSIS

According to the 2010 U.S. Census, the Platteville population was 11,280. Estimates indicate a 6.5% growth to slightly over 12,000 people residing within city limits making Platteville the most populous area in our five-county service district. Approximately 90% of the population is over the age of 18 and conservative U.S. Census data indicate between 450 and 500 adults over the age of 25 do not have a high school equivalency.

Data obtained from Emsi in reference to the population of Grant and Lafayette Counties reflect an overall 1% growth from 2018 to 2023. Southwest Tech's target market is between the ages of 16 to 65. The first table below reflects the population growth of all age categories from 2018 to 2023. The highlighted area is the college's target market. The second table is the target market from the same data. This table reflects a 3.5% decline in the population of the target market age categories.

Population by Age Cohort
Lafayette and Grant Counties

Age Cohort	2018 Population	2023 Population	Change	% Change	2018 % of Cohort
Under 5 years	4,062	4,304	242	6%	5.89%
5 to 9 years	4,050	4,366	316	8%	5.87%
10 to 14 years	4,335	4,225	(110)	(3%)	6.29%
15 to 19 years	5,677	5,576	(101)	(2%)	8.23%
20 to 24 years	7,298	6,202	(1,096)	(15%)	10.58%
25 to 29 years	3,881	3,917	36	1%	5.63%
30 to 34 years	3,605	4,165	560	16%	5.23%
35 to 39 years	3,640	3,676	36	1%	5.28%
40 to 44 years	3,354	3,732	378	11%	4.86%
45 to 49 years	3,490	3,332	(158)	(5%)	5.06%
50 to 54 years	4,038	3,535	(503)	(12%)	5.86%
55 to 59 years	4,826	4,031	(795)	(16%)	7.00%
60 to 64 years	4,651	4,722	71	2%	6.74%
65 to 69 years	3,813	4,425	612	16%	5.53%
70 to 74 years	2,674	3,465	791	30%	3.88%
75 to 79 years	2,136	2,336	200	9%	3.10%
80 to 84 years	1,644	1,674	30	2%	2.38%
85 years and over	1,792	1,765	(27)	(2%)	2.60%
Total	68,968	69,449	481	1%	100.00%
age 60 and above	16710	age 50 and above	21536		

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Population of Residents aged 15 - 64

Population by Age Cohort

Lafayette and Grant Counties

Age Cohort	2018 Population	2023 Population	Change	% Change	2018 % of Cohort
15 to 19 years	5,677	5,576	(101)	(2%)	8.23%
20 to 24 years	7,298	6,202	(1,096)	(15%)	10.58%
25 to 29 years	3,881	3,917	36	1%	5.63%
30 to 34 years	3,605	4,165	560	16%	5.23%
35 to 39 years	3,640	3,676	36	1%	5.28%
40 to 44 years	3,354	3,732	378	11%	4.86%
45 to 49 years	3,490	3,332	(158)	(5%)	5.06%
50 to 54 years	4,038	3,535	(503)	(12%)	5.86%
55 to 59 years	4,826	4,031	(795)	(16%)	7.00%
60 to 64 years	4,651	4,722	71	2%	6.74%
	44,460	42,888	(1,572)	-3.5%	

According to Emsi in the draft Program Gap Analysis Report, educational attainment data are useful for targeting specific population groups with low education levels. The population and educational attainment numbers below are based on Emsi's demographic data and publicly available sources from state and national agencies. Sources include annual population estimates and population projections from the U.S. Census Bureau and birth and mortality rates from the U.S. Health Department. In addition, demographic information relies on the annual results of the American Community Survey. Educational attainment data cover the population in southwest Wisconsin aged 25 years or more, referred to as adults, and indicate the highest award level achieved.

Demographic information is presented by gender and the major race and ethnic groups, and educational attainment data are broken out according to the following award categories:

- Less than a high school diploma (<HS);
- High school diploma or equivalent (HS);
- Some college;
- Associate degree (Assoc);
- Bachelor's degree (Bach);
- Greater than a bachelor's degree (>Back).

About 84,220 adults live in southwest Wisconsin, and Figure 2.7 displays their educational attainments, without reference to gender and the major race and ethnic groups. State and national data are also presented for context. In the region, 49% of adults have a high school diploma or less, which is significantly more than the state and national averages (both at 41%). Out of all the award categories in the figure, the people who are most likely to seek education and training from Southwest Tech are those in the "Less than High School Diploma," "High School Diploma," and "Some College" categories. Together, these categories total 58,940 people, or 70% of the region's adults.

Figure 2.7: Highest Educational Attainments of Adults in Southwest Wisconsin, Wisconsin, and the U.S.

	< HS	HS	Some College	ASSOC	BACH	> BACH
Southwest Wisconsin	9%	40%	21%	11%	13%	7%
Wisconsin	9%	32%	21%	10%	18%	10%
U.S.	14%	28%	21%	8%	19%	11%

Numbers may not sum due to rounding.
Source: Emsi demographics data and U.S. Census Bureau, 2017 American Community Survey.

It is significant to note that the percentage of adults in our district who are within the range of less than high school to high school graduates is approximately 49%. This provides a tremendous opportunity for GED completion efforts as well as up-skilling potentially thousands of workers currently earning below poverty wages, working multiple jobs, and those seeking currency in technology in areas of allied health, IT, Culinary, et al.

Currently Southwest Tech has no visible presence in the southern portion of the district (other than O.E. Gray in Platteville with limited services and/or visibility). Expansion of services and strategic placement would allow for service areas to expand to the southern most parts of the district to include Cuba City, Hazel Green, Kieler, Darlington, Belmont, Shullsburg, et al.

The chart below represents the educational attainment of the population of the counties of Grant, Iowa, Lafayette, Dubuque, Iowa, and Jo Davies, Illinois, which are within a 35-mile radius of Platteville. The data shows that 3,338 people residing in Grant and Lafayette Counties have less than a high school diploma.

Educational Attainment by Age Group
Counties within 35 Mile Radius of Platteville, WI

2017 *(most recent data available)*	Grant County	Iowa County	Lafayette County	Dubuque County, IA	Jo Davies County, IL	5-County Total*
Population 18 to 24 years	9,419	1,582	1,240	10,100	1,455	23,796
Less than high school graduate	934	118	257	782	209	2,300
High school graduate (includes equivalency)	2,006	675	403	2,141	547	5,772
Population 25 years and over	31,727	16,481	11,354	64,135	16,312	140,009
Less than 9th grade	1,198	299	464	1,609	515	4,085
9th to 12th grade, no diploma	1,446	702	683	3,351	788	6,970
High school graduate (includes equivalency)	11,971	5,699	4,421	21,308	6,075	49,474
Population 25 to 34 years	5,529	2,594	1,896	12,155	1,917	24,091
High school graduate or higher	5,080	2,499	1,688	11,356	1,832	22,455
Less than high school graduate*	449	95	208	799	85	1,636
Population 35 to 44 years	5,026	2,749	1,752	10,367	2,327	22,221
High school graduate or higher	4,681	2,608	1,602	9,902	2,078	20,871
Less than high school graduate*	345	141	150	465	249	1,350
Population 45 to 64 years	12,749	7,187	4,838	25,716	6,424	56,914
High school graduate or higher	12,081	6,835	4,511	24,214	6,100	53,741
Less than high school graduate*	668	352	327	1,502	324	3,173
Population 65 years and over	8,423	3,951	2,868	15,897	5,644	36,783
High school graduate or higher	7,241	3,538	2,406	13,703	4,999	31,887
Less than high school graduate*	1,182	413	462	2,194	645	4,896
Population 18 to 64 years AND Less than high school graduate	2,396	706	942	3,548	867	8,459

- **Special Populations:** Approximately 500 adults who are Platteville residents over the age of 25 do not have a high school equivalency credential. The U.S. Census Bureau estimates well over 400 veterans reside in the Platteville City limits.

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ACADEMIC MAP

Expanding our programmatic offerings through investment in outreach locations is an academic pursuit. Students, and their opportunity to learn, are our top priority. In order to better serve students, in an orderly fashion, we have established priorities for this investment in Platteville.
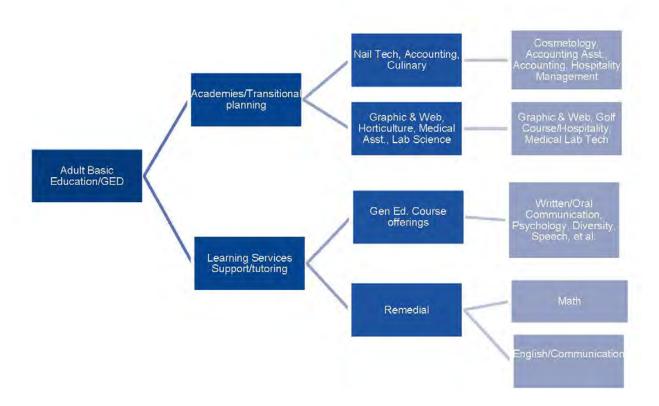
An examination of enrollment trends, extending from our priorities, provides a clearer picture of how we can better serve students and help them reach their goals. We have established enrollment targets for the next five years, which will be adjusted annually, based on actual performance and emerging opportunities.

- **Priorities:** First, we will enhance learning opportunities for adult basic education and high school equivalency students including an emphasis on their successful transition to academic programming leading to jobs. Second, we will provide affordable, high-quality learning opportunities for people seeking to complete their general education requirements as an entry point into vocational offerings and/or transfer to a university. Third, we will partner with business and industry to provide customized training, industry certifications, and continuing education offerings. Finally, we will re-assign existing faculty and staff currently providing student services on campus to holding in-person hours at the new site.

- **Enrollment Trends:** The Adult Basic Education Enrollment Trends Appendix 1 shows the past two years of data. Platteville, despite being our most populous city with the largest number of potential students, lags in enrollment with the fourth most FTE produced behind Richland Center, Boscobel, and Fennimore.

- **Enrollment Targets:** We expect modest enrollment increases, as outlined in the financial pro forma, for Adult Basic Education programs in Platteville. These goals are possible with a more visible and easier accessible location coupled with increased offerings and enhanced outreach efforts. In addition, we are developing a variety of initiatives to help students who progress through Adult Basic Education so they can successfully transition into academic programs leading to better career opportunities. These initiatives include increased online offerings and "Academies." We have also outlined in this proposal our intention to increase the support services necessary for students to learn about opportunities, register for classes, get extra help outside of the classroom, and receive financial and other support during their enrollment.
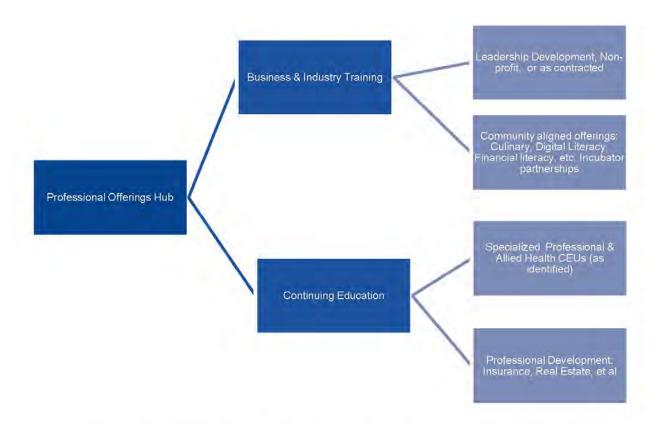
Platteville Learning Center

Proposed structural approach and offerings at new location in Platteville region to include: Lancaster, Cuba City, Belmont, Hazel Green, and Potosi

Adult Basic Education/GED

Academies/Transitional planning
- Nail Tech, Accounting, Culinary → Cosmetology, Accounting Asst., Accounting, Hospitality Management
- Graphic & Web, Horticulture, Medical Asst., Lab Science → Graphic & Web, Golf Course/Hospitality, Medical Lab Tech

Learning Services Support/tutoring
- Gen Ed. Course offerings → Written/Oral Communication, Psychology, Diversity, Speech, et al.
- Remedial → Math; English/Communication

Year 1: ABE/GED plus Academy offerings, tutoring hours, advising, online access & assistance for CollegeUp, online Gen Eds., Business & Industry Services Contracted

- Hours of Operation: Current: Tuesday 1-5, Thursday 12-5; Proposed: Tuesday, Wednesday, Thursday 12 - 6 (phone number to be connected to main campus to track inquiries)

- Staffing: ABE/GED staff @ current schedule, ADD: Advisor (1) 6 hours/week, Tutor assigned @ 8 hours/week, Academy faculty: Adjunct (1-2 offerings per semester)

- Cost: No Additional Cost for: Existing: ABE/GED, advising, tutoring, Gen Ed. online, or Business & Industry Services contracts

- NEW: Academy Faculty @ current adjunct rate: approx. $544.74/credit offering (base $46,000 annual)

Year 2: ABE/GED plus Academies, tutoring, advising, Gen Ed., online access offerings, CollegeUp, Business & Industry Services Contracted, CEU Offerings Healthcare (weekend), C.N.A. online & clinical in southern region (2 per academic year or as identified)

Hours of Operation: Current: Monday, Wednesday, Thursday 12-6; Proposed: Monday, Wednesday, Thursday 10-6 (phone number to be connected to main campus to track inquiries)

Staffing: ABE/GED staff @ current schedule, **ADD**: Advisor (1) 10 hours/week, Tutor assigned @ 10 hours/week (Existing) , Academy faculty: Adjunct (1-2 offerings per semester)

- ○ Cost: No Additional Cost for: ABE/GED, Advising, Tutoring, Gen Ed. Online, or B & I contracts

- ○ NEW :Academy Faculty @ current adjunct rate: approx. $544.74/credit offering (base $46,000 annual), CEU professional offerings TBD as Contracted (2 per academic year)

Year 3: ABE/GED plus Academies, tutoring, advising, Gen Ed. online access offerings, Business & Industry Contracted, CEU Offerings Healthcare/Professional (weekend), C.N.A. online & clinical in southern region (2 per academic year or as identified), Accounting face-to-face, all online program access and assist (CIM, HIT, Non-profit, Leadership, Supply Chain, Med Coding)

Hours of Operation: Current: Monday, Wednesday, Thursday 10-6; Proposed: Monday, Tuesday, Wednesday, Thursday 10-6

Staffing: **ADD**:1 Office/Reception @ 32 hr/wk: 16.00/hour ABE/GED staff @ current schedule, **ADD**: Advisor (1) 20 hours/week, Tutor assigned @ 20 hours/week, Academy faculty: Adjunct (1-2 offerings per semester)

- ○ Cost: No Additional Cost for: ABE/GED, advising, tutoring, Gen Ed. Online, or Business & Industry contracts, CEU professional offerings as contracted (2 per academic year)

- ○ **NEW**: Academy Faculty @ current adjunct rate: approx. $544.74/credit offering (base $46,000 annual), Office Support @ 16.00/hr X 32 hr/wk

Public Safety Offerings:
Public Safety offers courses in Platteville related to Fire, EMS, Law Enforcement, Driver Education, and Traffic Safety. Below is the list of classes that were offered in Platteville in the past two school years. These are only the classes with the Platteville address, courses are also running throughout the surrounding area.

FY 2018-19					
Instructional Area	Course #	Course Name	Head Count	Credits	FTE's
Criminal Justice	47504985	Physical Readiness Test	19	0.95	0.0317
Driver Education	42812402	Driver Education-Behind the Wheel	76	22.80	0.7600
Driver Education	42812408	Point Reduction	8	2.40	0.0800
Driver Education	47812407	Driver Education - Van	13	1.30	0.0433
Emergency Medical Service	30531301	Emergency Medical Technician	10	50.00	1.6667
Emergency Medical Service	47531412	EMS Inservice Cont Educ - Dialysis Patient Care	15	0.75	0.0250
Emergency Medical Service	47531412	EMS Inservice Cont Educ - Emergency Care for Burn Patients	39	1.95	0.0650
Emergency Medical Service	47531412	EMS Inservice Cont Educ - Plain Clothes Community Forum	34	1.70	0.0567
Emergency Medical Service	47531412	EMS Inservice Cont Educ - Trauma with Dr. Abernethy	37	1.85	0.0617
Emergency Medical Service	47531436	BLS for Healthcare Provider-CPR	13	1.30	0.0433
Fire Technology	47503419	Health and Safety Officer	15	6.00	0.2000
Fire Technology	47503730	Firefighter II Certification	13	13.65	0.4550
Fire Technology	47503763	Certified Fire Officer I	25	25.00	0.8333
Group Dynamics For Traffic Safet	42818401	Group Dynamics	51	28.05	0.9350
			368	157.70	5.2567

FY 2017-18					
Instructional Area	Course #	Course Name	Head Count	Credits	FTE's
Criminal Justice	47504985	Physical Readiness Test	14	0.70	0.0233
Driver Education	42812402	Driver Education-Behind the Wheel	66	19.80	0.6600
Driver Education	47812407	Driver Education - Van	11	3.10	0.1033
Emergency Medical Service	30531301	Emergency Medical Technician	16	80.00	2.6667
Emergency Medical Service	47531405	Heartsaver CPR/AED	1	0.10	0.0033
Emergency Medical Service	47531414	Heartsaver CPR/AED First Aid	3	0.45	0.0150
Emergency Medical Service	47531436	BLS for Healthcare Provider-CPR	8	0.80	0.0267
Group Dynamics For Traffic Safet	42818401	Group Dynamics	48	26.40	0.8800
			167	131.35	4.3783

Increase of courses over the next three years is directly related to the number of volunteers in the EMS and Fire District as well as high school students who need Driver Education or adults who need Traffic Safety Courses. Though we have done marketing to try and increase the volunteer pools, we have not seen a direct impact yet. We plan on branching out our services to offer more safety-related courses based on the need in the Platteville area. These additional courses may include the below listed:

School safety training for the public schools
Rescue Task Force Training for area Emergency Services
Community First Aid and Stop the Bleed courses
Responsible Beverage Server Classes for downtown bars
Safety training for elderly residents in the community centers

We would like to increase our services by a minimum of 50 additional students each year over the next three years by offering these additional community classes in Platteville. After working with and developing further relationships in Platteville, we would hope to expand beyond that.

