



Southwest Wisconsin Technical College

District Board Meeting

Regular Meeting

September 25, 2025

Southwest Tech
1800 Bronson Boulevard
Fennimore, WI 53809

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Annotated Agenda



DISTRICT BOARD MEETING NOTICE/AGENDA

Thursday, September 25, 2025

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

1800 Bronson Boulevard, Fennimore, WI 53809

Conference Room 430

ANNOTATED AGENDA

OPEN MEETING

The following statement will be read: “The Southwest Wisconsin Technical College District Board’s September 25, 2025, 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

INFORMATION AND CORRESPONDENCE

A. Overview of the September 27, 2025, SWTC Celebration & Open House

A summary of the day’s events will be given by the following members of the event’s core planning team: Christina Hill, Dining Services Manager/Lead Chef; Isabelle Manning, HR Generalist; Nicole Nelson, Bookstore Manager; and Gabby Snider, Administrative Assistant.

ADJOURN TO CLOSED SESSION

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

1. Discussing employee compensation 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.}

2. Discussing potential legal situation per Wisconsin Statutes 19.85(1)(g) {Conferring with legal counsel for the governmental body who is rendering oral or written advice concerning strategy to be adopted by the body with respect to litigation in which it is or is likely to become involved.}

- 3. Discussing potential presidential candidates and evaluative criteria 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 August 28, 2025, Closed Session Minutes

RECONVENE TO OPEN SESSION

A. Action, if necessary, on Closed Session Items

CONSENT AGENDA

A. Approval of Agenda

The September 25, 2025, regular board meeting agenda is included in the electronic Board material.

B. Approval of August 28, 2025, Annual Board Meeting Minutes

The August 28, 2025, board meeting minutes are included with the electronic Board material.

C. Financial Reports

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

Each report is available electronically with all other Board materials.

D. Contract Revenue

There were nine contracts totaling \$33,890.00 in August 2025, presented for Board approval. The Contract Revenue Report is included within the electronic Board packet of information.

E. Personnel Items

The Personnel Report includes recommendations for two new hires and one retirement. The report is included in the electronic Board packet.

F. Approval of Amendment to the July 14, 2025, Annual Board Meeting Minutes

The July 14, 2025, Annual Board Meeting Minutes inadvertently omitted the information discussed under the Board Monitoring of College Effectiveness Item B, "Academic Master Plan Update." The minutes have since been amended to include the item summarization and are included in the electronic meeting packet of materials.

Recommendation: *Approve, as presented, the September 25, 2025, Consent Agenda.*

OTHER ITEMS REQUIRING BOARD ACTION

A. Approval of Concept Review: Clinical Medical Assistant (Program 30-509-5)

Included in the electronic Board material is a Concept Review for a Technical Diploma in Clinical Medical Assistant (Program Number 30-509-5). Also included in the electronic material is a Board Resolution that will accompany the Concept Review paperwork for review by the Wisconsin Technical College System Office and Board. Cynde Larsen, Chief Academic Officer, will present the information at the Board meeting

Recommendation: *Approve the Concept Review for the Clinical Medical Assistant Technical Diploma (Program 30-509-5).*

B. Approval of Board Monitoring Report: Compliance

Included in the electronic Board material is the September 2025 Compliance Board Monitoring Report. Mandy Henkel, Executive Director of College Effectiveness/Accreditation, and Karen Campbell, Compliance Officer, will present the report and answer any questions the Board may have.

Recommendation: *Approve, as presented, the September 2025 Board Monitoring Report – Compliance.*

BOARD MONITORING OF COLLEGE EFFECTIVENESS

A. Staffing Update

Krista Weber, Chief Human Resources Officer, will provide an update on College staffing. A summary is included with the Board material.

INFORMATION AND CORRESPONDENCE

A. Enrollment Report and Student Success Scoreboard

1. FTE Comparison Report

2. Student Success Scoreboard

Katie Glass, Chief Communications Officer, and Holly Clendenen, Chief Student Services Officer, will share insights on this month's reports.

B. Chairperson's Report

1. Presidential Search Update

2. WCTC 2025 Biennial Legal Issues Conference (Oct. 16-17, 2025) & District Boards Association Fall Meeting (Oct. 17-18, 2025) at Waukesha County Technical College

C. Interim College President's Report

1. November Joint Board Proposal

2. District Boards Association Survey

3. College Happenings

D. Other Information Items

ESTABLISH BOARD AGENDA ITEMS FOR NEXT MEETING (REGULAR MEETING)

A. Agenda

- 1. Approval of Bid: Laser Welder**
- 2. Resolution for Adoption of 2025 Tax Levy**
- 3. Fund & Account Transfers (2024-25 Budget Modifications)**
- 4. Review of Purchasing Activity**
- 5. WI Code of Ethics Resolution**

B. Date, Time, and Place

Thursday, October 23, 2025, 6:00 p.m., Southwest Tech Conference Room 430, 1800 Bronson Blvd, Fennimore, WI 53809

ADJOURNMENT

Open Meeting

The following statement will be read: "The September 25, 2025, Southwest Wisconsin Technical College Board annual meeting is called to order. This 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 to make the general public aware of the time, place, and agenda of the meeting."

A. Roll Call

B. Reports/Forums/Public Input

Information and Correspondence

A. Overview of the September 27, 2025, SWTC Celebration and Open House

A summary of the day's events will be given by the following members of the event's core planning team: Christina Hill, Dining Services Manager/Lead Chef; Isabelle Manning, HR Generalist; Nicole Nelson, Bookstore Manager; and Gabby Snider, Administrative Assistant.

Adjourn to Closed Session

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

- 1. Discussing employee compensation 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.}
- 2. Discussing potential legal situation per Wisconsin Statutes 19.85(1)(g)** {Conferring with legal counsel for the governmental body who is rendering oral or written advice concerning strategy to be adopted by the body with respect to litigation in which it is or is likely to become involved.}
- 3. Discussing potential presidential candidates and evaluative criteria 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 August 28, 2025

Reconvene to Open Session

A. Action, if necessary, on Closed Session Items

Consent Agenda

A. Approval of Agenda



DISTRICT BOARD MEETING NOTICE/AGENDA

Thursday, September 25, 2025

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

1800 Bronson Boulevard, Fennimore, WI 53809

Conference Room 430

AGENDA

OPEN MEETING

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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

INFORMATION AND CORRESPONDENCE

- A. Overview of the September 27, 2025, SWTC Celebration & Open House

ADJOURN TO CLOSED SESSION

- A. Consideration of adjourning to a closed session for the purpose of
 - 1. Discussing employee compensation 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.}
 - 2. Discussing potential legal situation per Wisconsin Statutes 19.85(1)(g) {Conferring with legal counsel for the governmental body who is rendering oral or written advice concerning strategy to be adopted by the body with respect to litigation in which it is or is likely to become involved.}
 - 3. Discussing potential presidential candidates and evaluative criteria 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 August 28, 2025, Closed Session Minutes

RECONVENE TO OPEN SESSION

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

CONSENT AGENDA

- A. Approval of Agenda
- B. Approval of August 28, 2025, Board Meeting Minutes
- C. Financial Reports
 - 1. Purchases Greater than \$2,500
 - 2. Treasurer’s Cash Balance
 - 3. Budget Control
- D. Contract Revenue
- E. Personnel Items
- F. Approval of Amendment to the July 14, 2025, Annual Board Meeting Minutes

OTHER ITEMS REQUIRING BOARD ACTION

- A. Approval of Concept Review: Clinical Medical Assistant (Program 30-509-5)
- B. Approval of Board Monitoring Report: Compliance

BOARD MONITORING OF COLLEGE EFFECTIVENESS

A. Staffing Update

INFORMATION AND CORRESPONDENCE

A. Enrollment Report and Student Success Scoreboard

1. FTE Comparison Report
2. Student Success Scoreboard

B. Chairperson's Report

1. Presidential Search Update
2. WCTC 2025 Biennial Legal Issues Conference (Oct. 16-17, 2025) & District Boards Association Fall Meeting (Oct. 17-18, 2025) at Waukesha County Technical College

C. Interim College President's Report

1. November Joint Board Proposal
2. District Boards Association Survey
3. College Happenings

D. Other Information Items

ESTABLISH BOARD AGENDA ITEMS FOR NEXT MEETING (REGULAR MEETING)

A. Agenda

1. Approval of Bid: Laser Welder
2. Resolution for Adoption of 2025 Tax Levy
3. Fund & Account Transfers (2024-25 Budget Modifications)
4. Review of Purchasing Activity
5. WI Code of Ethics Resolution

B. Date, Time, and Place

Thursday, October 23, 2025, 6:00 p.m., Southwest Tech Conference Room 430, 1800 Bronson Blvd, Fennimore, WI 53809

ADJOURNMENT

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

B. Minutes from the August 28, 2025, Regular Board Meeting



MINUTES OF THE REGULAR MEETING FOR THE BOARD OF DIRECTORS OF SOUTHWEST WISCONSIN TECHNICAL COLLEGE AUGUST 28, 2025

The Board of Southwest Wisconsin Technical College met in an open session of a regular meeting commencing at 6:04 p.m. on August 28, 2025, 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, Charles Bolstad, Theresa Braudt, Kent Enright, Jeanne Jordie, Chris Prange, Don Tuescher, Steve Williamson, and Jane Wonderling. Absent: n/a

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

Caleb White, Interim President and Vice President for Administrative Services, and College Staff: Heath Ahnen, Holly Clendenen, Dennis Cooley, Katie Glass, Connie Haberkorn, Mandy Henkel, Dan Imhoff, Lori Needham, Krista Weber, and Kris Wubben.

