



Southwest Wisconsin Technical College

District Board Meeting

Regular Meeting

August 22, 2024

Held at

Southwest Tech
1800 Bronson Boulevard
Fennimore, WI 53809
Conference Room 430

Contents

Annotated Agenda.....	3
Open Meeting	7
A. Roll Call.....	7
B. Reports/Forums/Public Input	7
Student Success Agenda	7
A. Curriculum Maps, Supports, and Services.....	7
B. Feedback and Discussion of Opportunities	7
Consent Agenda	7
A. Approval of Agenda	7
B. Approval of Minutes from the July 8, 2024, Annual Board Meeting.....	10
C. Financial Reports	17
1. Purchases Greater than \$2,500	17
2. Treasurer's Cash Balance	19
3. Budget Control	20
D. Contract Revenue	21
E. Personnel Items	22
F. Division of Vocational Rehabilitation (DVR) Sub-lease, Richland Center Outreach.....	24
Other Items Requiring Board Action	45
A. Approval of Bid: Burn Tower Fall Protection.....	45
B. Approval of Board Monitoring Report: College Culture	46
Board Monitoring of College Effectiveness.....	54
A. Staffing Update	54
B. 2024 - 2029 Affirmative Action Plan	54
C. Foundation Quarterly Report	71
D. Real Estate Foundation Quarterly Report	77
Information and Correspondence.....	78
A. Enrollment Reports	78
1. 2024-25 Year-Over-Year FTE Comparison	78
2. Student Success Scoreboard.....	81
B. Chairperson's Report.....	82
1. College of Excellence – ALICE Data (Asset Limited, Income Constrained, Employed).....	82
2. High School Partnerships – Providing Excellent Academic Opportunities	82
C. College President's Report	82
1. In-Service Message	82
2. WTCS Budget Priorities	82
3. ERP/Project RISE Update.....	82
4. WTCS Tour of Excellence.....	82

5. Sabbatical Report.....	82
6. College Happenings.....	82
D. Other Information Items	82
Establish Board Agenda Items for Next Meeting	82
A. Agenda.....	82
B. Date, Time, & Place	82
Adjourn to Closed Session.....	83
A. Consideration of adjourning to a closed session for the purpose of	83
1. Discussing issues raised by others concerning our investment in the WTCS District Board's Association as permitted under 19.85 (1) e, Wis. Stats.	83
2. Engaging in a preliminary consideration of specific personnel issues and to discuss personal information concerning persons related thereto as permitted under 19.85 (1) (f) which, if discussed in public, would likely have a substantial adverse effect upon the reputation of persons referred to in such information.....	83
3. Discussing the President's contract per Wisconsin Statutes 19.85(1)(c) {Considering employment, promotion, compensation, or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility.}	83
B. Approval of Closed Session Minutes from July 8, 2024.	83
Reconvene to Open Session	83
A. Action, if necessary, on Closed Session Items	83
Adjournment	83
Appendix ~ Southwest Wisconsin Technical College Strategic Directions (2023 - 2026)	84

Annotated Agenda



DISTRICT BOARD MEETING NOTICE/AGENDA

Thursday, August 22, 2024

6:00 p.m. – Regular District Board Meeting

Southwest Tech

1800 Bronson Boulevard, Fennimore, WI 53809

Conference Room 430

Student Success Plan Activity will be held in Room 430, Room 440, & Cafeteria

ANNOTATED AGENDA

OPEN MEETING

The following statement will be read: "The Southwest Wisconsin Technical College District Board's August 22, 2024, regular meeting is called to order. This is open to the public and in compliance with State Statutes. Notice has been sent to the press, posted on the College's website at www.swtc.edu/about/board/meetings, and posted on campus, CESA 3, and at the Fennimore City Office in an attempt to make the general public aware of the time, place, and agenda."

A. Roll Call

B. Reports/Forums/Public Input

STUDENT SUCCESS AGENDA

A. *Curriculum Maps, Supports, and Services

Board members will break into small groups for a short scenario activity where they act as students and engage with student advisors, Matt Schneider, Pauline Wetter, and Beth Cummins, to complete the curriculum map, support, and services portion of a Student Success Plan.

B. Feedback and Discussion of Opportunities

The Board members will return to Room 430 for a short debrief on the activity.

CONSENT AGENDA

A. Approval of Agenda

The August 22, 2024, regular board meeting agenda is included in the electronic Board material.

B. Minutes of the July 8, 2024, Annual Board Meeting

The minutes of the July 8, 2024, Annual 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 within the Board material. Caleb White, Vice President for Administrative Services, will be at the meeting and available for any questions.

D. Contract Revenue

There were eleven contracts totaling \$18,941.81 in July 2024 being presented for Board approval. The Contract Revenue Report is included within the electronic Board packet of Approval.

E. Personnel Items

The Personnel Report includes a recommendation for five new hires and one resignation. The report is included in the electronic Board packet.

F. Division of Vocational Rehabilitation (DVR) Sub-Lease, Richland Center Outreach

Included in the electronic Board material is a 48-month lease for the State of Wisconsin, Department of Administration to lease 439 square feet of space from the College for use by the Division of Vocational Rehabilitation (DVR) at the Richland Center outreach site located at 373 West Sixth Street, Richland Center, WI. The rental fee is \$355.96 per month for the first 12 months with a two percent annual increase in subsequent rent for the remaining 36 months.

Recommendation: *Approve, as presented, the August 22, 2024, Consent Agenda.*

OTHER ITEMS REQUIRING BOARD ACTION

A. Approval of Bid: Burn Tower Fall Protection

Bids were solicited for Burn Tower Fall Protection at the College's Fennimore campus. The public bid opening was held on July 24, 2024, with two vendors responding from a list of thirteen plan holders. Caleb White will present the summary of the bids received. This summary is also included within the electronic Board packet of material.

Recommendation: *Approve, as presented, the Burn Tower Fall Protection contract to bidder Berglund Construction, Chicago, IL, for \$55,000.*

B. Approval of Board Monitoring Report: College Culture

Krista Weber, Chief Human Resources Officer, will summarize the August 2024, Board Monitoring Report: College Culture. This report is included with all other Board meeting material.

Recommendation: *Approve, as presented, the August 2024, Board Monitoring Report: College Culture.*

BOARD MONITORING OF COLLEGE EFFECTIVENESS

A. Staffing Update

An update on College staffing will be provided by Krista Weber. A summary is included in the electronic packet of materials.

B. 2024 - 2029 Affirmative Action Plan

Included within the electronic Board material is the July 1, 2024 – June 30, 2024, Affirmative Action Plan. The College is required by the Wisconsin Technical College System to complete a plan every five years. Krista Weber will summarize the report to the Board.

C. Foundation Quarterly Report

Dennis Cooley, Executive Director of Advancement, will update the District Board on recent Foundation activities and results of fundraising efforts and other initiatives. The FY 2024 4th Quarter report is included within the Board packet.

D. Real Estate Foundation Quarterly Report

The Real Estate Foundation's FY2024 4th Quarter report is included in the electronic packet of materials. Dennis Cooley will be present for questions on the report highlighting student resident life, board members, and future investments.

INFORMATION AND CORRESPONDENCE

A. Enrollment Reports and Student Success Scoreboard

1. 2024-25 Year-Over-Year FTE Comparison

Katie Glass, Chief Communications Officer, will be available to answer any questions about the report. The report is included in the electronic Board packet.

2. Student Success Scoreboard

Holly Clendenen, Chief Student Services Officer, will be available to answer any questions on the report. The report is included in the electronic Board packet.

B. Chairperson's Report

1. College of Excellence – ALICE Data (Asset Limited, Income Constrained, Employed)

2. Highschool Partnerships – Providing Excellent Academic Opportunities

- C. College President's Report**
 - 1. In-Service Message**
 - 2. WTCS Budget Priorities**
 - 3. ERP/Project RISE Update**
 - 4. WTCS Tour of Excellence**
 - 5. Sabbatical Report**
 - 6. College Happenings**

D. Other Information Items

ESTABLISH BOARD AGENDA ITEMS FOR NEXT MEETING (REGULAR MEETING)

A. Agenda

- 1. Approval of Board Monitoring Report: Compliance**

B. Date, Time, and Place

**6:00 p.m., Thursday, September 26, 2024, Southwest Tech Conference Room 430,
1800 Bronson Blvd, Fennimore, WI 53809**

ADJOURN TO CLOSED SESSION

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

- 1. Discussing issues raised by others concerning our investment in the WTCS District Board's Association as permitted under 19.85 (1) e, Wis. Stats.**
- 2. Engaging in a preliminary consideration of specific personnel issues and to discuss personal information concerning persons related thereto as permitted under 19.85 (1) (f) which, if discussed in public, would likely have a substantial adverse effect upon the reputation of persons referred to in such information.**
- 3. Discussing the President's contract per Wisconsin Statutes 19.85(1)(c) {Considering employment, promotion, compensation, or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility.}**

B. Approval of Closed Session Minutes from July 8, 2024.

RECONVENE TO OPEN SESSION

A. Action, if necessary, on Closed Session Items

ADJOURNMENT

Open Meeting

The following statement will be read: “The August 22, 2024, Southwest Wisconsin Technical College Regular Board Meeting 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 the College’s website at www.swtc.edu/about/board/meetings. Notice is also posted on Campus, CESA3, and the Fennimore City Office 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

Student Success Agenda

A. Curriculum Maps, Supports, and Services

Board members will break into small groups for a short scenario activity where they act as students and engage with student advisors, Matt Schneider, Pauline Wetter, and Beth Cummins, to complete the curriculum map, support, and services portion of a Student Success Plan.

B. Feedback and Discussion of Opportunities

The Board members will return to Room 430 for a short debrief on the activity.

Consent Agenda

A. Approval of Agenda



DISTRICT BOARD MEETING NOTICE/AGENDA

Thursday, August 22, 2024

6:00 p.m. – Regular District Board Meeting

Southwest Tech

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Conference Room 430

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

STUDENT SUCCESS AGENDA

- A. *Curriculum Maps, Supports, and Services
Board members will break into small groups for a short scenario activity where they act as students and engage with staff members to complete the curriculum map, support, and services portion of a Student Success Plan.
- B. Feedback and Discussion of Opportunities
The Board members will return to Room 430 for a short debrief on the activity.

CONSENT AGENDA

- A. Approval of Agenda
- B. Minutes of the July 8, 2024, Annual Board Meeting
- C. Financial Reports
 - 1. Purchases Greater than \$2,500
 - 2. Treasurer's Cash Balance
 - 3. Budget Control
- D. Contract Revenue
- E. Personnel Items
- F. Division of Vocational Rehabilitation (DVR) Sub-Lease, Richland Center Outreach

OTHER ITEMS REQUIRING BOARD ACTION

- A. Approval of Bid: Burn Tower Fall Protection
- B. Approval of Board Monitoring Report: College Culture

BOARD MONITORING OF COLLEGE EFFECTIVENESS

- A. Staffing Update
- B. 2024 - 2029 Affirmative Action Plan
- C. Foundation Quarterly Report
- D. Real Estate Foundation Quarterly Report

INFORMATION AND CORRESPONDENCE

- A. Enrollment Reports and Student Success Scoreboard
 - 1. 2024-25 Year-Over-Year FTE Comparison
 - 2. Student Success Scoreboard
- B. Chairperson's Report
 - 1. College of Excellence – ALICE Data (Asset Limited, Income Constrained, Employed)
 - 2. Highschool Partnerships – Providing Excellent Academic Opportunities
- C. College President's Report
 - 1. In-Service Message
 - 2. WTCS Budget Priorities
 - 3. ERP/Project RISE Update
 - 4. WTCS Tour of Excellence
 - 5. Sabbatical Report
 - 6. College Happenings
- D. Other Information Items

ESTABLISH BOARD AGENDA ITEMS FOR NEXT MEETING (REGULAR MEETING)

- A. Agenda
 - 1. Approval of Board Monitoring Report: Compliance
- B. Time and Place

6:00 p.m., Thursday, September 26, 2024, Southwest Tech Conference Room 430,
1800 Bronson Blvd, Fennimore, WI 53809

ADJOURN TO CLOSED SESSION

- A. Consideration of adjourning to a closed session for the purpose of
 - 1. Discussing issues raised by others concerning our investment in the WTCS District Board's Association as permitted under 19.85 (1) e, Wis. Stats.
 - 2. Engaging in a preliminary consideration of specific personnel issues and to discuss personal information concerning persons related thereto as permitted under 19.85 (1) (f) which, if discussed in public, would likely have a substantial adverse effect upon the reputation of persons referred to in such information.

3. Discussing the President's contract per Wisconsin Statutes 19.85(1)(c) {Considering employment, promotion, compensation, or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility.}

B. Approval of Closed Session Minutes from July 8, 2024.

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.}

***B. Approval of Minutes from the July 8, 2024,
Annual Board Meeting***



**MINUTES OF THE ANNUAL MEETING OF THE BOARD OF DIRECTORS OF SOUTHWEST WISCONSIN
TECHNICAL COLLEGE
JULY 8, 2024**

The Board of Southwest Wisconsin Technical College met in an open session of professional development board training and annual meeting commencing at 5:00 p.m. on July 8, 2024, in Conference Room 430 on the District Campus located at 1800 Bronson Boulevard in the City of Fennimore, Grant County, Wisconsin.

The following members were present:

David Blume (arrived at 5:46 pm), Charles Bolstad, Kent Enright, Tracy Fillback, Jeanne Jordie, Don Tuescher, Steve Williamson, and Jane Wonderling. Absent: Chris Prange

Others present for all, or a portion of the meeting included:

Jason Wood, President, and College Staff: Heath Ahnen, Holly Clendenen, Dennis Cooley, Katie Glass, Chantel Hampton, Mandy Henkel, Dan Imhoff, Cynde Larsen, Nicole Nelson, Krista Weber, Caleb White, and Kris Wubben.

Aspen Institute (attended remotely over Zoom): LeeAnne Wieland, Senior Program Designer, and Sandy Shugart, Lead Facilitator

Chairperson Bolstad 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:



DISTRICT BOARD ANNUAL MEETING NOTICE/AGENDA

Monday, July 8, 2024
Southwest Tech Campus
1800 Bronson Boulevard, Fennimore, WI 53809
Conference Room 430

- 5:00 – 6:45 p.m.: Board Professional Development/Training Provided virtually by the Aspen Institute. <https://aspeninstitute.zoom.us/j/98226889162>
(The District Board members will be in Room 430. Aspen facilitators are attending over Zoom.)
- 6:45 p.m.: The Board's working dinner is served.
- 7:00 p.m.: District Board Annual Meeting.
(This meeting is In-Person only in Room 430.)

AGENDA

OPEN MEETING

The following statement will be read: "The Southwest Wisconsin Technical College District Board's July 8, 2024, professional development training and annual meeting is called to order. This is open to the public and in compliance with State Statutes. Notice has been sent to the press, posted on the College's website at www.swtc.edu/about/board/meetings, and posted on campus, CESA 3, and at the Fennimore City Office in an attempt to make the general public aware of the time, place, and agenda."

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

ASPEN INSTITUTE BOARD PROFESSIONAL DEVELOPMENT/TRAINING

- 5:00 - 5:05 Welcome and Introduction
- 5:05 - 5:45 Policies that Support the Reform Agenda
- 5:45 - 6:40 Working Theory Exercise: Aligning Metrics with College Policies
- 6:40 - 6:45 Next Steps

OPEN MEETING

- A. Oath of Office – Recently Appointed Board Members

CONSENT AGENDA

- A. Approval of Agenda
- B. Minutes of the June 20, 2024, Regular Board Meeting
- 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. Election of 2024-25 Board Officers
- B. Approval of 2024-25 Signatory Authority Policy
- C. Designation of 2024-25 College Legal Counsel
- D. Approval of Platteville Outreach Site Lease
- E. Approval of 3-Year Facilities Plan
- F. Approval 10-Year Facilities and Financing Plan

BOARD MONITORING OF COLLEGE EFFECTIVENESS

- A. Staffing Update
- B. Project RISE Update

INFORMATION AND CORRESPONDENCE

- A. Enrollment Report and Student Success Scoreboard
 - 1. 2024-25 Year-Over-Year FTE Comparison
 - 2. Student Success Scoreboard
- B. Chairperson's Report
 - 1. District Boards Association (DBA) 2024-25 Committee Appointments
 - 2. Designate Southwest Tech Foundation Board and Real Estate Foundation Board Representatives
- C. College President's Report
 - 1. Feedback from DMI on Board Governance Policy 2.6 - Acting & Interim President
 - 2. Acting President Debrief
 - 3. College Happenings
- D. Other Information Items

ESTABLISH BOARD AGENDA ITEMS FOR NEXT MEETING (REGULAR MEETING)

- A. Agenda
 - 1. Student Success Agenda – Academic Maps with Supports, & Services
 - 2. Approval of College Culture Board Monitoring Report
 - 3. Review of the 5-Year Affirmative Action Plan
 - 4. Foundation Quarterly Report & Real Estate Foundation Quarterly Report
- B. Time and Place

6:00 p.m., Thursday, August 22, 2024, Southwest Tech Conference Room 430, 1800 Bronson Blvd., Fennimore, WI 53809

ADJOURN TO CLOSED SESSION

- A. Consideration of adjourning to a closed session for the purpose of
 - 1. Discussing personnel issues per Wis. Stats. 19.85(1)(c) {Considering employment, promotion, compensation, or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility.}
- B. Approval of Closed Session Minutes from June 20, 2024.

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.}

The Board engaged in a professional development retreat led virtually by the Aspen Institute's Sandy Shugart and Leanne Wieland titled "Monitoring What Matters for Post-Completion Success". The trustees discussed the College's prioritized metrics with the alignment of student success reforms, leading and lagging indicators for Board monitoring, and identified ways to align meeting agendas more closely with student success strategies.

Newly re-elected Board members Kent Enright, Don Tuescher, and Jane Wonderling read and signed the Oath of Office. They will serve three-year terms ending June 30, 2027.

After a review of the Consent Agenda, including the July 8, 2024, agenda; June 20, 2024, Board meeting minutes; financial reports; 239 contracts totaling \$1,303,479.40 in June 2024; the promotion/transfer of Stephanie Brown to Student Success/Resident Life Manager, Kyle Bennett to Student Success/Recruitment Manager, Kaye Woodke to Student Success Specialist; the retirement of Paul Cutting, Agribusiness Science Instructor; the resignations of Jason Fielder, Electromechanical Technician Trainer, Renuka Vallarapu, Business Analyst – Student Information System, Kelsey Wagner, Advisor; and the transition to a part-time status of Louise Bradley, Prior Learning/Testing Specialist; Mr. Blume moved, seconded by Mr. Enright, to approve the Consent Agenda, as presented. Motion adopted.

The Board elected the 2024-25 Board Officers as follows:

- (1) Mr. Bolstad called for nominations for Chairperson. Ms. Wonderling moved, seconded by Mr. Blume, to nominate Chuck Bolstad as Chairperson. Following Mr. Bolstad's three requests for further nominations and hearing none, Mr. Tuescher moved, seconded by Mr. Blume, that nominations be closed, and a unanimous ballot be cast for Mr. Chuck Bolstad as Chairperson of the Board. Motion Carried.
- (2) Mr. Bolstad called for nominations for Vice Chairperson. Mr. Enright moved, seconded by Ms. Jordie, to nominate Chris Prange as Vice Chairperson. Following Mr. Bolstad's three requests for further nominations and hearing none, Mr. Enright moved, seconded by Mr. Blume, that nominations be closed, and a unanimous ballot be cast for Mr. Chris Prange as Vice Chairperson of the Board. Motion Carried.
- (3) Mr. Bolstad called for nominations for Secretary. Mr. Tuescher moved, seconded by Mr. Williamson, to nominate Kent Enright as Secretary. Following Mr. Bolstad's three requests for further nominations and hearing none, Mr. Tuescher moved, seconded by Ms. Fillback, that nominations be closed, and a unanimous ballot be cast for Mr. Kent Enright as Secretary of the Board. Motion Carried.

- (4) Mr. Bolstad for nominations for Treasurer. Mr. Enright moved, seconded by Ms. Jordie, to nominate Jane Wonderling as Treasurer. Following Mr. Bolstad's three requests for further nominations and hearing none, Mr. Enright moved, seconded by Ms. Fillback, that nominations be closed, and a unanimous ballot be cast for Ms. Jane Wonderling as Treasurer of the Board. Motion Carried.

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. Holly Clendenen, Chief Student Services Officer, presented the proposed 2024-25 signatory policy. Mr. Tuescher moved to approve, as presented, the 2024-25 Signatory Authority Policy which identifies those individuals designated with the authority to sign official or legally binding documents. Mr. Enright seconded the motion; the motion carried.