Business & Industry Services Offerings:

The following are projections for FTEs and revenue for Business & Industry Services offerings for the next three years.

Business & Industry Services Offerings for Platteville
Year 1

Course Offering	Headcount	Total Revenue	Required Admin	FTE
Leadership Academy-SPR	15	$4,875	$1,223	0.35
Leadership Academy-SUM	15	$4,875	$1,223	0.35
Leadership Academy-FALL	15	$4,875	$1,223	0.35
Lean-White Belt -SPR	15	$1,500	$328	0.12
Lean-White Belt -FALL	15	$1,500	$328	0.12
Lean-Yellow Belt -SPR	15	$2,250	$491.57	0.13
Lean-Yellow Belt -Fall	15	$2,250	$491.57	0.13
Nursing Assistant -Spring	16	$9,415.66	$2,282	1.4
Nursing Assistant -Fall	16	$9,415.66	$2,282	1.4
Culinary -Custom-SPR	12	$779.62	$163.86	0.03
Culinary Custom-SPR	12	$779.62	$163.86	0.03
Culinary Custom-SPR	12	$779.62	$163.86	0.03
Culinary Custom-SPR	12	$779.62	$163.86	0.03
Culinary Custom-SPR	12	$779.62	$163.86	0.03
Accelerated Speech Class-SUM	15	$7,914	$1,200	1.5
Accelerated Speech Class-SUM	15	$7,914	$1,200	1.5
Accelerated Written Comm-SUM	15	$7,914	$1,200	1.5
Accelerated Written Comm-SUM	15	$7,914	$1,200	1.5
Accelerated Oral Comm-SUM	15	$7,914	$1,200	1.5
Accelerated Oral Comm-SUM	15	$7,914	$1,200	1.5

	Headcount	Total Revenue	Required Admin	FTE
Year 1	287	$92,338	$17,891	13.5

* Credit courses are highlighted in Green

*Leadership and Lean classes would be professional development open enrollment

*Accelerated classes would be taught in summer under contract with an area high school(s)-- These could be online, supported with tutors at site. We would be the instructor but the district would also gain FTE by offering as a summer class--Summer enrollments should offset the cost of the class to the school district. Assumes school purchases required text books

*Culinary Custom classes would need to be taught at the Platteville Business Incubator, would be done in the evening.

* Nursing classes would likely be open enrollment sections targeting area high school students

* Projected Growth numbers for Year 2 and 3 do not include increases in all offerings. Nursing could add 8 students per section in Year 2 and 3 if clinical sites are available.

Business & Industry Services Offerings for Platteville
Year 2

Course Offering	Headcount	Total Revenue	Required Admin	FTE
Leadership Academy-SPR 21	16	$5,546	$1,664	0.38
Leadership Academy-SUM 21	16	$5,546	$1,664	0.38
Leadership Academy-FALL 21	16	$5,546	$1,664	0.38
Lean-White Belt -SPR 21	15	$1,500	$328	0.12
Lean-White Belt -FALL 21	15	$1,500	$328	0.12
Lean-Yellow Belt -SPR 21	15	$2,250	$491.57	0.13
Lean-Yellow Belt -Fall 21	15	$2,250	$491.57	0.13
Nursing Assistant -Spring 21	16	$9,415.66	$2,282	1.4
Nursing Assistant -Fall 21	16	$9,415.66	$2,282	1.4
Culinary -Custom-FALL 21	12	$779.62	$163.86	0.03
Culinary Custom-FALL 21	12	$779.62	$163.86	0.03
Culinary Custom-SPR 21	12	$779.62	$163.86	0.03
Culinary Custom-SPR 21	12	$779.62	$163.86	0.03
Culinary Custom-SPR 21	12	$779.62	$163.86	0.03
Accelerated Speech Class-SUM 21	18	$9,496	$2,848	1.8
Accelerated Speech Class-SUM 21	18	$9,496	$2,848	1.8
Accelerated Written Comm-SUM 21	18	$9,496	$2,848	1.8
Accelerated Written Comm-SUM 21	18	$9,496	$2,848	1.8
Accelerated Oral Comm-SUM 21	18	$9,496	$2,848	1.8
Accelerated Oral Comm-SUM 21	18	$9,496	$2,848	1.8

	Headcount	Total Revenue	30% Admin	FTE
Year 1	287	$92,388	$17,891	13.5
Year 2 7% Increase in Enrollment	308	$103,843	$29,102	15.39

Southwest Tech

Business & Industry Services Offerings for Platteville Year 3				
Course Offering	**Headcount**	**Total Revenue**	**Required Admin**	**FTE**
Leadership Academy-SPR	20	$6,500	$1,950	0.46
Leadership Academy-SUM	20	$6,500	$1,950	0.46
Leadership Academy-FALL	20	$6,500	$1,950	0.46
Lean-White Belt -SPR	16	$1,600	$480	0.12
Lean-White Belt -FALL	16	$1,600	$480	0.12
Lean-Yellow Belt -SPR	16	$2,400	$720.00	0.13
Lean-Yellow Belt -Fall	16	$2,400	$720.00	0.13
Nursing Assistant -Spring	16	$9,415.66	$2,282	1.4
Nursing Assistant -Fall	16	$9,415.66	$2,282	1.4
Culinary -Custom-FALL	12	$779.62	$163.86	0.03
Culinary Custom-FALL	12	$779.62	$163.86	0.03
Culinary Custom-SPR	12	$779.62	$163.86	0.03
Culinary Custom-SPR	12	$779.62	$163.86	0.03
Culinary Custom-SPR	12	$779.62	$163.86	0.03
Accelerated Speech Class-SUM	22	$11,607	$3,482	2.2
Accelerated Speech Class-SUM	22	$11,607	$3,482	2.2
Accelerated Written Comm-SUM	22	$11,607	$3,482	2.2
Accelerated Written Comm-SUM	22	$11,607	$3,482	2.2
Accelerated Oral Comm-SUM	22	$11,607	$3,482	2.2
Accelerated Oral Comm-SUM	22	$11,607	$3,482	2.2
	Headcount	**Total Revenue**	**30% Admin**	**FTE**
Year 1	287	$92,388	$17,891	13.5
Year 2 7% Increase in Enrollment over 19-20	308	$103,843	$29,102	15.39
Year 3 11.5% Increase Enrollment over 20-21	348	$119,871.42	$34,525	18.03

FACILITIES OVERVIEW

We have done extensive work to research opportunities for a new facility in Platteville. We have toured numerous sites, worked with several partners, and issued a RFP to gauge actual interest and opportunities. With only one response to our RFP, we have given due diligence to working with the proposer to identify issues and resolve concerns. This section outlines the most pertinent information gleaned from our work.

Current Location:

Pros: Low cost, less hassle, decent parking

Cons: Inadequate exposure, poor connectivity to the community, limited opportunities for partnerships with other tenants, limited square footage, older

Conclusion: Our students, both current and potential, would be better served in a variety of other locations.

Other Properties:

Pros: Location, additional partnerships, less upfront investment of funds, potential for more space

Cons: No options are on the table and would take a significant amount of duplicated time and energy to begin the process over.

Conclusion: Ultimately only one response to the RFP was received. While several properties have significant positive attributes, there is not one opportunity we rank above the Ruxton proposal.

Proposed Location:

Pros: Premier location, value in the month-to-month lease cost, ability to construct the best possible learning environment, unparalleled exposure for marketing, ability to control a long-term agreement.

Cons: Upfront investment is significant, parking limitations, may not be enough space in the future

Cost of Renovations/Furniture:

Based on a conversation with a local contractor, the spreadsheet below reflects the cost to renovate the existing space into the proposed floor plans contained in Appendix 4.

Description	Sqr Foot	Unit price	Total
General construciton/walls	2500	$ 32.00	$ 80,000.00
Painting	2500	$ 2.00	$ 5,000.00
Ceiling	2500	$ 3.50	$ 8,750.00
Lighting	2500	$ 3.50	$ 8,750.00
HVAC extension	2500	$ 7.50	$ 18,750.00
Sprinkler Extension	2500	$ 13.00	$ 32,500.00
Data infastructure			$ 8,500.00
Flooring			$ 19,000.00
Divider Wall			$ 15,000.00
			$ 196,250.00
Contigency		0.1	$ 19,625.00
A/E Fees		0.12	$ 23,550.00
Total			$ 239,425.00
Owner Build			$ 50,000.00
Total cost			$ 289,425.00

This next spreadsheet details the cost of furniture for the new space.

Description	Count	Unit price	Total
Classroom tables	20	380	$ 7,600.00
Classroom chairs	40	160	$ 6,400.00
Test Tables	2	420	$ 840.00
Test Chairs	2	160	$ 320.00
Office chairs	1	210	$ 210.00
Office Desk	1	1000	$ 1,000.00
Soft Seating			$ 3,900.00
			$ 20,270.00

Technology:

Instructional Classroom Bundle	Description	Unit Cost	Estimated Cost
Video Conferencing	Internet Conference Enabled		$2,500.00
Instructional Technology	Computer, Phone, Document Camera, Smart Display		$11,000.00
			$13,500.00

Data\Telecommunications Bundle			
Data Switch\Router	Cisco 2960(2 24 ports)\Router		$2,500.00
Wireless AP	Cisco 3802		$600.00
UPS	APC		$375.00
Data Rack\Cabling	Data Closet rack\cabling material		$1,000.00
Security Camera	IP Security Camera	$600.00	
IPPhone	IP Based Phone	$500.00	
Internet Service Provider	Internet Services	$250.00	
			$4,475.00

Computer\Printer Costs			
HP	EliteBook 850 G5	$1,400.00	
HP	ProOne 600 G4 (All-in-One)	$1,200.00	
MFP	Multi-function copier\printer	$6,000.00	$6,000.00
		Cost	$41,950.00

**Note: This cost will increase with additional occupants housed at the outreach site. The design of the classroom and\or space usage may dictate an increase or reduction of cost based on the requirement dictated by usage. The numbers provided are estimated and a placeholder for planning purposes.

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Safety Concerns: In order for the City of Platteville to change the current stoplight and current crosswalk flagging, they would need to see a need in order to make any light or flagging changes.

Parking Considerations: Appendix 2 shows the available public parking spots in the downtown Platteville area near the proposed location. Appendix 3 reflects the parking areas we are proposing be used.

Additional Considerations: The cost/benefit of building our space versus leasing space designed and built by someone else are significant either way. If we build it, we pay more upfront but get a much more suitable learning environment with the option to control our future in the short and long term. If they build it, we lose short- and long-term ownership, have less say in the layout, but pay less initially.

SERVICES AND STAFFING PLAN

- **Year One Staffing:** We will reassign existing employees to work a portion of their weekly/monthly schedule in the new location. For example, an advisor, financial aid specialist, or academic success coach will hold weekly/monthly hours which can be advertised to the community. We anticipate two or three management level positions to also work onsite with opportunities for Adult Basic Education, Business and Industry, Deans, and the to schedule time in the Platteville location. We also anticipate offering increased ABE offerings, which will cost more initially albeit the investment will not include full-time staffing at this point. Finally, faculty teaching Gen Eds will have the opportunity to offer courses in Platteville rather than in Fennimore. This is possible as instructional load is shifted and shared between campus, online, and outreach. Improved technology allows for courses to be broadcast when low numbers warrant.

- **Year Two Staffing:** Based on modest enrollment growth, we anticipate the staffing to be similar to the first year.

- **Year Three Staffing:** It is possible, with healthy enrollment growth for two consecutive years, we would invest in full-time, or near full-time staffing. We anticipate the first investment would be in an instructional position that combines Adult Basic Education and either a math or writing Gen Ed. We will also continue sharing staffing and management with the main campus and service levels could be similar to full-time assignments without adding additional staffing. Future staffing investments will be determined as we are successful in growing the operations.

MARKETING PLAN

The Ruxton site provides an unparalleled opportunity for marketing.

- **Key Messages:** Southwest Tech's impact on people. We make a difference, and everyone is part of our success. We will tell the story of our students and the individuals and/or businesses who partner with us.

- **Marketing Activities:** Our most concentrated in-district population is located in Platteville. The Ruxton site is the best opportunity to tell our own story while increasing our voice in earned media venues. According to the Wisconsin Department of Transportation, between 7,200 and 7,900 vehicles drive by Pine Street and the front of the proposed location on a daily basis. With digital signage an option, according to current city regulations, 11,800 vehicles travel Water Street with ample views of well-designed signage. The current cost of similar static billboard signage with comparable visibility is $1,200 per month.

  - Media advertising – traditional (electronic signage, radio, newspaper)

  - Digital marketing (online, social media, search engine optimization)

  - Direct contact campaigns (mail, phone, text)

  - Collaborative advertising (partnerships with other businesses)

  - Word of mouth through relationships

  - Workshops and clinics

- **Current Gap:** We have limited visibility and no direct control over our signage or message. Even if we could invest in digital signage, there is a lack of traffic. Investments in other forms of marketing, without a significant in-person presence, have been moderately successful. In order to build on these early and initial successes, the Ruxton property provides a "home" for faculty, staff, and students allowing for marketing efforts to stem from person-to-person relationships.

It is the recommendation that Southwest Tech takes advantage of the opportunity to purchase a digital sign. Lamar Billboard advertising has a digital sign in Dubuque with a similar amount of traffic as described above. Lamar's ability to effectively gauge the supply and demand of the outdoor digital sign industry has helped Southwest determine the best price points. There is no other option in Platteville for local and regional business to be able to purchase this type of advertising. Southwest Tech would be filling a void in the advertising business and be the exclusive provider of outdoor digital sign advertisements.

Ad design and sales for the outdoor digital sign may also create a new opportunity for experiential student learning. By allowing students to manage the sales and design of the outdoor digital sign, it would be the first step in creating a functioning student-run advertising agency by the Graphic and Web Design students. Students create many projects for imagined clients. The benefit to students to work for real clients and to see

their work displayed in public would be more effective for learning Southwest Tech's the six core abilities, act professional, communicate clearly, value learning, work productively, work cooperatively, and solve problems. Southwest Tech already has instructional staffing in place to support this model. It would also generate a new revenue stream for the college.

Among the many benefits that this program has, having this type of experience attached to the Graphic and Web Design program would increase marketing and recruitment opportunities. The student stories and social media community would generate word of mouth about the experiences the college provides students. In addition to this free advertising reducing the cost of promoting the Graphic and Web Design program and the college in general, it will also reduce the cost that the college would have to invest in billboard in the Platteville community. Right now Southwest Tech invests $1200 every four weeks to have a billboard located with the Platteville community. If the college were to invest in a digital sign, it would fill this need, saving Southwest Tech $15,600 annually.

Southwest Tech would limit the display to six advertisers. The college would be able to sell eight-second spots in the unit in a 48-second loop 24 hours a day.

FINANCIAL PLAN

Remodeling and equipping the space will be funded though the College's annual borrowing and will be prioritized against other remodeling and equipment needs.

There are no additional staffing costs anticipated for the site for the first two years of operations. In the third year, the anticipated instructional position addition at a cost of approximately $100,000 will be funded by revenues generated primarily through programming growth at the site.

Operational costs of utilities (gas, electricity, telephone and internet), insurance, cleaning, support services and other required maintenance is anticipated to be $10,000-$20,000 per year.

Below is the three-year financial proforma.