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



DISTRICT BOARD MEETING NOTICE/AGENDA

Thursday, August 28, 2025

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

1800 Bronson Boulevard, Fennimore, WI 53809

Conference Room 430

AGENDA

OPEN MEETING

The following statement will be read: “The Southwest Wisconsin Technical College District Board’s August 28, 2025, 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

ADJOURN TO CLOSED SESSION

- A. Consideration of adjourning to a closed session for the purpose of
 - 1. Discussing personnel issues 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.}
 - 2. Discussing potential legal situation per Wisconsin Statutes 19.85(1)(g) {Conferring with legal counsel for the governmental body who is rendering oral or written advice concerning strategy to be adopted by the body with respect to litigation in which it is or is likely to become involved.}
 - 3. Discussing potential presidential candidates and evaluative criteria 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.}

4. Discussing the interim president's performance per 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 July 14, 2025, Closed Session Minutes

RECONVENE TO OPEN SESSION

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

CONSENT AGENDA

- A. Approval of Agenda
B. Approval of July 14, 2025, Annual Board Meeting Minutes
C. Financial Reports
 1. Purchases Greater than \$2,500
 2. Treasurer's Cash Balance
 3. Budget Control
D. Contract Revenue
E. Personnel Items
F. Southwest Wisconsin Workforce Development Board (SWWDB) Sub-lease, Richland Center Outreach

BOARD MONITORING OF COLLEGE EFFECTIVENESS

- A. Presidential Search Update

OTHER ITEMS REQUIRING BOARD ACTION

- A. Approval of RFP: Presidential Search Services
B. Approval of Bid: Lincoln 300C Welders
C. Approval of 2025-26 College Health Indicator Goals
D. Approval of Board Monitoring Report: College Culture

BOARD MONITORING OF COLLEGE EFFECTIVENESS

- A. Staffing Update
B. SWTC Foundation FY25 4th Quarter Report
C. SWTC Real Estate Foundation FY25 4th Quarter Report

INFORMATION AND CORRESPONDENCE

- A. Enrollment Reports and Student Success Scoreboard
 1. FTE Comparison Report
 2. Student Success Scoreboard
B. Chairperson's Report
 1. District Boards Association Items
 i. Appoint Voting Delegate
 ii. Appoint Trust Board Delegate
 2. Appoint the Board's Aspen Liaison
 3. Ad-Hoc Committee: Executive Board Leadership (EBL) Discussion
 4. Discussion of Possible Policy Governance Addendum
C. Interim College President's Report
 1. Follow-up on 7/14/2025 Meeting's Public input
 2. District Boards Association Award Update
 3. Board Bulletin
 4. Solar Array Update
 5. Fall, 2026 Applications Open on September 2, 2025
 6. College Outreach – Economic Development Groups
 7. College Happenings

D. Other Information Items

ESTABLISH BOARD AGENDA ITEMS FOR NEXT MEETING (REGULAR MEETING)

A. Agenda

1. Approval of Board Monitoring Report: Compliance
2. Approval of Bid: Laser Welder
3. Approval of Concept Review: Clinical Medical Assistant

B. Time and Place

6:00 p.m., Thursday, September 25, 2025, Southwest Tech Conference Room 430, 1800 Bronson Blvd, Fennimore, WI 53809

ADJOURNMENT

{FACILITIES AT SOUTHWEST TECH ARE HANDICAP ACCESSIBLE. FOR ALL ACCOMMODATIONS, CALL 608-822-2632 OR E-MAIL

DISABILITYSERVICES@SWTC.EDU.}

Under Public Input, Jane Wonderling, District Administrator of Fennimore Community Schools, expressed appreciation of SWTC's Dan Imhoff, Executive Director of Facilities, Safety, and Security, and Ed Anderson, Welding Instructor. Mr. Imhoff recently conducted security training for Fennimore Schools' faculty and staff, while Mr. Anderson assisted with the assembly of the district's new welding booths. Ms. Wonderling commends the strong partnership between the two institutions.

Mr. Tuescher moved, seconded by Mr. Bolstad, to adjourn to closed session to discuss 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.}; a potential legal situation per Wisconsin Statutes 19.85(1)(g) {Conferring with legal counsel for the governmental body who is rendering oral or written advice concerning strategy to be adopted by the body with respect to litigation in which it is or is likely to become involved.}; potential presidential candidates and evaluative criteria 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.}; and the interim president's performance per 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.} Upon roll call vote, all members voted in the affirmative: Mr. Blume, Mr. Bolstad, Ms. Braudt, Mr. Enright, Ms. Jordie, Mr. Tuescher, Mr. Williamson, Ms. Wonderling, and Mr. Prange. The motion carried, and the meeting adjourned to a closed session at 6:06 p.m. No action was taken during the closed session. The Board determined that an action-related item would be considered in open session. The Board reconvened to open session at 7:19 p.m.

Mr. Enright moved, seconded by Mr. Bolstad, to approve the situational stipends proposed by Interim President Caleb White during the closed session. Upon roll call vote, all members voted in the affirmative: Mr. Blume, Mr. Bolstad, Ms. Braudt, Mr. Enright, Ms. Jordie, Mr. Tuescher, Mr. Williamson, Ms. Wonderling, and Mr. Prange. Motion adopted.

After a review of the Consent Agenda, including the August 28, 2025, agenda; July 14, 2025, Board meeting minutes; financial reports; nine contracts totaling \$19,428.53 in July 2025; employment recommendations for Lisa Schaefer, Manufacturing Outreach Coordinator, John Richter, Advisor, Meghan Weber, Adult Education Instructor/Academic Success Coach; the promotion/transfer of Holly Straka to Business Management Instructor; the resignations of Karyl Nicholson, Business Management Instructor, Sarah Gleisner, Communications Instructor, Tonia Breuer, Medical Assistant Instructor/Director, Gina Kartman, Child Care Lab Assistant, Angela Herting, Director of Major Gifts & Giving, Logan Prochaska, Drivers Education Coordinator; and a 12-month sub-lease (10/1/2025-9/30/2026) for the Southwest Wisconsin Workforce Development Board to lease 136 square feet of office space from the College at the Richland Center Outreach Site at a monthly rate of \$358. Mr. Blume moved, seconded by Ms. Braudt, to approve the Consent Agenda, as presented. Motion adopted.

Chairperson Prange provided an update on the College's presidential search process. Since the previous Board meeting, a Request for Proposals (RFP) for executive search services was issued. The scoring team reviewed submissions and conducted five vendor interviews. A description and formal recommendation were presented for Board consideration:

Southwest Wisconsin Technical College requested proposals to contract with an executive search firm and/or consultant to assist with the hiring of a College President. The public bid opening was held on Friday, August 8, 2025. Six vendor proposals were submitted, five of which submitted all the required documentation. Mr. Blume moved, seconded by Ms. Braudt, to award the RFP for Presidential Search Services Contract to AGB Search of Washington, DC. Upon roll call vote, all members voted in the affirmative: Mr. Blume, Mr. Bolstad, Ms. Braudt, Mr. Enright, Ms. Jordie, Mr. Tuescher, Mr. Williamson, Ms. Wonderling, and Mr. Prange. The motion carried.

Bids were solicited for Lincoln Power Wave 300C welders for the Welding program. The public opening of bids was held virtually on August 11, 2025. Four Vendors submitted bid proposals. Mr. Enright moved, seconded by Mr. Williamson, to award a contract for Lincoln Power Wave 300C Welders in the bid amount of \$130,250.00 to Mississippi Welders Supply Company, Inc. of Altoona, WI. Motion carried.

Katie Glass, Chief Communications Officer, reviewed the 2025 College Health Indicators (CHI) along with the 2025-26 CHI goals. The 2025-28 Strategic Directions document, highlighting 1.0 Access, 2.0 Completion, and 3.0 Post-College Success, along with key faculty and staff who exemplify college values, was also presented. Ms. Glass noted that CHI are the metrics that provide a trend of performance year-over-year with benchmarks that compare Southwest Tech to the Wisconsin Technical College System colleges or national performance standards. The following 2025-26 goals for College Health Indicators (CHI) were presented for Board approval:

- 1.A Promoting Equity in Student Learning – Graduation Rate Comparison: 70%
- 2.A Course Completion Rate: 95%
- 3.A Year-to-Year Graduate Wage Growth: 10%
- 4.A Five-Year Graduate Wage Growth: 80%

Mr. Enright moved, seconded by Ms. Jordie, to approve, as presented, the 2025-26 College Health Indicator Goals. Motion carried.

Krista Weber, Chief Human Resources Officer, summarized the August 2025 Board Monitoring Report: College Culture. Key areas include integrating the College's strategic directions with operating structure; driving efforts to align the college culture to strategic efforts that improve student success; and recognizing the importance of creating a culture where all employees feel heard and valued. Mr. Bolstad moved, seconded by Ms. Wonderling, to approve, as presented, the August 2025 Board Monitoring Report-College Culture. Motion carried.

The College Staffing report was provided by Ms. Weber. Current postings include Assistant Child Care Director/Instructor, Director of Foundation, Financial Aid Assistant/Accounting Bursar, Software Development Instructor, Social Science Instructor, and Medical Lab Technician Instructor.

Dennis Cooley, Executive Director of Advancement, presented the Foundation's fiscal year 2025 fourth-quarter report. Recent activities, results of fundraising efforts, and other initiatives. It was noted that the year was record-breaking, with total fundraising exceeding \$10 million for the first time.

An overview of the Real Estate Foundation's fiscal year 2025 fourth-quarter report was provided by Mr. Cooley. Current initiatives include the selection of a partner entity to develop the Dodgeville property, the construction of a new student housing duplex for the 2025–2026 academic year (led by the Building Trades–Carpentry program), and planning and securing a building project for the 2026–2027 academic year.

Ms. Glass presented the Enrollment/FTE Comparison Report. The College has experienced a 1.6% increase in enrollment compared to the same period last year. Recruitment efforts are actively underway.

Holly Clendenen, Chief Student Services Officer, provided an update on the monthly Student Success Scoreboard. The Board was briefed on a new dashboard connecting the Anthology Student system. As of August 21, 2025, 755 students who are currently taking a class have completed a Success Plan. 109 high school dual credit students who are currently taking a class have completed a Success Plan. There are 99 potential future students with a completed success plan who have applied and are accepted, but not yet taking any classes.

Under the Chairperson's Report:

- Mr. Bolstad was appointed the SWTC Board's DBA Voting Delegate. He currently serves as the DBA Board's Past Chairperson. Mr. Enright was appointed as the Trust Board's delegate.
- Mr. Bolstad was appointed as the Board's Aspen Liaison.
- The Ad-Hoc Committee: Executive Board Leadership item was briefly noted and will be tabled this month. Board members were asked to review the current charter and bring forward adjustments/edits at a future meeting.
- Discussion on Possible Policy Governance Addendum: The Board reached consensus for the Chairperson to collaborate with the College's legal counsel to draft an addendum. The proposed addendum will allow cabinet members to communicate directly with the Board Chair without requiring mediation through the College President.