Letters of legal engagement were reviewed from Boardman & Clark, LLP, Fennimore, WI; Jon Anderson of Husch Blackwell, Madison, WI; and Allison Buchanan of Quarles & Brady, LLP, Milwaukee, WI. Mr. Enright moved, seconded by Ms. Jordie, to retain the following law firms for 2024-25: Boardman & Clark, LLP, Fennimore, WI, as the General Legal Counsel; Jon Anderson of Husch Blackwell, Madison, WI, for Labor & Employment, Immigration, Litigation, College Administration, Education Law, and Contract Law; and Allison Buchanan of Quarles & Brady, LLP, Milwaukee, WI for Bond Counsel. The motion carried.

Caleb White, Vice President for Administrative Services, and Chantel Hampton, Director of Special Populations/Adult Education, overviewed the usage of the Platteville Outreach Site and explained that the College's lease of the current site will soon be up for renewal. With the District Board's approval of the lease extension, the next step will be for the renewal extension to go in front of the Wisconsin Technical College System's Board for its approval. Mr. Tuescher moved, seconded by Ms. Fillback, to approve the resolution exercising the 60-month lease renewal option with General Capital Development, LLC, beginning January 1, 2025, and ending on December 31, 2029, for approximately 2500 square feet of classroom/office space located at 150 East Pine Street, Platteville, WI, 53818, contingent upon Wisconsin Technical College System board approval. The motion was adopted.

Dan Imhoff, Executive Director of Facilities, Safety, and Security, presented the Three-Year Facilities Plan 2024-2027. This annual plan is required by the Wisconsin Technical College System to be approved by the District Board and submitted to the State Board.

Mr. Williamson moved, seconded by Ms. Jordie, to approve the presented Three-Year Facilities Plan 2024-2027. The motion carried.

Mr. Imhoff presented the Ten-Year Facilities and Financing Plan. This plan is a vision for the next ten years. Mr. Tuescher moved, seconded by Mr. Enright, to approve the Ten-Year Facilities Master Plan as presented. The motion was adopted.

Krista Weber, Chief Human Resources Officer, updated the Board on College staffing. The Cosmetology Instructor and IT Support Specialist positions have been reposted. An offer was extended for an Advisor and interviews are currently being conducted for Student Engagement Coordinator. Other posted positions include a Foundation Director, an Agriculture Instructor, and a SMART Manufacturing Trainer.

Heath Ahnen, Executive Director of IT Services, updated the Board on the status of the ERP Project RISE. The SWTC and Anthology teams remain committed to finding solutions to errors. Internally, specific staff realignment has occurred to provide a concentration in certain areas.

Katie Glass, Chief Communications Officer, presented the 2024-25 FTE Year Over Year Comparison Report. The report shows a .4% decrease from last year, at this time. Registration will be open until August 9th, for the fall semester's 16-week classes starting on August 19, 2024.

Holly Clendenen, Chief Student Services Officer, presented an update on the advancement made to Student Success Plans. As of June 26, 2024, 732 student plans are in progress. 415 plans have been completed. 460 Career Assessments are fulfilled; 496 students have a completed Financial Budget Plan; and 981 students have a completed Academic Map with a Support Service Plan. It was also noted that 384 students have a completed plan before classes start.

Under the Chairperson's Report:

- The 2024-25 District Boards Association (DBA) Committee Appointments and the Southwest Tech Foundation Board and Real Estate Foundation Board representatives were determined: Kent Enright will continue to serve on the DBA Awards; Chris Prange will continue to serve on the DBA Bylaws; Jane Wonderling and Steve Williamson will serve on the DBA External Partnerships; and Don Tuescher will serve on the DBA Internal Best Practices committee. David Blume will continue to represent the Board on the Real Estate Foundation Board and Kent Enright and Jeanne Jordie will be the District Board representatives on the Foundation Board.

Under the College President's Report:

- Received positive feedback from District Mutual Insurance regarding the College's Board Governance policy 2.6 Acting and Interim President.

- An Acting President debrief included positive comments from the Board members and Ms. Clendenen.
- Kudos to the entire College for being selected as one of the top 10 Colleges for the 2025 Aspen Prize for Community College Excellence. An Aspen site visit is scheduled for October 30-31, 2024.
- In preparation for the next 3-year plan, Dr. Wood and Chairperson Bolstad would like to meet individually with each board member. Dr. Wood will then compile responses.
- Dr. Wood and the executive team prioritized presenting wage/transfer and student success plan information to advisory committees in 2023/24. For 2024/25, the focus will be on presenting this information to scholarship entities.

Under Other Information Items:

- Mr. Blume spoke about attending the June Prairie du Chien Correctional Facility graduation with his daughter as a guest.
- Mr. Bolstad briefed the Board about his role in the WTCS president selection which will replace the retiring Dr. Morna Foy.

Ms. Jordie moved, seconded by Ms. Fillback, to adjourn to closed session to discuss a personnel issue per Wis. Stats. 19.85(1)(c) {Considering employment, promotion, compensation, or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility.} Upon roll call vote, the following members voted affirmatively: Mr. Blume, Mr. Bolstad, Mr. Enright, Ms. Fillback, Ms. Jordie, Mr. Tuescher, Mr. Williamson, and Ms. Wonderling. The motion carried, and the meeting adjourned to a closed session at 8:36 p.m.

Without any action taken in the closed session, the Board reconvened to open session at 8:46 p.m. With no further business to come before the Board, Ms. Wonderling moved to adjourn the meeting, with Mr. Tuescher seconding the motion. The motion carried, and the meeting adjourned at 8:46 p.m.

Kent Enright, Secretary

C. Financial Reports

1. Purchases Greater than \$2,500

**SOUTHWEST WISCONSIN TECHNICAL COLLEGE
PURCHASES GREATER THAN \$2,500
FOR THE PERIOD 7/01/2024 - 7/31/2024**

Expenditure			
Vendor	Invoice #	Description	Amount
Jeidy Trust	LAND PURCHASE	JEIDY LAND PURCHASE	1,264,389.11
Sikich	7.1.24 STMT	MEDICAL	282,079.63
Anthology	ANTH-INV-023071	7/1-6/30/25 CHARGES	266,315.10
DMI	2140	INSURANCE PREMIUMS 24/25	246,400.00
IRS	7.19.24 PR	IRS 7.19.24 PR	139,999.13
IRS	7.5.24 PR	IRS 7.5.24 PR	129,776.35
Arrow	6631	ASPHALT SERVICES	112,980.00
Vanguard	63031	STUDENT LAPTOPS	110,459.25
Vanguard	62971	25 MACBOOK PROS	64,325.75
Waukesha County	CINV-250015	PALO ALTO SUBSCRIPTION	28,140.00
WTCDBA	24/25FEE ASSESS	FEE ASSESSMENT 7/1-6/30/25	24,737.62
WI DOR- PR	7.19.24 PR	7.19.24 PR	22,453.47
WI DOR- PR	7.5.24 PR	WI DOR 7.5.24	21,674.85
Associated - PAYROLL	7.19.24 HSA	7.19.24 HEALTH SAVINGS	18,952.25
TimeClock Plus	INV00351446	24-25 LICENSE PLAN	18,102.50
Associated - PAYROLL	7.5.24 HSA	HEALTH SAVINGS	17,115.65
WiscNet	21877	7.1.24-6.30.25 MEMBERSHIP	15,200.00
EBSCO	1000233746-1	7/1-6/30/25 SERVICES	10,932.00
Great West	7.19.24 PR	DEFERRED COMP	10,065.10
Economic	INV22905	7.1.24-6.30.25	9,724.00
Great West	7.19.24 WI DEF COMP	DEFERRED COMP 7.19.24 PR	9,568.72
WI Library Services	500822	EBSCO 24/25	9,215.00
Great West	7.5.24 PR	WI DEFERRED COMP	8,299.18
Respondus	SO-40222	YEARLY LICENSE	7,945.00
PCARD - Health Ed	L BRADLEY 7.16.24	HESI TESTS	7,650.00
Hinge Properties	JULYAUG RENT	2024 JULY/AUG RENT	7,430.54
Kaltura	148223	7.1.24-6.30.25 SUBSCRIPTION	7,293.00
Delta	818508	DENTAL CLAIMS	7,191.75
SP Marketplace	8495	RENEWAL LICENSE	6,987.00
Library	INV11001351	TLC RENEWAL	5,882.00
HLC	D19445	24-25 DUES	5,414.50
Svmetra	A115077	LIFE/AD&D	5,218.12

Expenditure			
Vendor	Invoice #	Description	Amount
HurlbertMa	000000071	2023 F-150 ER LIGHTS	5,073.99
Arthur J Gallagher R	5178956	STUDENT ACCIDENT	4,855.50
US Omni	7.19.24 PR VANGUARD	VANGUARD	4,712.81
Delta	824786	DENTAL CLAIMS	4,537.60
Recob	3-18645-01	AMMO	4,149.50
US Omni	7.5.24 PR	VANGUARD	3,759.83
Swank	389463	25 SEMESTER TITLES	3,640.00
Delta	815971	DENTAL CLAIMS	3,555.97
Associated - PAYROLL	7.19.24 PR	HSA	3,404.22
General Capital	JULY/AUG RENT 2024	RENT	3,376.52
Grant Cty Social Svc	TRAUMA TRAINING	TRAUMA INFORMED CARE TRAININGS	3,075.00
NAACLS	33444	7.1.24-6.30.25 ANNUAL ACCRED FEE	2,968.00
Delta	817240	DENTAL CLAIMS	2,951.84
Performance Food Gro	743290	CAFE	2,855.44
Healthequity	7.22.24 TRANSFER	BULK TRANSFER	2,825.00
Pioneer Roofing	4202620	ROOF REPAIR	2,667.00
Arthur J Gallagher R	5165958	INTERNATIONAL PKG RENEWAL 24/25	2,500.00

Total Invoices

\$2,962,824.79

Bank Withdrawals			
Vendor	Transaction Date	Audit Trail	Amount
HASLER ADVANCE ADVANCE XXXXXX7827	7/17/2024	GNJL010887	5,000.00

Total Bank Withdrawals

\$5,000.00

Payroll		
Payroll Period	Payroll Date	Amount
7/19/2024 Payroll	7/19/2024	403,851.34
7/05/2024 Payroll	7/5/2024	392,090.16

Total Payroll

\$795,941.50

Total Purchases >= \$2,500

\$3,763,766.29

2. Treasurer's Cash Balance

Southwest Wisconsin Technical College			
Report of Treasurers Cash Balance 7/31/2024			
Receipts			
Fund			
1 General	1,271,124.00		
2 Special Revenue	-		
3 Capital Projects	-		
4 Debt Service	-		
5 Enterprise	83,251.00		
6 Internal Service	288,171.00		
7 Financial Aid/Activities	56,726.00		
Total Receipts		1,699,272.00	
Expenses			
Fund			
1 General	1,982,854.00		
2 Special Revenue	-		
3 Capital Projects	1,695,835.00		
4 Debt Service	-		
5 Enterprise	48,534.00		
6 Internal Service	306,248.00		
7 Financial Aid/Activities	54,886.00		
Total Expenses		4,088,357.00	
Net cash change - month			(2,389,085.00)
EOM Cash Balances			
-Midwest One Operating 0356	1,661,561.64		
-Midwest One Investment 1324	-		
-Cash on Hand	2,700.00		
-Local Government Investment Pool	8,785,305.52		
Ending Cash/Investment Balance		10,449,567.16	

3. Budget Control

	2024-25 Budget	2024-25 YTD Actual	2024-25 Percent	2023-24 Percent	2022-23 Percent	2021-22 Percent	2020-21 Percent
General Fund Revenue	27,411,400.00	1,271,123.63	4.64	2.46	2.26	2.19	2.75
General Fund Expenditures	27,661,650.00	1,982,853.50	7.17	8.21	7.95	5.28	7.78
Capital Projects Fund Revenue	4,729,400.00	-	-	0.30	-	-	-
Capital Projects Fund Expenditures	3,810,365.00	1,695,834.91	44.51	2.12	1.65	0.33	-
Debt Service Fund Revenue	6,760,000.00	-	-	-	-	-	-
Debt Service Fund Expenditures	6,747,389.00	-	-	-	-	-	-
Enterprise Fund Revenue	2,300,000.00	83,250.50	3.62	3.05	0.90	2.02	3.55
Enterprise Fund Expenditure	2,400,000.00	48,533.59	2.02	4.76	3.56	2.05	7.89
Internal Service Fund Revenue	4,455,000.00	288,171.13	6.47	7.02	7.46	7.42	7.13
Internal Service Fund Expenditures	4,455,000.00	306,247.62	6.87	7.91	0.88	7.45	7.48
Trust & Agency Fund Revenue	9,100,000.00	56,726.14	0.62	1.35	0.01	5.10	0.92
Trust & Agency Fund Expenditures	9,125,000.00	54,886.06	0.60	2.42	2.90	1.95	1.54
Grand Total Revenue	54,755,800.00	1,699,271.40	3.10	2.14	1.82	2.97	2.30
Grand Total Expenditures	54,199,404.00	4,088,355.68	7.54	5.44	4.67	3.66	4.83

D. Contract Revenue

There were eleven contracts totaling \$18,941.81 in July 2024 being presented for Board approval:

2024-2025 CONTRACTS 7/1/2024 to 7/31/2024

<u>Contract Holder</u>	<u>Contract #</u>	<u>Service Provided</u>	<u>Contact</u>	<u>Number Served</u>	<u>Price</u>	<u>Exchange of Services (Instructional Fees Waived)</u>	<u>INDIRECT COST FACTOR</u>		
							<u>On-Campus</u>	<u>Off-Campus</u>	<u>Waiver</u>
WI Dept of Corrections	03-2024-0062-I-32	PDC: (Spr 23/24) Bricklaying/Masonry I	Kris Wubben	2	\$ 1,612.20	Yes		X	
WI Dept of Corrections	03-2024-0062-I-32	PDC: (Spr 23/24) Bricklaying/Masonry II	Kris Wubben	2	\$ 1,612.20	Yes		X	
WI Dept of Corrections	03-2024-0062-I-32	PDC: (Spr 23/24) Bricklaying/Masonry III	Kris Wubben	4	\$ 3,224.40	Yes		X	
WI Dept of Corrections	03-2024-0062-I-32	PDC: (Spr 23/24) Bricklaying/Masonry IV	Kris Wubben	4	\$ 3,224.40	Yes		X	
WI Dept of Corrections	03-2024-0062-I-32	PDC: (Spr 23/24) Sketching and Print Reading	Kris Wubben	4	\$ 1,289.76	Yes		X	
WI Dept of Corrections	03-2024-0062-I-32	PDC: (Spr 23/24) Estimating	Kris Wubben	4	\$ 1,289.76	Yes		X	
WI Dept of Corrections	03-2024-0062-I-32	PDC: (Spr 23/24) Construction Safety and Health	Kris Wubben	2	\$ 323.94	Yes		X	
WI Dept of Corrections	03-2024-0062-I-32	PDC: (Spr 23/24) Applied Math	Kim Maier	9	\$ 2,874.96	Yes		X	
WI Dept of Corrections	03-2024-0062-I-32	PDC: (Spr 23/24) Related Welding	Kris Wubben	4	\$ 884.88	Yes		X	
Mineral Point Health Services	03-2025-0036-I-41	BLS for Healthcare Provider-CPR Recertification	Gin Reynolds	6	\$ 450.00	No		X	
USA Clay Target League	03-2025-0037-T-42	League Director Duties - June	Caleb White		\$ 2,155.31	No		X	
TOTAL of all Contracts				41	\$ 18,941.81				
Exchange of Services				35	\$ 16,336.50				
For Pay Service				6	\$ 2,605.31				

E. Personnel Items

The Personnel Report includes a recommendation for five new hires and one resignation:



PERSONNEL REPORT - August 22, 2024

EMPLOYMENT: NEW HIRE

Name:	Roberta Koch
Title:	Advisor
How many applicants & interviewed	30 applicants, 4 interviews
Start Date:	07/25/24
Salary/Wages:	\$67,000.00
Classification:	Full-Time
Education and/or Experience:	Master's degree in physics from Illinois Institute of Technology Extensive background in Advising roles – 20+ years of experience in roles such as Engineering Advisor, Pre-Engineering Advisor, and Academic Support for UW-Platteville: Baraboo Sauk County branch, as well as teaching experience as a Senior Lecturer of Physics Experience in delivering Advising support to students both virtually and in-person

Name:	Lauren Runde
Title:	Cosmetology Instructor
How many applicants & interviewed	18 applicants, 7 interviews
Start Date:	08/06/24
Salary/Wages:	\$62,000.00
Classification:	Full-Time
Education and/or Experience:	Associate's degree in Cosmetology from Capri College 10 years of experience working as a Cosmetologist/Stylist Wisconsin licensed Cosmetologist

Name:	Kaley Nelson
Title:	Agriculture Instructor (Ag Business & Agronomy)
How many applicants & interviewed	7 applicants, 2 interviews
Start Date:	08/08/24
Salary/Wages:	\$64,000.00
Classification:	Full-Time
Education and/or Experience:	Bachelor's degree in Animal Science from UW-Platteville 14 years of experience as a Farm Manager and Program Technician in the agricultural industry Agribusiness and crop production experience

Name:	Janet Adalance
Title:	IT Support Specialist
How many applicants & interviewed	38 applicants, 5 interviews
Start Date:	08/12/24
Salary/Wages:	\$30/hr
Classification:	Full-Time
Education and/or Experience:	Associate's degree in IT-Networking Specialist and IT-Computer Support Technician technical diploma from SWTC 5+ years of experience as an IT Network Administrator for Delta 3 Engineering and a Systems Operator for Lands' End Customer service experience both in individual and team environments

Name:	McKenzie Graf
Title:	Student Engagement Coordinator and Athletic Director
How many applicants & interviewed	15 applicants, 4 interviews
Start Date:	08/19/24
Salary/Wages:	\$49,000.00
Classification:	Full-Time
Education and/or Experience:	Associate's Degree in Business Management from SWTC and currently working on her Bachelor's Degree in Sport Management from Franklin University Microsoft Word Certified with extensive experience in Microsoft Teams, Outlook, Word, and Excel Nearly 4 years of experience understanding budgetary principles working in the Budget & Finance Department as a Student Employee Experience organizing events in her role as a youth basketball coach

PROMOTIONS/TRANSFER

NEW POSITION

None	
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RETIREMENTS / RESIGNATIONS

Jen Fonder (Resignation 6/27/2024)	Bookstore Resource Coordinator
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F. Division of Vocational Rehabilitation (DVR) Sub-lease, Richland Center Outreach

Included below is the 48-month lease for the State of Wisconsin, Department of Administration to lease 439 square feet of space from the College for use by the Division of Vocational Rehabilitation (DVR) at the Richland Center outreach site located at 373 West Sixth Street, Richland Center, WI. The rental fee is \$355.96 per month for the first 12 months with a two percent annual increase in subsequent rent for the remaining 36 months.

Recommendation: Approve, as presented, the August 22, 2024, Consent Agenda.

GROSS SUBLEASE

THIS SUBLEASE, made and entered into on _____, by and between, Southwest Wisconsin Technical College, (the "Sublessor"), whose address is 1800 Bronson Boulevard Fennimore, WI 53809 and the STATE OF WISCONSIN, DEPARTMENT OF ADMINISTRATION (the "Sublessee");

WITNESSETH, the parties hereto for the considerations hereinafter mentioned covenant and agree as follows:

1. **PREMISES.** Sublessor entered into a master lease dated June 1, 2019 with master lease Lessor, Hinge Properties LLC. Sublessor hereby subleases to Sublessee and Sublessee subleases from Sublessor the following (the "Premises"):

Approximately 439 square feet of office space Sublessor is leasing in the building located at 373 West 6th Street in the City of Richland Center, Wisconsin, together with all appurtenances and access to common areas (the "Building"), which Premises are further described in Exhibit A – Site Plan and Exhibit B - Floor Plan, attached.
2. **USE OF PREMISES.** Except as otherwise authorized in writing by Sublessor, Sublessee shall use the Premises as space for the Department of Workforce Development or such other agency that may be designated by Sublessee (collectively, the "Tenant").
3. **TERM.** The sublease term hereunder shall begin on August 1, 2024 and end on July 31, 2028, provided, however, that if the actual Commencement Date, defined herein as the date upon which this Sublease is fully executed, is not August 1, 2024, the Sublessor and Sublessee shall execute a 'letter of addendum' which shall designate the exact Sublease Term Begin Date, defined herein as the date upon which Sublessee takes possession of the Premises, and the exact Sublease Termination Date, defined herein as four (4) years from the Sublease Term Begin Date. Upon commencement of this sublease, the existing sublease agreement (445-087) shall terminate.
4. **INITIAL TERM RENTAL.** The Sublessee shall pay the Sublessor rent for the Premises during the first year of the Sublease term at the following rate: The sum of Four Thousand Two Hundred Seventy-one And 47/100Dollars (\$4,271.47), in equal monthly installments of Three Hundred Fifty-five And 96/100 Dollars

(\$355.96). The rental rate for the initial term shall be in accordance with the following schedule. Annual increases of 2% shall apply to Annual Rent.