Projected Initial Capital Costs	Year 0
Construction & Mechancals	289,425
Furniture	20,270
Technology	41,950
Signage	TBD

	Year 0		Year 1		Year 2		Year 3	
Student Impact	Students	FTEs	Students	FTEs	Students	FTEs	Students	FTEs
Increase in ABE enrollments 5-7.5%/year	58	3.41	62	3.62	65	3.85	70	4.09
Incremental ABE impact			4	0.21	7	0.44	12	0.68
Increase in ABE to college transistion, add'l student/year			1	1.00	1	1.50	1	1.50
Academy/Gen Ed offerings, additional section/year			20	2.00	40	4.00	60	6.00
CEU Offerings, 2/year					40	0.33	40	0.33
CNA online & clinical, 2/year					40	5.33	40	5.33
BIS additional incremental growth					21	1.89	61	4.53
Direct Incremental Student Grown			25	3	149	13	214	18

Financial Proforma	Year 1	Year 2	Year 3
Incremental Revenues			
Tuition/fees	15,000	55,800	65,800
Contract Revenues		22,666	44,117
Implied State Aid	4,200	15,624	18,424
Total Incremental Revenues	19,200	94,090	128,341
Operational Costs (sunk or reallocated costs not included)			
Utilities, insurance, cleaning, maintenance and other support services	15,000	15,500	16,000
Academy/GE/CEU faculty	1,635	8,230	9,865
Contract Instructional Expenses		11,455	27,483
Office Support			37,274
Total Additional Operational Costs	16,635	35,185	90,622
Total Potential Bottom Line Impact	**2,565**	**58,905**	**37,719**
(before additional recruiting gains and other benefits)			

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RECOMMENDATION

Platteville Outreach Space Rental
RFP #1819-08

The public opening of the request for proposals to provide Platteville Outreach Space Rental for the College was held on Wednesday, May 15, 2019 at 11:00 a.m.

The College is pursuing renting property offered for the purpose of supporting, expanding and/or enhancing existing programming in the City of Platteville. The intent of the rented property and subsequent programming is to provide a higher level of service to the southern part of the Southwest Tech District. Ideally, the property offered would be at least 2,500 square feet and already be configured as an education setting or similar.

Solicitation for proposals was conducted through direct vendor contact and by notice in the Dodgeville Chronicle, Platteville Journal and Shopping News. An evaluation team consisting of Dan Imhoff, Julie Pluemer, Amy Charles, Dennis Cooley and Caleb White reviewed and rated the proposals. The team's scoring was based on the following evaluation criteria:

1. 45% - Property provides the best opportunity for support, expansion and enhancement of relevant district programming needs for the College
2. 35% - Offer price relative to perceived value
3. 10% - Unique attributes of the property
4. 10% - Clarity and thoroughness of response

One proposal was submitted from General Capital for lease of 2,500 sq ft of space in an 'as-is' grey shell condition at 150 East Pine Street, Platteville, WI.

General lease terms include:
- $50,000 upfront tenant payment for mechanical build-out
- Tenant responsible for all other build-out
- Street Parking
- Tenant responsible for all utilities with the exception of waste dumpster costs
- $1,500 per month lease for first year with annual 3% increase thereafter
- Five (5) year initial lease term with tenant option for two (2) additional five (5) year renewals at the tenant's discretion.

Recommendation: Award the Platteville Outreach Space Rental RFP to General Capital Development, LLC, Fox Point, WI for 2,500 sq ft of space leased space at 150 East Pine Street, Platteville, WI.

APPENDIX 1 – Enrollment Trends Data

Current ABE Offerings:

FY 2017-18

ABE Sites	Summer 1718 Students	FTE's	Fall 1718 Students	FTE's	Spring 1718 Students	FTE's	Total by site 2017-18 Students	FTE's
Richland County Outreach	26	2.5	60	5.5	38	5.53	124	13.53
Boscobel Library	16	2.03	17	2.93	25	5.7	58	10.66
SWTC Bldg 300	5	0.13	38	3.9	26	4.2	69	8.23
Platteville Outreach	15	0.87	26	1.7	24	1.7	65	4.27
PDC outreach site	9	0.23	9	0.63	15	1.63	33	2.49
Darlington Outreach	7	0.47	11	1.1	11	0.93	29	2.5
Richland County Jail	8	0.37	9	0.33	9	0.5	26	1.2
Dodgeville outreach	13	0.57	8	0.4	15	0.77	36	1.74
Lancaster Jail	1	0.03	6	0.23	1	0.1	8	0.36
PDC Correctional Institute	0	0	0	0	0	0	0	0
Dodgeville Jail	6	0.23	9	0.37	14	0.4	29	1
PDC crawford county Jail	2	0.01	9	0.5	5	0.3	16	0.81
	108	7.44	202	17.59	183	21.76	493 unduplicated	46.93

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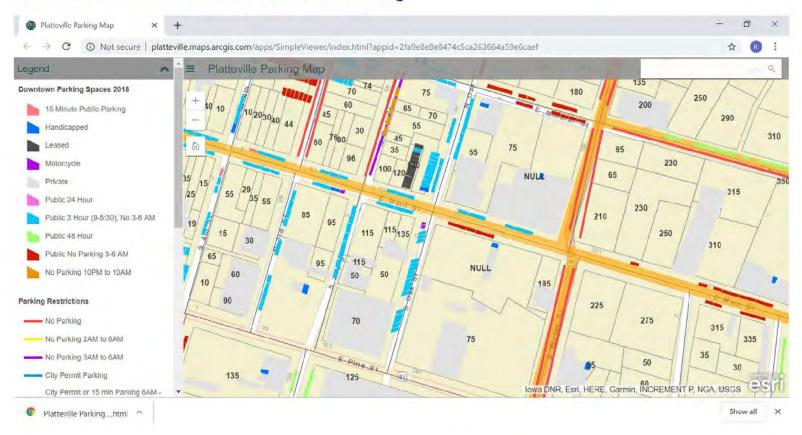
ABE Sites	Summer 1819		Fall 1819		Spring 1819		Total by site 2018-19	
	Students	FTE's	Students	FTE's	Students	FTE's	Students	FTE's
Richland County Outreach	23	2.27	33	4.5	30	4.23	86	11
Boscobel Library	16	2.53	19	3.63	19	3.93	54	10.09
SWTC Bldg 300		0	26	2.43	27	4.1	53	6.53
Platteville Outreach	17	0.67	18	1.47	23	1.27	58	3.41
PDC outreach site	8	0.6	14	1.27	21	1.47	43	3.34
Darlington Outreach	10	0.53	13	1.23	14	0.97	37	2.73
Richland County Jail	4	0.2	12	0.9	11	1.13	27	2.23
Dodgeville outreach	8	0.43	10	0.7	8	0.5	26	1.63
Lancaster Jail	0	0	18	1.1	22	1.43	40	2.53
PDC Correctional Institute	0	0	12	1.03	21	1.27	33	2.3
Dodgeville Jail	3	0.13	7	0.37	8	0.53	18	1.03
PDC crawford county Jail	2	0.03	9	0.3	5	0.17	16	0.5
	91	7.4	191	18.93	209	21	491 unduplicated	47.33

FTEs Generated in FY2018 & FY2019

ABE Sites	FTEs Generated in FY2018 & FY2019
Richland County Outreach	24.53
Boscobel Library	20.75
SWTC Bldg 300	14.76
Platteville Outreach	7.68
PDC outreach site	5.83
Darlington Outreach	5.23
Richland County Jail	3.43
Dodgeville outreach	3.37
Lancaster Jail	2.89
PDC Correctional Institute	2.3
Dodgeville Jail	2.03
PDC crawford county Jail	1.31

54
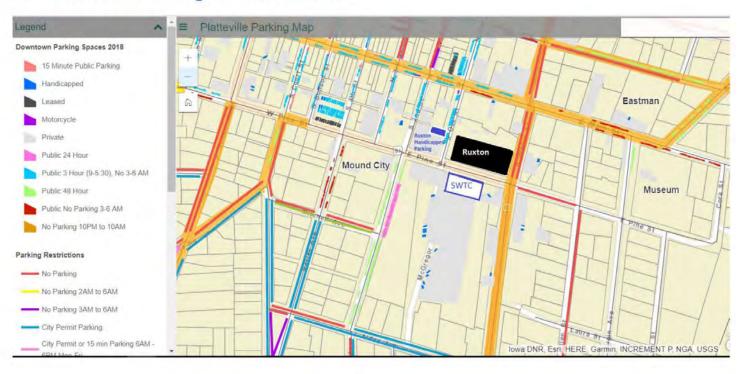
APPENDIX 2 – Downtown Platteville Parking

Southwest Tech
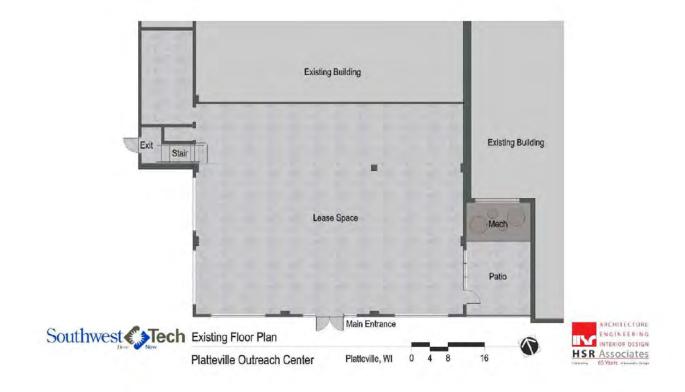
APPENDIX 3 –Parking for Outreach Site

APPENDIX 4 – Floor Plans

Southwest Tech — Existing Floor Plan
Platteville Outreach Center   Platteville, WI   0 4 8   16

57

Southwest Tech

New Floor Plan

Platteville Outreach Center

Platteville, WI

Southwest Tech

Southwest Tech New Floor Plan
Platteville Outreach Center

Platteville, WI   0 4 8   16

ARCHITECTURE
ENGINEERING
INTERIOR DESIGN
HSR Associates
65 Years

34
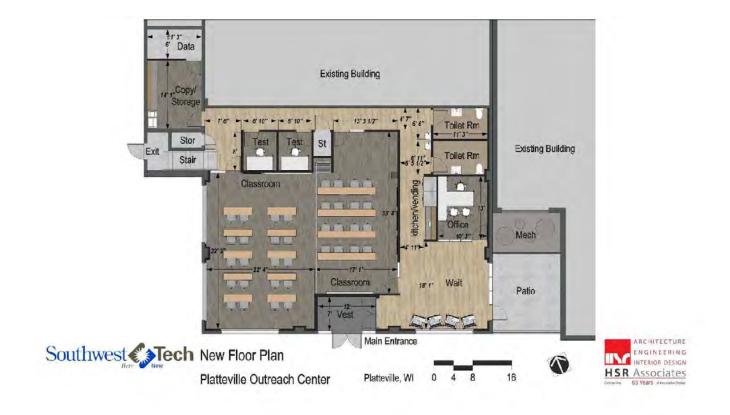
C. WTCS Facilities Request: Platteville Outreach Lease

Included below is a resolution for approval of the lease of approximately 2.500 square feet located at 150 East Pine Street, Platteville, WI, to provide an off-site classroom/office space and necessary facilities upgrades.

Recommendation – Approve the resolution to lease and necessary upgrades 2500 square feet located at 150 East Pine Street, Platteville, WI.

RESOLUTION
OF THE
SOUTHWEST WISCONSIN TECHNICAL COLLEGE BOARD

WHEREAS, Southwest Wisconsin Technical College has demand for use of outreach facilities for Basic Education and other outreach programming to meet the needs of the Platteville area, and

WHEREAS, Southwest Wisconsin Technical College has recognized the need for an off-campus facility in Platteville of approximately 2,500 square feet to meet classroom/office demand, and

WHEREAS, Southwest Wisconsin Technical College has considered the lease and necessary facility upgrades for a new facility located at 150 East Pine Street, Platteville, WI, and

WHEREAS, Southwest Wisconsin Technical College has the ability to fund the off-campus Platteville facility from operational funds obtained through program fees and tax levy and the ability to fund the necessary facility upgrades for the new space via capital funds obtained though borrowing,

WHEREAS, Southwest Wisconsin Technical College has considered contracting the design and renovation of the Platteville Outreach Site, Platteville, Wisconsin, to HSR Associates, and

BE IT THEREFORE RESOLVED that the District Board of Southwest Wisconsin Technical College approves the lease of approximately 2,500 square feet located at 150 East Pine Street, Platteville, WI, to provide off-site classroom/office spaces.

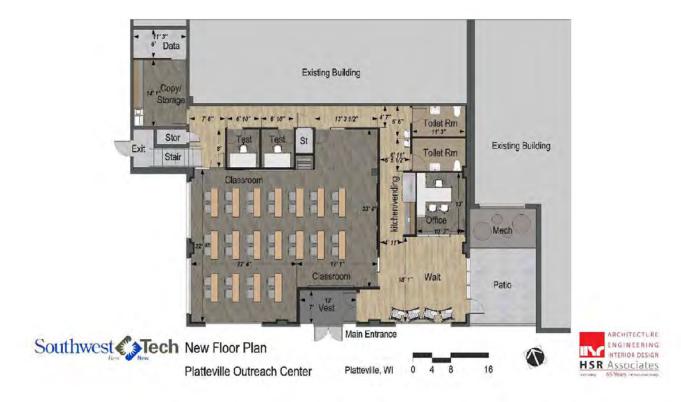BE IT THEREFORE ALSO RESOLVED that the District Board of Southwest Wisconsin Technical College approves contracting for the design and necessary facility upgrades for the leased space of approximately 2,500 square feet located at 150 East Pine Street Platteville, WI, to provide off-site classroom/office spaces.

Adopted and recorded this 22nd day of August, 2019.

_____
Charles J. Bolstad
Chairperson

ATTEST:

_____
Donald L. Tuescher
Secretary

D. Platteville Lease Extension

> Included below is a six-month lease for January 1, 2020 - June 30, 2020, for the current location of the Platteville Outreach Site at the OE Gray Building, 110 W. Adams Street, Platteville, WI 53818. This lease is for two rooms at $350.00 per month for each of the rooms. Caleb White will be present at the meeting to discuss the lease.

Recommendation – Approve the six-month lease (January 1 – June 30, 2020) for the current location of the Platteville Outreach Site at the OE Gray Building, 110 W. Adams Street, Platteville, WI at $700 per month.

Rental Agreement
Between the Platteville School District and Southwest Technical College
January 1, 2020 – June 30, 2020

This Memorandum of Understanding is between the Platteville School District and Southwest Wisconsin Technical College. It serves as a rental agreement to establish the terms and conditions by which the Platteville School District, hereinafter referred to as the District will rent space to Southwest Wisconsin Technical College, hereinafter referred to as the tenant at the OE Gray School Building. This agreement will begin January 1st, 2020 and end June 30th, 2020. The rent will be $350 a month per rented room.

Under this rental agreement the following spaces will be provided for the tenant:

- Classroom 7 and 8.

Under this rental agreement it is understood that:

1. The District will provide general maintenance, heating, air conditioning and electricity and will provide for routine weekly cleaning of specific rooms. The tenant is expected to keep order on a daily basis of their rented spaces.

2. Occasional use of the gym when unoccupied will be permitted without additional rent. Special Events scheduled for the gym need to be scheduled in advance at normal gym rental rates.

3. The tenant must obtain permission from the district Business Administrator or Superintendent to use any other portion of the OE Gray facility.

4. The tenant's employees will be provided with building key cards and keys as necessary to access their rented rooms.

5. The tenant may not make structural alterations or additions to the premises without prior consent of the district Business Administrator or Superintendent.

6. The tenant may paint, erect, hang or place upon the interior or exterior of the building only such identification signs or other advertising displays as may be consented to by the District.

7. The tenant will provide furnishings for all their rental spaces.

8. The tenant will not sublet rented premises, or any part thereof, without prior consent of the District.

9. The District will provide networking equipment rental granting Wi-Fi and internet access to the continuous and daily use areas during its occupancy at $25/month per room. This agreement covers maintenance/support of District equipment, but not support for the tenant's owned equipment.
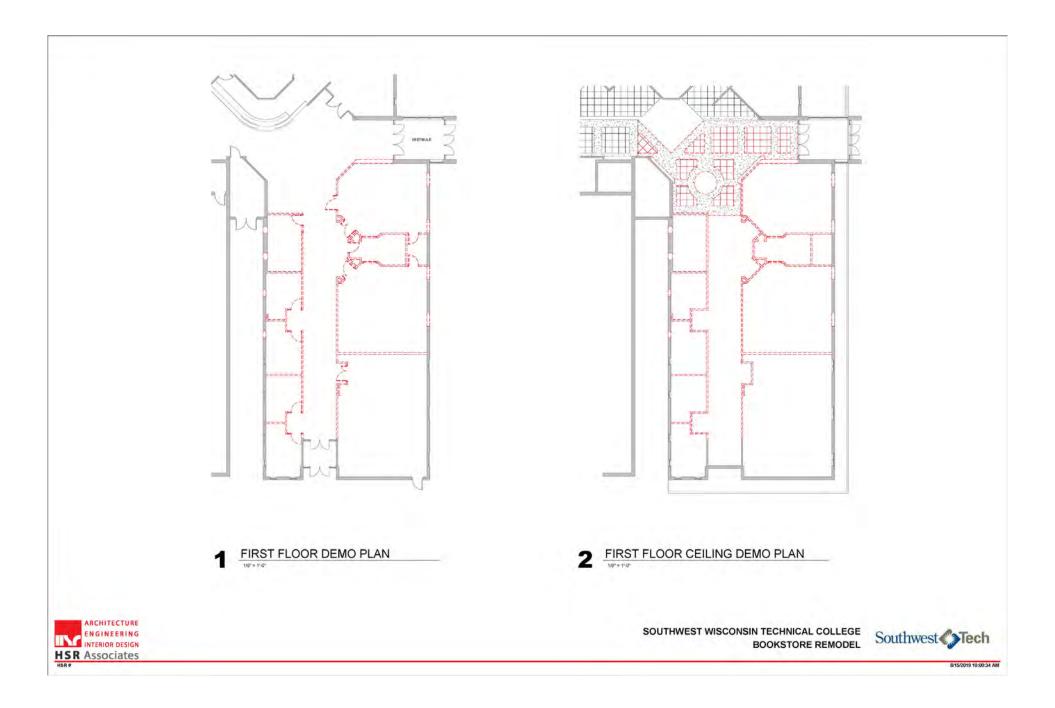
10. The District will provide connections to the District's telephone network provided the tenant pays the monthly line service and any extra charges attributable to each line provided.