Under the Interim College President's Report and College Happenings:

- Mr. White met with former instructors who provided public input at the July 14, 2025, Board meeting, as well as two attendees who did not speak. He listened to concerns and is preparing a summary of recurring themes for future consideration.
- Nominations for the 2025 DBA Awards were discussed. Southwest Tech submitted *Wisconsin Watch* as a nominee for the Media Award. Due to the revised nomination schedule, no additional submissions were made this year.
- The format and frequency of informational communications from the Interim President to the Board Chair were discussed.
- The solar array is still not yet fully operational. The College is unable to apply for federal Return on Investment (ROI) incentives until it is fully operational.
- Fall 2026 Applications will open on September 2, 2025.
- The executive team plans to prioritize outreach and collaboration with regional economic development groups during the 2025–2026 academic year.
- Under College Happenings: An executive summary from the Aspen Prize visit and the follow-up conversations outlining the College's strengths and some areas for improvement were briefly discussed.

There were no items reported under Other Information Items.

With no further business to come before the Board, Ms. Wonderling moved to adjourn the meeting, with Mr. Enright seconding the motion. The motion carried, and the meeting adjourned at 9:04 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 08/01/2025 - 08/31/2025			
Vendor	Expenditure Invoice #	Description	Amount
Sikich	8.5.25	August, 2025 Health Insurance Premiums	279,568.94
USSI	0079009-IN	EPD DERRICK TRUCK	235,834.50
WRS-PR	8.29.25	WRS Support Contributions	145,710.98
Trane	315586033	400 RTU	139,673.74
IRS	8.1.25	941 Tax Deposit - 2205	124,696.73
IRS	8.15.25	Form 941 Tax Deposit - 2205	116,806.67
Insight	1101304952	SOFTWARE	91,420.80
Buckingham Mfg	173913	EPD Kits	76,318.05
Fennimore Utilities	8.27.25 STMT	UTILITIES	31,589.98
HBS	821451-H	HYPERFLEX	27,648.30
Vanguard	VCI-INV067536	IPADS	25,692.80
WI DOR- PR	8.1.25	WI State Tax Deposit	21,139.09
Buckingham Mfg	173848	MILWAUKEE WRENCHES	20,961.93
WI DOR- PR	8.29.25 WI DOR	WI State Tax Deposit	20,554.90
WI DOR- PR	8.15.25	WI Tax Payroll Deposit	19,943.13
Associated - PAYROLL	8.1.25	HSA ER & EE Contributions	18,974.86
Associated - PAYROLL	8.15.25 HRA	HSA Contributions	18,126.94
Vanguard	VCI-INV067533	IPADS	17,634.70
MEAC	3610-15cr	ACCRED FEES	14,489.80
Vanguard	VCI-INV067653	MACBOOKS	12,846.40
EPA	207363	1709 UPDATES	12,266.22
EPA	207362	1708 UPGRADE	12,266.22
EPA	207361	ROOM 1706	12,266.22
Great West	8.18.25	457 Contributions	12,207.49
Great West	8.4.25	457 Contributions	12,138.26
HubkaDe	846059	544 Brent Gravity Wagon	11,000.00

Vendor	Expenditure Invoice #	Description	Amount
EPA	207360	ROOM 216	10,887.47
CLA	L251503932	2425 AUDIT SVCS	9,345.00
K & A Farm	8.28.25	540 BUSHEL GRAVITY WAGON	8,500.00
Arrow	7272	ASPHALT SERVICES	7,700.00
Power Test	IN40757	ONSITE TRAINING	6,849.82
Associated - PR ADMI	8.5.25	08/05/25 Associated	6,390.22
eCampus.com	6557-250831-430	DISTRICT BILLING	6,291.99
ExamSoft	IN-ESW-18012	ExamSoft Essential Solution 8/15/2025 - 12/31/2025	5,241.25
CAPTE	ORD-2026-ANN498	ANNUAL ACCRED FEE	5,085.00
Dodgeville School Di	0006	FORK FARM 1	4,995.00
Delta	8.6.25	Weekly Dental Claims	4,948.71
Associated - PR ADMI	8.1.25 HRA	Associated - HRA	4,858.33
US Omni	8.14.25	403b Contributions	4,729.52
US Omni	8.4.25	403b Contributions	4,679.52
Recob	W-406479-01	AMMO	4,523.42
Madison National	1708299 8.1.25	NATIONAL INSURANCE	4,448.20
Cengage	999100766130	TEXTBOOKS	4,236.56
Trugreen	212764888	LAWN SERVICE	3,961.15
Hinge Properties	SEPT 25 RENT	RENT	3,826.73
Stars & Stripes	22710	ASPEN BANNERS	3,775.00
Delta	8.20.25	Delta Dental 08.14.25-08.20.25	3,551.43
Realityworks	70892	BEEF CUT MODELS	3,505.86
OCLC	1000456908	EZPROXY 25.26	3,380.62
SHI	B20123989	CAMERA LICENSURE	3,366.72
Mid State	1HGCR2F31GA075294	2016 HONDA ACCORD SEDAN LX	3,325.00
Buckingham Mfg	175366	MILWAUKEE 5 IN 1	3,091.18
Vanguard	VCHINV067529	IPADS	2,986.69
DOR	3283143 SLACK	ALAINA SLACK	2,869.02
Mid State	5FNYF4H92DB056895	2013 Honda Pilot	2,795.00
Lansweeper	IN06-2502230	LANSWEEPER STARTER	2,628.00
Sysco	418996442	SUPPLIES	2,504.13

Total Invoices

\$1,681,054.19

Bank Withdrawals			
Vendor	Transaction Date	Audit Trail	Amount
Outgoing Wire LGIP from Midwest One	8/21/2025	GNJL013792	3,000,000.00
U.S. BANK AUTOPAY ending 07.29.2025	8/13/2025	GNJL013718	47,937.82
U.S. BANK AUTOPAY ending 08.12.2025	8/27/2025	GNJL013809	23,733.38
8.18.25 PayPal Fee	8/18/2025	GNJL013790	4,523.78
WI Dept Revenue Taxpayment July 2025	8/19/2025	GNJL013776	3,074.78
Total Bank Withdrawals			\$3,079,269.76
Payroll			
Payroll Period	Payroll Date		Amount
08/01/2025 Payroll	8/1/2025		383,811.18
08/15/2025 Payroll	8/15/2025		356,439.43
08/29/2025	8/29/2025		387,227.12
Total Payroll			\$1,127,477.73
Total Purchases >= \$2,500			\$5,887,801.68

2. Treasurer's Cash Balance

Southwest Wisconsin Technical College			
Report of Treasurers Cash Balance 08/31/2025			
Receipts			
Fund			
1 General	3,088,850.00		
2 Special Revenue			
3 Capital Projects	1,232.00		
4 Debt Service	-		
5 Enterprise	505,336.00		
6 Internal Service	297,773.00		
7 Financial Aid/Activities	127,733.00		
Total Receipts		4,020,924.00	
Expenses			
Fund			
1 General	2,398,528.00		
2 Special Revenue			
3 Capital Projects	-		
4 Debt Service	-		
5 Enterprise	280,779.00		
6 Internal Service	308,407.00		
7 Financial Aid/Activities	43,602.00		
Total Expenses		3,031,316.00	
Net cash change - month			989,608.00
EOM Cash Balances			
-Midwest One Operating 0356	134,208.40		
-Midwest One Investment 7167	2,880,288.69		
-Cash on Hand	2,700.00		
-Local Government Investment Pool	11,200,719.93		
Ending Cash/Investment Balance		14,217,917.02	

3. Budget Control

Southwest Wisconsin Technical College							
YTD Summary for Funds 1-7							
For 2 Months ended August 2025							
	2025-26 Budget	2025-26 YTD Actual	2025-26 Percent	2024-25 Percent	2023-24 Percent	2022-23 Percent	2021-22 Percent
General Fund Revenue	26,823,700.00	4,265,299.98	15.90	16.12	15.63	14.96	15.31
General Fund Expenditures	27,283,200.00	4,530,504.57	16.61	16.28	15.18	14.07	12.25
Capital Projects Fund Revenue	4,075,000.00	1,232.00	0.03	-	0.30	0.03	2.82
Capital Projects Fund Expenditures	4,000,000.00	97,930.36	2.45	0.85	7.81	6.48	18.10
Debt Service Fund Revenue	6,860,000.00	-	-	-	-	-	-
Debt Service Fund Expenditures	6,946,500.00	-	-	-	-	-	-
Enterprise Fund Revenue	2,330,000.00	637,612.76	27.37	26.40	14.01	7.38	31.36
Enterprise Fund Expenditure	2,400,000.00	428,686.18	17.86	8.39	13.99	7.87	6.31
Internal Service Fund Revenue	4,455,000.00	594,429.13	13.34	12.91	13.99	14.81	14.91
Internal Service Fund Expenditures	4,455,000.00	645,946.90	14.50	15.71	15.71	15.75	15.00
Trust & Agency Fund Revenue	9,100,000.00	357,848.66	3.93	4.58	3.03	5.69	10.09
Trust & Agency Fund Expenditures	9,125,000.00	340,717.95	3.73	4.65	2.96	3.51	8.64
Grand Total Revenue	53,643,700.00	5,856,422.53	10.92	10.99	9.68	9.94	12.73
Grand Total Expenditures	54,209,700.00	6,043,785.96	11.15	10.81	10.56	9.66	10.51

D. Contract Revenue

There were nine contracts totaling \$33,890.00 in August 2025, presented for Board approval:

2025-2026 CONTRACTS

8/1/2025 to 8/31/2025

<u>Contract Holder</u>	<u>Contract #</u>	<u>Service Provided</u>	<u>Contact</u>	<u>Number Served</u>	<u>Price</u>	<u>Exchange of Services</u> (Instructional Fees Waived)	<u>INDIRECT COST FACTOR</u>		
							<u>On-Campus</u>	<u>Off-Campus</u>	<u>Waiver</u>
Dodgeville School District	03-2026-0010-I-11	Drivers Education Theory (School District Paid)	Kim Maier	26	\$ 3,380.00	No		X	
Highland School District	03-2026-0013-I-11	Drivers Education Theory (School District Paid)	Kim Maier	12	\$ 1,560.00	No		X	
Iowa Grant School District	03-2026-0015-I-11	Drivers Education Theory (School District Paid)	Kim Maier	35	\$ 4,550.00	No		X	
Lancaster School District	03-2026-0017-I-11	Drivers Education Theory (Student Self-Pay)	Kim Maier	43	\$ 5,590.00	No		X	
Mineral Point School District	03-2026-0019-I-11	Drivers Education Theory (School District Paid)	Kim Maier	47	\$ 6,110.00	No		X	
Platteville School District	03-2026-0021-I-11	Drivers Education Theory (Student Self-Pay)	Kim Maier	80	\$ 10,400.00	No		X	
USA Clay Target League	03-2026-0067-T-42	Wisconsin League Director Duties - July	Caleb White		\$ 500.00	No		X	
USA Clay Target League	03-2026-0067-T-42	Wisconsin League Director Duties - August	Caleb White		\$ 500.00	No		X	
WI Secure Program Facility	03-2026-0077-I-32	Safety for Forklift	Dennis Cooley	10	\$ 1,300.00	No		X	
TOTAL of all Contracts				253	\$ 33,890.00				
Exchange of Services				-	\$ -				
For Pay Service				253	\$ 33,890.00				

E. Personnel Items

The Personnel Report includes a recommendation for two new hires and one retirement:



PERSONNEL REPORT September 25, 2025

EMPLOYMENT: NEW HIRE

Name:	Thomas Moravits
Title:	Electrical Power Distribution Lab Assistant
How many applicants & interviewed	4 applicants; 3 interviewed
Start Date:	09/02/2025
Salary/Wages:	\$23.00/hour
Classification:	Part-time/ Non benefited
Education and/or Experience:	Criminal Justice Degree from SWTC. CDL Class A Certification.

Name:	Stacia Stephenson
Title:	Director of Foundation
How many applicants & interviewed	6 applicants; 3 interviewed
Start Date:	10/01/2025
Salary/Wages:	\$97,670.88
Classification:	Full Time
Education and/or Experience:	Bachelor's Degree from UW Platteville. 10 years of higher education foundation experience and leadership.

PROMOTIONS/TRANSFER

NEW POSITION

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RETIREMENTS / RESIGNATIONS

Margaret Chubb (October 3, 2025)	Financial Aid Assistant/Accounting Bursar
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F. Approval of Amendment to the July 14, 2025, Annual Board Meeting Minutes

The July 14, 2025, Annual Board Meeting Minutes inadvertently omitted the information discussed under the Board Monitoring of College Effectiveness Item B, “Academic Master Plan Update.” The minutes have since been amended to include the item summarization. The newly added (amended) information is highlighted for reference purposes.



AMENDED MINUTES OF THE ANNUAL MEETING FOR THE BOARD OF DIRECTORS OF SOUTHWEST WISCONSIN TECHNICAL COLLEGE JULY 14, 2025

The Board of Southwest Wisconsin Technical College met in an open session of its annual meeting commencing at 6:02 p.m. on July 14, 2025, 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, Charles Bolstad, Theresa Braudt, Kent Enright, Jeanne Jordie, Chris Prange, Don Tuescher, and Jane Wonderling. Absent: Steve Williamson

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

Caleb White, Interim President and Vice President for Administrative Services, and College Staff: Heath Ahnen, Holly Clendenen, Mandy Henkel, Dan Imhoff, Cynde Larsen, Kim Maier, Lori Needham, Krista Weber, and Kris Wubben.

Members of the Public: Paul Bell, Paul Cutting, Hannah Kussmaul, Barb McCormick, and Karyl Nicholson.

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 14, 2025, 6:00 p.m.
Southwest Tech Campus
1800 Bronson Boulevard, Fennimore, WI 53809
Conference Room 430

AGENDA

OPEN MEETING

The following statement will be read: "The Southwest Wisconsin Technical College District Board's July 14, 2025, 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 to make the general public aware of the time, place, and agenda."

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

OPEN MEETING

- A. Oath of Office – Recently Appointed Board Members

ADJOURN TO CLOSED SESSION

- A. Consideration of adjourning to a closed session for the purpose of
 - 1. Discussing potential candidates and evaluative criteria 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 June 19, 2025.

RECONVENE TO OPEN SESSION

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

CONSENT AGENDA

- A. Approval of Agenda
- B. Minutes of the June 19, 2025, 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
- F. District Boards Association (DBA) 2025-26 Fee Assessment

OTHER ITEMS REQUIRING BOARD ACTION

- A. Election of 2025-26 Board Officers
- B. Approval of 2025-26 Signatory Authority Policy
- C. Designation of 2025-26 College Legal Counsel
- D. Designation of 2025-26 Depository
- E. Approval of Three-Year Facilities Plan
- F. Approval of Ten-Year Facilities Plan

BOARD MONITORING OF COLLEGE EFFECTIVENESS

- B. Presidential Search Process and RFP Update
- C. Academic Master Plan Update
- D. Review Draft of 2025-26 Strategic Directions
- E. Staffing Update

INFORMATION AND CORRESPONDENCE

- A. Enrollment Report and Student Success Scoreboard

1. Enrollment/FTE Comparison Report
2. Student Success Scoreboard
- B. Chairperson's Report
 1. District Boards Association (DBA) 2025-26 Committee Appointments
 2. Nominations for 2025 District Boards Association (DBA) Awards
 3. Designate 2025-26 Southwest Tech Foundation and Real Estate Foundation Board Representatives
 4. 2025 ACCT Leadership Congress: October 22-25, 2025
- C. Interim College President's Report
 1. 2025-26 Calendar Update
 2. OPEB Actuarial Update
 3. College Happenings
- D. Other Information Items

ESTABLISH BOARD AGENDA ITEMS FOR NEXT MEETING (REGULAR MEETING)

- A. Agenda
 1. Approval of Board Monitoring Report: College Culture
 2. Foundation Quarterly Report & Real Estate Foundation Quarterly Report
- B. Time and Place

6:00 p.m., Thursday, August 28, 2025, Southwest Tech Conference Room 430, 1800 Bronson Blvd., Fennimore, WI 53809

ADJOURNMENT

{FACILITIES AT SOUTHWEST TECH ARE HANDICAP ACCESSIBLE. FOR ALL ACCOMMODATIONS, CALL 608-822-2632 OR E-MAIL DISABILITYSERVICES@SWTC.EDU.}

The meeting opened with Karyl Nicholson and Paul Cutting each providing public comment. Each shared their concerns about both current and future aspects of the College's state. Concerns included a lack of instructor input in decision-making, administrative decisions/direction, and a culture of employees who fear being heard. Ideas for future consideration were shared to support the Board as it begins the search for a new college president.

Newly re-elected Board members Charles Bolstad and Jeanne Jordie, and newly elected Board member Theresa Braudt, read and signed the Oath of Office. They will serve three-year terms ending June 30, 2028.

Mr. Tuescher moved, seconded by Ms. Wonderling, to adjourn to closed session to discuss potential candidates and evaluative criteria 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, all present members voted affirmatively: Mr. Blume, Mr. Bolstad, Ms. Braudt, Mr. Enright, Ms. Jordie, Mr. Prange, Mr. Tuescher, and Ms. Wonderling. The motion carried, and the meeting adjourned to a closed session at 6:29 p.m. Without any action taken in the closed session, the Board reconvened to open session at 7:19 p.m.

After a review of the Consent Agenda, including the July 14, 2025, agenda; June 19, 2025, Board meeting minutes; financial reports; 48 contracts totaling \$408,093.54 in June 2025; employment recommendation of Danielle Carlson, Academic Success Coach; resignation of Shannon Cathman, Medical Lab Tech/Science Instructor; and the 2025-26 District Boards Association Assessment in the amount of \$24,487.80, Mr. Enright moved, seconded by Ms. Braudt, to approve the Consent Agenda, as presented. Motion adopted.

The Board elected the 2025-26 Board Officers as follows:

- (1) Mr. Bolstad called for nominations for Chairperson. Mr. Enright moved, seconded by Ms. Wonderling, to nominate Chris Prange as Chairperson. Following Mr. Bolstad's three requests for further nominations and hearing none, Mr. Blume moved, seconded by Mr. Tuescher, that nominations be closed, and a unanimous ballot be cast for Mr. Chris Prange as Chairperson of the Board. Motion Carried.
- (2) Mr. Bolstad called for nominations for Vice Chairperson. Ms. Jordie moved, seconded by Mr. Tuescher, to nominate Chuck Bolstad as Vice Chairperson. Following Mr. Bolstad's three requests for further nominations and hearing none, Mr. Prange moved, seconded by Mr. Blume, that nominations be closed, and a unanimous ballot be cast for Mr. Chuck Bolstad as Vice Chairperson of the Board. Motion Carried.
- (3) Mr. Bolstad called for nominations for Secretary. Ms. Wonderling moved, seconded by Ms. Jordie, to nominate Kent Enright as Secretary. Following Mr. Bolstad's three requests for further nominations and hearing none, Mr. Blume moved, seconded by Mr. Tuescher, 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. Tuescher moved, seconded by Ms. Jordie, to nominate Jane Wonderling as Treasurer. Following Mr. Bolstad's three requests for further nominations and hearing none, Mr. Blume moved, seconded by Mr. Prange, 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. The proposed 2025-26 signatory policy, which identifies the designated individuals with authority to sign official or legally binding documents, was reviewed. Mr. Prange moved to approve, as presented, the 2025-26 Signatory Authority Policy. Mr. Tuescher 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. Wonderling, to retain the following law firms for 2025-26: 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.

At the April 27, 2024, District Board meeting, the District Board awarded a contract for banking services through a joint Request for Proposals (RFP) in conjunction with the Southwest Tech Foundation and Real Estate Foundation to MidWestOne Bank, Fennimore, WI, for a period beginning July 1, 2024, through June 30, 2029. The awarded contract is being honored by MidWestOne Bank, and the College is satisfied with the service level and products offered by MidWestOne Bank. Mr. Tuescher moved, seconded by Mr. Prange, to approve the designation of the College's 2025-26 official depository as MidWestOne Bank, Fennimore, WI, for fiscal year 2025-26. The motion was adopted.