Initial Lease Term Rental Rate Schedule			
Begin Date	End Date	Annual Rent	Monthly Rent
August 1, 2024	July 31, 2025	\$4,271.47	\$355.96
August 1, 2025	July 31, 2026	\$4,356.90	\$363.07
August 1, 2026	July 31, 2027	\$4,444.04	\$370.34
August 1, 2027	July 31, 2028	\$4,532.92	\$377.74

The rent throughout the entire sublease term, including optional extensions, shall be payable in advance in monthly installments as shown above on the first day of each month, except for the month of July during which the monthly installment is not due until the 15th day. Said rental payments shall be made to Sublessor at the address for notices hereinafter set forth.

5. **RENEWAL RENTALS.** Provided that the Sublessee is not then in default, this Sublease may, at the option of the Sublessee, be renewed for three successive 1-year periods from and after August 1, 2028 following the Sublease Term Begin Date, subject to i) the availability of funds for the payment of rentals and ii) the renewal of Sublessor's current master lease with no rent or other cost increases, upon the same terms and conditions herein specified, provided written notice be given to Sublessor at least 60 days before the Sublease would otherwise expire. The annual rental rate for the first and then each subsequent year of the renewal terms, if exercised, shall be in accordance with the following schedule (Begin Date and End Dates may differ depending on the Sublease Term Begin Date).

If Exercised, First Renewal Term Rental Rate Schedule			
Begin Date	End Date	Annual Rent	Monthly Rent
August 1, 2028	July 31, 2029	\$4,623.58	\$385.30

If Exercised, Second Renewal Term Rental Rate Schedule			
Begin Date	End Date	Annual Rent	Monthly Rent
August 1, 2029	July 31, 2030	\$4,716.05	\$393.00

If Exercised, Third Renewal Term Rental Rate Schedule			
Begin Date	End Date	Annual Rent	Monthly Rent
August 1, 2030	July 31, 2031	\$4,810.37	\$400.86

6. **ASSIGNMENTS, SUBLETTING.** Sublessee shall not assign this Sublease in any event, and shall not sublet the demised Premises, and will not permit the use of said Premises by anyone other than the Sublessee, and the agents, contractors, grantors and grantees, and servants of the Sublessee, without prior written approval of the Sublessor, which shall not be unreasonably withheld.
7. **COVENANTS OF SUBLESSOR.** Sublessor hereby covenants and agrees with Sublessee as follows:
- a) Sublessor warrants that Sublessee shall have quiet use and enjoyment of the Premises; that Sublessor has complete interest and right in the Premises so as to enable Sublessor to enter into this Sublease; and that the Premises is not encumbered in any way so as to hinder or obstruct Sublessee's proposed use thereof, including no encumbrance or obstruction due to existing easements, zoning ordinances or building restrictions.
 - b) The Sublessor shall duly carry out the various obligations and duties imposed upon it at the time and in the manner called for by this Sublease.
 - c) Sublessor shall furnish during the term of this Sublease the goods, services and other items listed on Schedule I attached hereto and incorporated by reference, provided that there is nothing in Sublessor's master lease that prohibits Sublessor from taking such action, in which case Sublessor shall make all commercially reasonable efforts to obtain permission from the lessor under the master lease to take such action. Sublessor shall promptly provide written notice to Sublessee in the event that it is prohibited from taking action pursuant to this subsection as a result of provisions in its master lease.
 - d) Sublessor shall be responsible for the costs of all improvements necessary to meet and maintain the standards and specifications set forth in Schedule I and Exhibits A and/or B. Sublessor shall maintain, at Sublessor's expense, the Premises so as to comply with all federal, state and local codes applicable to the Premises.
 - e) In connection with the performance of work under this Sublease, the Sublessor agrees not to discriminate against any employee or applicant for employment because of age, race, religion, color, handicap, sex, physical condition, developmental disability as defined in s. 51.01(5), sexual

orientation, or national origin. This provision shall include, but not be limited to, the following: employment, upgrading, demotion, or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation and selection for training, including apprenticeship. Except with respect to sexual orientation, the Sublessor further agrees to take affirmative action to ensure equal employment opportunities. The Sublessor agrees to post in conspicuous places, available for employees and applicants for employment, notices to be provided by the Sublessee, setting forth the provisions of the non-discrimination clause.

- f) Pursuant to 2019 Wisconsin Executive Order 1, Sublessor agrees it will hire only on the basis of merit and will not discriminate against any persons performing under a contract, subcontract or grant because of military or veteran status, gender identity or expression, marital or familial status, genetic information or political affiliation.
- g) Sublessor is required to provide a written Affirmative Action Plan acceptable under Wisconsin Statutes and Administrative Code if the annual rent is fifty thousand dollars (\$50,000) or more per year and the Sublessor employs fifty (50) or more employees. The Sublessor must have a plan on file or submit a plan for approval, within fifteen (15) working days after the execution of this Sublease, to the Department of Administration, Division of Enterprise Operations, whose address and phone number are listed at the bottom of the enclosed Form DOA-3269. Instructions and technical assistance in preparing the plan are available from the Department of Administration, Division of Enterprise Operations and will be forwarded to the Sublessor upon presentation of State of Wisconsin Form DOA-3269 attached hereto. Failure to comply with the conditions of this Item may result in the Sublease being declared "Null and Void," the Sublessor being declared "ineligible," or the withholding of rental payment until such time as the above cited plan is accepted.
- h) The Sublessor as part of this Sublease certifies that to the best of its knowledge both the Premises and the Building of which the Premises are a part do not contain any asbestos bearing material which is unsafe or which is not encapsulated. If during the Sublessee's occupancy of the Premises such asbestos bearing material is found, and the Sublessor has been notified by the Sublessee that such asbestos bearing material exists, the Sublessor shall within fourteen (14) days after receipt of such notice, be required to take such action as may be necessary to encapsulate or remove the asbestos

bearing material, provided that there is nothing in Sublessor's master lease that prohibits Sublessor from taking such action, in which case Sublessor shall make all commercially reasonable efforts to obtain permission from the lessor under the master lease to take such action. Sublessor shall promptly provide written notice to Sublessee in the event that it is prohibited from taking action under this subsection as a result of provisions in its master lease. Upon determination that unsafe or un-encapsulated asbestos bearing material exists, the Sublessee may at its option vacate the Premises until such time as the material has been encapsulated or removed to the satisfaction of the Sublessee. If the Sublessee vacates the Premises during the encapsulation or removal process, the Sublessor shall reimburse the Sublessee for all move related costs. No rent shall accrue to the Sublessor during the period of time the Sublessee is not in occupancy of the Premises. In the event the Sublessor fails to encapsulate or remove the asbestos bearing material within the time specified, regardless of whether such failure results from provisions in Sublessor's master lease that prohibit Sublessor from taking such action, this Sublease may be cancelled by the Sublessee and the Sublessor shall thereafter not have any claim against the Sublessee on account of the cancellation of this Sublease.

- i) In compliance with section 19.45 of the Wisconsin Statutes and Chapter ER-MRS 24 of the Wisconsin Administrative Code, Sublessor attests to the following: 1) Sublessor is not a state public official or state employee; 2) no member of Sublessor's immediate family is a state public official or state employee; and 3) Sublessor is not an organization with which a state public official or state employee owns or controls at least 10% of the outstanding equity, voting rights, or outstanding indebtedness.
- j) For the purposes of this Sublease, "Hazardous Materials, Substances, or Air Pollutants" shall include, but not be limited to any and all substances, materials, waste, or air pollutants determined currently or in the future as hazardous or capable of posing a risk of injury to health, safety, or property by any Federal, State, or local statute, law, ordinance, code, rule, regulation, order, or decree. The Sublessor attests that the Premises are free of any hazardous materials, substances, or air pollutants as defined above, and the Sublessor will now and forever after the termination of this Sublease hold Sublessee harmless and indemnify the Sublessee from and against any and all claims, liability, damages or

costs arising from or due to the presence of hazardous materials, substances, or air pollutants as defined above, except liability resulting from Sublessee's use and occupancy of the Premises.

If during the Sublessee's occupancy of the Premises such hazardous materials, substances, or air pollutants are found, the Sublessor shall as soon as possible after receipt of notice take such action as may be necessary to render the Premises safe, provided that there is nothing in Sublessor's master lease that prohibits Sublessor from taking such action, in which case Sublessor shall make all commercially reasonable efforts to obtain permission from the lessor under the master lease to take such action. Sublessor shall promptly provide written notice to Sublessee in the event that it is prohibited from taking action under this subsection as a result of provisions in its master lease.

Upon determination by the Sublessee that unsafe hazardous materials, substances, or air pollutants as defined above affecting the Sublessee's quiet enjoyment of the Premises exists, the Sublessee may vacate the Premises until such time as the hazardous materials, substances, or air pollutants have been repaired or remediated to the satisfaction of the Sublessee. If the Sublessee vacates the Premises during the repair or remediation process, the Sublessor shall reimburse the Sublessee for all related or relocation costs and rent shall abate during the period of time the Sublessee is not in occupancy of the Premises. In the event the Sublessor fails to repair or remediate the hazardous materials, substances, or air pollutants as soon as practicable as determined by the Sublessee, regardless of whether such failure results from provisions in Sublessor's master lease that prohibit Sublessor from taking such action, this Sublease may by written notice to the Sublessor be cancelled by the Sublessee and the Sublessor shall thereafter not have any claim against the Sublessee due to the cancellation of this Sublease.

Sublessor will immediately advise Sublessee in writing of any actions or claims relating to any hazardous materials, substances, or air pollutants on the Premises. If the Sublessor has conducted or conducts any testing for hazardous materials, substances, or air pollutants on the Premises before or during the term of the Sublease, then the Sublessor shall provide a copy of any test results to the Sublessee. With Sublessor's permission, which permission shall not be withheld unless there is something in Sublessor's master lease prohibiting Sublessor from granting permission, the

Sublessee, at its own expense, may also conduct such testing as it deems appropriate on the Premises.

- k) In the event of any water damage to the Premises and/or common areas, Sublessor agrees to begin the process of addressing the damage within twelve (12) hours of discovery or notification, and shall cause any water damaged (saturated, water spotted and/or dirty) materials to be dry within forty eight (48) hours of the time of discovery of such damage. If such materials are not completely dry by the end of the 48 hour period, the Sublessor shall, upon Sublessee's request, remove the saturated materials (i.e. carpet, drywall, ceiling tiles, etc.) from the Premises and immediately replace them with new materials of identical quality or better quality, provided that there is nothing in Sublessor's master lease that prohibits Sublessor from taking such action, in which case Sublessor shall make all commercially reasonable efforts to obtain permission from the lessor under the master lease to take such action. Sublessor shall promptly provide written notice to Sublessee in the event that it is prohibited from taking action under this subsection as a result of provisions in its master lease.
- l) Sublessor agrees to provide prior notification and provision of Safety Data Sheets (SDS) if applicable to the Tenant on-site staff when any construction, renovation, maintenance, repairs, remodeling or cleaning work will be done within the building of which the Premises are a part of by the Sublessor, contractors or other representative of the Sublessor. The project notification and SDS documents should be provided to the on-site staff no less than five (5) workdays before the anticipated start of the actual work.
- m) The default by Sublessor of any covenant or agreement contained in any paragraph or provision of this Sublease shall constitute a material default of the Sublease, and shall entitle the Sublessee to terminate this Sublease, PROVIDED, that prior to such termination, the Sublessee shall notify the Sublessor in writing of the nature of the default and shall grant the Sublessor a period of thirty (30) days from the date of service of such notice to remedy or cease such act of default, and upon such remedy or cessation by the Sublessor within said thirty (30) days, the Sublessee shall waive the right to terminate for such default. In the event the act of default is such that it cannot be remedied within said thirty (30) day period, the Sublessee shall waive the right to terminate for such default if

corrective actions are commenced within such period and diligently pursued to completion by the Sublessor.

- n) Sublessor shall be responsible for paying to the relevant taxing authority the real estate taxes and any assessments on the Premises, as applicable.

8. **COVENANTS OF SUBLESSEE.** Sublessee hereby covenants and agrees with Sublessor as follows:

- a) Sublessee does hereby covenant, promise, and agree to pay the rent in the manner hereinbefore specified, and to duly comply with all other provisions of this Sublease at the time and in the manner herein provided.
- b) At the expiration of this Sublease or any renewal thereof, the Sublessee will return the Premises to the Sublessor in as good condition as they were at the time the Sublessee went into possession, ordinary wear, damage by the elements and fire excepted. It is mutually agreed, in consideration of the rent to be paid and other conditions of this Sublease, that the Sublessee shall not be responsible for damage to the Premises by fire.
- c) The Tenant will not make or permit anyone to make any alterations, improvements or additions in or to the Premises, without the prior written consent of the Department of Administration, as Sublessee, and the Sublessor.
- d) The default by Sublessee (a) If Sublessee shall be late in the payment of any rent or any other sum of money payable by Sublessee to Sublessor and if Sublessee shall fail to cure said late payment within (30) days after receipt of notice of said late payment from Sublessor, or (b) if Sublessee shall be late in the performance or observance of any other agreement or condition in this Sublease to be performed or observed and if Sublessee shall fail to cure said late performance or observance within thirty (30) days after receipt of notice from Sublessor of said late performance or observance (unless Sublessee commences to cure said late performance or observance within (30) days after receipt of notice thereof and expedite the curing of the same to completion with due diligence), then, in any of said cases and without waiving any claims for breach of agreement, Sublessor may send written notice to Sublessee of the termination of the term of this Sublease, and, on the fifth (5th) day next

following the date of the sending of the notice, the term of this Sublease shall terminate, Sublessee hereby waiving all rights of redemption.

- e) Sublessee agrees that any improvements to the Premises made by Sublessor for the benefit of Sublessee shall be the property of Sublessor. Such improvements exclude any of Sublessee's system furniture, conventional furniture and all other Sublessee personal property.

9. **INSURANCE.** Sublessor warrants that its master lease with the lessor contains provisions requiring the lessor to procure and maintain, during the term of this Sublease, property and casualty insurance for the building containing the Premises, and that the lessor also agrees to procure and maintain, during the term of the master lease, commercial general liability insurance in the amount of not less than **\$1.0 million each occurrence and \$2.0 million general aggregate**. Alternatively, in the event that the master lease does not contain language pertaining to the lessor's procurement and maintenance of insurance, Sublessor warrants that the lessor has procured and maintains such insurance. Under all conditions noted above, general aggregate limits are to apply on a per location basis. The State of Wisconsin Self-Funded Liability and Property Programs protect the Sublessee. Wisconsin Statutes provide funds to pay property and liability claims.

10. **HOLD HARMLESS.** Sublessor agrees to protect, indemnify and save the State of Wisconsin harmless from and against any and all claims, and against any and all loss, cost, damage or expense, including without limitation reasonable attorneys' fees, arising out of any negligent acts of Sublessor, its invitees or agents, or any failure of Sublessor in any respect to comply with and perform all the requirements and provisions of this Sublease.

The Sublessee shall provide liability protection for its officers, employees and agents while acting within the scope of their employment. The Sublessee further agrees to indemnify and hold harmless the Sublessor for any and all liability, including claims, demands, losses, costs, or damages to persons or property arising out of, or in connection with, or occurring in connection with this Sublease, where such liability is founded upon or grows out of acts or omissions of any of the Sublessee's officers, employees or agents while acting within the scope of their employment, where protection is afforded by ss. 893.82 and 895.46(1), Wis. Stats.

11. **MAINTENANCE.** The Sublessor shall maintain the Premises in good repair and tenantable condition, and as required by s. 704.07, Wis. Stats., throughout the term of this Sublease, except in case of damage arising from a willful act or the negligence of the Sublessee's agents or employees. For the purpose of so maintaining the Premises, the Sublessor reserves the right at reasonable times to enter and inspect the Premises and to make any necessary repairs thereto.

12. **DAMAGE OR DESTRUCTION.** In the event the Premises are partially damaged or destroyed by fire or other casualty or happening such that Sublessee may continue to use a part of the Premises, Sublessor shall promptly repair such damage and restore the Premises to its condition immediately prior to said damage or destruction, provided that there is nothing in Sublessor's master lease that prohibits Sublessor from taking such action, in which case Sublessor shall make all commercially reasonable efforts to obtain permission from the lessor under the master lease to take such action. Sublessor shall promptly provide written notice to Sublessee in the event that it is prohibited from taking action under this paragraph as a result of provisions in its master lease. In such event, the rental and any other obligations of Sublessee payable hereunder shall abate proportionally by the ratio that the damaged area bears to the total area of the Premises. Should Sublessor fail to complete said restoration within 60 days of the partial damage or destruction, regardless of whether such failure results from provisions in Sublessor's master lease that prohibit Sublessor from taking such action, Sublessee may terminate this Sublease.

In the event the Premises are damaged or destroyed such that Sublessee is unable to occupy the Premises (untenantable) without undue hardship and/or disruption of its business, Sublessee may elect to terminate this Sublease by providing Sublessor written notice of such termination within 14 days after such damage or destruction, and, in that event, all rent and other obligations of the Sublessee hereunder shall terminate as of the date of such damage or destruction. In the event the Premises are untenable and Sublessee does not elect to terminate this Sublease, Sublessor shall proceed immediately to rebuild and restore the Premises to its condition immediately prior to said damage or destruction, provided that there is nothing in Sublessor's master lease that prohibits Sublessor from taking such action, in which case Sublessor shall make all commercially reasonable efforts to obtain permission from the lessor under the master lease to take such action. Sublessor shall promptly provide written notice to Sublessee in the event that it is

prohibited from taking action under this paragraph as a result of provisions in its master lease. In the case of Sublessee's election not to terminate, all rent and other obligations of the Sublessee hereunder shall abate from the date of untenability until the date Sublessee retakes possession of the Premises. In the event Sublessor fails to complete the restoration within 120 days of the untenability, regardless of whether such failure results from provisions in Sublessor's master lease that prohibit Sublessor from taking such action, Sublessee may terminate this Agreement.

13. **NOTICES.** Notice in writing referred to herein shall not be construed to mean personal notice, but such notice shall be given in writing, by mail, by depositing the same in the post office or letter-box, in a postpaid envelope, addressed to the Sublessor at Sublessor's last known address, and such notice shall be deemed to be given at the time when the same shall be thus mailed. Such notices provided hereunder shall be addressed as follows:

If to Sublessor:	Caleb White Southwest Wisconsin Technical College 1800 Bronson Boulevard Fennimore, WI 53809
Rent sent to:	Same as above
If to Sublessee:	State Leasing Officer Wisconsin Department of Administration 101 E. Wilson Street, 7th Floor P.O. Box 7866 Madison, WI 53707-7866 Email: DOADFMLEasing@wisconsin.gov

14. **FUNDING.** The payment of rents under this Sublease is subject to the availability of funds that may lawfully be used for such payment. As a result, the Sublease does not constitute the contracting of public debt under Article VIII, Section 4 of the Wisconsin Constitution. The continuation of this Sublease beyond the limits of the funds already available is contingent upon the future availability of funds to support the payment of rent for the programs housed in the facility covered by this Sublease. In the event such funding is not made available to the program or programs involved, the Sublessee may at its option and upon sixty (60)

days prior written notice to the Sublessor, terminate this Sublease. Use beyond the limits of the funds already available is contingent upon the future availability of funds.

15. **RIGHT TO SUBLEASE ADJACENT SPACE.** Sublessee may sublease any available adjacent space at any time during the term of this Sublease or renewal options. Improvements for such space will be of the same nature and quality as that of the space contained herein. Such additional space shall be made available under mutually agreeable terms, conditions, and rental rate as mutually agreed upon.
16. **BROKERS.** Sublessor and Sublessee represent and warrant to each other that they have had no dealings with any broker or agent in connection with this Sublease, and Sublessor agrees to pay and hold Sublessee harmless from any claims made by anyone for any compensation, commissions and charges claimed with respect to this Sublease or the negotiations thereof.
17. **HOLDING OVER.** If Sublessee holds over after the term hereof, with or without the express written consent of Sublessor, such tenancy shall be from month to month only, with no renewal hereof or an extension for any further term, and in such case basic monthly rent shall be payable at the rate during the last month of the term hereof. Such month-to-month tenancy shall be subject to every other term, covenant and agreement contained herein.
18. **SUBORDINATION.** This Lease shall be subordinate to any and all mortgages hereafter placed against the Premises by Lessor, provided that any such mortgage (or a separate written agreement, in recordable form, from the mortgagee in favor of and delivered to the Lessee) contains provisions to the effect that, so long as this Lease shall remain in force, in any action to foreclose the mortgage, Lessee will not be made a party defendant, that Lessee's possession of the Premises will not be disturbed and that Lessee's Leasehold estate will not be affected, impaired, or terminated by any such action or proceeding or by any judgement, order, sale or conveyance made or rendered therein or pursuant thereto, so long as (at the time of commencement of such action or foreclosure proceeding or during the pendency thereof) Lessee is not in default under the terms, covenants, and conditions of this Lease beyond any grace period provided in this Lease for curing same.