11. The tenant shall carry comprehensive public liability insurance on the leased portion of the premises with limits no less than $1,000,000/$5,000,000 bodily injury and $250,000 property damage.

12. At the termination of this rental agreement, the tenant shall leave the rented premises in as good condition as at the beginning of the rental term - ordinary wear and tear and damage by the elements excluded: however, the tenant shall not be required to replace or repair any damage covered by the District's insurance.

13. This memorandum may be modified to address unanticipated circumstances by mutual agreement of the District and the tenant.

14. This agreement may be terminated without prejudice by either party with a 90-day written notice.

15. The tenant agrees to this rental agreement and related understandings and agrees to pay rent in the amount $700.00 per month for six months ($4,200 total) to the District in addition to the monthly cost of telephone service and networking equipment rental. Termination of this agreement will be allowed if the tenant's funding is terminated during the contract period. This agreement contains the option to renew for one year following the expiration of this term.
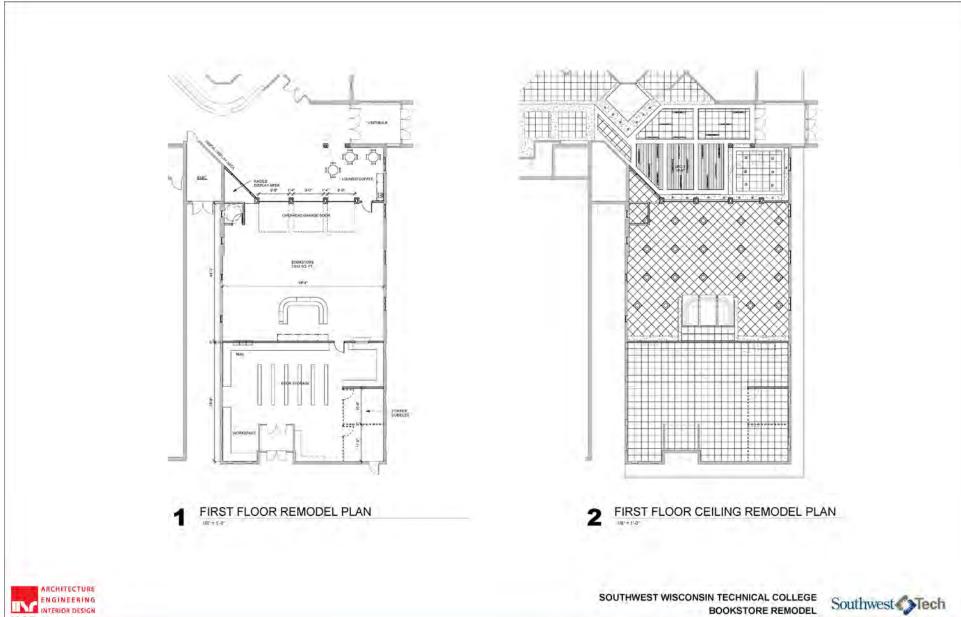
Signature: _____   Signature:_____

School District of Platteville   Southwest Wisconsin Technical College

Date:_____   Date:_____

E. WTCS Facilities Request: Bookstore Remodel

Included in the Ten-Year Master Facilities Plan was a remodel of the Bookstore. The College proposes moving the Bookstore near the Main Entrance in the College Connection. Available below are the remodel plans, architectural renderings, and a resolution for the remodeling. The cost summary will be available at the August 22 Board meeting.

Recommendation: Approve the resolution for the Bookstore remodel.

1 FIRST FLOOR DEMO PLAN
1/8" = 1'-0"

2 FIRST FLOOR CEILING DEMO PLAN
1/8" = 1'-0"

VESTIBULE

ARCHITECTURE
ENGINEERING
INTERIOR DESIGN
HSR Associates
HSR #

SOUTHWEST WISCONSIN TECHNICAL COLLEGE
BOOKSTORE REMODEL

Southwest Tech

8/15/2019 10:00:34 AM

66

1 FIRST FLOOR REMODEL PLAN
1/8" = 1'-0"

2 FIRST FLOOR CEILING REMODEL PLAN
1/8" = 1'-0"

SOUTHWEST WISCONSIN TECHNICAL COLLEGE
BOOKSTORE REMODEL

Southwest Tech

8/15/2019 10:01:09 AM

SOUTHWEST TECH BOOKSTORE

ARCHITECTURE
ENGINEERING
INTERIOR DESIGN
HSR Associates

HSR #

SOUTHWEST WISCONSIN
TECHNICAL COLLEGE
BOOKSTORE REMODEL

Southwest **Tech**

8/13/2019 12:39:56 PM

**SOUTHWEST WISCONSIN
TECHNICAL COLLEGE
BOOKSTORE REMODEL**

Southwest **Tech**

8/13/2019 12:39:56 PM

RESOLUTION
OF THE
SOUTHWEST WISCONSIN TECHNICAL COLLEGE BOARD

WHEREAS, Southwest Wisconsin Technical College has statutory authority to renovate an existing facility, and

WHEREAS, Southwest Wisconsin Technical College has recognized the need to renovate space near the front entrance of the College Connection in order to upgrade and relocate the College Bookstore as part of the College's 10-year master facilities plan, and

WHEREAS, Southwest Wisconsin Technical College has recognized the need to renovate space near the front entrance of the College Connection in order to create a more appealing and functional welcome area as part of the College's 10-year master facilities plan, and

WHEREAS, Southwest Wisconsin Technical College has considered contracting the design and renovation of the proposed remodel areas of the college campus, Fennimore, Wisconsin, to HSR Associates, and

WHEREAS, Southwest Wisconsin Technical College has the ability to fund the renovation project via capital funds obtained through tax levy,

BE IT THEREFORE RESOLVED that the Southwest Wisconsin Technical College Board approves contracting for the design and renovation of the College Connection area of the college campus, Fennimore, Wisconsin, to provide an upgraded Welcome Center and relocated Bookstore.

Adopted and recorded this 22nd day of August, 2019.

_____
Charles J. Bolstad
Chairperson

ATTEST:

_____
Donald L Tuescher
Secretary

F. 2019-2024 Affirmative Action Plan

Included below is the 2019-2024 Affirmative Action Plan. The College is required by the Wisconsin Technical College System to complete a plan every five years. Krista Weber, Chief Human Resources Officer, will present the plan.

Recommendation: Approve the 2019-2024 Affirmative Action Plan.

Learning
INNOVATION
Accountability
Southwest Tech
Continuous IMPROVEMENT

AFFIRMATIVE
ACTION
PLAN

PARTNERSHIPS
Integrity

Affirmative Action Plan 2019-2024

Table of Contents

Introduction

Southwest Tech is committed to the concept and practice of equal opportunity and affirmative action in all aspects of employment and education. The purpose of the Equal Opportunity/Affirmative Action (EO/AA) plan is to identify areas of concern and to establish goals and initiatives for continuous improvement. This Affirmative Action Plan is designed to satisfy the College's Equal Employment Opportunity/Affirmative Action responsibilities under Executive Order 11246, as amended, Title VII of the Civil Rights Act of 1964, Section 503 of the Rehabilitation Act of 1973, Section 4212 of the Vietnam Veterans Readjustment Assistance Act of 1974, various state of Wisconsin statues and codes and various other related rules and regulations.

In developing and implementing this plan, the College has undertaken an analysis of its policies and practices with a view toward enhancing equal employment opportunity without regard to sex, race, national origin, religion, color, sexual orientation, marital status, age, disability, or special disabled veteran, Vietnam era or other covered veteran status. Affirmative Action will be implemented in all employment practices including but not limited to: recruitment, hiring, transfers, promotions, training, layoffs and terminations. This plan is adopted in reliance on the Equal Employment Opportunity Commission's Affirmative Action Guidelines as well as those of the Office of Federal Contract and Compliance Programs. This Affirmative Action Plan does not create any rights for any person or entity and is not developed nor intended to be used as a vehicle to sanction the unlawful discriminatory treatment of any group or individual. The goals and initiatives outlined in the Affirmative Action Plan coupled with the College's good faith efforts will assist with ensuring Equal Employment Opportunity.
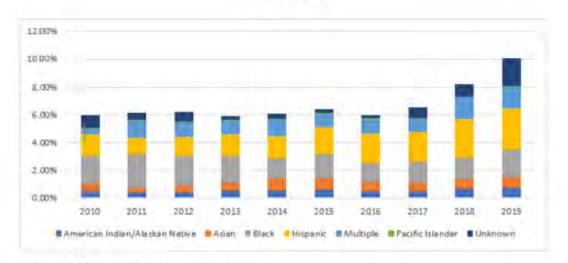
President Signature: _____ Date: _____

Executive Summary

The Southwest Tech EO/AA Compliance Plan is submitted on a five-year basis to the Wisconsin Technical College System (WTCS) Board. The following areas, as requested by WTCS, are covered in detail in the report: Policy Statement, Dissemination of EO/AA information, Federal and State Law Compliance, analysis of work force and goals establishment and AA program initiatives for employees and students.

Southwest Tech is not a racially diverse campus with the majority of students identifying as White. One prominent aspect of our diversity lies in the economic status of our students with almost half of our students being economically disadvantaged. We must continue to connect those students to resources and tools to help them be successful. We are seeing an increase in students of color over the last ten years shown in the graph below and should continue to see an increase, particularly with Hispanic students, in the coming decade based on Census data and population projections.

Students of Color

Source: WTCS OLAP: Demographic Cube

4

WTCS Equal Opportunity / Affirmative Action Goals
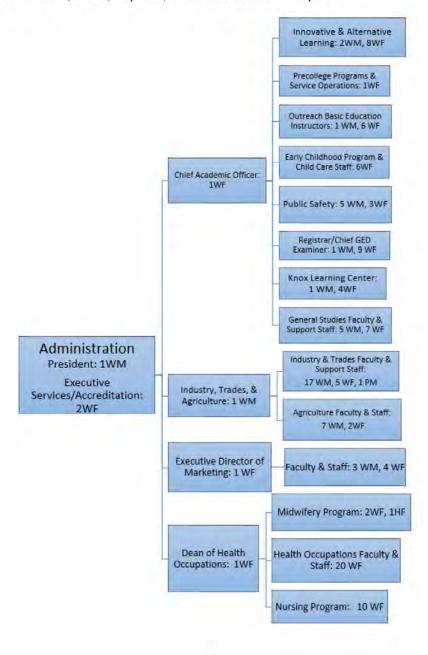
July I, 2019 – June 30, 2024
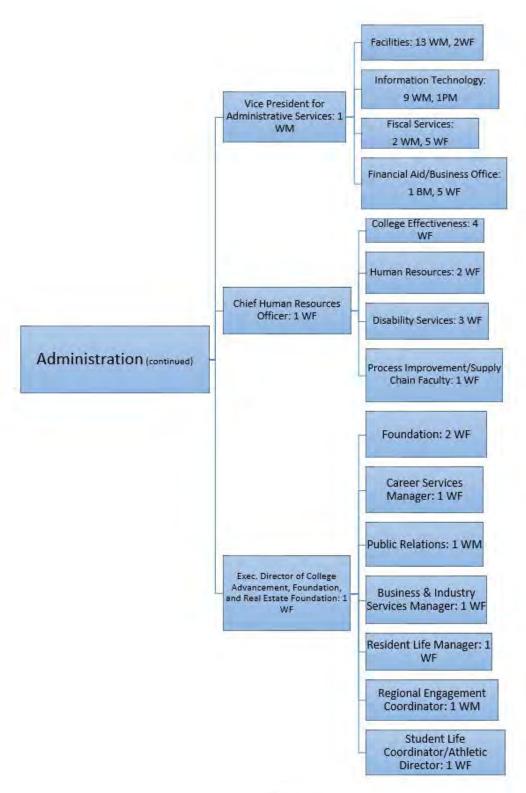
System-wide Goals for Addressing Equity Gaps		
Goal	**Action Steps**	**Relevant Resources**
1. Identify equity gaps in student and employee data	• Create local equity report to identify district specific data • Create policy supporting the regular disaggregation of data at each level of the institution for planning and decision making • Share disaggregated data college-wide on regular basis	Data: American Fact Finder National Equity Atlas ALICE Report by County- DPI Data Information System WTCS Data Dashboard Resources Policy: ATD Holistic Student Support Redesign Toolkit (p. 91-93)
2. Review and address missing data points that are important for an accurate understanding of equity at each institution	• Examine data points collected at the college • Establish processes for including voices of under-represented students and employees	*Which populations are not represented in the data your institution collects?* *What implications do these data decisions have on what you know and respond to in terms of equity and inclusion?* CCCSE Focus Group Toolkit Achieving the Dream's Addressing Equity from a Student's Perspective Toolkit
3. Institutionalize a culture of equity and inclusion that is supported and maintained by planning. resource allocation, and the expectation that equity and inclusion are the work of each employee of the college	• Communicate clear commitment to equity in college vision and strategic plan. Leverage EEO/AA plan to set measurable goals around equity • Review hiring practices to ensure equity and access for underrepresented populations are central to this process • Create ongoing professional development plan around equity/inclusion for all college employees	Frameworks/Inventories: Multicultural Organization Development (MCOD) Model Achieving the Dream's Inventory on Equity and Diversity Updated Community College Research Center Scale of Adoption Assessment with Equity Considerations Example Plans: California Community Colleges Exemplary Equity Plans Hiring: 7 Practical Ways to Reduce Bias in Your Hiring Process Professional Development: Inventory of Inclusive Teaching Practices National Alliance for Partnerships in Equity Culturally Responsive Teaching Toolkit

Members of the WTCS Diversity, Equity, and Inclusion Committee and the WTCS Student Success Center will continue to collaborate to provide reports and resources to aid the System in equitably meeting the needs of all our stakeholders.

Organizational Profile

The Southwest Tech Organizational Display is a detailed chart of the organizational structure with race and ethnicity. For each organizational unit, the display indicates the total number of male and female incumbents and the total number of male and female incumbents in each of the following groups: Blacks, American Indians, Asians, Hispanics, and Whites other than Hispanics.

Innovative & Alternative Learning: 2WM, 8WF

Precollege Programs & Service Operations: 1WF

Outreach Basic Education Instructors: 1 WM, 6 WF

Early Childhood Program & Child Care Staff: 6WF

Public Safety: 5 WM, 3WF

Registrar/Chief GED Examiner: 1 WM, 9 WF

Knox Learning Center: 1 WM, 4WF

General Studies Faculty & Support Staff: 5 WM, 7 WF

Chief Academic Officer: 1WF

Industry & Trades Faculty & Support Staff: 17 WM, 5 WF, 1 PM

Agriculture Faculty & Staff: 7 WM, 2WF

Administration
President: 1WM

Executive Services/Accreditation: 2WF

Industry, Trades, & Agriculture: 1 WM

Executive Director of Marketing: 1 WF

Faculty & Staff: 3 WM, 4 WF

Midwifery Program: 2WF, 1HF

Dean of Health Occupations: 1WF

Health Occupations Faculty & Staff: 20 WF

Nursing Program: 10 WF

6

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                                                              ┌─ Facilities: 13 WM, 2WF

                                                              ├─ Information Technology:
                                                              │   9 WM, 1PM
                          ┌─ Vice President for
                          │   Administrative Services: 1 ─────┤
                          │   WM                              ├─ Fiscal Services:
                          │                                   │   2 WM, 5 WF
                          │
                          │                                   └─ Financial Aid/Business Office:
                          │                                       1 BM, 5 WF

                          │                                   ┌─ College Effectiveness: 4
                          │                                   │   WF

                          │                                   ├─ Human Resources: 2 WF
                          │
  Administration (continued) ─┼─ Chief Human Resources ───────┤
                          │    Officer: 1 WF                  ├─ Disability Services: 3 WF
                          │
                          │                                   └─ Process Improvement/Supply
                          │                                       Chain Faculty: 1 WF

                          │                                   ┌─ Foundation: 2 WF

                          │                                   ├─ Career Services
                          │                                   │   Manager: 1 WF

                          │                                   ├─ Public Relations: 1 WM

                          │                                   │
                          │   Exec. Director of College       ├─ Business & Industry
                          └─  Advancement, Foundation, ───────┤   Services Manager: 1 WF
                              and Real Estate Foundation: 1    │
                              WF                               ├─ Resident Life Manager: 1
                                                               │   WF

                                                               ├─ Regional Engagement
                                                               │   Coordinator: 1 WM

                                                               └─ Student Life
                                                                   Coordinator/Athletic
                                                                   Director: 1 WF
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Affirmative Action Policy Statement

EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION POLICY STATEMENT FOR THE SOUTHWEST WISCONSIN TECHNICAL COLLEGE DISTRICT BOARD

The Southwest Wisconsin Technical College District Board has an established policy intended to bring about equal employment and educational opportunities within this institution. The District makes every attempt to stay in compliance with federal, state, and local antidiscrimination and affirmative action laws and executive orders, including Title VI and Title VII of the Civil Rights Act of 1964 as amended; Title IX of the Education Amendments of 1972, Sec. 38.23 statutes, Section 504 or the Federal Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the Civil Rights Act of 1991, the Equal Pay Act of 1973, the Age Discrimination Acts of 1967 and 1975, the Civil Rights Restoration Act of 1987, the Wisconsin Fair Employment law, other appropriate laws and executive orders and/or administrative directives and codes. The District has actively worked to promote and implement this policy, and it will continue to reinforce the concept that our educational institution is committed to providing equitable opportunities for all persons.