Dan Imhoff, Executive Director of Facilities, Safety, and Security, presented the Three-Year Facilities Plan 2025-2028. 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. Tuescher moved, seconded by Mr. Blume, to approve, as presented, the Three-Year Facilities Plan 2025-2028. The motion carried.

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

The Board discussed the Presidential Search Process, including strategizing options and timelines, and ultimately decided to issue a Request for Proposal (RFP) for Presidential Search Services with the intent of hiring a consultant to lead the process. At this time, the projected timeline for the search anticipates a presidential hire date of July 1, 2026.

Cynde Larsen, Chief Academic Officer, reviewed the Academic Master Plan, which aims to align college programming with high-wage, high-demand careers, supporting student success, bachelor's degree transfer, and regional economic growth. The current portfolio includes 23 associate degrees, 22 technical diplomas, and 3 apprenticeships, with new programs in Radiography Tech, Precision Agronomy, Software Development, and Automation Systems Technology launching through 2026. Strategic analysis of enrollment, costs, and wage data informs annual planning, with recommendations developed by cross-functional teams. Due to low enrollment and industry shifts, the Auto Collision and Medical Assistant programs will conclude after the 2025–26 academic year, with a revised Medical Assistant offering proposed for Fall 2026 or Fall 2027, and has some dependence on WTCS processes. Faculty from affected programs have worked productively through the

coming changes and are being considered for alternative roles that continue to support students without increasing budget demands.

A draft of the 2025–26 goals aligned with the College’s Strategic Directions was reviewed. It was noted that the final version is scheduled to be presented to the Board for review at the August 28, 2025, meeting.

Krista Weber, Chief Human Resources Officer, reviewed this month’s College Staffing report. Replacement positions include Academic Success Coach (hired), Director of Human Resources (paused), and Electrical Power Distribution Lab Assistant (posted). Interviews will soon be conducted for the new position, Manufacturing Outreach Coordinator.

Holly Clendenen, Chief Student Services Officer, presented the Enrollment/FTE Comparison Report. The report shows a 4.2% increase compared to last year at this time. Registration will be open until August 8 for the fall semester’s 16-week classes starting on August 18, 2025.

The progress of Student Success Plans was summarized by Ms. Clendenen. As of June 25, 2025, the following portions have been completed: 2,484 career assessments, 2,514 academic maps with supports and services, and 1,348 financial budgets. 1,271 students have completed a plan. The current average 2025-26 student financial gap is \$8,112.

Under the Chairperson’s Report:

- The 2025-26 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 Committee.
 - Jeanne Jordie will continue to serve on the DBA Internal Best Practices Committee.
 - Chris Prange will continue to serve on the DBA Bylaws Committee.
 - At this time, the Board will not have a representative on the DBA External Partnerships Committee.
 - David Blume will continue to represent the Board as an ex officio member on the SWTC Real Estate Foundation Board.
 - Theresa Braudt will represent the Board as an ex officio member of the SWTC Foundation Board.
- Nominations for the 2025 DBA Awards were discussed.
- The Board determined that it will not be sending a representative to this fall’s ACCT Leadership Congress 2025.

Under the Interim College President’s Report and College Happenings:

- The 2025-26 Calendar revision was described as follows: The College’s Celebration and Open House will be on Saturday, September 27, 2025. Faculty and Staff should

be on campus on September 27 unless excused by a supervisor and HR. The College will be closed on Wednesday, November 26, 2025.

- The most recent OPEB actuarial report indicates a liability reduction of over \$300,000.
- Under College Happenings :
 - Senator Marklein and Representative Tranel visited on July 7, focusing on the Meat Butchery and Child Care programs.
 - The solar array is now active, and the federal credits can now be applied.
 - The College plans to undergo an RFP to update its learning management system. The last time this was done was in 2016.
 - Student Housing Happenings:
 - The migrant worker tenants have arrived.
 - The footers have been poured on the newest unit.

There were no items reported under Other Information Items.

With no further business to come before the Board, Ms. Wonderling moved to adjourn the meeting, with Mr. Blume seconding the motion. The motion carried, and the meeting adjourned at 8:52 p.m.

Kent Enright, Secretary

Recommendation: Approve, as presented, the September 25, 2025, Consent Agenda.

Other Items Requiring Board Action

A. Approval of Concept Review: Clinical Medical Assistant (Program 30-509-5)

The Concept Review for a Technical Diploma in Clinical Medical Assistant (Program Number 30-509-5) follows. Also included is a Board Resolution that will accompany the Concept Review paperwork for review by the Wisconsin Technical College System Office and Board. Cynde Larsen, Chief Academic Officer, will present the information at the Board meeting

Recommendation: *Approve the Concept Review for the Clinical Medical Assistant Technical Diploma (Program 30-509-5).*

3-1 CONCEPT REVIEW FORM

Today's Date: 09.18.2025

College: Southwest Wisconsin

College Contact: Cynde Larsen

College Contact Phone: 1-608-822-2642

College Contact Email: clarsen@swtc.edu

Education Director Consulted: D Cook

Date Consulted: 07/17/2025

Expected WTCSB Concept Review Approval Date: 11/01/2025

Expected WTCSB Program Approval Date: 1/21/2026

WTCSB Meeting Dates can be found at: <https://mywtcs.wtcsystem.edu/events/>

- a. Proposed Program Number: 30-509-5
- b. Proposed Credential: TD
- c. Proposed Program Title: (limit of 50 characters)
Clinical Medical Assistant
- d. Proposed Program Description: (limit of 550 characters)

Clinical Medical Assistants are healthcare specialists who perform minor diagnostic tests and procedures, promote patient safety, mediate between patients and providers, guide patients through a clinic's facilities and procedures, and prepare stock examination and procedure rooms. Student will receive a hands-on, technical education in this program and be prepared to serve in this role within three 8-233k sessions, meeting the growing demand from healthcare organizations within the Southwest Wisconsin Technical College District.

- e. Proposed SOC {Standard Occupational Classification}

31-9092

- 1) Please provide your rationale for using the above SOC Code(s): (limit of 275 characters)

The SOC code describes the occupational tasks graduates will perform upon completion of the program.

☐ Supporting documentation attached as "Attachment A"

Last Modified: 2/20/2025

f. Proposed CIP {Classified Instructional Program} 51.0801

1) Please provide your rationale for using this CIP Code: (limit of 275 characters)

This CIP code was provided through the WTCS education director

☐ Supporting documentation attached as "Attachment B"

g. Mean Starting Hourly Salary: \$20.82

h. Single Source Request: (limit of 275 characters) ☒ Not Applicable

☐ Supporting documentation attached as "Attachment C"

i. Summary of Analysis of how this program supports employment demand (limit of 550 characters).
Refer to ESM Chapter Three for explanation of required documentation.

This 24-week program meets employer demand for more skilled workers in a more condensed delivery method than our current 32-week program. This program meets the length standard for national medical assistant certification through CCMA.

☒ Supporting documentation attached as "Attachment D"

j. Advanced Technical Certificate (ATC) programs must include clear description of prior knowledge required as "Attachment E."

☒ Not Applicable

☐ Supporting documentation attached as "Attachment E"

k. Projected job openings per year: Year 1 20 Year 3 20 Year 5 20

Projected completers per year: Year 1 20 Year 3 20 Year 5 20

l. Program method of delivery:

☐ 100% Online ☒ 100% Face to face ☐ Hybrid ☐ Competency Based

m. Documentation of member participation and outcomes of the Ad Hoc/advisory group

☒ Supporting documentation attached as "Attachment F"

Last Modified: 2/20/2025

- n. Summary of initial discussions with other WTCS districts offering a similar or same program. In addition to the summary of discussions, provide evidence of notification letter to ISA as described in ESM Chapter One (limit of 275 characters).

☒ Supporting documentation attached as “Attachment G”

- o. Documentation of District Board Approval of the Concept Review attached as “Attachment H” ☒

- p. Date of conversation with Financial Aid Manager about consequence of program concept and design on financial aid eligibility.

Date:
08.05.2025

- q. Describe your college's plan to promote inclusive excellence and address attainment gaps specifically for this new program. Incorporate plans to leverage Guided Career Pathways. Include your response as "Attachement I".

☒ Supporting documentation attached as “Attachment I”

- r. Indicate the groups and individuals that were consulted or involved in establishing the plan described in attachment I. Check all that apply.

- ☐ Perkins Lead
- ☐ Grants Office
- ☐ Student Success Center Team (SSC)
- ☐ Workforce Development Board Liaison
- ☐ Community Based Organizations (CBO)
- ☐ Workforce Innovation and Opportunity Act (WIOA)
- ☐ Adult Education and Family Literacy Act (AEFLA)
- ☒ Instructional Services Administrators (ISA)
- ☐ Student Services Administrators (SSA)
- ☐ Academic Quality Improvement Program (AQIP)
- ☐ Learning Success Quality Improvement Plan/Process (LSQIP)
- ☐ Scale of Adoption Assessment Lead/Team (SOAA)
- ☒ Instructional Area Dean/Associate Dean
- ☐ National Research and Evaluation
- ☒ Program Faculty
- ☒ Program Advisory Committee
- ☒ Industry Feedback
- ☒ Curriculum Office

Last Modified: 2/20/2025

Signature: Cynde Larsen Digitally signed by Cynde Larsen
Date: 2025.09.19 10:52:31 -05'00' Date: _____
District President or Instructional Services Administrator

Printed Name: Cynthia J Larsen

When document is complete, please follow your district's procedures for review and submission. The appropriate personnel should submit this form along with all attached documentation in a single .pdf file to programs@wtcsystem.edu.