19. **FORCE MAJEURE.** In the event either party hereto shall be delayed or hindered in or prevented from the performance of any act required hereunder by reason of strikes, lockouts, labor troubles, inability to procure materials, failure of power, riots, insurrection, war, acts of God, inclement weather, or other reason beyond that party's reasonable control, then performance of such act shall be excused for the period of the delay and the period for the performance of any such act shall be extended for a period equivalent to the period of such delay.

20. **EMINENT DOMAIN.** In the event the entire Premises shall be appropriated or taken under the power of eminent domain by any public or quasi-public authority, this Sublease shall terminate and expire as of the date of such taking, and Sublessee shall then be released from any liability thereafter accruing under this Sublease.

In the event a portion of the Premises shall be so appropriated or taken and the remainder of the property shall not be suitable for the use then being made of the property by the Sublessee, or if the remainder of the property is not one undivided parcel of property, Sublessee shall have the right to terminate this Sublease as of the date of the taking on giving to Sublessor written notice of termination within thirty (30) days after Sublessor has notified Sublessee in writing that the property has been so appropriated or taken.

In the event of the termination of this Sublease by reason of the total or partial taking of the Premises by eminent domain, then in any such condemnation proceedings, Sublessor and Sublessee shall be free to make claim against the condemning or taking authority for the amount of any damage done to them, respectively, as a result of the condemning or taking.

21. **CONSTRUCTION OF IMPROVEMENTS.** Intentionally left blank.

22. **SUBLESSEE COSTS.** Sublessee shall be responsible for the monthly phone and data costs for the Premises.

23. **CAPTIONS.** The item captions contained herein are for convenience only and do not define, limit, or construe the contents of such items, paragraphs, or sections.

24. **AUTHORIZATION, BINDING EFFECT.** This Sublease, together with all amending instructions subsequent thereto (collectively, the "Sublease"), is not valid or effective for any purpose until approved by the Governor or his delegate, the Secretary of the Department of Administration, and no work is authorized until the Sublease is fully executed.
25. **WAIVER.** The rights and remedies of either party under this Sublease, as well as those provided or accorded by law, shall be cumulative, and none shall be exclusive of any other rights or remedies hereunder or allowed by law. A waiver by either party of any breach or breaches, default or defaults, of the other party hereunder shall not be deemed or construed to be a continuing waiver of such breach or default nor as a waiver of or permission, expressed or implied, for any subsequent breach or default.
26. **CHOICE OF LAW.** This Sublease shall be governed by and construed and interpreted in accordance with the laws of the State of Wisconsin.
27. **EXECUTED SUBLEASE.** This Sublease when fully executed shall be binding upon the respective heirs, executors, administrators, successors, and assigns of the parties hereto.
28. **MISCELLENEOUS PROVISIONS.** Intentionally left blank.
29. **ENTIRE AGREEMENT.** This Sublease constitutes the entire agreement between the parties with respect to its subject matter and constitutes and supersedes all prior agreements, representations and understandings of the parties, written or oral.

IN WITNESS WHEREOF, the parties have hereunto subscribed their names as of the date of the last signature below.

SUBLESSOR:

Southwest Wisconsin Technical College

By: _____
Signature

Print Name/Title

Dated: _____

SUBLESSEE:

State of Wisconsin, Department of Administration

By: _____

PAUL HAMMER
DEPUTY SECRETARY
DEPARTMENT OF ADMINISTRATION

Dated: _____

File No. 445-147

SCHEDULE I

SUBLESSOR'S RESPONSIBILITIES

The Sublessor, at Sublessor's cost, shall furnish to the Sublessee during the term of this Sublease, as part of the rental consideration, the following:

1. The environmental control system shall maintain a comfortable humidity level and temperatures for an estimated use of 60 hours per week as follows:

Summer	Winter
76 Degrees (+/- 2 ^o)	70 Degrees (+/- 2 ^o)
50% Humidity Level (+/- 10%)	25% Humidity Level (+/- 5%)

The temperature range during unoccupied times (generally 6 p.m. to 6 a.m.) may be varied by up to +/- 10^o of the above temperatures.

2. Provide, maintain and service heating, air conditioning, plumbing and ventilating equipment as per manufacturers and/or installers recommendations.

Must be compliant with State of Wisconsin Administrative Codes SPS 363 and 364, and ASHRAE 62.1-2016, in addition to all other applicable Federal, State and local codes. Relative to ventilation codes, where SPS 364 and ASHRAE 62.1-2016 conflict, apply SPS 364 to existing HVAC and ASHRAE 62.1-2016 to new HVAC equipment selections ensuring in all circumstances, that HVAC ventilation requirements will always meet or exceed State of Wisconsin Administrative Code SPS 364 minimum guidelines.

Sublessor shall meet the following requirements:

- a. All replacement HVAC units and equipment installed shall be high-efficiency type; gas-fired heating is required in all new construction.
 - b. All rooms shall maintain sufficient air movement to meet the Wisconsin code for air exchanges and CFM for office space and have adequate zoning in order to maintain the humidity and temperatures as listed above.
 - c. Change all air-handling equipment filters quarterly.
 - d. The use of non-tenant adjustable thermostats or locking thermostat covers is preferred if system allows.
3. Fire Protection
 - a. Provide the Premises with a fire alarm and detection system that complies with all State building codes, International building code (IBC) and Local building codes. In the event the Premises are not required to have a fire alarm and detection system by any code, Sublessor shall install and maintain a fire detection system consisting of automatic detection (heat and smoke detectors), audio/visual notification devices and pull stations in accordance with the National Fire Protection Association (NFPA) under NFPA 72 and National Electric Code NEC 760. The fire alarm and detection system shall be inspected, maintained and tested in accordance with NFPA 72, by licensed contractors and fully documented. Documentation shall be made available to Sublessee, within ten (10) days of Sublessee's written request.
 - b. Install and maintain fire extinguishers according to any governmental building code and Underwriters Laboratories (UL) recommendations.
 4. Provide safe drinking water with hot and cold running water for restrooms, counter sinks and janitorial facilities. Such drinking water shall meet minimum State of Wisconsin Drinking Water Quality Standards.

5. Provide 2 master keys for entrance doors.
6. At Sublessor's cost, provide Water and Sewer & Heat and Air conditioning.
7. At Sublessor's cost, provide electricity for lights and other electrical equipment necessary for operation of the Premises.
8. At Sublessor's cost furnish, install and replace during the term of this Sublease and any extension thereof, light bulbs, fluorescent tubes, starters, ballasts or transformers.
9. All demised and common areas of the facility and exterior areas, including parking, utilized under this Sublease, including restrooms and any elevator(s) **must meet all requirements of new construction** for accessibility, health and safety standards in compliance with and in accordance with Wisconsin Administrative Code, Chapters SPS 332, 361-365, and the ANSI A117.1. ANSI Regulations will take precedence over Wisconsin Administrative Codes, except when such codes shall be equal to or exceed the ANSI Regulations. All elevators shall meet the Wisconsin Administrative Codes, SPS 318 and SPS 362 and ANSI A117.1.
10. Provide walk-off mats at each entrance. Replace as needed when worn.
11. Furnish all necessary janitorial and maintenance equipment and supplies for restrooms including soap, towels and toilet tissue.
12. JANITORIAL SERVICES

Sublessor is to provide all services, supplies and equipment required to clean and keep clean all areas of the building, sidewalks, parking areas, and grounds. This includes, but is not limited to, the plowing and removal of snow, ice removal and salting, removal of trash, pest control and the proper disposal of recyclable materials separated by Sublessee. Proper disposal of materials shall comply with sections 16.15(3) and 287 Wis. Stats., which require recycling the following items: aluminum containers, corrugated paper or other container board, foam polystyrene packaging, glass containers, magazines, newspaper, office paper, plastic containers, steel containers, and waste tires. Sublessor shall provide a central collection area and separate collection containers as required for the deposit of all such recyclable and non-recyclable waste generated at the subleased premises. Sublessor further agrees to comply with all applicable municipal recycling requirements adopted under section 287.13, Wis. Stats.

The following is a list of required activities to be performed at least as often as indicated. While this list may omit some minor activities, it is the intent of this list to promote a building with a High Standard of Cleanliness.

AREA AND FREQUENCY INDICATION:

DAILY

- a. All Common Areas (Entrances/ Hallways/ Stairways/Snack or Break Area/Janitor Closet/Storeroom/etc.) - Clean glass in doors and metal framework; Empty/clean exterior ashtrays, waste containers and replace can liners; Sweep, mop floor, steps, landings, etc.; Vacuum carpet and walk-off mats and remove spots/stains; Clean, de-scale and polish water fountains; and spot clean walls and doors.
- b. Restrooms - Clean and disinfect dispensers, sinks, toilets, urinals and polish bright work.
- c. Office Areas - Empty waste containers and replace can liners, if used; Dust and/or damp wipe accessible furnishings, fixtures, vents and sills; Spot clean doors, walls and sidelights; Sweep/mop floors; and vacuum carpet and remove spots/stains.

ONCE-WEEKLY

- a. Restrooms - Clean inside toilet bowls and urinals; and damp wipe walls.
- b. Offices - Common Areas - Dust and/or damp wipe furnishings, moldings, handrails, fixtures, etc. Clean/disinfect and polish brightwork.
- c. Offices - Vacuum upholstered furniture; and edge-vacuum carpet.

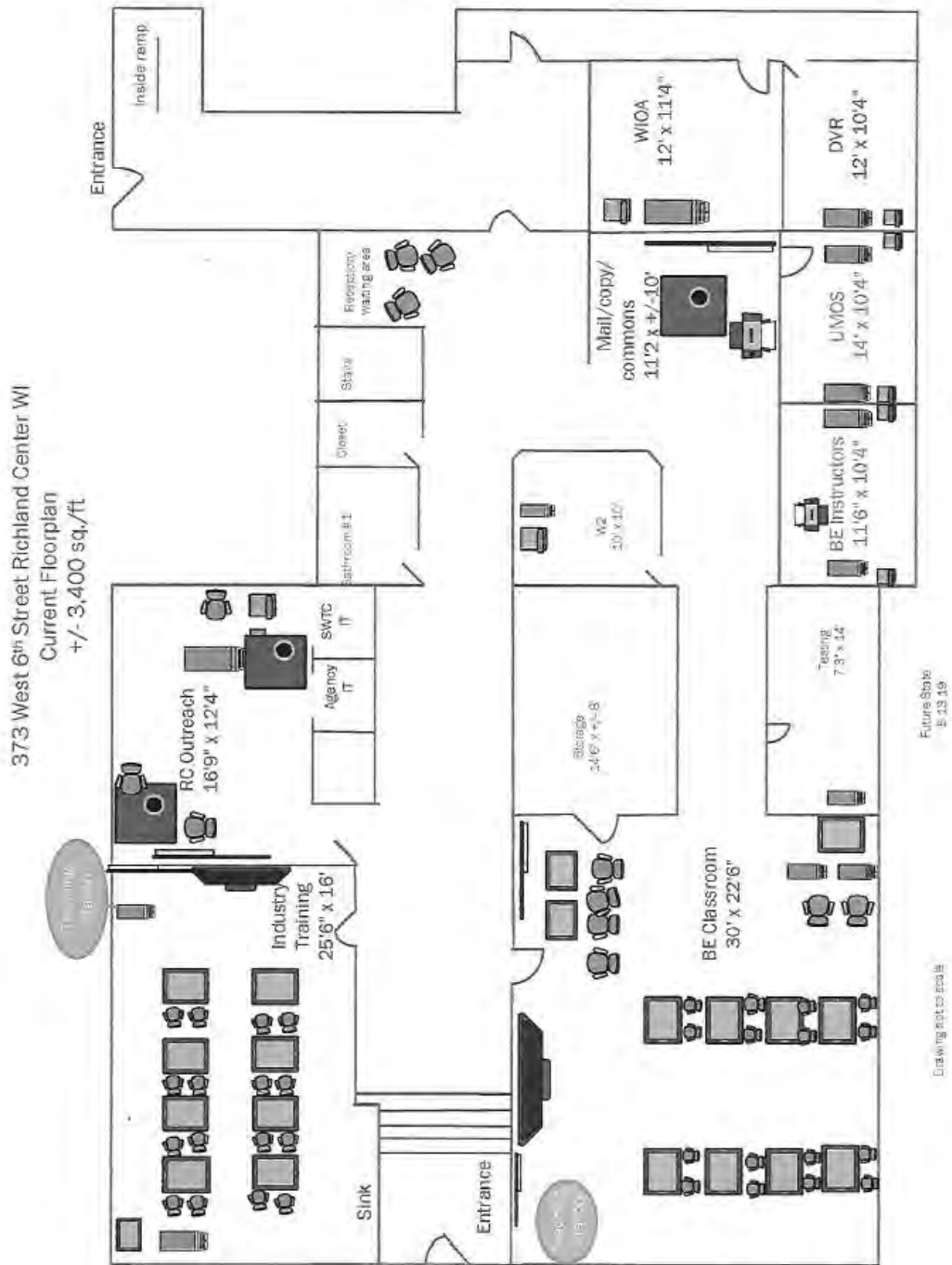
SEMI-ANNUAL

- a. Resilient/Hard floor Areas - Strip, seal and refinish floors in spring and fall.
 - b. Carpet Areas - Wet extract carpet and apply soil retardant in spring and fall.
 - c. Restrooms - Wash walls, ceilings, doors and partitions in winter and summer.
 - d. Windows - Wash windows and storms both inside and outside and vacuum screens in spring and fall.
 - e. Light Fixtures - Clean fixtures and diffusers
 - f. Air Vents - Clean supply air diffusers and return air grilles. Change all air-handling equipment filters according to MPTC preventive maintenance schedule.
13. Provide snow and ice control and removal. Snow and ice will be removed from designated walking surfaces on Sublessor controlled parking lots and sidewalks on building grounds by 6:30 AM each working day and 9:00 AM on non-working days. These walk areas shall be maintained in a reasonably slip resistant condition and passable for people with disabilities (i.e. individuals who use walkers, canes, crutches, wheelchairs, etc.). Walking surfaces will be maintained snow and ice free during working hours. Particular attention shall be paid during on-going snowfalls, ice storms or when melting snow and ice re-freezes on walking surfaces. Parking lots shall be cleared within 24 hours of a 2-inch or greater snowfall (or sooner if weather permits).
- In the event that the Sublessor fails to remove the snow and ice from the subleased facility in accordance with the terms of the paragraph above, the Sublessee may cause the same to be done and deduct the cost of such snow and ice removal from the rent due the Sublessor.
- Sublessee's removal of snow and ice shall not release Sublessor of liability or obligation under the provisions of this Sublease or any law or regulation.
14. Intentionally left blank.
15. Intentionally left blank.
16. Provide signage, suite identification, and any other Sublessor provided signage consistent with others in the Building.
17. Provide sufficient onsite parking, which is understood by the parties hereto to include parking for a total of three (3) parking spaces for staff and visitors, located at and/or near the facility. In addition, Sublessor shall designate the required accessible parking spaces per code for each parking facility.
18. In the event the Sublessor does not furnish the aforementioned services and items in this Schedule or the demised Premises are untenable for any other reason which is not due to the negligence of the Sublessee, the Sublessee may provide such services and items at its own expense and deduct these expenses from rental payments, provided Sublessee notifies Sublessor thirty (30) days in advance of any deduction, and provides an itemized statement listing the services and items not being furnished.

EXHIBIT A – AERIAL PHOTO / SITE PLAN



EXHIBIT B – FLOOR PLAN



Other Items Requiring Board Action

A. Approval of Bid: Burn Tower Fall Protection

Bids were solicited for Burn Tower Fall Protection at the College's Fennimore campus. The public bid opening was held on July 24, 2024, with two vendors responding from a list of thirteen plan holders. This summary follows.

Recommendation: *Approve, as presented, the Burn Tower Fall Protection contract to bidder Berglund Construction, Chicago, IL, for \$55,000.*

Bid # 2425-01 Burn Tower Fall Protection

Southwest Wisconsin Technical College (SWTC) solicited bids for Burn Tower Fall Protection at the college's Fennimore campus.

Purpose of Project:

This project involves removing fall protection tie-off points that have failed load testing and replacing them with a newly engineered system. The contractor will be responsible for manufacturing and installing the new anchor system.

Scope of Work:

Level 1 Fall Protection Plan

- Demo existing anchor, patch masonry as required, install new wall anchor.

Level 2 Fall Protection Plan

- Demo existing anchor, patch masonry as required, install new wall anchor.

Level 3 Fall Protection Plan

- Demo existing anchor, patch masonry as required, install new wall anchor.

Level 4 Fall Protection Plan

- Demo existing anchor, patch masonry as required, install new wall anchor.

The public opening of bids was held on July 24, 2024 @ 1:00 p.m. in room #440. Two vendors responded to the bid request from a list of thirteen plan holders. A summary of the bid from the responsive bidders is included below.

Vendor	Bid Total	Lead Time
Berglund Construction, Chicago IL	\$55,000	12 weeks
Rock Church Construction, Inc., Livingston WI	\$144,500	TBD

Recommendation: Award a contract for bid amount of \$55,000 Berglund Construction of Chicago, IL.

B. Approval of Board Monitoring Report: College Culture

Krista Weber, Chief Human Resources Officer, will present the Board Monitoring Report: College Culture. The report follows.

Recommendation – *Approve, as presented, the August 2024, Board Monitoring Report: College Culture.*

Board Monitoring Report College Culture – August 2024

EXECUTIVE SUMMARY

Alignment with Mission, Vision, Values, Purposes, and Strategic Directions

We value our employees and want to provide support and resources that can help them do their best work. Our employees put students first and provide them with opportunities for success. The college will align projects and processes to our strategic directions and Aspen Unlocking Opportunities. The College Culture Board Monitoring Report is focusing on the measurement of progress toward meeting strategic priority project goals by:

- integrating the strategic directions with the operating structure of the college; and,
- driving efforts to align the college culture to strategic efforts that improve student success.

RECOGNIZING AND VALUING PEOPLE

College Council team members will transition to roles in a new council structure that aligns with college strategic directions:

Demi Vetesnik and Josh Bedward (23/24 co-chairs) will lead the transition.

College Council Workgroups will transition to Human Resources with the new council structure:

- Wellness, Professional Development, Culture, Special Populations

COMPLETED: STRATEGIC INITIATIVES DESIGNED TO IMPROVE OUR PERFORMANCE 2023-2024

Project #1: Develop Leaders/Succession Planning -Phase 2

Goals:

- Implement a leadership onboarding and success plan for the Academic Leads to receive leadership training and support in their first year. This cohort will experience individual coaching and group leadership sessions.
- Expand professional development plans and goals in Anthology, formalizing an annual process for all employees. Enhance plan goals connection to assessment of student learning.

Results:

- Scheduled 6 monthly trainings for the Academic Leads, utilizing internal experts and an external leadership coach. Created a mid-year survey for academic leads to determine impact of training plan and ask for improvement suggestions. Results state training has been beneficial. Suggestions are being reviewed and changes will be made appropriately.

Board Monitoring Report

College Culture – August 2024

- Professional Development Plans have been successfully implemented in the Anthology system. The system is working smoothly with plans being completed on-time and with fewer questions. Supervisors now have access to the plans as needed to use with coaching sessions and performance reviews.

Project #2: Campus-Wide Universal Design (UD)

Goal:

- Develop and implement a benchmark system to determine how Universal Design (UD) has been implemented throughout courses and departments across the college and to identify best practices.
- Work with a consultant to develop a tool based on Implementation Science research from the National Implementation Research Network (NIRM).
- Activities were funded by the Universal Design leadership grant from the WTCS.

Results:

- Created the UD Implementation Rubric to serve as an effective tool, purpose-built to evaluate the integration of UD principles with the institution, division/departments, and individual courses. Each rubric consists of six sections that provide a detailed description of the various aspects of UD implementation: Leadership Teaming; Data Sources and Tools to Support Decision Making; Outcomes and Critical Components; Procedures and Expectations for the Implementation Team; Training, Coaching, and Support; and UD Core Concepts.
- Produced Administration Guide to help instructors and staff understand how to utilize the rubric to measure implementation at each level.
- Developed Critical Components document to show instructors and staff what the "Ideal/Expected Implementation", "Acceptable Variation of Implementation", and the "Unacceptable Variation of Implementation" looks like for each of the six sections outlined in the rubric.
- Reviewed 50 courses using the Tier 3 Rubric. College Effectiveness is analyzing the data to determine:
 - How UD affects a student's chances for classroom success.
 - How much affect UD has on student outcomes, thus far.
- Implement a qualitative survey this fall to determine what students and faculty think about UD.
- *Concern* - UD actual impact has been hard to measure and the impact on students has not proved beneficial. We will analyze the rubric results to determine what levels of support - time and money – are invested moving forward.