It is the District policy to maintain fair and impartial relations with employees and applicants for employment, and students and student applicants in any service, program, activity, course, or use of facilities on the basis of sex, age, race, color, creed, religion, national origin, disability, ancestry, political affiliation, marital status, pregnancy, sexual orientation, parental status, arrest record, conviction record, genetic testing, and the use and non-use of lawful products off the premises during nonworking hours, and membership in National Guard, State Defense Force, or other military forces of the United States. Lack of English reading/speaking skills, will not be a barrier to admission and participation in district programs.

Affirmative Action will be utilized to achieve a work force and student body that includes an appropriate balance of women, racial/ethnic groups, and persons with disabilities. All employment practices, opportunities, and personnel actions such as recruitment, promotions, compensation, benefits, transfers, layoffs, return from layoffs, communication of information, terminations, retention, certification, testing, committee assignments, institution sponsored training and education, tuition assistance, and social and recreation programs will be administered without regard to the factors noted. The District will provide reasonable accommodation to employees for religious observances and practices.

The District will seek assurance from all contractors and suppliers of products and services that they do not discriminate. The District Board also encourages the purchase of products and services from women, minority and disabled business owners.

The management staff share the Affirmative Action Program responsibility and performance standards including the Affirmative Action Plan. The College Equal Opportunity Officer, Krista Weber, is responsible for implementing, monitoring, and evaluating the District Equal Opportunity Policy and for coordinating the Affirmative Action Plan, and shall report directly to the President of the College. The Equal Opportunity Officer is also responsible for District compliance with the regulations of the Federal Rehabilitation Act of 1973 - Section 504, Title IX, and the development of activities that relate to gender equity.

Employees discriminating against students will be subject to discipline under appropriate Southwest Tech employment policies, and as applicable, collective bargaining agreements. Students discriminating against other students, staff, or nonemployees will be subject to discipline under procedures included in the Southwest Tech Student Handbook and Employees' and Students' Right to Know. The College will take necessary corrective action to remedy any instances when discrimination is determined to have occurred.

The Southwest Wisconsin Technical College District Board has an established procedure for resolving complaints relating to discrimination. Alleged acts of discrimination shall be filed directly with the District Affirmative Action Officer. Complaints must be filed within three hundred (300) calendar days from the date of the action causing the complaint. Reports of alleged acts of discrimination or inquiries concerning the equal opportunity policies of the District should be addressed to:

Krista Weber, Equal Opportunity Officer
Southwest Wisconsin Technical College
1800 Bronson Boulevard
Fennimore, WI 53809
608.822.2315
TDD 608.822.2072

Dr. Jason S. Wood
President

March 1982
Revised, January 1989   Revised, March 2001   Revised, January 2016
Revised, January 1991   Revised, January 2003
Revised, January 1994   Revised, March 2007

Dissemination of the Affirmative Action Statement

Internal

1. The Affirmative Action statement is permanently posted on major bulletin boards where it can be viewed by employees and applicants.

2. Periodically, the Affirmative Action Plan is communicated to executive, managerial and supervisory personnel along with instruction on the laws and regulations concerning equal employment opportunity and affirmative action.

3. New employees are informed of the Plan as part of the College's orientation program.

4. The Equal Employment Opportunity Poster is permanently and prominently displayed in multiple locations.

5. The Equity and Access page on the Southwest Tech website has recently been updated and includes information on accommodations, non-discrimination, equal opportunity, HEA: Student Consumer and Title IX. Information goes out to students annually via email and can be found on the student portal. An email example is below:

---------- Forwarded message ----------
From: **Student Services** <studentservices@students.swtc.edu>
Date: Mon, Jan 14, 2019 at 8:26 AM
Subject: Helpful Links for Spring Semester
To: <studentnews@students.swtc.edu>

Dear Students,

It is my pleasure to welcome new students and welcome back returning students to campus. With the first week of classes in full swing this seems like an opportune time to kick off your semester with some helpful advice and resources to help you succeed.

As you become familiar with your instructors and staff, I encourage you to check out the following resources:

Charley's Student Center - Located in Building 400, in the main hallway, Charley's is full of **free** entertainment with pool tables, ping pong, shuffleboard, air hockey, movies, big screen TVs, Xbox, Wii, and computers. This is a great way to get involved with on-campus activities and meet new people.

Knox Learning Center

Calendar of Events

Schedule Counseling & Advising appointments- Includes scheduling for student success coaches, career connections, counseling services, financial resources and student housing.

Student Handbook- All students are responsible for reviewing the Student Handbook to familiarize themselves with their rights and responsibilities.

Equity and Access – Southwest Tech is committed to legal affirmative action, equal opportunity, access and diversity of its campus community.

Student Code of Conduct –Southwest Tech is a learning-centered environment, dedicated to the advancement of personal growth and knowledge. The student code of conduct outlines the behavioral and academic standards of Southwest Tech, the jurisdiction, misconduct procedure and sanctions, the appeals processes, and guiding principles.

Student Complaint Process – Formally entering a complaint is necessary to the success of the college and our students. We strive to continually improve our service to you. Your feedback is valuable and will always be considered and addressed.

Student Consumer Information

Sex Offender Registry - Institutions of higher education annually issue a statement advising the campus community on where information concerning registered sex offenders may be obtained. The Wisconsin Department of Corrections is responsible for maintaining this registry.

Please don't hesitate to reach out to me anytime, either through email or by setting up an appointment. Getting to know students is my favorite part of the job.

Here's to a great semester!

External

1. Job postings will contain a statement of the College's status as an Affirmative Action/Equal Employment Opportunity employer.

2. Through job postings, prospective employees are made aware that the College is an Equal Employment Opportunity employer.

3. The College's online employment application process notes its commitment to equal opportunity principles.

4. A public notice is published annually in the paper.

Responsibilities for Implementation

A. AA/EEO Officer

The AA/EEO Officer, Krista Weber, Chief Human Resource Officer, has overall responsibility for implementation of this Affirmative Action Plan. She has been given top management support to execute this assignment and her responsibilities include, but are not limited to:

1. Developing policy statements, affirmative action plans and programs, monitoring the effectiveness of the Affirmative Action Plan, and implementing remedial action as needed.
2. Assisting in the identification of problem areas, and assisting management in arriving at solutions to problems.
3. Serving as the contact person for any employee who has an Equal Opportunity or Affirmative Action concern. Christena Bowers, Disability Services Specialist, serves as the Affirmative Action student contact.
4. Ensure employees receive information and ongoing training about the College's Harassment Policy.

B. Management Personnel

Management responsibilities include, but are not limited to:

1. Assisting the AA/EEO Officer in identifying problem areas and establishing goals and objectives to correct their problem areas.
2. Assisting the AA/EEO Officer, as appropriate, in being actively involved with community organizations concerned with employment of protected class members.
3. Assisting the AA/EEO Officer in holding periodic discussions with appropriate managers, supervisors and employees to be certain Equal Opportunity/Affirmative Action policies are being followed.

C. Supervisory Personnel in Academic and Support Program Areas

Supervisor responsibilities include, but are not limited to:

1. Exemplify the principles of equal opportunity in daily activities, employment practices, educational programs and services to students and the community.
2. Foster a work environment free of harassment, intimidation and insults based on race, color, religion, gender, sexual orientation, marital status, national origin, ancestry, age, physical or mental disability, or status as a disabled veteran or Vietnam era veteran.
3. Report any potential discrimination or harassment concerns to the AA/EEO contacts as soon as possible after becoming aware of them.

D. Faculty

Faculty responsibilities include, but are not limited to:

1. Exemplify the principles of equal opportunity in daily activities, employment practices, educational programs and services to students and the community.
2. Foster an educational environment free of harassment, intimidation and insults based on race, color, religion, gender, sexual orientation, marital status, national origin, ancestry, age, physical or mental disability, or status as a disabled veteran or Vietnam era veteran.
3. Report any potential discrimination or harassment concerns to the AA/EEO Officer as soon as possible after becoming aware of them.
4. Learn about the challenges faced by learners with disabilities and take action to support students with disabilities in the classroom.

E. Staff

Staff responsibilities include, but are not limited to:

1. Exemplify the principles of equal opportunity in daily activities, employment practices, educational programs and services to students and the community.
2. Foster an educational environment free of harassment, intimidation and insults based on race, color, religion, gender, sexual orientation, marital status, national origin, ancestry, age, physical or mental disability, or status as a disabled veteran or Vietnam era veteran.
3. Report any potential discrimination or harassment concerns to the AA/EEO Officer as soon as possible after becoming aware of them.

Workforce/Availability Information

The most recent Affirmative Action data for 2018-2019 shows in the chart below that we are out of compliance for disabled employees and Hispanic employees in comparison to the workforce in our District. Initiatives addressing these areas of concern are identified in the next section.

Factors For Consideration	Total	Female		Disability		Race/Ethnic		American		Asian		Black		Hispanic		Pacific		Multi Racial		Unknown	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	187	118	63.10%	1	0.53%	4	2.14%	0	0.00%	0	0.00%	1	0.53%	1	0.53%	2	1.07%	0	0.00%	0	0.00%
Work Force (2)	65,902	31,041	47.10%	4,244	6.44%	2,549	3.87%	151	0.23%	326	0.49%	282	0.43%	1,379	2.09%	3	0.00%	408	0.62%	N/A	N/A
% Difference (3)			16.00%		-5.91%		-1.73%		-0.23%		-0.49%		0.11%		-1.56%		1.06%		-0.62%		
Quotient (4)			1.34		0.08		0.55		0.00		0.00		1.25		0.26		234.94		0.00		
Female Difference (5)	29.92																				
Racial Difference (6)	3.23																				

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Identification of Problem Areas/Plans for Corrective Action

Each initiative will be reviewed and evaluated annually and reported to the WTCS through the Annual Update.

1) Hispanic Recruiting and Retention Efforts

Areas of Concern:

Hispanic and Latino student recruiting and retention efforts aim to increase enrollment and retention of these students at Southwest Tech. Although our data shows our current efforts for enrollment are sufficient, this is an area where we see opportunities to continue to grow. Retention efforts will also be a larger focus as we expand our enrollment. The data below supports our need for action.

Data:

Overall Hispanic Enrollment at Southwest Tech							
2018 - All Programs - Hispanic							
ENROLLEE COMPARISION				GRADUATE COMPARISION			
Factors For Consideration	Total Population	Count	Percent	Factors For Consideration	Total Population	Count	Percent
Total Enrollment	3,851	112	2.91%	Total Graduates	786	8	1.02%
District Population	65,437	1,315	2.01%	Total Enrollment	3,851	112	2.91%
% Difference			0.90%	% Difference			-1.89%

Source: WTCS Portal Report - CLI660A

Overall Hispanic Enrollment at Southwest Tech							
2017 - All Programs - Hispanic							
ENROLLEE COMPARISION				GRADUATE COMPARISION			
Factors For Consideration	Total Population	Count	Percent	Factors For Consideration	Total Population	Count	Percent
Total Enrollment	3,484	69	1.98%	Total Graduates	693	11	1.59%
District Population	77,620	1,207	1.56%	Total Enrollment	3,484	69	1.98%
% Difference			0.43%	% Difference			-0.39%

Source: WTCS Portal Report - CLI660A

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Overall Hispanic Enrollment at Southwest Tech							
2016 - All Programs - Hispanic							
ENROLLEE COMPARISION				GRADUATE COMPARISION			
Factors For Consideration	Total Population	Count	Percent	Factors For Consideration	Total Population	Count	Percent
Total Enrollment	3,814	97	2.54%	Total Graduates	729	8	1.10%
District Population	77,620	1,207	1.56%	Total Enrollment	3,814	97	2.54%
% Difference			0.99%	% Difference			-1.45%

Source: WTCS Portal Report - CLI660A

Hispanic in the District by 2011 Educational Attainment

Hispanic in the District by 2019 Educational Attainment

Race/Ethnicity	2019 Population	2019 Less Than High School	2019 High School Diploma	2019 College Degree
White, Hispanic	1,149	470	470	210
Black, Hispanic	33	14	14	5
American Indian or Alaskan Native, Hispanic	82	37	35	10
Asian, Hispanic	19	8	7	4
Native Hawaiian or Pacific Islander, Hispanic	3	1	2	0
Two or More Races, Hispanic	43	15	18	10
Total, Hispanic	1,329	545	546	239

Source: Emsi, Demographics, Educational Attainment Overview, 2019.3 Datarun
Includes Grant, Lafayette, Crawford, Richland, and Iowa Counties

Corrective Action Objectives:

- Increase support services knowledge and outreach to better serve our students and their families
- Increase outreach to Hispanic prospective students and their families by means of information sharing and building public awareness in identified communities (i.e., Richland Center, Darlington, Prairie du Chien)

Goals:

- *Transition* – Create a new position to champion Hispanic recruitment.
- *New* - Offer Workplace Spanish through Business and Industry, with a goal of delivering this training to at least 4 different business/industry partners in the 2019-2020 school year.

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- *Formalize* - Participate in 2 community events annually centered on Hispanic/Latino culture: Darlington Cinco de Mayo and another event still to be determined, hoping to find a Dia de los Muertos themed event in late October/early November.
- *New* - Share school information and resources with local non-profits that widely serve our Hispanic and Latino populations, including: Community Connections Free Clinic (Dodgeville). Develop an SWTC info sheet in Spanish listing school information and local resources and share with all outreach sites and at least 30 local non-profits that serve our Hispanic and Latino populations.
- *Strengthen* - Collaborate between the Special Populations Committee, the Diversity Work Group, and the Recruitment Work Group regarding Hispanic recruitment and the More Students Learning More initiative; and share information/resources. Reserve two spots in the Charge Forward Scholars program for Hispanic/Latino students.
- *Through Strategic Plan Process* – Evaluate and consider foundational support and build an active ESL Program in Richland Center and Darlington for the adult population to maximize recruitment efforts. Increase awareness of Southwest Tech's ESL programs in Richland Center and Darlington.
- *Awareness/Campus Culture* - Knowledge sharing needs to increase on campus to additional staff and faculty employees. This knowledge sharing should focus on the Hispanic values, particularly those relating to family and community. If we are able to see and understand these values as a wider campus community, we will be able to better help these students acclimate to college and better retain them, as well.
- *Outreach* - Make two visits per semester to Darlington High School and Richland Center High School that are specifically designed for meeting with Hispanic/ESL students.

2) Cultural Awareness/Diversity Inclusion

EMPLOYEES

Areas of Concern:
Southwest Tech has offered diversity through a variety of ways to create a culture of awareness. Our campus has held events for LGBTQ including a panel discussion and a safe zone training. Attendees learned more about the lives and how to support the members of the LGBTQ community. Diversity awareness was brought to our campus through the form of a traveling exhibit displayed throughout the college. Staff members could individually visit the display or ask for a student-guided tour. We have also recently added staff who have experience working with diversity and inclusion. It is time to expand these efforts to the next level.

We can provide all the cultural awareness activities we want but ultimately it is about making those different perspectives and experiences a permanent part of our campus community. The idea of *More Students, Learning More* should be our mantra when planning for a more diverse and inclusive campus in the years to come for both students and employees. It will be important those stakeholders involved in student recruitment, marketing, and human resources are an integral part of our diversity planning.

Data:
See Executive Summary and Workforce/Availability Information section for student and employee data. HR does not currently ask for disability status of our employees so there is no benchmark data.

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- Increase diversity inclusion in professional development and in-service trainings
- Increase data collection and tracking for benchmarks
- Using data to establish initiatives related to recruitment of minority, disabled and veteran employees

Goals:

Diversity Workgroup/Human Resources
- Continue and expand efforts to include diversity in our in-services and trainings on campus and look for ways to incorporate this into student learning. The August 2019 in-service will include a visit from 30 members of the Ho-Chunk nation who will be doing a mini pow-wow.
- Strengthen and grow existing Diversity Workgroup activities
  - Establish baseline campus climate survey and develop inclusion indicators for measurement
  - Promote and support educational programs for staff and students
  - Develop a #Chargersrespect campaign with an emphasis on kindness and service learning for employees
- Continue sponsorship and involvement in the Cinco de Mayo event in Darlington, WI. This event is a celebration of the cultures from many different Latin American countries including Mexico, Honduras, Argentina, Peru, and Uruguay. This celebration has become a way for the community to showcase the cultures of the Latino people who live and work in southwest Wisconsin. We will look for other ways to create cultural awareness by becoming more involved in community activities.