Last Modified: 2/20/2025



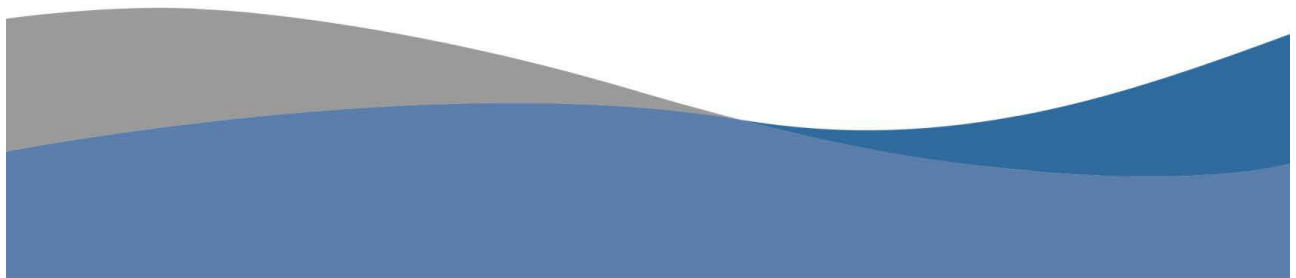
Occupation Report

Medical Assistants

SWTC District



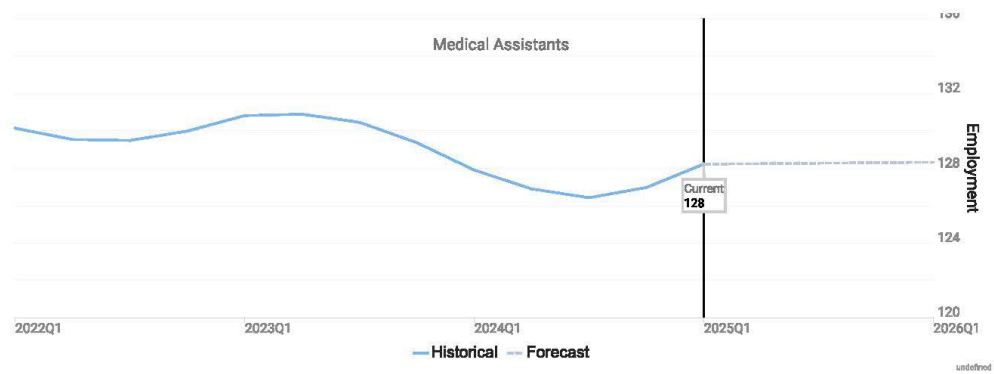
Southwest Wisconsin Technical College



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Occupation Snapshot

6-Digit Occupation	Avg			3-Year Empl Change	Annual Demand	Forecast Ann Growth
	Empl	Median Wages	LQ			
Medical Assistants	128	\$43,500	0.51	-2	18	0.8%



- 💡 "Annual Demand" is the projected need for new entrants into an occupation. New entrants are needed due to expected growth and to replace workers who left the occupation due to factors such as retirement or switching careers.
- 💡 "Forecast Ann Growth" is the expected change in jobs due to national, long-term trend projections (per the BLS) as well as local factors such as industry mix and population growth (as computed and modeled by Chmura).

Employment by Industry

Industry Title	% of Occ Empl	Empl	10-Year Separations	10-Year Empl Growth	10-Year Total Demand
Offices of Physicians	39.4%	51	67	5	72
General Medical and Surgical Hospitals	35.1%	45	60	4	64
Offices of Other Health Practitioners	9.7%	12	16	0	16
Outpatient Care Centers	4.5%	6	8	1	10
Continuing Care Retirement Communities and Assisted Living Facilities for the Elderly	3.2%	4	6	1	6
Nursing Care Facilities (Skilled Nursing Facilities)	2.6%	3	4	0	4
Colleges, Universities, and Professional Schools	1.2%	1	2	0	2
Executive, Legislative, and Other General Government Support	1.1%	1	2	0	2
All Others	3.2%	4	5	0	5



The industry distribution indicates the industries in which workers in the occupation(s) are primarily found.



"10-Year Empl Growth" may show industries with positive as well as negative growth; this would indicate that the occupation(s) being examined are expected to expand within some industries while contracting in others.

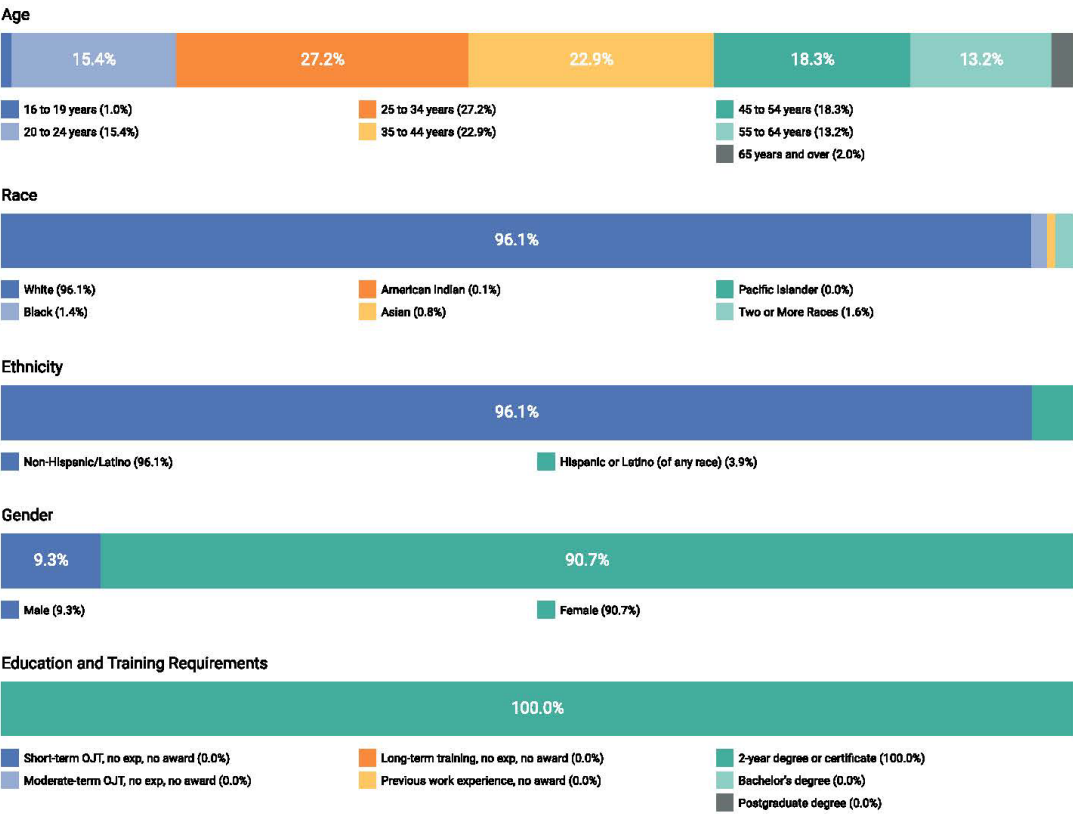
Wages



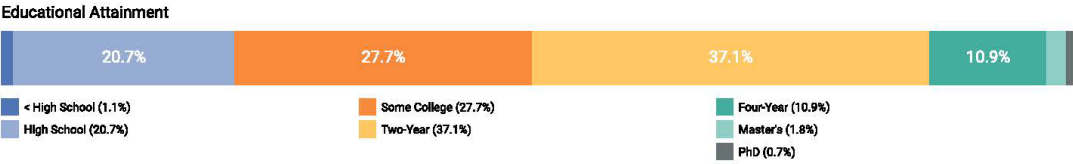
Occupation	Mean	Median	Entry Level	Experienced
Medical Assistants	\$43,300	\$43,500	\$37,200	\$46,300

- 💡 Occupation wages here utilize BLS OEWS data, imputed and brought forward by Chmura.
- 💡 When this report is run for an occupation group, the table above displays up to the top ten detailed occupations which have the highest average wages within the occupation group.

Occupation Demographics



Education Profile




Occupation	Typical Entry-Level Education	Previous Work Experience	Typical On-the-Job Training
Medical Assistants	Postsecondary non-degree award	None	None

- The stacked bar chart here illustrates the estimated mix of educational attainment of the workers in this occupation(s) in aggregate.
- The table indicates typical education and training requirements rather than the mix of attainment of workers in such positions.

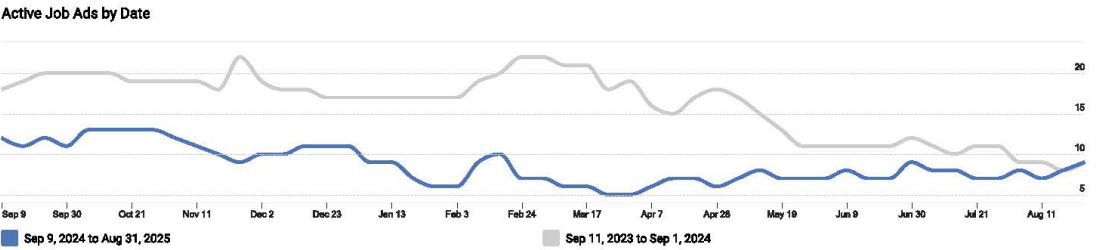
Postsecondary Programs Linked to Medical Assistants

	Program	Awards
Southwest Wisconsin Technical College		
	Medical/Clinical Assistant	13

 The number of graduates from postsecondary programs in the region identifies the pipeline of future workers as well as the training capacity to support industry demand.

 Among postsecondary programs at schools located in the SWTC District, the sampling above identifies those most linked to Medical Assistants. For a complete list see JobsEQ®, <http://www.chmuraecon.com/jobseq>

RTI (Job Postings)



Online job ads are a timely indicator of local demand. Occupation assignments shown below are made by Chmura based upon analysis of job titles and job descriptions. Top employers and listed job requirements are shown on the following pages.