Project #3: Enhance Employee Engagement through Student Success

Goals:

- Improve recruiting methods to be more reflective of the student population. Related activities are funded by the WTCS Capacity Building Grant for 2023-2024.

Board Monitoring Report

College Culture – August 2024

- Review retention strategies to hold employees accountable sooner for poor performance.

Results:

- Posted an RFP and identified five national recruiting firms to utilize for mid to high level positions. This has promoted positions to a broader audience and a more diverse applicant pool.
- Expanded recruitment postings on online job boards to expand our reach.
- Decreased retention rate in 2023-2024 due to progressive performance management.

CURRENT/FUTURE: STRATEGIC INITIATIVES DESIGNED TO IMPROVE OUR PERFORMANCE 2024-2025 (RESTRUCTURED FORMAT)

**This section aligns with the 2023-2024 Strategic Directions and 2024-2029 5-Year Affirmative Action Plan. Some initiatives are in progress and will continue with the 2024-2025 Strategic Directions.*

Initiative #1: Focus on Board/Leadership Training & Data Analytics

Goal:

- Develop a common understanding among board members and leadership of our strengths and weaknesses in student outcomes pertaining to access, completion, and post-graduate success for Special Populations vs. non-special populations.
- There will be two series of trainings delivered by Aspen:
 - For board members, the training will include:
 - analysis of data related to access, completion, and post-graduate student success
 - facilitated creation of leading and lagging metrics to assess progress of Board-established goals/ends;
 - review and development of board policies to support student access, completion, and post-graduate success; and,
 - review resource allocation priorities to support administrative efforts.
 - For leadership:
 - creating a common sense of purpose internally and externally for reform;
 - prioritized strategies to meet Board goals/ends;
 - emphasis on improving student learning inside and outside of the classroom; and,
 - establishing innovative partnerships with industry and university partners.
- Revamp current council structure to align with Strategic Directions and student success.

Results:

- Establishment of key indicators of progress including leading and lagging indicators for review on a monthly, semi-annual, annual, and rolling three-year basis related to access, completion, and post-graduate success for Special Populations vs. non-special populations.
- New board meeting structure to align with our student success agenda.

Board Monitoring Report

College Culture – August 2024

- Updated board policies to emphasize student success.
- Strengthened and shared commitment of leadership on the prioritized strategies and a clear plan for implementation and communication.

Initiative #2: Aligning Professional Development with Strategic Directions

Goals:

- Develop Employee Success Plans that encompass what employees need to be successful at SWTC with a focus on professional development and cohort involvement.
- Expand Academic Lead training program to other areas of the college. This will include individual coaching, group leadership sessions, professional goals, and succession planning.
- Improve the success of students and employees through dedicated initiatives, workshops, and events to foster a culture of learning, respect, and success.

Results:

- Incorporate Faculty Professional Development Plans creation into the Instructional Vitality Day process so it will directly support work being done in Team Action Plans.
- Completion of faculty and staff certificates and degrees over a five-year period has increased.
- Community service activities included making packaged meals for hungry students, building beds for low-income single parents, conducting poverty simulations, hosting cultural celebrations, and listening to students tell their firsthand experiences, sometimes in a different language.

Initiative #3: Equity in Recruiting and Retention

Goals:

- Use national recruiting firms to recruit for mid to high skill level positions and engage with a broader national audience to diversify applicant pools.
- Continue leadership role in the community by setting examples for mid to high wage positions and collaborate with employee and community partners to make our district more welcoming to all.
- Utilize surveys, focus groups, and data analytics to understand student and employee needs, challenges, and satisfaction levels. New process for the employee satisfaction survey will be implemented in the fall.

COMPLETED: PRESENTATION OF THE DATA

Grants 2023-2024

It is important for the College to recognize grant opportunities to initiate, support and expand programs and training that aligns with our Strategic Directions. HR and Special Populations currently manage two grants:

Board Monitoring Report

College Culture – August 2024

- Wisconsin Technical College System (WTCS) Professional Growth Grant
- Wisconsin Technical College System (WTCS) Capacity Building for Equity and Inclusion in Career and Technical Education Grant

Employee Data 2023-2024

The Retention Rate for 2023-2024 was 88.7% (11.3% Turnover Rate). In comparison, the college had a Retention Rate of 92.86% (7.14% Turnover Rate) in 2022-2023.

Total All Employees	182
Full Time Regular	170
Part Time Regular	12
Faculty Masters	37
Faculty BS	21
Faculty Advanced Salary	13
Exempt Staff	54
Support Staff	57
LTE Full Time	3
LTE Part Time	10
W2's	
W-2 Forms Sent Out	565
NEW HIRES - Regular	
New Hires	16
New Hires - Part-Time	2
Total New Hires- Regular	18
TERMINATIONS	
#Terms due to Resignation/Termination	20
#Terms due to Layoffs/LTE position ending	5
# Terms due to Retirement	10
#Total Terms (including all)	35

Professional Development Offerings 2023-2024

We utilize the WTCS Professional Development Grant and our own instructors as much as possible to keep costs low. Our topics timely and relevant, aligning with the Strategic Directions. Human Resources surveys the Deans, Academic Leads, Innovative and Alternative Learning and College Effectiveness departments, and the Assessment Workgroup to determine academic needs and topic and speaker recommendations. Most trainings are offered in multiple formats. A list of professional development training attendance numbers and courses offered in 2023-2024 can be found at the end of the report. After each Learning Academy, In-Service, and Staff Professional Day HR requests feedback from all employees, and seek additional training topics, trainers, etc.

Board Monitoring Report

College Culture – August 2024

STRENGTHS

- Supervisors have become diligent in recognizing performance issues and are holding employees accountable and in a timely manner. This has resulted in an increased turnover rate.
- Although the turnover rate is higher, we are still an employer of choice in Southwest Wisconsin.
- The WTCS professional growth, leadership, and special population grants support training and development efforts.
- The college has a strong participation in professional development activities.
- The number of employees utilizing tuition reimbursement and graduating with additional certificates and degrees is increasing.

WEAKNESSES

- There are college processes and policies that need to be updated to align with the Strategic Directions. An example is the performance management process.
- We need to find additional ways for employees to give and receive honest feedback.
- Area mental health resources are limited for student and employee access. There is a need for increased awareness, comfort with seeking help, and accessibility.

OPPORTUNITIES

- As the Exec Team updates the Strategic Direction goals for 2024-2025, we will revamp the current council structure, processes, and policies to align with the new goals.
- Surveys, focus groups, and interviews provide valuable context and a richer understanding of the issues and opportunities. We will consider the best way to use a variety of methods to collect this information to address employee satisfaction and concerns.
- As the federal laws evolve, policy review by legal counsel is necessary to remain in compliance. We recommend a review of the college Equal Employment Opportunity Statement, Title IX Non-Discrimination Policy, and list of observed federal holidays.
- Work-based learning leads to improved course completion and graduation. We will analyze how the college can best utilize student employment to improve high quality work-based learning opportunities.

Board Monitoring Report

College Culture – August 2024

Professional Development Offerings List 2023-2024

Name of Event	Date of Event	Audience	Delivered by	# of Employees
August 2023 Learning Academy				
Instructional Vitality Process Day	8/14/2024			
In-Service	8/15/2023			173
Assessment	8/15/2023			
FQAS Teaching Methods	8/16/2023			12
Making the Most of Microsoft Outlook, To Do, & Planner	08/16/23		Nikki Nemitz	23
AI in Education: Demystifying and Leveraging Artificial Intelligence	08/16/23		Melissa Emler- Chief Learning Officer & Owner, Modern Learners	21
Grammarly	08/16/23		Ashle David- Customer Service Manager, Grammarly	15
Creating Interactive Content with PlayPosit	08/16/23		Betsy Tollefson	7
Playposit Advanced	08/16/23		Betsy Tollefson	4
Supercharge learner content creation with interactive video: PlayPosit Learner Made Bulbs- Focus on Learner-created Content	08/16/23		Taylor Ripley- PlayPosit Trainer	3
Writing Inclusive Syllabi	08/16/23		Chantel Hampton	4
Introduction to Schoology Assessments	08/16/23		Josh Krohn	7
From Chaos to Coordination	08/18/23		Nikki Nemitz	16
Program Review Report	08/18/23		Leo Chavis and Tyler Platz	8
Unconscious Bias	08/25/23		Chantel Hampton	16
October In-Service	10/19/23			167
2024				
Staff PD Day	02/09/24	All staff		
March In-Service	03/28/24	All staff in-service		149
May Learning Academy		All staff		
FQAS Diversity, Equity, & Inclusion	05/16/24	All staff	Chantel Hampton	15
IVP Facilitator Training	05/20/24	Support & Administrative Staff	College Effectiveness	12
OER Learning Circles	05/20/24	All staff	Chantel Hampton	15

Board Monitoring Report

College Culture – August 2024

Name of Event	Date of Event	Audience	Delivered by	# of Employees
Recognize, Respond, Refer	05/20/24	All staff	Robin Hamel	33
Pre-IVP Prep for Staff	05/20/24	Support & Administrative Staff	College Effectiveness	15
OER Roadmaps	05/21/24	All staff	Desiah Melby - Communication Instructor – Mid-State Technical College	11
Ouch! Your Silence Hurts	05/21/24	All staff	Chantel Hampton	Cancelled by facilitator
Unconscious Bias	05/21/24	All staff	Chantel Hampton	5
Motivational Interviewing	05/21/24	All staff	UW Madison Continuing Education	~25
Training for Every Level				
Outsmart Your Brain	05/21/24	All staff	Chris Bowers	14
Excel – Beyond the Basics	05/22/24	All staff	Lisa Riley	Cancelled by facilitator
CPR /AED	05/22/24	All staff	Karl Sandry	2
Spice up your online courses with Articulate	05/22/24	Instructors	Christina Winch	23
First Aid	05/22/24	All staff	Karl Sandry	5
Navigating the AI Landscape in Technical Colleges: Conversations and Controversies	05/22/24	All staff	Melissa Emler	38
Learn the Student Handbook	05/22/24	All staff	Derek Dachelet	12
Mental Health First Aid	05/23/24	All staff	Robin Hamel	Cancelled due to low
Dynamic Teaching	05/23/24	Instructors	Joe Randall	24
Aspen Unlocking Opportunities: Updated Program Wage Classifications	05/23/24	All staff	Leo Chavis and Tyler Platz	20
Evaluating Technical Skill Attainment (TSA)	05/23/24	Instructors	Lisa Riley	20
Orange Frog	05/24/24	All staff	Michael Madsen & Demi Vetesnik	18
Various asynchronous trainings		All staff		~49

Board Monitoring of College Effectiveness

A. Staffing Update

A summary of College Staffing follows:

	Name	Title	Status and/or Additional Info	Effective Date	Funding Source &/or Estimated Wage Range/Hired Salary
1	Replacement	Mathematics Instructor	Elizabeth Moellers	7/1/2024	MS: \$56,533 – \$89,888 Hired at \$64,000
2	Replacement	Communication Instructor	Anna Dickman	7/1/2024	AS: \$53,878 – \$85,666 Hired at \$60,000
3	Replacement	Nursing Instructor	Interviews	8/6/2024	BS: \$51,221 - \$81,444 AS: \$53,878 - \$85,666 MS: \$56,533 - \$89,888
4	Replacement	Cosmetology Instructor	Lauren Runde	8/6/2024	AS: \$53,878 - \$85,666 Hired at \$62,000
5	Replacement	IT Support Specialist	Janet Adalance	8/12/2024	C42: \$24.88 - \$34.83/hr Hired at \$30/hr
6	Replacement	Advisor	Roberta Koch	7/25/2024	C42: \$51,741.76 - \$72,438.46 Hired at \$67,000
7	Replacement	Student Engagement Coordinator and Athletic Director	McKenzie Graf	8/19/2024	C41 \$48,908.24 - \$68,471.54 Hired at \$49,000
8	New	Foundation Director	Hold	8/9/2024	D62: \$67,359.08 - \$97,670.88
9	Replacement	Agriculture Instructor	Kaley Nelson	8/8/2024	BS: \$51,221 - \$81,444 Hired at \$64,000
10	New	SMART Manufacturing Trainer	Interviews	8/9/2024	C45: \$58,124.23 - \$89,888
11	Replacement	Business Analyst - Student Information System	Posted	8/7/2024	C42: \$24.88 - \$34.83/hr

B. 2024 - 2029 Affirmative Action Plan

The July 1, 2024 – June 30, 2029, Affirmative Action Plan follows. The College is required by the Wisconsin Technical College System to complete a plan every five years.

5 -Year Equal Opportunity/ Affirmative Action Plan

For the Period July 1, 2024 - June 30, 2029



For seven years in a row, Southwest Tech ranks
among the best two-year colleges in the nation!

THIS IS WHERE

Everyone Belongs

Who We Are

Mission

Southwest Wisconsin Technical College provides education and training opportunities responsive to students, employers, and communities.

Vision

Southwest Wisconsin Technical College will be a preferred provider of education, source of talent, and place of employment in the region. We at the College change lives by providing opportunities for success.

Values

Integrity

Accountability

Inclusivity

Learning

Continuous Improvement

Contents

Introduction	3
Equal Opportunity/Affirmative Action Goals.	3
Section I: Equal Opportunity/Affirmative Action Policy Statement	4
Section II: Distribution of Equal Opportunity/ Affirmative Action Information.....	5
Section III: Workforce Demographics and Goals.....	5
Affirmative Action Compliance Report	6
Section IV: Employment Program Affirmative Action Initiatives.....	7
Section V: Student Demographics & Initiatives	9
Section VI: Annual Updates.....	12
Strategic Directions.....	13
Appendix A: Employment Category	16



Building relationships with prospective students, current students, and employers is what we do best. At Southwest Tech, we care.

The front cover shows a recruiter meeting with students from Darlington High School, a non-traditional occupation student in the Building Trades-Carpentry program, and the first cohort of students in the high wage Surgical Technology program.

Introduction

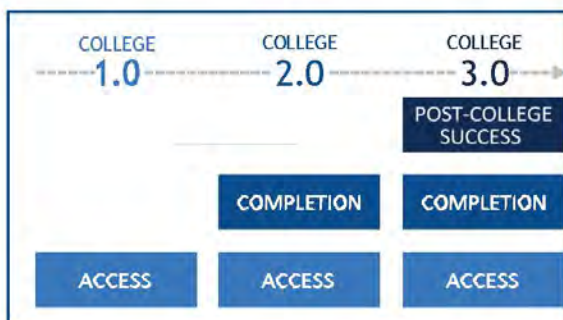
In accordance with s.38.04(14), Wis. Stats., and TCS 6.06(7), Wisconsin Administrative Code, Wisconsin Technical College System (WTCS) districts are required to develop plans and programs to ensure equal opportunity, affirmative action, and non-discrimination for students and employees. These guidelines promote each district's efforts to establish programs and activities to address the needs of historically underrepresented populations. These guidelines are in alignment with the WTCS Strategic Directions as System values emphasize:

- **Diversity:** We believe in individual and collective strength through diversity, and we commit to celebrating the traditions, heritage, and experiences of all.
- **Equity:** Our work is not complete until every person-attending or employed by a technical college, or by the System, has the opportunity, resources and support to be successful.
- **Inclusion:** We envision, create, and foster access to and success in work and learning spaces where every person has a sense of safety, belonging, value and purpose.

Districts must complete a new five-year Equal Opportunity/Affirmative Action (EO/AA) plan covering the period July 1, 2024, through June 30, 2029. Uniformity in planning and reporting is a key concern of both district and WTCS Office staff. District plans and reports must address each section listed in the guidelines. The WTCS Office will provide each district with the necessary demographic data to complete the required student and employee analyses.

WTCS Office staff will provide technical assistance to district staff on these guidelines and the development of the five-year plan. Districts must submit one copy of the five-year plan to the WTCS Office by March 29, 2024. WTCS Office staff will review each plan to ensure compliance with the planning guidelines. WTCS Office staff will also annually monitor each district's progress implementing the five-year plan.

Equal Opportunity/Affirmative Action Goals



COLLEGE HEALTH INDICATORS (CHI)		2023 ACTUAL	2024 GOAL
CHI 1A.	Promoting Equity in Student Learning-Graduation Rate Comparison:		
	For Special Population* Students	42%	70%
	For Non-Special Population Students	60%	
CHI 2A.	Course Completion Rate	91%	95%
CHI 3A.	Year-to-Year Graduate Wage Growth	8%	10%
CHI 4A.	5-Year Graduate Wage Growth	67%	75%

The District Board of Directors reviews College Health Indicators (CHI) semi-annually. The CHI are metrics that provide a trend of performance year-over-year with benchmarks that compare Southwest Tech to other Wisconsin Technical College System colleges or national performance standards.

*The Wisconsin Technical College System (WTCS) defines special populations as students of color, Pell Grant recipients, military veterans, incarcerated individuals, dislocated workers, and persons with disabilities.

For the period July 1, 2024, through June 30, 2029, the Equal Opportunity/Affirmative Action Goals remain consistent with goals from prior plan years.

1. Promote Equity in Student Learning Graduation Rate.
 - For Special Population Students and for Non-Special Population Students
2. Course Completion Rate
3. Year-to-Year Graduate Wage Growth
4. 5 Year Graduate Wage Growth

Section I: Equal Opportunity/Affirmative Action Goals

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, or on any other basis that is prohibited by law. 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

Section II: Distribution of Equal Opportunity/ Affirmative Action Information

While developing and adopting an EO/AA plan is essential for progressing toward a balanced student body and workforce, distributing the information to students, staff, and stakeholders is equally important. Each district's five-year plan must include a plan for publication and distribution. At a minimum:

1. Copies of the five-year plan and annual updates shall be provided to the district board, district President, administrators, managers, and supervisors. The plan updates will be distributed on an annual basis via the annual college culture board report, and the Charger HUB our internal intranet.
2. The nondiscrimination policy is found on our website at www.swtc.edu and the employee handbook. During a new employee's orientation they are given the nondiscrimination policy. Complaints can be submitted via the complaint process on the website. Staff are trained annually on the location of where and how to submit a complaint at venues such as staff professional development days, College Forums or in-services. Reasonable accommodations can be requested through the human resources department.

Section III: Workforce Demographics and Goals

Districts are required to analyze their workforce, at minimum, by sex, disability, and race. The WTCS Office will provide each district with their workforce demographics compared to the demographics of the total available workforce in each district by the following employment categories:

- Administrators
- Faculty
- Professional Non-Faculty
- Secretarial/Clerical
- Technical/Para-Professional
- Skilled Craft
- Service/Maintenance
- District Totals

Definitions of each employment category are available in Appendix A. For each employment category, the WTCS Office will identify if any employment demographic is underutilized. For each underutilized demographic, the district must set five-year goals to achieve percentage gains in the district's workforce. Consider the areas listed below in the goal setting process:

- Availability - The availability of qualified applicants for anticipated job openings. We will increase our recruiting efforts to improve and develop a broader pool. In November of 2023 we did an RFP and identified five national recruiting firms to utilize for mid to high level positions for. This gives us a broader pool of applicants opposed to the demographics in Southwest Wisconsin. We will explore creating an adjunct recruitment video. We will use the below chart to monitor our progress.

- Disability all staff population – We will begin to ask via an annual voluntary survey for employees to self identify any disabilities.

- Race/Ethnic all with an emphasis on Hispanic – we will work to identify mentors that can assist with the development and mentoring of new employees. This will help with retention which has been more of a challenge for us.