Human Resources
- Create a systematic process to educate and involve supervisors and employees of our current Affirmative Action Plan initiatives and efforts. More training is needed for the selection committee members on our hiring process and we will train all staff on Unconscious Bias.
- Evaluate and expand advertising sources to increase diversity outreach in our recruitment efforts.
- Review and monitor recruitment data for diversity. Evaluate categories against the district workforce statistics. Current HRIS challenges regarding pulling data may improve as we are evaluating new systems. We will make data retrieval and tracking a priority in our search for a new HRIS.
- Create specific initiatives to address increasing the overall number of Hispanic employees at the college by at least 1.56%.
- Establish baseline and report out data to monitor veterans in recruitment pools. Work with college experts to develop a listing of veteran advocate organizations. Improve self-identification methods.
- Invite employees with disabilities to self-identify by creating a process and forum to report. Establish a baseline number of employees with disabilities.
- Identify a disability champion for employees to help the campus with awareness and inclusion. Evaluate how we train employees and evolve our approach to reach all types of learners, keeping in mind unique needs.

- Provide access for applicants and employees with disabilities, not only with our facilities but also through accessible technology and other tools. Creating an environment of inclusion will open the door to employees being comfortable voicing accommodation needs or concerns.

STUDENTS

Areas of Concern:
There is a major opportunity to develop multicultural competency and global awareness among our students on a comprehensive institutionalized level. However, it is important we get a better picture or baseline of our students' competency and understanding around these issues.

Data:
The current assessment tool, the SSI (Student Satisfaction Index) does not include any indicators about student's level of satisfaction around multicultural awareness or education or their level of understanding about diversity. The Student Engagement Survey has been administered but does not include any indicator questions about these concepts.

Corrective Action Objectives:
- Include a cross-functional team of college employees and students in diversity and inclusion initiative planning
- Establish baseline data to use for diversity and inclusion decision-making
- Develop a comprehensive programming and education plan for students with clear and measurable goals

Goals
- Improve data collection and establish a baseline for data starting with:
  - Informal surveying by planning general diversity programming and administering a brief three question survey after every program or event regarding their thoughts about the program and future needs.
  - Create a focus group with Student Senate and other organizations. The Student Senate will also spend time annually about what they think we need to do as a campus to increase our multicultural competency.
  - Collaboration with the Diversity Workgroup and College Effectiveness to create better data collection and assessment around these issues.
- Continue and expand student educational opportunities for integration of history, culture, accomplishments and contributions of minority groups and women. Examples are:
  - Breaking Glass: Panel of women in male-dominated industries and programs
  - Social media campaign highlighting SWTC female alumni
- Implement programs available to all campus to promote cultural, gender, and disability inclusivity and sensitivity
  - Establish new student groups
- Develop and implement a #Chargersrespect campaign with an emphasis on kindness and service learning for students

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3) College Readiness Expanded Options
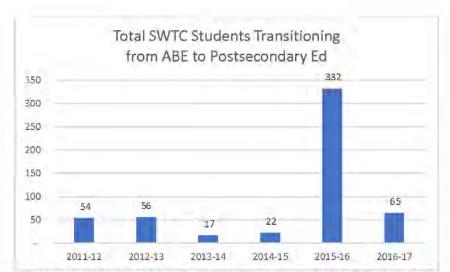
Southwest Tech found the number of students who transitioned on to post-secondary was significantly lower than other technical colleges, therefore we are committed to finding a solution to enhance that transition. We have developed another alternative – academies – for students to transition to college.

Data:

Breakdown of ABE Students by College

WTCS Institution	3-Year Total	Share of 3-Yr Total
Chippewa Valley	1,057	1.4%
Southwest WI	1,141	1.5%
Nicolet	1,295	1.7%
MidState	1,466	1.9%
Blackhawk	2,313	3.0%
WI Indianhead	2,536	3.3%
Lakeshore	2,989	3.9%
Waukesha	3,238	4.2%
Western	3,348	4.4%
Northeast WI	3,908	5.1%
Moraine Park	4,531	5.9%
Northcentral	4,630	6.0%
Fox Valley	4,732	6.2%
Gateway	7,060	9.2%
Madison	11,336	14.8%
Milwaukee	21,094	27.5%
Statewide Total	**76,674**	

Source: WTCS 2018-19 Outcomes Based Funding Detail Report - ABE Success

Total SWTC Students Transitioning from ABE to Postsecondary Ed

Source: WTCS 2015-16 & 2017-18 Outcomes Based Funding Detail Report - ABE Transitions

Corrective Action Objectives:

- Increase the number of students who transition from Adult Basic Education to Postsecondary Education.
- Expand current options for Adult Basic Education students
- Expand minority participation in Academy offerings

In order to help transition Adult Basic Education (ABE) students to post-secondary education, the college has developed a series of Academies. These academies were originally developed for students pursuing their GED/HSED. However, this is a good option for any student who wants to "get a taste" for a program area and gain a certification, if appropriate, to help them become more employable.

The Adult Basic Education Academy allows students to earn a secondary and post-secondary certification, connects them to programs and ultimately to the workforce. Through these academies, we aren't creating anything new, we are wanting students to slot in to already existing courses as we know numbers will be low. We also tried to choose courses that allowed the students to expand on their HSED coursework. For example, in Lab Science, the students will be taking Fundamentals of Chemistry; in the Nail Technology Academy, the students are enrolled in Salon and Spa Science; and when appropriate, students are taking Professional Development, as it mirrors the Employability Skills requirement of the HSED.

Careful thought was given to each academy in order to allow for students to have an easy transition into the full-time program. Special consideration was given to make sure the student would still be able to earn financial aid if they entered the program.

Another consideration that was given was flexibility. Many of our ABE students are located at our various outreach centers. Transportation can be an issue for these students. In addition, many of our ABE students don't start on the same day classes do, or aren't ready to start in the fall semester, so we

wanted to include options for students for a spring start and/or online options. We will continue to keep these concerns in mind as additional academies are developed in the future.

Current Academies:

Culinary:	**Certification:** ServSafe Certification AND 7 credits in Culinary Arts or Culinary Management
Nail Tech:	**Certification:** Nail Technology AND 11 credits in the Cosmetology program
Horticulture:	**Certification:** Pesticide Applicator License AND 7 credits in the Golf Course Management Program
Lab Science:	**Certification:** HACCP (Hazard Analysis and Critical Control Points) AND 6 credits in the Lab Science program.
Medical Assistant:	No Certification, but, an opportunity to explore what a career in Healthcare is appropriate AND up to 9 credits in the Medical Assistant, Medical Coding Specialist, Cancer Information Specialist and/or Health Information Technology programs.
Accounting:	No certification, but, an opportunity to gain basic accounting skills to become employable.
Graphic & Web Design:	No certification, but, an opportunity for students to explore different aspects of this career field to see if it right for them. The student will receive 10 credits in the Graphic & Web Design Program.

Goals:
- Develop new academies in Agriculture (variety of different areas), Early Childhood Education, Auto Tech/Auto Body or Welding and increase number of Academy options by a minimum of 1 each year.
- Develop and implement a marketing plan to increase enrollments
- Increase student enrollment in Academies
    - 10 students in 2019-2020
    - 15 students in 2020-2021
    - 18 students in 2021-2022
    - 20 students in 2022-2023
    - 25 students in 2023-2024.
- Find ways to expand academy opportunities so they aren't limited to GED/HSED seeking students.
- Pilot an Academy in the 2020-2021 school year for Hispanic students in the Darlington area.
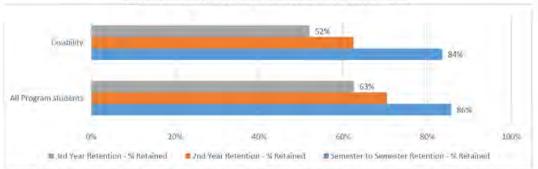
*See appendix for Academy flyer example.

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4) Disability Initiatives

The chart below illustrates the gap between Southwest Tech students with disabilities who are retained from semester to semester, 2nd year and 3rd year retention. Although the initial semester to semester retention looks positive, disabled student retention rates drop dramatically in both the 2nd and 3rd year when compared to non-disabled students. There is an 8% gap when looking at the 2nd year retention; non-disabled students retain at 70%, while students with disabilities retain at 62%. When looking at the 3rd year the retention rate gap is even larger. When comparing, students with disabilities retain at 52% while non-disabled students retain at 63% in the 3rd year. Decreased retention is an area of concern because it means less students with disabilities are completing and graduating.

Retention Rates 5 year Cohort Average % Retained

majority of disabled students find themselves employed after graduation, a percentage of students find themselves employed in an unrelated program field.

2013-2018 Students with Disabilities
Employed vs. Employed Related

Year	% Employed	% Employed Related
2013	91%	69%
2014	88%	78%
2015	87%	85%
2016	91%	77%
2017	93%	75%
2018	87%	77%

2013-2018 Students without Disabilities
Employed vs. Employed Related

Year	% Employed	% Employed Related
2013	91%	79%
2014	95%	78%
2015	96%	82%
2016	96%	88%
2017	97%	80%
2018	93%	79%

Source: WTCS OLAP Job Placement Cube

Data:

- 2016-17 data showed 163 students or 8.66% of Southwest Tech's student population had a disability
- 2017-18 data showed 162 students or 13.6% pf Southwest Tech's student population had a disability
- 121 students self-identified in 2017-18 as having a disability to obtain educational accommodations
- 103 students self-identified in 2018-19 as having a disability to obtain educational accommodations
- The course completion rate for face-to-face students with disabilities in 2017 was 74%, compared to 89% for students without disabilities. The course completion rate for online students with disabilities was 67%, compared to 72% for students without disabilities.

Corrective Action Objectives:
- Increase the retention rates for students with disabilities in face-to-face courses and online courses.
- Increase the 2nd year retention rates of students who are at-risk, specifically students who are academically disadvantaged.

Goals:
- Increase the retention rates of students with disabilities to 77% in face-to-face courses and 68% in online courses.
- Coordinate and case manage a minimum of 85 students with disabilities who are at-risk for not completing. These case management services may include: scheduled proactive communications during critical times, continued monitoring of students with disabilities

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progression through their coursework, and resource referrals. Resource referrals will be invitations to connect with tutoring services, mental health counseling, the mentor program, financial resources, etc.

- Provide assistive technology to a minimum of 15 students registered with the disability services office. Additional assistive technology, adaptive equipment, instructional aids, and devices will be purchased via grant funds.
- Provide a minimum of 4 Charger Career workshops via online or face to face, supporting a minimum of 25 students with disabilities. These workshops will specifically work to support students who are considered at-risk, specifically those students with disabilities. These workshops will support students in learning job seeking skills, job development, about internships and career planning services.
- Increase the number of student users of ReadSpeaker to 200 registered users. ReadSpeaker was purchased this year as a campus-wide assistive technology program. All students, even those not registered through Disability Services, have access to this program through their Schoology accounts. ReadSpeaker is a reading, writing and study support tool which allows students to have read and interact with electronic textbooks, PDFs, scanned documents, emails, web pages and more. Students can also download an audio file to listen to at any time. This is a web-based program students can access from anywhere. Other assistive technology available only to students who have been approved for the accommodations include using a SmartPen to take notes and having a reader available on their computer when testing.

4a) Focus on Special Population Retention – Foundations of College Success

Areas of Concern:
First year students specifically, first-generation students, students of color and students with disabilities, need additional assistance and support in order to develop the skills, behaviors, and attitudes that lead to college success.
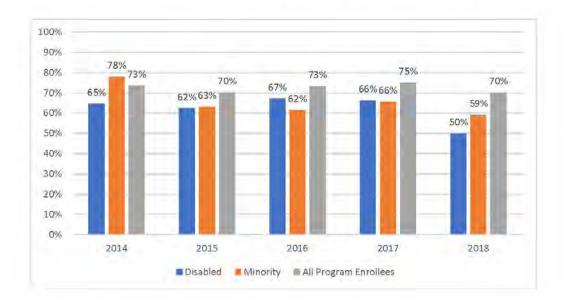
Data:
Objective: Increase retention rates for first-generation students, students of color, and students with disabilities.
Source: WTCS OLAP Retention Cube
Note - Southwest Tech does not track first-generation status as a demographic

2nd Year Retention - % Retained	2014	2015	2016	2017	2018
Disabled	65%	62%	67%	66%	50%
Minority	78%	63%	62%	66%	59%
All Program Enrollees	73%	70%	73%	75%	70%

Corrective Action Objectives:
- Increase retention rates for first-generation students, students of color and students with disabilities

Goals:
- Implement Foundations of College Success onboarding course to increase retention rates for special populations

Course Description

The Foundations of College Success course will include time management, critical reading, test and note taking strategies, using campus resources, strengths utilization and effective communication.   This course seeks to:

- Develop students' sense of personal responsibility and control over personal and academic outcomes.
- Enable students to maximize their learning experience through the use of effective study skills by introducing strategies for critical reading, note taking, test taking, and resource utilization.
- Enhance awareness of the personal strengths and challenges that may influence college success and assist students in developing strategies to most effectively utilize strengths and address challenges
- Provide enhanced instruction in the use of campus resources and technology

Learning Outcomes

Following completion of this course, students will be able to:

- Utilize a systematic process for organizing/managing their time and responsibilities
- Identify elements of effective note taking and describe how different strategies influence their classroom success
- Articulate a range of test taking strategies and identify their own successes and challenges in test taking
- Effectively utilize campus technology resources, including Schoology, Student Portal, and Outlook, to manage their academic experiences
- Identify available campus resources for academic, professional, and personal development (e.g. Academic Services, Career Services, Advising, Faculty Office Hours, Knox Learning Center, etc.)
- Identify key personal characteristics (strengths/challenges) and describe how these characteristics influence student success.
- Articulate an understanding of their personal responsibility for action, decisions, and outcomes.
- Identify critical reading strategies for enhancing understanding, analysis and retention of material from a variety of sources.

The Foundations of College Success course will help give students the tools to be successful in both their technical courses and in their academic courses. In Fall 2019 the Foundations of College Success will be launched with two programs on the Southwest Wisconsin Technical College; Human Services and Auto Tech. The chart below indicates the students' course completion rate enrolled in the two programs.

Program	# Academic– Enrolled (2016- 2017-2018)	Courses - % Successfully Completed
Automotive Technician	105	65%
Human Services Associate	168	52%

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In January 2020 the Foundations of College Success will be expanded to include all January start programs; Midwifery, Accounting and Welding. Below you will find the success data of the academic courses in these programs. As you can see by the data below there is a gap for these programs in technical skill attainment and the completion of academic courses. By fall 2020 the Foundations of College Success will be at scale for all new students entering into a program at Southwest Tech.

Program	# Academic Online Courses – Enrolled (2016-17-18)	Courses - % Successfully Completed
308121 - Driver and Safety Education Certification	64	97%
105431 - Nursing - Associate Degree	464	85%
105301 - Health Information Technology	251	83%
105106 - Direct Entry Midwife	233	79%
101821 - Supply Chain Management	66	77%
105305 - Cancer Information Management	270	77%
101961 - Leadership Development	114	75%
105241 - Physical Therapist Assistant	115	74%
102012 - Graphic And Web Design	59	71%
315302 - Medical Coding Specialist	82	71%
101501 - IT-Network Communications Specialist	37	62%
101023 - Business Management	313	59%
103071 - Early Childhood Education	81	58%
105045 - Criminal Justice Studies	58	55%
106201 - Electromechanical Technology	49	53%
105203 - Human Services Associate	168	52%

105045 - Criminal Justice Studies	58	55%
106201 - Electromechanical Technology	49	53%
105203 - Human Services Associate	168	52%

4b) Focus on Special Populations – Charge Forward Program

Areas of Concern:
First-year students specifically, first-generation students, students of color and students with disabilities, need additional assistance and support in order to develop the skills, behaviors, and attitudes that lead to college success.

Data:

TABLE 6: 3-Year Total, Special Populations Served by Wisconsin Technical Colleges

	All Students	Pell Recipients (low income)	Students of Color	Veterans	Incarcerated	Dislocated Workers	Students with Disabilities
Blackhawk	22,167	3,993	3,995	294	345	59	656
Chippewa Valley	46,149	6,998	3,734	489	191	121	1,063
Fox Valley	138,553	9,325	18,957	1,139	2,133	420	1,951
Gateway	57,214	10,234	18,425	788	649	328	2,585
Lakeshore	34,125	3,050	4,264	235	528	243	591
Madison Area	105,222	13,901	23,802	1,358	983	755	3,949
Mid-State	21,359	5,008	1,932	267	344	190	1,528
Milwaukee Area	105,619	28,175	57,065	1,205	682	729	4,043
Moraine Park	51,570	3,709	7,109	334	4,947	322	2,177
Nicolet	18,817	1,794	1,532	113	183	79	610
Northcentral	55,234	6,911	5,246	413	2,365	386	1,435
Northeast WI	99,707	11,626	13,541	1,004	1,139	381	2,667
Southwest WI	24,382	2,113	1,446	105	455	94	1,351
Waukesha Cnty.	65,229	5,613	10,748	722	771	306	2,017
Western	33,403	5,572	4,499	579	1,461	168	1,873
WI Indianhead	59,032	4,083	3,484	303	387	157	1,038
Statewide	937,782	122,105	179,779	9,348	17,563	4738	29,534

Corrective Action Objectives:

- Increase retention rates for first-generation students, students of color and students with disabilities

Goals:

- Implement and expand the Charge Forward Program
    - The activities and services provided to participants through the Charge Forward Scholars (CFS) Program will be the key to increasing retention and graduation rates among CFS eligible students. The Charge Forward Scholars Program will help strengthen an institutional climate that is supportive of low-income. All services through the Charge Forward Scholars Program have been designed to meet the identified needs of students who are in a 'Special Population' Category. It is a comprehensive, holistic student support program and will create a learning community.
    - College Commitment
        - Engage students with the college, development of leadership skills and the accomplishment of academic goals.
        - Help students establish strong ties with SWTC prior to starting classes in the fall, while they are a student on campus, and after graduation stewardship to the college.
        - Develop mentoring relationships and a variety of campus resources; Charge Forward Scholars will be a part of a community of learners who thrive intellectually and personally.