Occupations		Active Job Ads
SOC	Occupation	
31-9092.00	Medical Assistants	50

Locations

Location	Active Job Ads	
Dodgeville, Wisconsin	21	<div><div></div></div>
Hillsboro, Wisconsin	5	<div><div></div></div>
Lancaster, Wisconsin	4	<div><div></div></div>
Viroqua, Wisconsin	4	<div><div></div></div>
507 S Monroe St, Lancaster, WI 53813	2	<div><div></div></div>
Boscobel, Wisconsin	2	<div><div></div></div>
Mazomanie, Wisconsin	2	<div><div></div></div>
10 E Pine St, Platteville, WI 53818	1	<div><div></div></div>
37868 US Highway 18, Prairie du Chien, WI 53821	1	<div><div></div></div>
800 Compassion Way, Dodgeville, WI 53533	1	<div><div></div></div>

Employers

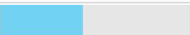

Employer Name	Active Job Ads	
Gundersen Health System	10	<div><div></div></div>
Upland Hills Health	8	<div><div></div></div>
Aequor	4	<div><div></div></div>
Grant Regional Health Center	4	<div><div></div></div>
UnitiMed	4	<div><div></div></div>
Fresenius Medical Care	3	<div><div></div></div>
Marathon Health	3	<div><div></div></div>
Lafayette County, WI	2	<div><div></div></div>
Medical Associates Clinic	2	<div><div></div></div>
SSM Health	2	<div><div></div></div>

Hard Skills

Skill Name	Active Job Ads	
Epic Systems	8	<div></div>
Office Suite Software	6	<div></div>
Patient Care	6	<div></div>
Dialysis Machines	3	<div></div>
Geriatric	3	<div></div>
Personal Computers (PC)	3	<div></div>
Autoclaves	2	<div></div>
Electronic Health Record (EHR)	2	<div></div>
Keyboarding/Typing	2	<div></div>
Cash Handling (Cashier)	1	<div></div>

Job Titles

Job Title	Active Job Ads	
Certified Medical Assistant	5	<div></div>
Medical Assistant	4	<div></div>
Medical Assistant - Hospital	4	<div></div>
Clinic CMA Training Program - UHH Clinics	2	<div></div>
Clinic CMA or LPN - Family Practice Clinics	2	<div></div>
MA/CMA/LPN - Wisconsin Heights Clinic (Part Time)	2	<div></div>
Medical Assistant Specialty Clinic	2	<div></div>
Medical Assistant, Casual	2	<div></div>
PRN Medical Assistant - WI	2	<div></div>
Patient Care Technician - PCT	2	<div></div>

Education Levels		Active Job Ads
Minimum Education Level		
High school diploma or equivalent		15 
Unspecified/other		35 

Programs		Active Job Ads
Program Name		
Medical Assistant		9 
Nursing		1 

Top Skill and Certification Gaps

Top 10 Skill Gaps in SWTC District

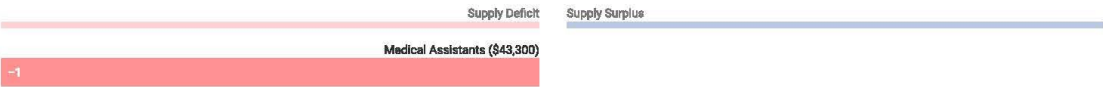
Name	Candidates	Openings	Gap
Electromyographs (EMG)	0	3	-2
Wound Care	0	1	-1
Physiology	0	1	-1
Pharmacology	0	1	-1
Keyboarding/Typing	0	1	-1
Electrocardiogram (ECG, EKG)	2	3	-1
Personal Computers (PC)	0	1	-1
Teaching/Training, Job	0	1	0
Microsoft Office	0	1	0
Spanish	0	1	0

Top 10 Certification Gaps in SWTC District

Name	Candidates	Openings	Gap
Certified Clinical Medical Assistant (NHA)	0	2	-2
Basic Life Support (BLS)	5	6	-2
Emergency Medical Technician (EMT)	0	1	0
Certified Nursing Assistant (CNA)	1	0	1
Certification in Cardiopulmonary Resuscitation (CPR)	3	2	1
Medical Assistant Certification (MA)	13	6	6

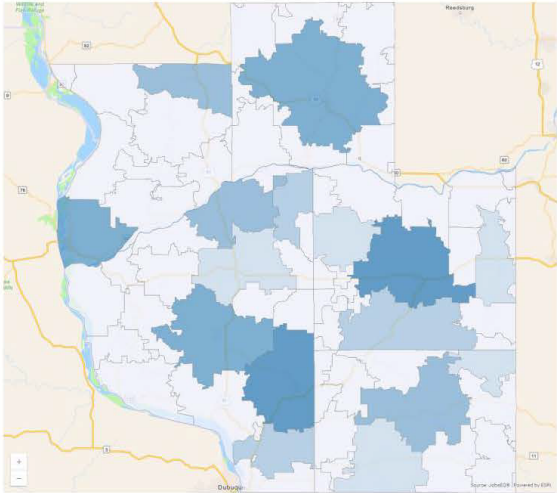
 Skill and certifications gaps can help inform employee development programs, as well as provide a comparison of the needs of regional employers to the supply.

Occupation Gaps



- 💡 The above are the potential average annual gaps over 10 years. Many variables go into this analysis, but at its core it is based on a forecast comparing occupation demand growth to the local population growth and the projected educational attainment of those residents. When an area, for example, has an occupation expected to grow quickly but the educational requirement for the occupation does not match well with the educational attainment of its residents, there is a high potential for an occupation shortfall in the region. Alternatively, slow-growing or contracting occupations often represent potential supply surpluses.
- 💡 The potential supply shortfall is an underlying force that the market needs to resolve one way or another, such as by employers recruiting from further distances for these occupations, wages going up to attract more candidates, and/or increased demand and wages enticing more local residents to get training for these occupations. While this is an important analysis for determining local occupation needs, the occupation gap should be considered along with other regional data including growth and separation forecasts, unemployment rates, wage trends, and award and skill gap analyses.

Geographic Distribution



Top ZCTAs by Place of Work for Medical Assistants, 2025Q1

Region	Employment
ZCTA 53818 (Grant County, Wisconsin portion)	25
ZCTA 53533	22
ZCTA 53821 (Crawford County, Wisconsin portion)	19
ZCTA 53813	12
ZCTA 53581	12
ZCTA 53530	7
ZCTA 53805 (Grant County, Wisconsin portion)	5
ZCTA 54655 (Crawford County, Wisconsin portion)	4
ZCTA 53565 (Iowa County, Wisconsin portion)	4
ZCTA 53573 (Grant County, Wisconsin portion)	3

Source: JobsEQ®, <http://www.chmuraecon.com/jobseq>
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B. Approval of Board Monitoring Report: Compliance

The September 2025 Compliance Board Monitoring Report follows. Mandy Henkel, Executive Director of College Effectiveness/Accreditation, and Karen Campbell, Compliance Officer, will present the report and answer any questions the Board may have.

Recommendation: *Approve, as presented, the September 2025 Board Monitoring Report – Compliance.*

EXECUTIVE SUMMARY

Accreditation demonstrates how effectively the College's policies and practices support its mission, vision, values, and goals. It also serves as a framework for continuous improvement, ensuring the quality of education provided to students meets established standards.

Higher education compliance ensures legal protection, secures funding, promotes safety and fairness, strengthens reputation and trust, and fosters an ethical organizational culture. Compliance is a structured approach to meeting legal, regulatory, and institutional requirements to secure and maintain Title IV financial aid funds, federal grants, and other public funding. Aligning compliance efforts with daily operations and accreditation processes helps the College stay true to its mission and strategic goals while upholding its core values.

ALIGNMENT WITH MISSION, VISION, VALUES, PURPOSES, AND STRATEGIC DIRECTIONS

Accreditation

Delivering high-quality education and workforce training within the college's district is fundamental to Southwest Tech's mission, vision, purposes, and values. The Higher Learning Commission (HLC) serves as an external validator of institutional quality and effectiveness, providing a framework for continuous improvement. Accreditation through the HLC enables Southwest Tech to administer federal financial aid to students and strengthens the college's standing as a preferred provider of education. It also fosters employer confidence in the caliber of instruction and training students receive.

Southwest Tech is accredited by the Higher Learning Commission (HLC) and follows the Standard Pathway, currently in Year 9 of the Ten-Year Cycle.

Board Monitoring Report

Accreditation & Compliance

September 25, 2025

Standard Pathway 10-Year Cycle			
Cycle Year	Institutional Activities	Peer Review	HLC Decision Making
Year 1	Institution prepares Assurance Filing and may contribute documents to Evidence File and begin writing Assurance Argument for Year 4 Comprehensive Evaluation.		
Year 2			
Year 3			
Year 4	Submit Comprehensive Evaluation materials	Conduct Comprehensive Evaluation (with visit)	Action on Comprehensive Evaluation
Year 5	Institution prepares Assurance Filing and may contribute documents to Evidence File and begin writing Assurance Argument for Year 10 Comprehensive Evaluation.		
Year 6			
Year 7			
Year 8			
Year 9			
Year 10	Submit Comprehensive Evaluation materials	Conduct Comprehensive Evaluation (with visit)	Action on Comprehensive Evaluation and Reaffirmation of Accreditation

Following the April 25-27, 2022, Comprehensive Evaluation visit, Southwest Tech is in good standing with the Higher Learning Commission. A reaffirmation of accreditation visit has been scheduled in the tenth year of the cycle. The dates for this on-site visit are November 30 – December 1, 2026.

In June 2024, the Higher Learning Commission's Board of Trustees adopted revisions to the Criteria for Accreditation and Assumed Practices. These revisions went into effect on September 1, 2025, and are the criteria the college will respond to for the next Comprehensive Evaluation. For reference, Appendix A is provided as a summary and description of the Revised Criteria for Accreditation and Appendix B is the Revised Assumed Practices.

Demonstrating a commitment to continuous improvement in student learning reflects the college's dedication to quality—an essential pillar of accreditation. Through the annual strategic planning and budgeting process, the institution intentionally aligns actions and allocates resources to advance its mission and fulfill its core purposes. This process ensures the most critical needs of students, employers, and communities are prioritized, reinforcing the college's role as a responsive and accountable educational leader. The 2025-2026 college strategic directions continue to be aligned with the Unlocking Opportunities project and initiatives (discussed later) and include:

- College 1.0 - Access: Develops transformational strategies that enhance student access, ensuring every student has the opportunity to succeed.
- College 2.0 - Completion: Strengthens high-quality, work-based learning experiences to improve course completion and graduation rates for all students.

Board Monitoring Report

Accreditation & Compliance

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College 3.0 - Drives innovation in curriculum and workforce partnerships to increase graduate success in securing high-wage jobs and transferring to four-year institutions.