*Refer to next page

AFFIRMATIVE ACTION COMPLIANCE REPORT

Fiscal Year: 2022-23

District: Southwest Wisconsin Technical College

ALL STAFF																					
Factors For Consideration	Total	Female		Disability		Race/Ethnic		American Indian		Asian American		Black		Hispanic		Pacific Islander		Multi Racial		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	179	108	60.34%	5	2.79%	4	2.23%	0	0.00%	2	1.12%	0	0.00%	2	1.12%	0	0.00%	0	0.00%	0	0.00%
Work Force (2)	65,842	30,730	46.67%	3,928	5.97%	3,413	5.18%	95	0.14%	513	0.78%	450	0.68%	1,420	2.16%	3	0.00%	932	1.42%	N/A	N/A
% Difference (3)			13.66%		-3.17%		-2.95%		-0.14%		0.34%		-0.68%		-1.04%		0.00%		-1.42%		
Quotient (4)			1.29		0.47		0.43		0.00		1.43		0.00		0.52		0.00		0.00		
Female Difference (5)	24.46																				
Racial Difference (6)	5.28																				

** DISABILITY ALL STAFF POPULATION MAY BE OUT OF COMPLIANCE **

** RACE/ETHNIC ALL STAFF POPULATION MAY BE OUT OF COMPLIANCE **

** HISPANIC ALL STAFF POPULATION MAY BE OUT OF COMPLIANCE **

** MULTI RACIAL ALL STAFF POPULATION MAY BE OUT OF COMPLIANCE **

(1) Full-Time Staff Count Or
Employee Count

(2) District 16-64 Work Force value
from 5-year ACS

(3) =(Staff Count Or Employee Count % - District
Work Force %)

(4) =(Staff Count Or Employee Count % / District
Work Force %)

(5) =(Total District Employees * Female Percent of District Work Force - Female Count of District
Employees)

(6) =(Total District Employees * Race/Ethnic Percent of District Work Force - Race/Ethnic Count of District
Employees)

Section IV: Employment Program Affirmative Action Initiatives

We want all students and employees to have opportunities to achieve their educational goals, especially our Special Populations. The emphasis and culture at SWTC are a testament to efforts made to improve our environment so all people feel cared about and can succeed post-graduation. Significant investments have been made by the college to bolster these efforts.

Initiative #1: Board/Leadership Training & Data Analytics

Goal: Common understanding among board members and leadership of our strengths and weaknesses in student outcomes pertaining to access, completion, and post-graduate success for Special Populations vs. non-special populations.

The purpose of this initiative is to facilitate professional development for Board members and leadership to advance our achievements in access, completion, and post-graduate success (transfer and wage outcomes) of all students with an emphasis on our Special Populations (Pell-eligible, students of color, Veterans, incarcerated, dislocated workers, or students with disabilities). There will be two series of trainings delivered by Aspen:

1. For board members, the training will include: analysis of data related to access, completion, and post-graduate success for Special Populations versus non-special populations; facilitated creation of leading and lagging metrics to assess progress of Board-established goals/ends; review and development of board policies to support student access, completion, and post-graduate success; and resource allocation priorities to support administrative efforts.
2. For leadership: creating a common sense of purpose internally and externally for reform; prioritized strategies to meet Board goals/ends; emphasis on improving student learning inside and outside of the classroom; and establishing innovative partnerships with industry and university partners.

Objectives:

- Establishment of key indicators of progress including leading and lagging indicators for review on a monthly, semi-annual, annual, and rolling three-year basis related to access, completion, and post-graduate success for Special Populations vs. non-special populations.
- New board meeting structure to align with our student success agenda.
- Updated board policies to emphasize student success.
- Strengthened and shared commitment of leadership or the prioritized strategies and a clear plan for implementation and communication.

Methods of Evaluation

We expect the use of data to be extensive and include five-year trends of our performance including early momentum metrics predictive of student success, labor market outcomes, transfer outcomes, program enrollment classified by post-completion value, and detailed qualitative data from interviews, team meetings, and analysis of our board meetings.

Initiative # 2: Professional Development

Goal: We will promote improving the success of Special Populations through dedicated initiatives, workshops, and events to foster a culture of learning, respect, and success.

We communicate our goals, values, and strategies for equitable success in our mission, vision, and values. We ensure that policies, procedures, and plans are designed to create broader access and improve success for all students with an emphasis on Special Populations. These foundational documents outline our promises to help more people be successful. Supervisors communicate goals in our three annual coaching sessions. Even more important is the art on our walls, the messages of speakers at college convenings, and the activities we plan to promote our commitment to serving our students.

One unique approach to understanding root causes and access internally was to start a doctoral cohort of faculty and staff (5% of our employees). Our purpose with Franklin University was two-fold: provide employees the opportunity to conduct action research focused on improving student success and create otherwise limited learning opportunities for SWTC employees. From assignments to research and dissertations, we are benefitting from increased knowledge about what works and what doesn't in areas of student access and success with a focus on Special Population needs. Such collaborations provide additional resources, expertise, and opportunity for innovative programs aimed at promoting equitable outcomes for all students. We will work to expand relevant and timely learning opportunities for faculty and staff in the next five years.

Objectives:

- This initiative will include training sessions, cultural celebrations, traveling exhibits, community service activities, and awareness campaigns to generate more respect and care for others.
- Expand Academic Lead training program to other areas of the college. This will include individual coaching, group leadership sessions, professional goals, and succession planning.

Methods of Evaluation:

Completion of faculty and staff certificates and degrees over a five-year period, along with retention and succession planning metrics, will be utilized to measure the impact of this initiative. One way to measure impact of service activities is to track the impact to our community. For example, at recent in-services we have packaged 15,000 meals for hungry students, built beds for low-income single parents, conducted poverty simulations, hosted indigenous celebrations, and listened to students tell their firsthand experiences, sometimes in a different language.

Initiative #3: Equity in Recruiting and Retention

Goal: Diversify the college workforce to better reflect our student population.

It is imperative that SWTC strives to make a difference in equitable success outcomes in southwest Wisconsin. Internally, pressing challenges include diversifying our college workforce. We acknowledge this is an area we can improve, and we believe SWTC plays a lead role in achieving success regionally. SWTC has ingrained its approach to nurturing a data-informed culture and continuous improvement mindset within our strategic framework and operational practices. Our specific challenge includes increasing the number of Special Populations faculty and staff through recruiting and retention. We work hard to understand the gap between Special Populations and non-Special Populations in our workforce. Increasing diversity in employees at SWTC has had slower success but remains an active strategy.

Because the larger context in which we operate in this rural setting still values certain jobs with low wages, we are leading by example. We are in our third year of establishing a minimum \$40,000 wage plus benefits for entry-level positions at the college. This includes positions that normally fall into low-wage degrees like Early Childhood Education, facility maintenance, and administrative support. Potential partnerships involve collaborations with community-based organizations, industry partners, and other educational institutions.

Recognizing the importance of diverse perspectives in employee retention, we emphasize meaningful inclusion in decision-making processes. To elevate underrepresented voices, understanding diverse perspectives and intentionally creating multiple viable options to avoid unilateral advocacy and focus on opportunities to better serve broader audiences. Encouraging students to share their stories during in-service sessions fosters faculty and staff empathy and compassion, spurring generosity and courage.

Objectives:

- Utilize national recruiting firms to recruit for mid to high skill level positions and promoting to a broader national audience to diversify the candidate pools.
- Continue leadership role in the community by setting examples for mid to high wage positions and collaborate with employee and community partners to make our district more welcoming to all.
- Utilizing surveys, focus groups, and data analytics, the college president and senior leadership team to understand student and employee needs, challenges, and satisfaction levels.

Methods of Evaluation

We will measure progress on metrics for access, completion, and post-graduate success by comparing outcomes of Special Population with non-Special Populations. We are committed to understanding the root causes of inequities and ways we can improve outcomes, both internally and in our region. We will analyze demographic trends, learning achievements/failures, and impact of results. Surveys, focus groups, and interviews provide valuable context and a richer understanding of the issues and opportunities. We will also embed data reviews into our monthly Board Monitoring Reports and Team Action Plans, semi-annually into the Instructional/Institutional Vitality Process, and annually into Strategic Planning so that we can utilize focused continuous improvement activities that meet regional needs.

Section V: Student Demographics & Initiatives

We acknowledge the need to bridge achievement gaps, realizing that in our rural setting, services or supports may not be readily available unless created by us. Our goals are formulated through data analysis, employer interviews, partnerships with high schools and universities, and input from faculty, staff, and students. Our values underscore our prioritization, as frequently said by our president, "Our goal is to help more students learn more, especially those who need it most." Our success is gauged by our impact in expanding access, closing completion gaps, and achieving improved post-graduate outcomes.

We are committed to closing graduation gaps for our Special Populations which we believe will occur through our efforts in Universal Design (college-wide), Student Success Plans (all students), more culturally-focused positions (benefitting Students of Color), need-based aid, (for the first time ever all students who applied for a scholarship received at least one last year), and numerous services for at-risk populations.

Primary college-wide goals revolve around excellence and equity in student access, completion, and post-graduate success. We assess progress by comparing the performance of our Special Populations (Pell-eligible, Students of Color, veterans, incarcerated, dislocated workers, or students with disabilities) against non-special populations. Successful initiatives are scaled up to benefit all students. Our main priorities to attain these goals in the next five years encompass:

1. Create transformational Student Success Plans to improve access and success for all students, especially Special Populations. These plans guide students into programs, secure financial support, offer services for success, provide work-based learning experiences, and facilitate post-graduate success networks.
2. Enhance high-quality work-based learning to improve course completion and graduation for all students, especially Special Populations.
3. Innovate the curriculum and workforce to improve wage and transfer success for all graduates, especially Special Populations.

Initiative #1: Access and Success - Student Success Plans

Student Success Plans encompass various critical elements predictive of high achievements post-graduation: formal career facilitation for program selection, financial planning to remedy gaps in available funding, mapping out necessary classes and services for graduation, work-based learning experiences, and plans for job placement or transfer. Our efforts prioritize dual credit, Adult Education, and attend specifically to the needs of Special Populations. Central to our endeavors is fostering positive experiences and nurturing relationships for all students within the college community.

Goal: Student Success Plans will be created for 100% of Southwest Tech students before starting classes.

Student Success Plans build inevitable touch points by creating personal engagement with students along their academic journey. The benefit of which is trust, allowing our students and staff to work as a team. Not all of our special population students necessarily need additional support and Student Success Plans help us learn quickly and proactively who will most benefit from the increased attention and support of case management and play a critical role in reducing completion gaps between our special and non-special populations. For example, we are prioritizing Student Success Plans with dual credit and Adult Education students because they are our most diverse source of future program students.

Objectives:

1. Student Success Plan creation will happen through admission meetings, registration, orientation, and other contacts and events with students.
2. Students will take career assessments and develop a financial plan for attending college.
3. This information, plus the welcome survey, academic schedule, grades, and demographic information, is stored in a "plan" or case file for each student.

The result is a wealth of personalized information that our student success team then uses to identify and provide specific resources matched to specific needs, truly providing targeted and individualized support. SWTC provides support and resources through career advising, academic advising, computer technology (Charger Tech 360), academic tutoring, a food pantry, reduced cost childcare, legal support, disability support services, mental health counseling, and countless financial resources including emergency funds, financial aid, and scholarships.

Methods of Evaluation:

The number of completed Student Success Plans will be tracked.

Initiative #2: Academic Completion and Post-Graduation Success

Goal 1: *We aim to implement a three-year plan to boost the number of program completions leading to high-wage jobs.*

Goal 2: *We have set ambitious yet achievable goals to revamp our low-wage programs, innovating them to yield improved outcomes.*

Our participation in Aspen's Unlocking Opportunities helps us focus on increasing access to credentials of value. Success Plans will facilitate program selection and include relevant information about future wages, identify financial gaps, secure necessary resources, and connect with support resources before classes begin. Through this process we can create valuable relationships with students.

We believe the three pressing strategic equity gaps for ensuring access to credentials of value are:

1. Selection of program with assistance of advisors who guide an informed choice and direction to living sustaining wages.
2. Access to funds for emergency funds, childcare, food pantry, gas cards, living expenses, etc.
3. Connection to appropriate services such as supplemental instruction, financial literacy, tutoring, mentor assignment, mental health counseling, transfer options, ongoing program progress check-ins, and celebration of key milestones.

Objectives:

We will strive to serve an additional 770 (350 Special Populations) students in high-wage programs AND address future opportunities in traditional low-wage programs through course modification, credential embedding, and transfer thus reducing enrollments by 400 (175 Special Populations) in low-wage programming.

- Incorporate or enhance work-based learning experiences,
 - Auto Collision Repair & Refinishing – Spring 2025 internship
 - Accounting – Internship planning
 - Business Management – Internship planning
- Advisory Committees considering student success rates and outcomes and are identifying curriculum and industry changes to increase wages,
- Five new high-wage programs have been added:
 - 2025 – IT Computer Software
 - 2024 – Radiography Technologist
 - 2023 – AA and AS; Sustainable Energy Technology
 - 2022 – Surgical Technology
- Plan and implement curriculum modification for each low-wage program:
 - Modify Curriculum to promote transfer: Early Childhood Education; Human Services Associate; Dental Assistant; Golf Course Management; Business Management; Nursing Assistant
 - Increase Value of Graduate's Learning: Auto Collision; Business Management; Graphic and Web Design
 - Improve Data Accuracy: Computer Numerical Control Machining; and Cosmetology.

Methods of Evaluation

We will track the number of students in high-wage and low-wage programs.

Initiative #3: Completion – High-Risk Case Management

Goal: *We will utilize high-risk case management to better serve students and improve retention and completion.*

To improve access to our existing support resources for these students most in need, in 2021, our student success team began shifting from a traditional reactive model, where students need to be their own advocate and seek out their own support resources, to one that is proactive. With support from a special WTCS leadership grant in 2021 we began implementing high-risk case management; using special population status to predict which students to proactively case manage. Each student enrolled in high-risk case management is assigned a staff person who monitors their grades, regular reaches out to check in, and help personally connect the student with resources that may be helpful.

We utilize multiple methods to guide students into math, science, and writing courses. We use placement tests, prior academic records, and advising sessions to appropriately place students. Academic advisors also play a key role in guiding students toward entry-level courses required for chosen majors. For example, ELL students may choose to enroll in a Certified Nursing Assistant section with course materials in Spanish as well as an embedded bi-lingual tutor.

Reforms in developmental education include enrollment in concurrent review courses for math, science, and writing so students can gain skills while actively enrolled in programmatic coursework. Students may test out as they master concepts and progress based on demonstrated competencies rather than seat time. Successful course completion, skill demonstration, and success in the next course will be assessed and compared with non-embedded course sections using our systematic course assessment system.

We have bolstered support structures by offering supplemental instruction, tutoring services, academic coaching, and peer mentoring. These resources assist students in developmental courses and provide targeted assistance to help them successfully advance into entry-level credit-bearing courses.

Objectives:

- Technical Course Embedded Tutoring – Academic success coaches will embed tutoring in technical courses with the highest failure rates and largest enrollment numbers. The goal is to embed tutoring with 20 new technical course sections in 2023-24.
- Subject-based Facilitated Study Groups – Academic success coaches and HIT tutors will host at least five study groups per week for identified high-risk courses in program content areas.
- Expand ELL courses, support, and resources utilizing the Workforce Innovation Grant (WIG) and other grants. This includes the development of a camp model for onboarding.

Methods of Evaluation:

SWTC regularly assesses the effectiveness of student support services in entry-level and developmental courses. This includes analyzing student success metrics such as course completion rates, progression to credit-bearing courses, and next-course performance. Additionally, student feedback, faculty action research, and data on the utilization of support services are used to gauge effectiveness of systems in place.

Initiative #4: Completion and Post-Graduation Success - Transfer Pathways

Our most important learning goals align with student success after graduation. We seek for students to achieve mastery of competencies and behaviors valued in the workforce and when they transfer to a university. SWTC was granted authority to offer our Associate of Arts and Associate of Science (AA/AS) transfer degrees in 2023. Previously graduates transferred independently from our programs with no system or assistance in place. Credit value and transfer was at the sole discretion of the receiving institution with little incentive to be helpful. We have employed several key strategies to support students intending to transfer as we know our graduates can earn a higher wage when they complete a bachelor's degree.

Goal: Increase transfer rates to improve post-graduate success.

We collaborate with four-year institutions to establish seamless transfer pathways. Two unique elements of our partnerships with universities include robust data-sharing agreements (disaggregated by Special Populations whenever possible) and annual convenings of faculty and staff from both institutions to plan improvements. We insist all new or updated agreements are "60 +60" credits emphasizing the value of credits earned and transfer.

With the new agreements and transfer options, we have taken the opportunity to update and enhance general education courses to align with university requirement levels. For example, we have increased science, math, and writing components in multiple programs.

Transfer rates increased from 13.9%, 15.1%, to 15.5% over the last three years. Transfer data shows minority student transfer rate increased more than white students two of the past three years.

Objectives:

- Incorporate steps for transfer students within the Student Success Plans process
 - Transfer students will have a mandatory admission meeting to create a Student Success Plan.
 - All transfer students meet with an advisor at least once EVERY semester to review plans, progress, and goals.
 - All transfer students participate in an online forum hosted in our Learning Management System to research available options, university requirements, plan visits, and complete admission applications.
 - We are also designing support structures to help co-enrolled students be successful.
- Strengthen relationships with University of Wisconsin Madison and Platteville
- Expand new agreements and transfer options for students.

Methods of Evaluation:

We will continue to measure transfer rates of Southwest Tech students to evaluate progress and the number of transfers student success plans completed. We will track the number and quality of agreements and transfer options for our students.

Section VI: Annual Updates

To ensure that district programs will result in consistent progress toward achieving the goals established in the initial five-year plan, districts shall report annually to the WTCS Office:

- Updates and/or revisions to the district's policy statement from Section I.
- A report of EEO/AA information distribution activities outlines in Section II.
- An evaluation of changes to workforce demographics in Section III.
- An annual progress report on each affirmative action initiative in Section IV. The district must report on the results of each program created in the initial five-year plan to address underutilized employment demographics. The report should be cumulative for the report year. Annually the WTCS Office will provide an updated report of district employment demographics by minority, sex, disability, and limited English proficiency. For workforce demographics that continue to be underutilized, districts should update or enhance existing affirmative action initiatives. Where changes have occurred that put the district in compliance, programs should be modified or eliminated as part of the annual review of activities.
- An annual progress report on each of the equal opportunity initiatives related to students identified in Section V. The district must report on the results of each program created in the initial five-year plan to address student enrollment and completion gaps. The report should be cumulative for the report year. Annually the WTCS Office will provide an update reported containing enrollment and completion data by occupational program for minorities, females, disabled, and limited English proficiency. Where changes have occurred that put the district in compliance, programs should be modified or eliminated as part of the annual review of activities.
- Any award or citations of merit for programs and a description of the program suitable for sharing with other districts.

STRATEGIC DIRECTIONS

2023–2026

THIS IS WHERE
Everyone Belongs

COLLEGE 1.0-ACCESS

STRATEGIC DIRECTION: Create transformational student success plans to improve access for all students.

This Is Where People Care. At Southwest Tech we want every person to know we care about their success. Faculty and staff unite to help students design plans to achieve their goals. Student success plans include: career goals, an academic map, financial planning and budgeting, and a network of professionals to ensure supports and services are inevitable.

PERFORMANCE

We know we will be successful when more people chose to be students at Southwest Tech, especially if they live in the college's five-county district.

GOALS

- 50 Adult Basic Education and English Language Learners students will have a student success plan by the end of the spring 2024 semester.
- 150 dual enrollment high school students will have a student success plan by the end of the spring 2024 semester.
- 300 special population* degree-seeking students will have a student success plan by the end of the spring 2024 semester.
- 50 university transfer students have a student success plan by the end of the spring 2024 semester.
- All program students will have a success plan before their first course begins in the 2024 fall term.



An eager group of adults in Darlington is on their way to learning English. A partnership between Southwest Wisconsin Technical College and the Darlington Community School District, has drawn approximately 60 adult learners to weekly classes since September.



Cody M. Burke completed the HSED program at our Richland Center Outreach Center. He is from Soldiers Grove, Wisconsin, and was a student at North Crawford High School. Cody will attend Southwest Tech in Fennimore this fall as a part of the Agricultural Power and Equipment Technology program. Good luck with your future, Cody!

COLLEGE 2.0-COMPLETION

STRATEGIC DIRECTION: Enhance high-quality work-based learning to improve course completion and graduation for all students.

This Is Where You Succeed. Graduation Matters. We help every student complete their courses and finish their degrees because we know students with degrees have more earning power and better opportunities to improve their lives.

PERFORMANCE

We know we will be successful when more students graduate and we make improvements to decrease achievement gaps for special population students. Southwest Tech emphasizes work-based learning so students learn first-hand from industry experts how to excel in the workforce or successfully transfer to a four-year university.*

GOALS

- All academic programs will incorporate or enhance at least one formal work-based learning initiative into the curriculum before the fall 2024 semester.
- During the 2023-24 academic year, all academic program advisory committees will consider student success rates and outcomes and identify curriculum or industry innovations that will increase wages.
- The Boards of Directors for the College, Foundation, and Real Estate Foundation will adopt fundraising priorities aligned with supporting needs-based scholarships and work-based learning by November of 2023 and establish fundraising goals for each of the next three years.
- Universal Design initiatives will be assessed for impact on student success with investments in the opportunities that will have the most impact on students during the 2024-25 budget development cycle.