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- Student Commitment
    - Students will participate in monthly success workshops, which supports their academic and personal development
    - Students will be required to access tutoring, faculty office hours, campus activities, financial wellness support and other campus experiences
    - Each student will be connected with a college mentor — a faculty/staff who will serve as a knowledgeable guide and role model
    - Students will make purposeful connections with campus departments such as Academic Services, Student Life, Career Services, the Foundation Office, and other SWTC student support offices
- The second component of the Charge Forward Scholars program is access:
    - Similar to students who are on Academic Contract- Academic Coaches will ensure students are doing well by performing Schoology checks, making sure each student is meeting the monthly success requirements, and reaching out to students to make sure they are accessing the appropriate resources
    - A communication plan will be made for the Charge Forward Scholars.
    - This will consist of touchpoints before, during classes and during breaks to avoid Winter/Summer melt and to keep students actively engaged

Development and Execution of Action Programs

A. Management Responsibility

The College realizes the ultimate success of affirmative action efforts will depend upon the degree of commitment of management at all levels to achieving objectives in this area. Managers at all levels should be aware their job duties include cooperating in efforts to comply with the EEO laws and the Affirmative Action Plan. Supervisory practices such as employee evaluations, counseling and discipline will be reviewed periodically to assure the practices are being administered properly and on a non-discriminatory basis. Supervisors are encouraged to seek the input of the EEO Officer with any questions regarding job-related personnel practices. The College's rules and policies will be reviewed to ensure they do not inadvertently discriminate against qualified persons on any prohibited basis.

B. Employment Procedures Analysis

The College will continue to review its employment process to ensure that any one, or combination of more than one policy, practice or procedure does not have a disparate impact upon minority or female candidates, or even given the absence of a disparate impact, might individually and negatively influence an individual minority's or woman's opportunity for employment as compared to a non-minority's or male's opportunity. This review is the responsibility of the Human Resources Department. It will include, but not be limited to, the following:

1. Analysis of all requirements for all new positions to ensure their job relatedness.
2. Analysis and monitoring of recruitment and selection procedures.
3. Auditing of hires to determine compliance with the objectives of the Affirmative Action Plan.

C. Recruiting

1. The College's recruiting practices will continue to include an effort to generate a large number of minority and female referrals.
2. All advertisements will indicate that the College is an Equal Opportunity Employer. Minority and female oriented media will be evaluated and used whenever it may productively assist the College in increasing its applicant flow.
3. The College will provide in-house training for employees who serve on hiring committees and all others involved in the screening and hiring process.

D. Promotions

Promotions occur when an internal candidate applies for and is selected for an open position. Since the College's screening and hiring process complies with all affirmative action and equal opportunity laws and regulations and is subject to the College's own Affirmative Action policies and procedures, internal candidates are assured equal opportunity in this process.

E. Professional Development

The College supports employee development through internal training programs such as new employee orientation, supervisor development, faculty development, and job-related skill

development. Training and development opportunities are offered without regard to race or gender and are available to all employees to whom a given training topic applies.

F. Non-Harassment Policy

The College has developed and vigorously enforces a non-harassment policy which applies to all staff, faculty, students, and vendors. Any student or employee who feels that he/she has been the victim of illegal harassment has the opportunity to seek relief within the College system. The AA/EEO Office will conduct prompt, thorough, and impartial investigations of all harassment complaints and harassment incident reports, and corrective action will be taken where indicated. All employees participate in annual anti-harassment training and supervisors are provided additional training regarding their critical role in preventing harassment and addressing harassment issues.

G. Protection from Discrimination

Any employee or student who feels he/she is being discriminated against on the basis of protected class membership has the opportunity to seek relief within the College system. The AA/EEO Office will investigate complaints and assist in correcting any discriminatory practices at the College. All administrators and representative of the College are charged with the responsibility to take appropriate action to ensure compliance.

Internal Audit and Reporting Systems

The College maintains a personnel audit and reporting system to measure the effectiveness of the plan, determine the degree to which it has been able to meet goals and objectives, and to enable the College to evaluate additional areas where future action needs to be taken. To achieve this goal, the following records are maintained:

1. Applicant Flow Data
2. Hire Data
3. Promotion Data
4. Layoff Data
5. Recall Data
6. Termination Data
7. Training Data

These records are reviewed on a periodic basis by the AA/EEO Officer. If problems are identified, corrective actions are recommended. The AA/EEO Officer will discuss any problems with managers and supervisors and outline suggestions for solutions. Any managers or supervisors identifying any problem areas will report them to the AA/EEO Officer immediately.

The AA/EEO Officer personally tracks the hiring process for each job opening, reviewing documentation and approving decisions to interview and hire. The AA/EEO Officer is able to intervene during the process if any problem or concern is identified.

Appendix - Example of ABE/HSED Academy

Southwest Tech

GRAPHIC & WEB DESIGN ACADEMY

FALL

PORTFOLIO INTRODUCTION
10-201-124 • 1 Credit

Students plan individual professional portfolios. They will write goal statements and understand the value of career goal setting. Students will identify work samples that should be included in a professional portfolio and begin resume design. Portfolios will be finalized in the final semester of the program.

INTRODUCTION TO DIGITAL PHOTOGRAPHY
10-203-131 • 3 Credits

Students will explore the operations of a digital camera and explore photography as an art form. Students will develop habits for professional work, and create a wide range of images for portfolio-quality production. Students will develop knowledge and understanding of the digital camera, the fundamentals to stronger photographs, and basic photo editing. This is a living plan. Topics may change as the tenor of this class commands.

HSED COURSEWORK*

Courses include Reasoning through Language Arts, Mathematical Reasoning, Social Studies, Science, Health, Civics, and Employability Skills.

Earn your HSED and 10 credits toward the Graphic & Web Design program at Southwest Tech!

SPRING

HTML & CSS
10-152-116 • 3 Credits

Students will learn the fundamentals and techniques of developing websites using XHTML/CSS. Topics include common HTML tags, tables, linking, image manipulation, forms, and cascading style sheets (CSS). Topics include HTML 5 and CSS 3.

COLOR THEORY
10-201-137 • 3 Credits

In this course students will explore the fundamental components of color. Lectures and exercises introduce color theory, psychology, perception, value, harmonies and trends. Students will use a wide range of tools, techniques and media on a variety of assignments to learn how one can communicate with color.

HSED COURSEWORK*

Courses include Reasoning through Language Arts, Mathematical Reasoning, Social Studies, Science, Health, Civics, and Employability Skills.

TO REGISTER

Contact Jordyn Poad,

Student Success Coach

Call 608.822.2372

Email jpoad@swtc.edu

1800 Bronson Boulevard, Fennimore, WI 53809 • www.swtc.edu • 800.362.3322 • info@swtc.edu

If you need an accommodation to visit campus, call 608.822.2631 (tdd: 608.822.2072) or email accom@swtc.edu

Southwest Tech is committed to legal affirmative action, equal opportunity access, and diversity of its campus community. www.swtc.edu/equality

7-11-19

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Board Monitoring of College Effectiveness

A. Enterprise Resource Planning (ERP) Update

The Process Reimage and Redesign has been completed for the Enterprise Resource Planning System project. Scott Doxey from Campus Works will be present to share what was done over the summer and talk about the development of the Request for Proposal (RFP) and the timeframe for moving forward with the RFP and implementation.

B. Foundation Quarterly Report

Holly Clendenen, Executive Director of College Advancement, will present the FY2019 fourth quarter Foundation report to the Board highlighting the activities and results of fundraising efforts and other initiatives. The report follows.

Southwest Tech Foundation and SWTC Real Estate Foundation (REF)
FY19 Fourth Quarter Report to District Board
August 22, 2019

- **FY19 Fundraising Totals**
  - $1,170,354.71 total gifts received *(FY19 goal is $700,000)*
    - $917,303 cash received *(FY19 goal is $550,000)*
    - $253,051 Gift In-Kind total
    - $38,273 received from retirees
    - $55,101 received from current employees, 157 employee donors (91% participation) including **109** ongoing payroll deductions. *(FY19 payroll deduction goal is 100)*
  - 5,336 total gifts *(FY18 total was 4,262)*
  - 1,177 total donors *(FY18 total was 939)*

- **Gift Highlights** – Thank you!
  - $25,000 from Jerry and Nell Carpenter Schell for the Jerry and Nell Carpenter Schell Scholarship
  - $10,394 from Sue Lewison for Suzann (Sue) Lewison Scholarships and Vern Lewison Memorial Scholarship
  - $5,000 from Districts Mutual Insurance for Southwest Tech Foundation Scholarship

- $5,000 from John Haskins for Johns Haskins Scholarship for Lancaster Community and John Haskins Dairy Scholarship
- $3,000 from Bob Bohringer for Roberta Bohringer Muntz Memorial Scholarship
- $2,500 from Elmer Biddick Foundation for Gas Card Project

- **Project, Professional Development and Scholarship Expenses Paid** - $586,902 as of 6.30.19 (unaudited)

- **Endowment** – $3,355,856 as of 6.30.19 (unaudited)

- **Scholarships**
  - Estimating $250,000 in scholarships to be offered in 19-20. Approximately $200,000 was offered in 18-19.
  - 2020-21 scholarship application will open Sept. 1 along with college application

- **Appeals**
  - Employee Giving Campaign – Aug. 13 – Oct. 1 with goal of 100% participation and 120 payroll deductions
  - Foundation Sponsorships – mailed to businesses in July
  - Fall Phonathon – asking for support for Charger Dream Fund and Gas Card Project

- **Events**
  - September 6 – Charger Golf Classic, Lancaster Country Club
  - November 14 – Scholarship Award Reception, Lenz Center

- **Real Estate Foundation**
  - 137 leases for Fall 2019
  - Two 2-story duplex construction by Midwest Builders complete
  - Duplex built by carpentry program complete
  - REF-provided internet is complete for Fall 2019 so this service is provided within the lease for 19-20 for the first time
  - New design for 19-20 - 4-plex to be built by carpentry program for August 2020 occupancy
  - REF board will decide by October if one or two 2-story duplexes will be built in 19-20 for August 2020 occupancy

- **News Releases**
  - Compeer Financial Gift Supports Student Professional Growth
  - Southwest Tech Foundation Recognizes Philanthropists, Alumni and Retirees
  - Your neighbor, our graduate: Bob Biba
  - Steffel Recognized as 2019 Innovation of the Year Award Recipient
  - Three Southwest Tech employees receive Wood Family Employee Excellence Award
  - Thiele's gift launches Southwest Tech Educational Pledge (STEP) Program in Boscobel

C. *Staffing Update*

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

Staffing Update 2019-20
Fiscal Year

	Name	Title	Status and/or Additional Info	Effective Date	Funding Source &/or Estimated Wage Range/Hired Salary
1	Replacement - Tim Evans	Café Food Service Worker	Reposted	9/1/2019	Hourly Band A12 $15.61 - $18.73
2	Replacement - Kendrick Henkel	Evening Custodian	William Murray	7/8/2019	Hourly Band A12 $15.61 - $18.73 Hired at $15.61/hour
3	Replacement - Dave Markin	Maintenance - Carpenter	Andy Reynolds	7/8/2019	Hourly Band A13 $16.42 - $19.70 Hired at $18.44/hour
4	Replacement - Charles Herbers	IT Support Specialist	Tyler Horton	7/9/2019	Hourly Band C42 $23.46 - $32.84 Hired at $25.25/hour
5	Replacement - Mary Schmitz	Administrative Assistant - Facilities	Nicole Nelson	7/22/2019	Hourly Band B22 $18.26 - $23.74 Hired at $20.00/hour
6	Replacement - JoEllen Taylor	Child Care Lab Assistant	Gina Kartman	8/1/2019	Hourly Band B21 $17.15 - $22.30 Hired at $18.40/hour

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Staffing Update 2019-20
Fiscal Year

	Name	Title	Status and/or Additional Info	Effective Date	Funding Source &/or Estimated Wage Range/Hired Salary
7	New Position	Graphic & Web Design Instructor/Marketing Specialist	Erin Kerkhoff	7/15/2019	BS $48,304 - $76,805 ($23.22 - $36.93) Hired at $60,000
8	New Position	Agriculture Instructor	On Hold	8/1/2019	BS: $48,304 - $76,805 AS: $50,810 - $80,787 MS: $53,314 – $84,768
9	Replacement/New Position - Brian Kitelinger/Asst with added section	Eletrical Power Distribution Lab Assistant	Jan Portwine	8/19/2019	Hourly Band B21 $17.51 - $22.30 Hired $21.00/hour
10	New Position	Revised to Grant Manager Assistant (Tech Hire IMPACT Grant Assistant) - Part-time	Interviews Scheduled	7/31/2019	Hourly Band B24 $20.75 - $26.98
11	New Position	Assistant Recruiter	Reposting	9/1/2019	Hourly Band B21 $17.15 - $22.30
12	Replacement for Brian Molini	Academic Success Coach - 75% Limited Term	Matthew Cram	8/19/2019	Hourly Band A24 $20.32 - $26.41 Hired at $25.50/hour

Staffing Update 2019-20
Fiscal Year

	Name	Title	Status and/or Additional Info	Effective Date	Funding Source &/or Estimated Wage Range/Hired Salary
13	Replacement for Sue Crouch	Academic Resources Specialist	Natalie Long	8/19/2019	Hourly Band B31 $20.75 - $26.98 Hired at $26.00/hour
14	Replacement for Gina Kartman	Child Care Lab Aide	Interviews Scheduled	9/1/2019	Hourly Band A21 $15.61 - $18.73
15	New Position	Child Care Lab Aide	Interviews Scheduled	9/1/2019	Hourly Band A21 $15.61 - $18.73

Information and Correspondence

A. Enrollment Report

The 2018-19 and 2019-20 Comparison FTE Reports are available below.