All students are better off when they have authentic work-based learning opportunities similar to what they will experience in the workplace. The internal partnerships between marketing and the Graphic & Web Design program create meaningful experiences that align with program outcomes. Pictured are Graphic & Web Design students Sabrina Splinter and Alexa Weber whose t-shirt designs were selected to be sold in the Chargers Bookstore.



*Work-based learning is a course-based opportunity to engage and interact with industry experts while learning to demonstrate essential employability and technical skills necessary for today's workforce. Work-based learning can take various forms, such as practicum, clinical, and internship courses; apprenticeships, and other course-based learning experiences in which students interact directly with potential employers.

COLLEGE 3.0-POST-COLLEGE SUCCESS

STRATEGIC DIRECTION: Innovate the curriculum and workforce to improve wage and transfer success for all graduates.

This is Where You Excel. Southwest Tech graduates experience high levels of job placement. We seek to improve the wages they earn as our alumni increase their value to employers.

PERFORMANCE

We know we will be successful when local employers report graduates have increased knowledge, skills, and abilities and recognize the higher value by increasing wages.

GOALS

- Add five new high-wage programs by 2026. We will pursue radiology technician, respiratory therapist, software developer, paramedic, and one still to-be-determined.
- Through the Team Action Plan process of Instructional Vitality, we will plan and implement curriculum modifications for at least one element of each low-wage program during the 2023-24 academic year.
- Strengthen the college's relationship with the University of Wisconsin-Platteville to help more Southwest Tech students complete their bachelor's degree.



As a Nursing student Kylie Meier participated in the Southwest Tech sponsored trip to Haiti.



While working as an LPN and working her way through the Nursing-Associate Degree program, Kylie was selected as the DRIVEN Award recipient at Southwest Health in Platteville, Wisconsin. Kylie is described as "A nurse who shows compassion for people every day." Kylie is known for her energy, empathy, flexibility in meeting others' needs, dedication, and caring nature.



After working for seven years as an LPN, ADN, and BSN, Kylie has started seeing her own patients as an Advanced Practice Nurse Prescriber in 2023.

Kylie Meier

- 2018 Nursing-Associate Degree
- 2020 Bachelor of Science in Nursing
- 2022 Advanced Practice Nurse Prescriber

COLLEGE EXCELLENCE PROGRAM

aspen institute

The Aspen Institute College Excellence Program (Aspen) and its partners at the Community College Research Center (CCRC) have launched a first-of-its-kind initiative that reflects the next wave of the two-year college student success movement: a bold focus on excellence and equity in post-completion outcomes. In the spring of 2023, Southwest Tech was selected to join a ten-college network to work closely with Aspen, CCRC, expert

coaches, and field practitioners over three years on comprehensive reforms and then three additional years of evaluation, all with one overarching goal: thousands more community college students, including students of color and those from lower-income backgrounds, entering and completing programs that lead directly to jobs that pay a family-sustaining wage or to efficient and effective completion of a bachelor's degree.

Appendix A: Employment Category

ADMINISTRATIVE. Include persons whose assignments require primary (and major) responsibility for management of the institution, or a customarily recognized department or subdivision thereof.

Assignments require the performance of work directly related to management policies or general business operations of the institution, department, or subdivision, etc. It is assumed that assignments in this category customarily and regularly require the incumbent to exercise discretion and independent judgment, and to direct the work of others. Report in this category all officers holding such titles as Director or Administrator or the equivalent. Report in this category Deans, Directors, or the equivalents, as well as Associate Deans, Assistant Deans, and executive officers of academic departments (chairpersons, heads, or equivalents) if their principal activity is administrative. Also include supervisors of professional employees.

FACULTY. Include all persons whose specific assignments customarily are made for the purpose of conducting instruction, research, or public service as a principal activity (or activities), and now hold academic rank titles of professor, associate professor, assistant professor, instructor, lecturer, or the equivalent of any one of these academic ranks. Report in this category Deans, Directors, or the equivalents, as well as Associate Deans, Assistant Deans, and executive officers of academic departments (chairpersons, heads, or the equivalent) if their principal activity is instructional. Do not include student teaching or research assistants.

PROFESSIONAL NON-FACULTY. Include persons whose assignments would require either college graduation or experience of such kind and amount as to provide a comparable background. Included would be all staff members with assignments requiring specialized professional training who should not be reported under Executive (1), and who should not be classified under any of the four "nonprofessional" categories of activities.

CLERICAL / SECRETARIAL. Include persons whose assignments typically are associated with clerical activities or are specifically of a secretarial nature. Include personnel who are responsible for internal and external communications, recording and retrieval of data (other than computer programmers) and/or information and other paperwork required in an office, such as bookkeepers, stenographers, clerk typists, office machine operators, statistical clerks, payroll clerks, etc. Also include salesclerks such as those employed full-time in the bookstore, and library clerks who are not recognized as librarians.

TECHNICAL / PARAPROFESSIONAL. Include persons whose assignments require specialized knowledge or skills which may be acquired through experience or academic work such as is offered in many two-year technical institutes, junior colleges or through equivalent on-the-job training. Include computer programmers and operators, drafters, engineering aides, junior engineers, mathematical aides, licensed practical or vocational nurses, dietitians, photographers, radio operators, scientific assistants, technical illustrators, technicians (medical, dental, electronic, physical sciences), and similar occupations not properly classifiable in other occupational-activity categories but which are institutionally defined as technical assignments. Include persons who perform some of the duties of a professional or technician in a supportive role, which usually require less formal training and/or experience normally required for professional or technical status.

C. Foundation Quarterly Report

The FY 2024 4th Quarter report follows:



Southwest Tech Foundation FY24 Fourth Quarter Report

Fundraising Totals 7/1/23 - 6/30/2024

\$1,493,526.47 total gifts received

(Goal \$1,500,000 for fiscal year)

FY24 Gift Highlights of \$2,500 + 4.01.24 thru 6.30.24

- \$100,810.15 from Bill Huff for the Bill Huff Family Endowment
- \$2,500 from WE Energies Foundation for the WE Energies Foundation Student Success Plan Scholarship
- \$3,000 from Wisconsin Automobile & Truck Dealers Association for Pass-Through Scholarships
- \$10,000 from Andersen Corporate Foundation for Andersen Corporate Foundation Sponsor-A-Scholar Fund
- \$4,876.65 from Suzann Lewison for the Suzann (Sue) Lewison Scholarship
- \$5,000 from Suzann Lewison for the Vern Lewison Memorial Scholarship
- \$20,000 from District Mutual Insurance for the Southwest Tech Foundation Scholarship
- \$3,000 from David Martin for the David and Joan Martin Scholarship
- \$18,200 from Ritchie Implement, Inc. – Cobb for the Industry, Trades & Agriculture Development Fund
- \$5,000 from Larry's Welding & Manufacturing, Inc., for the Mobile Welding Lab Fund

Southwest Tech News Releases:

[News Releases](#) | [Southwest Tech News \(swtc.edu\)](#)

Notes from the Executive Director

By Dennis Cooley

There are four distinct elements to the cycle of a gift in a professional development program. We **identify/research** suspects and qualify some of them as prospects based on their affinity for Southwest Tech and their capacity to make a gift of some size to the Foundation. Next, we **cultivate** the relationship and, depending on the size and complexity of the gift, the process can be short in duration or can stretch many years, depending on the donor's wishes. Next comes the moment of **solicitation**, where a donor is asked to give, and an answer is expected. Depending on the timing and a variety of factors, the answers could be "No, not now", "No, not ever", "Yes, right now" or maybe "Yes, but we need to plan it". Obviously, there are all kinds of answers in between, but all are responses to moments in time when the asks are made. Next, if we are successful, the real fun begins as we enter the



stewardship portion of the process. This is when we tell, show and help donors feel our genuine appreciation for their philanthropy. The more creatively, meaningfully and appropriately we accomplish this, the more likely donors are to continue their giving – often in meaningful ways – to our campus.

Our donor wall is loaded with people who have been properly stewarded over the years. That wall also represents, in some cases, years and even decades of relationship building that goes beyond the transactional nature of some gifts and into this beautiful transformational aspect where we are all moved by the generosity of others.

As Southwest Tech District Board members, you are aware of the generosity of Patrick Thiele. The transformational giving that has allowed hundreds of students from the Boscobel and Wauzeka/Steuben School Districts to follow the Thiele S.T.E.P. Program as scholarships get progressively larger as students move to graduation. You also know about Patrick's recent support of the Raising Chargers initiative, a 20-person cohort of single parents who are being supported by Patrick's lead gifts, while the College provides wrap-around services to help this cohort succeed. Why is this important? Statistics show that single parents are rarely successful

in College and the ones who graduate, on average, take twice as long as the general student population to reach graduation.

Above is a photo of our President Jason Wood as he announced the Thiele Scholarship to Boscobel High School students on May 1, 2019. The students who are standing are the ones who responded when Jason asked them, “Would those of you who are planning to attend Southwest Tech next year, please stand.” He then announced the Thiele S.T.E.P. Program for Boscobel Schools and the rest, they say, is history. Hundreds of Boscobel High School graduates (remember this scholarship can support anyone who had graduated from BHS) have benefited from this scholarship, but the retention and completion rates of these students has improved substantially and quantifiably.



Below is a document prepared by one of our excellent College Effectiveness employees, Tyler Platz. This is the document we shared with Patrick Thiele recently to show the impact of his giving because the question was posed: Will this support make a difference? Will more students succeed because of one person’s meaningful philanthropy and the notion that a hand up, instead of a handout, is the best way to help those in greatest need. The main reason we are sharing this report is because replicating the S.T.E.P. Program in other school districts besides Boscobel and Wauzeka/Steuben is one of the key focal points of our 5-Year Fundraising Plan, which officially kicks off on July 1. We have had preliminary conversations with partners, donors and school district officials to create the local committees to help us work collectively to find support that collectively mirrors Mr. Thiele’s individual giving. We are having success in school districts like Platteville, Dodgeville and Iowa-Grant, but look to expand this effort to all 30 schools over the next five years. Tracking these outcomes will look different in each community, but the College’s commitment to individualized assessment of student outcomes through Student Success Plans and other measures, will give us the best chance for success long-term with our supporters.

Thiele Scholarship Recipient Outcomes Report

Prepared by the Department of College Effectiveness – May 30, 2024

Figure 1: Thiele Scholarship Recipient Outcomes

The following table shows the percentage of students who received a Thiele Scholarship and are not currently enrolled and are not continuing at Southwest Tech that graduated after receiving a Thiele Scholarship. The table also shows the percentage of all Thiele Scholarship Recipients that either graduated after receiving a Thiele Scholarship or are currently enrolled at Southwest Tech. Data retrieved from the Wisconsin Technical College System Data Cube – Graduation Cube and the Southwest Tech Student Information System on 5/30/2024.

Scholarship Name	Not Currently Enrolled, Non-Continuing Thiele Scholarship Recipients		All Thiele Scholarship Recipients	
	Percent Graduated	Number of Students	Percent Continuing or Graduated	Number of Students
James and Grace Thiele Scholarship	69.49%	118	77.21%	158
Thiele Charge Forward S.T.E.P. Scholarship	63.63%	11	83.33%	24
Raising Chargers Scholarship	20.00%	5	80.00%	20
All Thiele Scholarship Recipients*	67.16%	134	78.10%	201

*Rows may not add to “All Thiele Scholarship Recipients” row as some students received more than one Thiele Scholarship.

Figure 2: Graduation Rate Comparison

The following table shows the 3rd Year Graduation Rate for students who received a Thiele Scholarship compared to all other students who did not receive a Thiele Scholarship by cohort year. Cohort year is defined as the academic year in which a student began enrollment in a program. 3rd Year Graduation is defined as a student having graduated within 3 academic years of their cohort year (Ex. A student beginning enrollment during the 2018-19 academic year will need to graduate in academic year 2018-19, 2019-20, or 2020-21 to count). Only cohort years with complete and finalized 3-year measurement windows are shown. Data retrieved from the Wisconsin Technical College System Data Cube – Graduation Cube and the Southwest Tech Student Information System on 5/30/2024.

Cohort Year	Thiele Scholarship Recipients		All Other Students That Did Not Receive a Thiele Scholarship	
	3-Year Graduation Rate	Number of Students in Cohort	3-Year Graduation Rate	Number of Students in Cohort
2018-19	75.00%	24	58.76%	1,227
2019-20	73.17%	41	59.12%	1,167
2020-21	49.01%	51	53.06%	1,321
All Cohorts	62.93%	116	56.85%	3,715

Figure 3: Retention Rate Comparison

The following table shows the 2nd Year Retention Rate for students who received a Thiele Scholarship compared to all other students who did not receive a Thiele Scholarship by cohort year. Cohort year is defined as the academic year in which a student began enrollment in a program. 2nd Year Retention is defined as a student being concurrently enrolled in their cohort year and the following academic year (Ex. A student beginning enrollment during the 2018-19 academic year will need to also be enrolled during the 2019-20 academic year to count). Only cohort years with complete and finalized 2-year measurement windows are shown. Data retrieved from the Wisconsin Technical College System Data Cube – Retention Cube and the Southwest Tech Student Information System on 5/30/2024.

Cohort Year	Thiele Scholarship Recipients		All Other Students That Did Not Receive a Thiele Scholarship	
	2-Year Retention Rate	Number of Students in Cohort	2-Year Retention Rate	Number of Students in Cohort
2018-19	95.23%	21	74.16%	1,192
2019-20	82.05%	39	72.75%	1,127
2020-21	66.00%	50	71.34%	1,291
2021-22	80.00%	50	72.30%	1,087
All Cohorts	79.27%	222	72.18%	5,755

As will be the case with this report for the next several years, I’m including the three main priorities that define the work of the 5-Year Fundraising Plan:

College Priorities Create Foundation Opportunities to Help

1. Create financial support for needs identified in the Student Success Plans.
2. Provide resources for academic programming (increase enrollments in high-wage programs, innovate low/medium wage programs, and start new high-wage programs)
3. Develop additional funds to help Special Populations achieve higher rates of access, completion, and post-graduate success.

Over the past three months, our Advancement area (Foundation, Real Estate Foundation, Business and Industry Services, Farm Business and Production Management and Career Services) has led many off-campus visits that included our President, academic leaders, faculty and key staff, as well as alumni and friends. As we work to help our corporate partners, especially those in healthcare, manufacturing and agriculture, to solve their employment and training needs, we are growing relationships that will serve us long after the fundraising plan is completed.

In talking with our manufacturing Dean, Kris Wubben, tours of Advance Manufacturing sites at other Colleges have given us some much-needed guidance and perspective on next steps as we look to grow our programs in one of our districts largest overall sectors. Grants, gifts and other means of support are top of mind for our manufacturing partners and the College is poised to help improve these situations.

Five years seems like a long time, but I'm sure our College President would tell you that the five years from the announcement of the first Thiele S.T.E.P. Scholarships in May 2019 to present day went by in a heartbeat. Personally, I'm already looking forward to a time five years from now when we talk about how the help of our alumni, partners and friends positively impacted our district, doubled our endowment and provided hope for many in these uncertain times. Thank you for helping us make Southwest Wisconsin stronger!

All the best,

Dennis R. Cooley

Dennis Cooley
Executive Director of Advancement
Southwest Tech

D. Real Estate Foundation Quarterly Report

The FY 2024 4th Quarter report is included below.



Southwest Tech Real Estate Foundation FY23-24 Fourth Quarter Report

New Student Housing Update

The latest 8-unit duplex that the Real Estate Foundation is funding, Campus Housing will manage and the students in Building Trades-Carpentry is building is officially underway. We are well into the bidding process, led by Josh Bedward of our Facilities Department. Once the semester starts, Building Trades-Carpentry instructor Andy Reynolds and his students will begin their collective work. Andy stopped by the regular Foundation offices in late June and described the excitement that is brewing around this hands-on learning experience. As a former builder who traveled the Midwest for a company that built or renovated Culver's restaurants, Andy knows the importance of projects like this one. As an instructor who wants his students to learn many or all facets of construction/carpentry work, he knows first-hand the challenges and rewards of these complex projects and the important role they plan in the development of the students.

Notes from the Executive Director

We were notified on June 25 that the federal earmark for purchasing the property in Iowa County, at the intersection of Hwys. 23 and 18, is moving forward. The email described the process for receiving the funds from the Housing and Urban Development (HUD) Grant. We have been in contact with potential developers and other project partners over the past nine arduous months of waiting and interest continues to be strong for the project.

In early June, the Southwest Tech Foundation completed its Memorandum of Understanding (MOU) payments to the College in the amount of \$419,460. A large majority of these proceeds came from the successful management of our student housing by College Housing, Facilities staff, and our REF Board. College leadership decided to use the MOU funds to add to an existing Foundation fund that has evolved into the Student Success Plans Endowment Fund.

The Southwest Tech Foundation Board voted to quasi-endow this fund, which totals \$633,192 with a goal of reaching the \$1 million mark in coming years. The allocation from the investments of this endowment will generate annual funding to help offset gaps in student funding plans.

The REF Board will be meeting this summer for a reorientation activity and to discuss and address the future needs of the College, as well as its plan for continuing maintenance of existing facilities. Managing risk continues to be a priority for the REF Board.

-- Respectfully submitted by Dennis R. Cooley

Information and Correspondence

A. Enrollment Reports

1. 2024-25 Year-Over-Year FTE Comparison

Southwest TECH		Headcount					FTE's				
FTE COMPARISON REPORT - AUG 12, 2024		FY 22-23 8/15/22	FY 23-24 8/14/23	FY 24-25 08/12/24	23 to 25 Change	24 to 25 Change	FY 22-23 8/15/22	FY 23-24 8/14/23	FY 24-25 08/12/24	23 to 25 Change	24 to 25 Change
101011	Accounting	46	38	33	(13)	(5)	18.73	17.00	13.67	(5.07)	(3.33)
311011	Accounting Assistant	9	9	6	(3)	(3)	3.10	3.20	1.90	(1.20)	(1.30)
100066	Agribusiness Science & Technology - Animal Science	31	26	20	(11)	(6)	16.50	13.47	13.13	(3.37)	(0.33)
100917	Animal Science	-	-	17	17	17	-	-	7.60	7.60	7.60
100067	Agribusiness Science & Technology - Agribusiness Mgmt	13	16	27	14	11	7.57	8.83	12.83	5.27	4.00
100065	Agribusiness Science & Technology - Agronomy	10	12	22	12	10	5.50	5.90	10.83	5.33	4.93
310063	Agribusiness Science & Technology - Agronomy Tech	-	2	1	1	(1)	-	0.93	0.50	0.50	(0.43)
320701	Agricultural Power & Equipment Technician	30	36	34	4	(2)	15.47	17.73	18.13	2.67	0.40
303163	Artisanal Modern Meat Butchery (new Jan 2024)	-	-	16	16	16	-	-	2.37	2.37	2.37
314051	Auto Collision Repair & Refinish Technician	10	8	13	3	5	5.33	4.53	7.30	1.97	2.77
324042	Automotive Technician	19	28	36	17	8	9.27	12.97	16.30	7.03	3.33
BAS-ED	Basic Education (73,74,75,76)	86	121	76	(10)	(45)	7.43	6.50	4.32	(3.11)	(2.18)
REMED	Basic Education Remedial/Developmental	77	115	93	16	(22)	0.07	0.17	0.07	0.01	(0.09)
314751	Building Trades-Carpentry	6	17	9	3	(8)	2.93	8.27	4.43	1.50	(3.83)
101021	Business Analyst / Data Analyst	4	6	6	2	-	1.83	3.17	3.17	1.33	(0.00)
101023	Business Management	85	78	80	(5)	2	38.10	33.77	34.70	(3.40)	0.93
105305	Cancer Information Management	59	67	59	-	(8)	23.50	23.93	18.67	(4.83)	(5.27)
115301	Cancer Information Management (CIM) ATC (New 23-24)	-	-	12	12	12	-	-	3.07	3.07	3.07
313071	Child Care Services	6	4	4	(2)	-	2.70	1.90	1.40	(1.30)	(0.50)
COLEDG	ColledgeUP	-	-	280	280	280	-	-	40.17	40.17	40.17
315021	Cosmetology	39	46	44	5	(2)	18.57	22.50	20.50	1.93	(2.00)
105046	Criminal Justice - Law Enforcement 2	22	27	36	14	9	12.20	10.57	14.70	2.50	4.13
105045	Criminal Justice Studies	11	12	8	(3)	(4)	4.27	5.80	3.33	(0.93)	(2.47)
305042	Criminal Justice-Law Enforcement 720 Academy	10	-	6	(4)	6	8.00	-	1.60	(6.40)	1.60
310915	Dairy & Livestock Technician	-	1	1	1	-	-	0.20	0.50	0.50	0.30
305082	Dental Assistant	18	13	10	(8)	(3)	9.60	6.63	5.33	(4.27)	(1.30)
105106	Direct Entry Midwife	106	103	94	(12)	(9)	40.20	38.37	41.37	1.17	3.00
308121	Driver and Safety Education Certification	8	14	4	(4)	(10)	1.40	2.70	0.80	(0.60)	(1.90)
103071	Early Childhood Education	47	53	44	(3)	(9)	20.40	21.90	19.20	(1.20)	(2.70)

Program Number	Program Name	FY 22-23 8/15/22	FY 23-24 8/14/23	FY 24-25 08/12/24	23 to 25 Change	24 to 25 Change	FY 22-23 8/15/22	FY 23-24 8/14/23	FY 24-25 08/12/24	23 to 25 Change	24 to 25 Change
314132	Electrical Power Distribution	45	45	44	(1)	(1)	22.23	21.70	21.67	(0.57)	(0.03)
504132	Electricity (Construction) Apprentice	21	7	30	9	23	1.40	0.47	2.00	0.60	1.53
106201	Electromechanical Technology	22	23	15	(7)	(8)	11.70	12.83	8.40	(3.30)	(4.43)
305313	Emergency Medical Technician	36	12	35	(1)	23	4.73	1.00	2.70	(2.03)	1.70
104813	Energy Mgmt Technology (Sustainable Energy Mgmt)	-	2	1	1	(1)	-	0.93	0.50	0.50	(0.43)
320804	Farm Operations & Management - Ag Mechanics	6	1	-	(6)	(1)	3.00	0.53	-	(3.00)	(0.53)
320803	Farm Operations & Management - Dairy	9	2	-	(9)	(2)	4.43	1.13	-	(4.43)	(1.13)
310803	Farm Operations & Management - Dairy Technician	1	1	-	(1)	(1)	0.53	0.67	-	(0.53)	(0.67)
310802	Farm Operations & Management - Farm Ag Maintenance	3	3	-	(3)	(3)	0.93	0.30	-	(0.93)	(0.30)
320806	Farm Operations & Management - Livestock	5	2	-	(5)	(2)	2.60	1.13	-	(2.60)	(1.13)
310807	Farm Operations & Management - Livestock Tech	1	-	-	(1)	-	0.53	-	-	(0.53)	-
103251	Golf Course Management	15	17	20	5	3	8.03	8.63	9.53	1.50	0.90
102012	Graphic And Web Design	26	39	31	5	(8)	12.67	18.40	14.17	1.50	(4.23)
105301	Health Information Technology	39	37	34	(5)	(3)	13.63	12.53	10.40	(3.23)	(2.13)
105203	Human Services Associate	32	25	17	(15)	(8)	15.60	12.73	9.40	(6.20)	(3.33)
108251	Individualized Technical Studies	-	-	1	1	1	-	-	0.20	0.20	0.20
504131	Industrial Electrician Apprentice	10	-	6	(4)	6	1.07	-	0.40	(0.67)	0.40
316201	Industrial Mechanic	1	4	6	5	2	0.57	2.27	3.30	2.73	1.03
106203	Instrumentation and Controls Technology	2	-	1	(1)	1	1.13	-	0.03	(1.10)	0.03
101512	IT - Cybersecurity Specialist	-	13	30	30	17	-	5.97	15.33	15.33	9.37
311546	IT-Computer Support Technician (suspended)	4	-	-	(4)	-	1.87	-	-	(1.87)	-
101502	IT - Network Specialist (teach out)	20	5	-	(20)	(5)	9.13	2.37	-	(9.13)	(2.37)
311509	IT - Network Systems Technician	-	4	4	4	-	-	1.87	1.70	1.70	(0.17)
101961	Leadership Development	12	9	5	(7)	(4)	4.70	3.13	2.53	(2.17)	(0.60)
208001	Liberal Arts - Associate of Arts	31	31	40	9	9	5.93	10.93	16.07	10.13	5.13
208002	Liberal Arts - Associate of Science	7	15	10	3	(5)	1.57	5.53	3.77	2.20	(1.77)
315091	Medical Assistant	24	20	23	(1)	3	12.70	7.93	9.20	(3.50)	1.27
315302	Medical Coding Specialist	55	46	46	(9)	-	17.10	16.87	15.17	(1.93)	(1.70)
105131	Medical Laboratory Technician	12	11	6	(6)	(5)	4.93	5.00	2.67	(2.27)	(2.33)
305024	Nail Technician	3	5	3	-	(2)	0.40	0.83	0.50	0.10	(0.33)
NONDEG	Non-Degree	1,375	1,414	946	(429)	(468)	26.29	25.53	19.95	(6.34)	(5.58)

Program Number	Program Name	FY 22-23 8/15/22	FY 23-24 8/14/23	FY 24-25 08/12/24	23 to 25 Change	24 to 25 Change	FY 22-23 8/15/22	FY 23-24 8/14/23	FY 24-25 08/12/24	23 to 25 Change	24 to 25 Change
101966	Nonprofit Leadership	9	8	7	(2)	(1)	3.90	3.50	3.30	(0.60)	(0.20)
105431	Nursing - Associate Degree	191	182	158	(33)	(24)	61.60	59.97	52.53	(9.07)	(7.43)
305431	Nursing Assistant	83	95	79	(4)	(16)	11.23	10.60	6.83	(4.40)	(3.77)
105241	Physical Therapist Assistant	16	16	20	4	4	6.33	5.53	7.93	1.60	2.40
504275	Plumbing Apprentice	18	14	31	13	17	1.52	1.40	3.07	1.55	1.67
105261	Radiography	-	-	17	17	17	-	-	6.63	6.63	6.63
311821	Supply Chain Assistant	2	1	1	(1)	-	0.87	0.37	0.67	(0.20)	0.30
101821	Supply Chain Management	22	23	21	(1)	(2)	9.83	10.07	8.87	(0.97)	(1.20)
105121	Surgical Technology	7	13	23	16	10	3.73	6.23	8.43	4.70	2.20
104995	Technical Studies-Journeyworker	2	1	1	(1)	-	0.20	0.10	0.10	(0.10)	-
UNDEC	Undeclared + F86 (see below)	375	466	354	(21)	(112)	62.30	76.30	62.00	(0.30)	(14.30)
UNDES	Undesignated	38	56	5	(33)	(51)	5.77	9.57	0.57	(5.20)	(9.00)
314421	Welding	42	35	37	(5)	2	21.97	17.10	18.87	(3.10)	1.77
	TOTALS:	3,374	3,555	3,199	(175)	(356)	651.34	652.90	671.28	19.94	18.38
										3.1%	2.8%
SCNOW	Start College Now (See UNDES)	-	-	191	191	191	-	-	35.10	35.10	35.10
TRANSCR	Transcripted Credit (See UNDES)	-	-	2	2	2	-	-	0.17	0.17	0.17
UNDECIDE	Undecided (See UNDES)	-	-	1	1	1	-	-	0.13	0.13	0.13
YOUTHAPP	Youth Apprenticeship	-	-	3	3	3	-	-	0.30	0.30	0.30
				197					35.70		

2. Student Success Scoreboard

2023-24 Student Success Scoreboard	4/26/2024	5/16/2024	6/20/2024	7/8/2024	8/14/2024
Complete Plans	134	351	403	415	621
In Progress	863	733	724	732	707
Plans in Progress Plans (by category of students)					
AE & ELL	40	46	46	46	48
Dual Enrolled	221	222	222	222	223
One or more Special Population Category	142	144	145	145	167
University Transfer	67	69	71	71	75
2024-25 Student Success Scoreboard	4/26/2024	5/16/2024	6/20/2024	7/8/2024	8/14/2024
Career Assessments Completed	375	421	445	460	645
Financial Budget Completed	135	437	488	496	694
Academic Map w/Supports & Services Completed	785	916	956	981	1,153
Completed Students Success Plans BEFORE classes start	103	320	372	384	451*
Special Population Students with Completed Plan	15	29	34	34	61
Non-Special Population Student with Completed Plan	16				560**
*147 completed plans do not have student status entered (unknown if new student)					
**558 completed plans do not have Special Pop answered					

B. Chairperson's Report

1. College of Excellence – ALICE Data (Asset Limited, Income Constrained, Employed)
2. High School Partnerships – Providing Excellent Academic Opportunities

C. College President's Report

1. In-Service Message
2. WTCS Budget Priorities
3. ERP/Project RISE Update
4. WTCS Tour of Excellence
5. Sabbatical Report
6. College Happenings

D. Other Information Items

Establish Board Agenda Items for Next Meeting

A. Agenda

1. Approval of Board Monitoring Report - Compliance

B. Date, Time, & Place

6:00 p.m., Thursday, September 26, Southwest Tech's Room 430, 1800 Bronson Blvd., Fennimore, WI 53809

Adjourn to Closed Session

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

- 1. Discussing issues raised by others concerning our investment in the WTCS District Board's Association as permitted under 19.85 (1) e, Wis. Stats.**
- 2. Engaging in a preliminary consideration of specific personnel issues and to discuss personal information concerning persons related thereto as permitted under 19.85 (1) (f) which, if discussed in public, would likely have a substantial adverse effect upon the reputation of persons referred to in such information.**
- 3. Discussing the President's contract per Wisconsin Statutes 19.85(1)(c) {Considering employment, promotion, compensation, or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility.}**


B. Approval of Closed Session Minutes from July 8, 2024.

Reconvene to Open Session

A. Action, if necessary, on Closed Session Items


Adjournment

**Appendix ~ Southwest Wisconsin Technical College Strategic
Directions (2023 - 2026)**

 **Southwest Wisconsin
TECHNICAL COLLEGE**

STRATEGIC DIRECTIONS

2023–2026



For seven years in a row, Southwest Tech ranks
among the best two-year colleges in the nation!

THIS IS WHERE
Everyone Belongs

Who We Are

Mission

Southwest Wisconsin Technical College provides education and training opportunities responsive to students, employers, and communities.

Vision

Southwest Wisconsin Technical College will be a preferred provider of education, source of talent, and place of employment in the region. We at the College change lives by providing opportunities for success.

Values

Integrity

We promote a cohesive culture that is based on honesty, professionalism, trust, kindness, and respect. We work collaboratively to maintain a healthy environment of clear communication, transparency, and dedication to the mission of Southwest Tech.



Lori Needham, executive assistant, is known around campus for her unwavering kindness and infectious positivity. She extends trust generously and helps the entire campus community to feel like they belong here.

Learning

We work together to make high-quality, affordable education accessible to our diverse population. We help students develop the knowledge, skills, and attitudes needed to contribute to an inclusive workforce and community success. Through partnerships, we seek opportunities to improve lives.

Kelly Kelly, Director of Fiscal Services, regularly seeks opportunities to provide work-based learning opportunities for students in the accounting program. She considers them an essential part of her team and holds them accountable for demonstrating professional behavior, communication, and the technical skills needed for today's workforce.



Continuous Improvement

We leverage our rural perspective and progressive entrepreneurial spirit to attract people who strive for excellence in student success through innovation in technology, services, and strategies. We support and promote personal and professional development to exceed industry standards and produce competent and



skilled graduates in high-quality, relevant programs essential to our sustainability as a college.

Stacey Place, Physical Therapist Assistant program instructor, recently took on the role of academic lead for several health science

programs. The primary role of academic leads is to serve as coaches, mentors, and guides on a peer-to-peer basis, with the overarching goal of enhancing student learning outcomes.

Accountability

We hold ourselves and our teams responsible for achieving academic and fiscal College goals as established by the District Board. We practice self-awareness and hold each other accountable to recognize and confront biases that impact our thinking, behavior, and performance to realize positive and equitable results.

Holly Straka, Workforce Innovation Grant coordinator, is working on her masters degree while also leading the \$2.9 million Workforce Innovation Grant which funds Southwest Tech's Advance Southwest Wisconsin project. The project helps the Southwest Wisconsin workforce excel and increase their career potential in the post-pandemic manufacturing sector by providing job site training, educational pathways, and advanced support.



Inclusivity

We provide a welcoming environment that promotes respect for all members of the college community. We commit to learning about our differences and commonalities to better appreciate the value of each person. We empower the college community to cultivate connections and defend the dignity and humanity of all. We expect all members of our college community to live our Charger Respect Pledge.



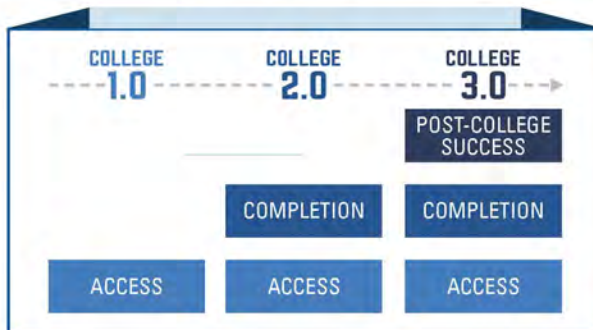
Matt Nation, evening custodian, regularly seeks opportunities to support students who need it the most by hiring them for the evening custodian crew. Matt makes adjustments to job duties to make sure students feel confident and supported. Matt answers many after-hours calls and is the first to extend a helping hand.



Building relationships with prospective students, current students, and employers is what we do best. At Southwest Tech, we care.

The front cover shows a recruiter meeting with students from Darlington High School, a non-traditional occupation student in the Building Trades-Carpentry program, and the first cohort of students in the high wage Surgical Technology program.

College Health Indicators



COLLEGE HEALTH INDICATORS (CHI)		2023 ACTUAL	2024 GOAL
CHI 1A.	Promoting Equity in Student Learning-Graduation Rate Comparison:		
	For Special Population* Students	42%	70%
	For Non-Special Population Students	60%	
CHI 2A.	Course Completion Rate	91%	95%
CHI 3A.	Year-to-Year Graduate Wage Growth	8%	10%
CHI 4A.	5-Year Graduate Wage Growth	67%	75%

*The Wisconsin Technical College System (WTCS) defines special populations as students of color, Pell Grant recipients, military veterans, incarcerated individuals, dislocated workers, and persons with disabilities.

The District Board of Directors reviews College Health Indicators (CHI) semi-annually. The CHI are metrics that provide a trend of performance year-over-year with benchmarks that compare Southwest Tech to other Wisconsin Technical College System colleges or national performance standards.

Each year, the Wisconsin Technical College District Boards Association recognizes individuals and business leaders in the state who exemplify the very best of Wisconsin's technical education system and colleges. The Association also recognizes partners in our communities who promote the value of a technical college education. For the last two years in a row, Southwest Tech District Board



▲ Charles Bolstad
Donald Tuescher ▶

Chairs Donald Tuescher and Charles Bolstad were honored as the Wisconsin Technical College System Board Member of the Year.



College Governance



Executive Team

Leads the college to achieve excellence with integrity through learning and service.

The Aspen Institute College Excellence Program selected Holly Clendenen as one of 35 leaders for the 2023-24 class of the Aspen Rising Presidents Fellowship.



College Council

Cultivates College Values as core behaviors of a positive, caring culture of wellness and trust.

Josh Bedward, facilities manager and master electrician, co-leads the College Council and took a lead role in developing and implementing the performance management evaluations.



Academic Council

Leads efforts to ensure all students learn, progress, and achieve their goals, especially our Special Populations*.

Cynde Larsen, Ph.D., chief academic officer and executive dean, leads the Academic Council.



Operations Council

Leads the achievement of sustainable college operations.

Heath Ahnen, executive director of information technology services, is co-leading the implementation of a new Enterprise Resource Planning system.

COLLEGE 1.0-ACCESS

STRATEGIC DIRECTION: Create transformational student success plans to improve access for all students.

This Is Where People Care. At Southwest Tech we want every person to know we care about their success. Faculty and staff unite to help students design plans to achieve their goals. Student success plans include: career goals, an academic map, financial planning and budgeting, and a network of professionals to ensure supports and services are inevitable.

PERFORMANCE

We know we will be successful when more people chose to be students at Southwest Tech, especially if they live in the college's five-county district.

GOALS

- 50 Adult Basic Education and English Language Learners students will have a student success plan by the end of the spring 2024 semester.
- 150 dual enrollment high school students will have a student success plan by the end of the spring 2024 semester.
- 300 special population* degree-seeking students will have a student success plan by the end of the spring 2024 semester.
- 50 university transfer students have a student success plan by the end of the spring 2024 semester.
- All program students will have a success plan before their first course begins in the 2024 fall term.



An eager group of adults in Darlington is on their way to learning English. A partnership between Southwest Wisconsin Technical College and the Darlington Community School District, has drawn approximately 60 adult learners to weekly classes since September.

Cody M. Burke completed the HSED program at our Richland Center Outreach Center. He is from Soldiers Grove, Wisconsin, and was a student at North Crawford High School. Cody will attend Southwest Tech in Fennimore this fall as a part of the Agricultural Power and Equipment Technology program. Good luck with your future, Cody!

**COLLEGE 2.0-COMPLETION**

STRATEGIC DIRECTION: Enhance high-quality work-based learning to improve course completion and graduation for all students.

This Is Where You Succeed. Graduation Matters. We help every student complete their courses and finish their degrees because we know students with degrees have more earning power and better opportunities to improve their lives.

PERFORMANCE

We know we will be successful when more students graduate and we make improvements to decrease achievement gaps for special population students. Southwest Tech emphasizes work-based learning so students learn first-hand from industry experts how to excel in the workforce or successfully transfer to a four-year university.*

GOALS

- All academic programs will incorporate or enhance at least one formal work-based learning initiative into the curriculum before the fall 2024 semester.
- During the 2023-24 academic year, all academic program advisory committees will consider student success rates and outcomes and identify curriculum or industry innovations that will increase wages.
- The Boards of Directors for the College, Foundation, and Real Estate Foundation will adopt fundraising priorities aligned with supporting needs-based scholarships and work-based learning by November of 2023 and establish fundraising goals for each of the next three years.
- Universal Design initiatives will be assessed for impact on student success with investments in the opportunities that will have the most impact on students during the 2024-25 budget development cycle.

All students are better off when they have authentic work-based learning opportunities similar to what they will experience in the workplace. The internal partnerships between marketing and the Graphic & Web Design program create meaningful experiences that align with program outcomes. Pictured are Graphic & Web Design students Sabrina Splinter and Alexa Weber whose t-shirt designs were selected to be sold in the Chargers Bookstore.



*Work-based learning is a course-based opportunity to engage and interact with industry experts while learning to demonstrate essential employability and technical skills necessary for today's workforce. Work-based learning can take various forms, such as practicum, clinical, and internship courses; apprenticeships, and other course-based learning experiences in which students interact directly with potential employers.

COLLEGE 3.0-POST-COLLEGE SUCCESS

STRATEGIC DIRECTION: Innovate the curriculum and workforce to improve wage and transfer success for all graduates.

This is Where You Excel. Southwest Tech graduates experience high levels of job placement. We seek to improve the wages they earn as our alumni increase their value to employers.

PERFORMANCE

We know we will be successful when local employers report graduates have increased knowledge, skills, and abilities and recognize the high value by increasing wages.

GOALS

- Add five new high-wage programs by 2026. We will pursue radiology technician, respiratory therapist, software developer, paramedic, and one still to-be-determined.
- Through the Team Action Plan process of Instructional Vitality, we will plan and implement curriculum modifications for at least one element of each low-wage program during the 2023-24 academic year.
- Strengthen the college's relationship with the University of Wisconsin-Platteville to help more Southwest Tech students complete their bachelor's degree.



As a Nursing student Kylie Meier participated in the Southwest Tech sponsored trip to Haiti.



While working as an LPN and working her way through the Nursing-Associate Degree program, Kylie was selected as the DRIVEN Award recipient at Southwest Health in Platteville, Wisconsin. Kylie is described as "A nurse who shows compassion for people every day." Kylie is known for her energy, empathy, flexibility in meeting others' needs, dedication, and caring nature.



After working for seven years as an LPN, ADN, and BSN, Kylie has started seeing her own patients as an Advanced Practice Nurse Prescriber in 2023.

Kylie Meier

- 2018 Nursing-Associate Degree
- 2020 Bachelor of Science in Nursing
- 2022 Advanced Practice Nurse Prescriber

COLLEGE EXCELLENCE PROGRAM

aspen institute

The Aspen Institute College Excellence Program (Aspen) and its partners at the Community College Research Center (CCRC) have launched a first-of-its-kind initiative that reflects the next wave of the two-year college student success movement: a bold focus on excellence and equity in post-completion outcomes. In the spring of 2023, Southwest Tech was selected to join a ten-college network to work closely with Aspen, CCRC, expert

coaches, and field practitioners over three years on comprehensive reforms and then three additional years of evaluation, all with one overarching goal: thousands more community college students, including students of color and those from lower-income backgrounds, entering and completing programs that lead directly to jobs that pay a family-sustaining wage or to efficient and effective completion of a bachelor's degree.