2018-19 Comparison FTE Report

2017-2018 and 2018-2019 FTE Comparison

Program Code	Program Title	08-13-18 Students	08-12-19 Students	Student Change	08-13-18 FTE	08-12-19 FTE	FTE Change
10-101-1	Accounting	36	25	(11)	26.87	17.33	(9.53)
10-106-6	Administrative Professional	5		(5)	4.47		(4.47)
10-006-7	Agribusiness Science & Technology - AgBus Mgmt	23	20	(3)	16.00	18.97	2.97
10-006-5	Agribusiness Science & Technology - Agronomy	24	13	(11)	25.80	12.63	(13.17)
10-006-6	Agribusiness Science & Technology - Animal Science	25	30	5	25.10	27.27	2.17
10-102-3	Business Management	112	135	23	84.13	88.27	4.13
10-530-5	Cancer Information Management	72	97	25	40.03	50.87	10.83
10-504-5	Criminal Justice Studies	60	54	(6)	46.20	42.23	(3.97)
10-316-1	Culinary Arts	14	11	(3)	11.70	7.13	(4.57)
10-317-1	Culinary Management	9	7	(2)	7.43	5.63	(1.80)
10-510-6	Direct Entry Midwife	48	60	12	25.47	23.60	(1.87)
10-307-1	Early Childhood Education	47	57	10	34.73	42.27	7.53
10-620-1	Electro-Mechanical Technology	40	36	(4)	35.53	32.83	(2.70)
10-325-1	Golf Course Management	17	24	7	16.83	20.47	3.63
10-201-2	Graphic And Web Design	36	31	(5)	31.73	25.50	(6.23)
10-530-1	Health Information Technology	61	45	(16)	34.60	24.87	(9.73)
10-520-3	Human Services Associate	40	38	(2)	30.33	27.70	(2.63)
10-825-1	Individualized Technical Studies	17	1	(16)	14.90	0.10	(14.80)
10-620-3	Instrumentation and Controls Technology	4	7	3	1.73	5.70	3.97
10-150-2	IT-Network Specialist	34	44	10	23.33	29.53	6.20
10-513-1	Medical Laboratory Technician	17	19	2	13.37	13.30	(0.07)
10-543-1	Nursing-Associate Degree	206	202	(4)	104.27	106.90	2.63
10-531-1	Paramedic Technician	2		(2)	0.70		(0.70)
10-524-1	Physical Therapist Assistant	48	44	(4)	30.17	28.67	(1.50)
10-196-1	Leadership Development	42	34	(8)	19.67	16.20	(3.47)
10-182-1	Supply Chain Management	38	41	3	17.23	22.03	4.80
10-499-5	Technical Studies-Journeyworker	1		(1)	0.27		(0.27)
	Total Associate Degree	**1,078**	**1,075**	**(3)**	**722.60**	**690.00**	**(32.60)**

Program Code	Program Title	08-13-18 Students	08-12-19 Students	Student Change	08-13-18 FTE	08-12-19 FTE	FTE Change
31-101-1	Accounting Assistant	8	8	-	4.30	4.10	(0.20)
30-531-6	Advanced EMT	9	8	(1)	1.93	2.27	0.33
32-070-1	Agricultural Power & Equipment Technician	33	33	-	28.80	31.07	2.27
31-405-1	Auto Collision Repair & Refinish Technician	17	14	(3)	9.07	9.97	0.90
32-404-2	Automotive Technician	32	33	1	26.47	26.43	(0.03)
31-408-1	Bricklaying & Masonry	1		(1)	0.87		(0.87)
30-443-1	Building Maintenance & Construction		8	8		3.43	3.43
31-475-1	Building Trades-Carpentry	9	8	(1)	7.27	6.83	(0.43)
31-307-1	Child Care Services	3	10	7	2.80	6.30	3.50
31-444-1	CNC Machine Operator/Programmer	8	6	(2)	8.00	4.97	(3.03)
31-502-1	Cosmetology	23	26	3	19.60	21.90	2.30
30-504-2	Criminal Justice-Law Enforcement 720 Academy	9	13	4	3.43	8.73	5.30
31-317-1	Culinary Specialist	3	3	-	0.77	2.00	1.23
30-508-2	Dental Assistant	14	17	3	7.80	8.97	1.17
30-812-1	Driver and Safety Education Certification	20	14	(6)	5.40	3.40	(2.00)
31-413-2	Electrical Power Distribution	29	24	(5)	26.33	24.47	(1.87)
50-413-2	Electricity (Construction) Apprentice	22	22	-	2.87	2.93	0.07
30-531-3	Emergency Medical Technician	68	37	(31)	16.90	9.07	(7.83)
32-080-4	Farm Operations & Management - Ag Mechanics	1	4	3	0.33	4.13	3.80
31-080-6	Farm Operations & Management - Crop Operations		3	3		1.07	1.07
32-080-3	Farm Operations & Management - Dairy	5	14	9	3.77	14.53	10.77
31-080-3	Farm Operations & Management - Dairy Technician	4	7	3	2.47	4.93	2.47
31-080-2	Farm Operations & Management - Farm Ag Maintenance		10	10		8.17	8.17
31-080-7	Farm Operations & Management - Livestock Tech	1	2	1	0.93	1.70	0.77
30-317-1	Food Production Assistant		1	1		1.03	1.03
50-413-1	Industrial Electrician Apprentice	7	5	(2)	1.10	0.67	(0.43)
31-620-1	Industrial Mechanic	6	2	(4)	4.20	1.83	(2.37)
31-154-6	IT-Computer Support Technician	20	12	(8)	11.23	6.93	(4.30)
31-513-1	Laboratory Science Technician	4	4	-	2.40	2.30	(0.10)
50-620-1	Mechatronics Technician Apprentice		8	8		1.93	1.93
31-509-1	Medical Assistant	36	38	2	28.20	28.57	0.37
31-530-2	Medical Coding Specialist	56	64	8	27.93	29.00	1.07

Program Code	Program Title	08-13-18 Students	08-12-19 Students	Student Change	08-13-18 FTE	08-12-19 FTE	FTE Change
30-543-1	Nursing Assistant	223	234	11	26.10	33.70	7.60
31-106-8	Office Support Specialist	2		(2)	0.70		(0.70)
50-427-5	Plumbing Apprentice	18	26	8	3.40	3.28	(0.12)
31-504-5	Security Operations	2	1	(1)	1.20	1.00	(0.20)
31-182-1	Supply Chain Assistant	6	5	(1)	2.33	2.87	0.53
31-442-1	Welding	64	50	(14)	51.20	35.00	(16.20)
	Total Technical Diploma	**763**	**774**	**11**	**340.10**	**359.48**	**19.38**
20-800-1	Liberal Arts - Associate of Arts	18	23	5	5.93	8.57	2.63
20-800-2	Liberal Arts - Associate of Science	26	13	(13)	10.17	4.87	(5.30)
	Undeclared Majors	523	482	(41)	90.57	95.83	5.27
	Total	**2,408**	**2,367**	**(41)**	**1,169.37**	**1,158.75**	**(10.62)**
	Percent of Change						**-0.91%**
	Vocational Adult (Aid Codes 42-47)	3818	3139	(679)	76.28	65.15	(11.13)
	Community Services (Aid Code 60)	42	28	(14)	0.20	0.41	0.21
	Basic Skills (Aid Codes 73,74,75,76)	347	320	(27)	46.93	47.33	0.40
	Basic Skills (Aid Codes 77 & 78)	934	886	(48)	60.87	61.17	0.30
	Grand Total	7,549	6,740	(809)	1,353.64	1,332.80	(20.83)
	Total Percent of Change						**-1.54%**

2019-20 Comparison FTE Report

Program Code	Program Title	2018-2019 and 2019-2020 FTE Comparison					
		08-13-18 Students	08-12-19 Students	Student Change	08-13-18 FTE	08-12-19 FTE	FTE Change
10-101-1	Accounting	24	44	20	9.87	19.40	9.53
10-006-7	Agribusiness Science & Technology - AgBus Mgmt	18	16	(2)	9.63	9.33	(0.30)
10-006-5	Agribusiness Science & Technology - Agronomy	14	14	-	7.47	7.30	(0.17)
10-006-6	Agribusiness Science & Technology - Animal Science	27	29	2	15.37	17.03	1.67
10-102-3	Business Management	103	96	(7)	43.70	40.20	(3.50)
10-530-5	Cancer Information Management	76	90	14	28.00	29.23	1.23
10-504-5	Criminal Justice Studies	57	42	(15)	27.47	18.97	(8.50)
10-316-1	Culinary Arts	11	3	(8)	5.37	1.03	(4.33)
10-317-1	Culinary Management	6	7	1	3.30	3.50	0.20
10-510-6	Direct Entry Midwife	36	50	14	12.10	15.77	3.67
10-307-1	Early Childhood Education	52	43	(9)	24.77	18.00	(6.77)
10-620-1	Electro-Mechanical Technology	35	31	(4)	16.60	15.43	(1.17)
10-325-1	Golf Course Management	21	18	(3)	10.63	8.40	(2.23)
10-201-2	Graphic And Web Design	30	24	(6)	14.27	10.17	(4.10)
10-530-1	Health Information Technology	50	55	5	18.93	18.93	-
10-520-3	Human Services Associate	31	35	4	14.57	16.43	1.87
10-825-1	Individualized Technical Studies	8		(8)	3.20		(3.20)
10-620-3	Instrumentation and Controls Technology	5	8	3	2.67	2.57	(0.10)
10-150-2	IT-Network Specialist	41	33	(8)	18.23	13.73	(4.50)
10-513-1	Medical Laboratory Technician	12	17	5	4.77	7.50	2.73
10-543-1	Nursing-Associate Degree	198	187	(11)	62.77	53.67	(9.10)
10-524-1	Physical Therapist Assistant	43	29	(14)	15.80	10.83	(4.97)
10-196-1	Leadership Development	21	20	(1)	6.57	6.57	-
10-182-1	Supply Chain Management	37	36	(1)	13.33	13.03	(0.30)
	Total Associate Degree	**956**	**927**	**(29)**	**389.37**	**357.03**	**(32.33)**

Program Code	Program Title	08-13-18 Students	08-12-19 Students	Student Change	08-13-18 FTE	08-12-19 FTE	FTE Change
31-101-1	Accounting Assistant	5	5	-	1.20	1.67	0.47
30-531-6	Advanced EMT	2		(2)	0.77		(0.77)
32-070-1	Agricultural Power & Equipment Technician	32	41	9	16.90	20.70	3.80
31-405-1	Auto Collision Repair & Refinish Technician	13	11	(2)	5.13	4.03	(1.10)
32-404-2	Automotive Technician	33	26	(7)	16.40	12.47	(3.93)
31-408-1	Bricklaying & Masonry	1	1	-	0.47	0.07	(0.40)
30-443-1	Building Maintenance & Construction		1	1		0.07	0.07
31-475-1	Building Trades-Carpentry	9	9	-	4.20	4.67	0.47
31-307-1	Child Care Services	6	7	1	2.60	2.30	(0.30)
30-420-2	CNC Machine Operator/Programmer	5	7	2	2.20	3.37	1.17
31-502-1	Cosmetology	23	27	4	11.50	13.50	2.00
30-504-2	Criminal Justice-Law Enforcement 720 Academy	13	17	4	8.43	12.23	3.80
31-317-1	Culinary Specialist		2	2		0.57	0.57
30-508-2	Dental Assistant	18	16	(2)	9.60	8.53	(1.07)
30-812-1	Driver and Safety Education Certification	9	12	3	1.80	2.10	0.30
31-413-2	Electrical Power Distribution	33	44	11	16.10	21.00	4.90
50-413-2	Electricity (Construction) Apprentice	19	15	(4)	1.27	1.00	(0.27)
30-531-3	Emergency Medical Technician	24	12	(12)	4.00	2.00	(2.00)
32-080-4	Farm Operations & Management - Ag Mechanics	7	2	(5)	2.90	0.63	(2.27)
31-080-6	Farm Operations & Management - Crop Operations	1	2	1	0.57	0.27	(0.30)
32-080-3	Farm Operations & Management - Dairy	15	16	1	8.10	10.33	2.23
31-080-3	Farm Operations & Management - Dairy Technician	5	4	(1)	2.13	1.00	(1.13)
31-080-2	Farm Operations & Management - Farm Ag Maintenance	3	9	6	1.17	1.80	0.63
31-080-7	Farm Operations & Management - Livestock Tech	2	2	-	0.83	1.00	0.17
30-317-1	Food Production Assistant	1		(1)	0.53		(0.53)
50-413-1	Industrial Electrician Apprentice	3	6	3	0.27	0.53	0.27
31-620-1	Industrial Mechanic	2	2	-	0.77	1.07	0.30
31-154-6	IT-Computer Support Technician	13	15	2	5.27	6.30	1.03

Program Code	Program Title	08-13-18 Students	08-12-19 Students	Student Change	08-13-18 FTE	08-12-19 FTE	FTE Change
31-513-1	Laboratory Science Technician	4	4	-	1.37	1.07	(0.30)
31-509-1	Medical Assistant	36	32	(4)	18.20	16.63	(1.57)
31-530-2	Medical Coding Specialist	32	46	14	12.63	15.53	2.90
30-543-1	Nursing Assistant	98	82	(16)	11.07	10.33	(0.73)
50-427-5	Plumbing Apprentice	6	5	(1)	0.49	0.50	0.01
31-504-5	Security Operations	1	3	2	0.50	1.27	0.77
31-182-1	Supply Chain Assistant	4	3	(1)	1.47	0.53	(0.93)
31-442-1	Welding	44	36	(8)	21.20	17.60	(3.60)
	Total Technical Diploma	**522**	**522**	-	**192.03**	**196.67**	4.64
20-800-1	Liberal Arts - Associate of Arts	20	17	(3)	3.83	3.87	0.03
20-800-2	Liberal Arts - Associate of Science	11	9	(2)	2.43	2.97	0.53
	Undeclared Majors	211	323	112	34.70	49.03	14.33
	Total	**1,720**	**1,798**	78	**622.36**	**609.57**	(12.79)
	Percent of Change						**-2.06%**
	Vocational Adult (Aid Codes 42-47)	1,107	1,156	49	23.39	23.11	(0.28)
	Basic Skills (Aid Codes 73,74,75,76)	101	98	(3)	7.43	6.93	(0.50)
	Basic Skills (Aid Codes 77 & 78)	78	63	(15)	-	-	-
	Grand Total	**3,006**	**3,115**	109	**653.19**	**639.61**	(13.57)
	Total Percent of Change						**-2.08%**

Fall 2019 Application Report

Program Application Comparison 2018/19 vs. 2019/20

PROGRAM	CAP	IP	07/26/18 ACCEPT	TOTAL	IP	08/12/19 ACCEPT	TOTAL	YOY
Accounting			17	17		43	43	26
Accounting Assistant			4	4		5	5	1
Agribusiness Science & Technology - Agbus Mgmt	20		12	12		7	7	-5
Agribusiness Science & Technology - Agronomy	20		7	7		8	8	1
Agribusiness Science & Technology - Agronomy Tech	20		1	1		1	1	0
Agribusiness Science & Technology - Animal Science	20		15	15		21	21	6
Agricultural Power & Equipment Technician	22		20	20		34	34	14
Auto Collision Repair & Refinish Technician	22		9	9		8	8	-1
Automotive Technician	22		22	22		22	22	0
Building Trades-Carpentry	20		10	10		13	13	3
Business Management			41	41		47	47	6
Cancer Information Management	30	23	61	84	9	65	74	-10
Child Care Services	13		6	6		8	8	2
CNC Machine Operator/Programmer	5		4	4		9	9	5
Cosmetology	24		15	15		18	18	3
Criminal Justice Studies	70		33	33		31	31	-2
Culinary Arts			5	5		2	2	-3
Culinary Management			2	2		5	5	3
Culinary Specialist			0	0				0
Dental Assistant	18		25	25		18	18	-7
Early Childhood Education	28		28	28		30	30	2
Electrical Power Distribution	24		68	68		57	57	-11
Electro-Mechanical Technology	24		20	20		27	27	7
Farm Operations & Management - Ag Mechanics	20		7	7		4	4	-3
Farm Operations & Management - Crops Operations	20		1	1		2	2	1
Farm Operations & Management - Crops	20		0	0		0	0	0
Farm Operations & Management - Dairy	20		13	13		7	7	-6
Farm Operations & Management - Dairy Technician	20		4	4		3	3	-1
Farm Operations & Management - Farm Ag Mntc	20		4	4		4	4	0
Farm Operations & Management - Livestock	20		0	0		0	0	0
Farm Operations & Management - Livestock Tech	20		1	1		2	2	1
Food Production Assistant			1	1				-1
Golf Course Management			10	10		9	9	-1
Graphic and Web Design	25		17	17		17	17	0
Health Information Technology	22	9	22	31	1	26	27	-4
Human Services Associate	31		19	19		26	26	7
Industrial Mechanic	6		2	2		5	5	3
Instrumentation and Controls Technology	6		5	5		6	6	1
IT-Computer Support Technician			15	15		15	15	0
IT-Network Specialist			29	29		19	19	-10

PROGRAM	CAP		07/26/18				08/12/19			YOY
			IP	ACCEPT	TOTAL		IP	ACCEPT	TOTAL	
Laboratory Science Technician	15			6	6			4	4	-2
Leadership Development				5	5			11	11	6
Liberal Arts - Associate of Arts			9	9	18		11	5	16	-2
Liberal Arts - Associate of Science			8	3	11		4	6	10	-1
Medical Assistant	32			38	38			36	36	-2
Medical Coding Specialist	23		8	30	38		1	36	37	-1
Medical Laboratory Technician	16		6	6	12		7	13	20	8
Nursing-Associate Degree	54		122	84	206		60	75	135	-71
Nursing-Associate Degree-Part-time	28		2	26	28		2	36	38	10
Physical Therapist Assistant	18		15	14	29		5	14	19	-10
Security Operations								2	2	2
Supply Chain Assistant				2	2			1	1	-1
Supply Chain Management				15	15			18	18	3
Undecided			28	0	28		15	0	15	-13
Welding	40			33	33			36	36	3
TOTAL			**230**	**846**	**1076**		**115**	**917**	**1032**	**-44**

PROGRAM	CAP		IP	ACCEPT	TOTAL		IP	ACCEPT	TOTAL	YOY
Direct Entry Midwife	32		6	34	40		24	42	66	26
Welding (January Start)	20			0	0			3	3	3
TOTAL			**6**	**34**	**40**		**24**	**45**	**69**	**29**

B. Chairperson's Report

1. SWTC Foundation and SWTC Real Estate Foundation Representatives
2. Board Member of the Year

C. College President's Report

1. College Happenings
2. Property Update
3. Accreditation Update
4. Campus Signage

D. Other Information Items

Establish Board Agenda Items for Next Meeting

A. Agenda for Next Board Meeting

1. Compliance Monitoring Report

B. Time and Place

The next regularly scheduled meeting will be held on Thursday, September 19, 2019, at 7:00 p.m. at the Southwest Tech campus, Rooms 492-493 in the College Connection.

Adjourn to Closed Session

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

1. **Discussing personnel issues per Wis. Statutes 19.85(1)(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.}.

B. Approval of Closed Session Minutes of May 23, 2019

Reconvene to Open Session

    A. Action, if necessary, on Closed Session Items

Adjournment