The Board of Directors reviews the mission, vision, purposes, values, strategic directions, and College Health Indicators annually during their October retreat. In addition, each monitoring report presented to the Board includes data and progress towards established goals related to improving college performance on College Health Indicators. The Executive Team, with direction from the Board of Directors, establishes the metric goals for the College Health Indicators during the budget development process which begins annually in November. The strategic directions are aligned with the College Health Indicators and associated metrics and help guide the council, work group, and project team efforts for the coming year. The development, review, and updating of the College Health Indicators promotes accountability in setting and reviewing annual college-wide performance goals. Through review of the College Health Indicators' effectiveness and clarity, adjustments are made to best measure the institution's success and align with actionable goals. For the 2025-2026 academic year, the College Health Indicators are shown below.

COLLEGE HEALTH INDICATORS (CHI)		2025 ACTUAL	2026 GOAL
CHI 1A.	Promoting Equity in Student Learning-Graduation Rate Comparison:		
	For Special Population* Students	48%	70%
	For Non-Special Population Students	63%	
CHI 2A.	Course Completion Rate	90%	95%
CHI 3A.	Year-to-Year Graduate Wage Growth	7%	10%
CHI 4A.	5-Year Graduate Wage Growth	75%	80%

Programmatic accreditation provides an additional distinction for students and employers. The students are assured the college is meeting the industry standards for their career choice, which enhances students' ability to secure jobs related to their career field. For industry employers, programmatic accreditation confirms the quality of the education the students receive. This also reassures employers that the education offered by Southwest Tech meets industry standards. This, in turn, builds a dynamic workforce required to help build economic development in southwest Wisconsin. Program accreditation focuses on students and employers in providing students with high-quality work-based learning, enhances the success of the students all while improving the college's economic impact.

Thirteen programs offered at Southwest Tech have third-party program accreditations/ certifications which require college accreditation as a prerequisite for consideration for program accreditation. These programs include:

Board Monitoring Report

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Program: Lead	Professional Accreditation	Cycle of Accreditation	Most Recent Accreditation Date	Outcome of Accreditation Review	Next Accreditation Review Date
Associate Degree Nursing: Vicky Rundle	Accreditation Commission for Education in Nursing (ACEN)	9 years	2017	Reaccredited for 9 years	2025
Medical Laboratory Technician: Karen Farner	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)	10 years	2023	Reaccredited for 10 years	2032
Medical Assistant: Tonia Breuer	Commission on Accreditation of Allied Health Education Programs (CAAHEP) on recommendation of the curriculum review board of the Association of Medical Assistants Endowment	10 years	2016	Reaccredited for 10 years	2026
Physical Therapist Assistant: Stacey Place	Commission on Accreditation in Physical Therapy Education (CAPTE)	10 years	2017	Reaccredited for 10 years	2027
Midwifery: Vanessa Caldari	Midwifery Education Accreditation Council (MEAC)	6 years	2019	Reaccredited for 6 years	2025
Automotive Technician: Tyson Larson	NATEF Master Automobile Service Technology Accreditation by the National Institute for Automotive Service Excellence (ASE) Education Foundation	5 years	2024	Accredited for 5 years	2029
Certified Firefighter Courses: Karl Sandry	International Fire Service Accreditation Congress (IFSAC)	5 years	2023	Accreditation renewed for 5 years	2028
Cancer Information Management: Sara Biese	National Cancer Registrars Association (NCRA)	3 years	2023	Accreditation renewed for 3 years	2027
Cancer Information Management – Advanced Technical Certificate (CIM-ATC): Sara Biese	National Cancer Registrars Association (NCRA)	3 years	2023	Accreditation for 3 years	2027
Health Information Technology: Jennifer Lane	Accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)	10 years	2018	Initial Accreditation 2018	2028-29
Welding: Ed Anderson	American Welding Society (AWS)	3 years	2022	Reaccredited	2025
Surgical Technology: Rachel Huber	Commission on Accreditation of Allied Health Education Programs (CAAHEP)	5 years	2024	Initial Accreditation	2029

Board Monitoring Report

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Radiography: Rachel Harris	Joint Review Committee on Education in Radiologic Technology (JRCERT)	Seeking initial accreditation through JRCERT – The self-study has been completed; anticipated on-site review is Fall 2025.
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Program	Professional Certification	Cycle of Certification	Most Recent Certification Date	Outcome of Certification Review	Next Certification Review Date
Emergency Medical Training (EMS): Kris Schoville	Department of Health and Human Services license This is a certification to be a licensed training and exam provider.	3 years	2023	Licensed for 3 years	2026
Law Enforcement 720 Academy: Kris Wubben	Wisconsin Department of Justice Training and Standards Bureau	2 years	Fall 2024	No issues	Fall 2026
200 Hour Jail Academy: Kris Wubben	Wisconsin Department of Justice Training and Standards Bureau	2 years	Fall 2024	No issues	Fall 2026
Driver Safety Education Certification:	Wisconsin Department of Public Instruction – Educator Preparation Program	5 years	Initial Probationary Certification in 2022-23	No issues	2026-27

Accreditation Work Group

During the 2024-2025 academic year, the Accreditation Work Group continued their work on increasing the collective knowledge of accreditation at the college and programmatic levels. In November 2024, the college received notice from the Higher Learning Commission with the date of the next Comprehensive Evaluation on-site visit. This Work Group reviewed the timeline and requirements needed for the preparation leading up to this event.

Results:

- Accreditation Work Group members provide review and feedback of programmatic accreditation documentation to improve quality and consistency within these reports. This collaborative approach has provided faculty with an added level of support from a wider campus perspective.

What's Next:

- Continue alignment of all programmatic accreditations with the overarching college accreditation and include each faculty member responsible for these to be an active member on the Work Group.
- Familiarize members with the revised Criteria for Accreditation, Assumed Practices, and Federal Compliance requirements.
- Stay accountable to the timeline for college-wide preparation for the 2026-2027 Comprehensive Evaluation visit, including support for the coordination of resources, collecting evidence, and meeting requirements associated with Federal Compliance.

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Accreditation & Compliance

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HLC Assessment Academy Update

Southwest Tech completed the four-year Higher Learning Commission Assessment Academy to help develop institutional knowledge and skills related to assessment; promote assessment as a responsibility of all college staff; and support the understanding that assessment is one piece of continuous improvement to improve student learning.

Goals of the Assessment Academy team were as follows:

1. Strengthen Student Learning institution-wide that is informed by assessment (moving from climate of assessment to culture of learning).
2. Develop an integrated plan for institution-wide student learning and assessment.
3. Develop a sustainability plan that advances growth and institution-wide student learning and assessment.

In October 2024, the six staff and faculty members of this team attended HLC's Results Forum. This event provided the team an opportunity to review and summarize their project. Additionally, they developed a sustainability plan for ensuring long-term impact on the institutional processes of assessment and presented a poster (provided in Appendix D) during the event. The team received guidance from HLC professionals in assessment, peer feedback, and networked with other participating institutions. The Academy concluded in December 2024.

Instructional/Institutional Vitality Process (IVP)

Institution-wide assessment is realized through the annual instructional/ institutional vitality process (IVP). Faculty and staff review a broad range of data tied to College Health Indicators (CHI) at the annual IVP days conducted in August and October, respectively. Faculty compare program-specific performance, a key aspect of their overall Program Review process, while college department staff review metrics and/or procedures tied to the overall college performance. This information is used to inform the creation of Team Action Plans (TAPs), or goals, aligned with the CHI and Strategic Directions.

Results:

- The new TAP Rubric introduced in 2024, which serves as a real-time assessment tool used during the development of TAPs on IVP Day, was revised based on feedback from faculty and leadership. The use of the rubric met the intent to improve the quality and clarity of the TAPs. The revised rubric was used during the 2025 IVP Day.
- Deans conducted individual feedback meetings with each of their assigned programs, providing a valuable opportunity for one-on-one consultation. This practice will continue in the 2025-2026 academic year.
- The expectation was for each program to create two goals, one to strengthen student learning, and another related to work-based learning. These goals are intended to improve student wages post-graduation, tracked by College Health Indicators, where faculty are afforded the creativity to individualize their goals for their program. Documentation of these goals is collected and monitored on the Hub Assessment page.

What's Next:

- The Assessment Workgroup will conduct an audit of all program TAPs and provide feedback and recommendations to the Executive Team.

Board Monitoring Report

Accreditation & Compliance

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- The College Effectiveness team will monitor progress in achieving the goals outlined in the TAPs throughout the academic year.
- A mid-year review and all-campus IVP event is planned for January.

Accreditation Items of note:

- The following new programs were submitted to HLC, communication was received that no further individual approval from HLC was required:
 - July 28, 2025, Automation Systems Technology, Associate of Applied Science
 - August 27, 2025, IT-Software Developer, Associate of Applied Science
- The following revised programs were submitted to HLC, and communication was received that no further individual approval from HLC was required:
 - September 10, 2024, IT-Computer Support Technician, Pre-Associates Certificate
 - September 10, 2024, IT-Network Systems Technician, Pre-Associates Certificate
 - September 10, 2024, Laboratory Science Technician, Pre-Associates Certificate
- Due to a fall 2024 Financial Aid Recertification requirement with the Department of Education, in collaboration with the Financial Aid department, approximately fourteen (14) existing programs were submitted in September 2024 to HLC. Confirmation emails from these submissions and the receipt of a formal letter satisfied a portion of the requirements for this recertification process.
- Southwest Tech has several instructors who serve in accreditation roles, including Tonia Breuer as MAERB site visitor, and Angela Starkey as an ACEN site visitor. Angela was also recently appointed to the ACEN Board of Review.
- In September & October of 2025, Southwest Tech's Accreditation Liaison Officer, Mandy Henkel, will be participating in HLC's Peer Corp training program to become a peer reviewer. Per HLC's acceptance letter, *"You have a unique opportunity to broaden your experience and gain new ideas from the institutions you visit, while adding significant value in the process of assuring and improving quality in higher ed."*

Compliance

Higher education compliance is a systematic process that addresses and coordinates requirements for legal protection, securing federal and state funds, promoting safety and fairness, and strengthens and fosters an ethical culture. with which an institution is responsible to comply pursuant to law, regulation, or institutional policy. The number of requirements keeps increasing each year. Compliance is about building the systematic approach to requirements and about mindset and culture of compliance. Compliance is not about just meeting the letter of the law; it is about complying with the spirit of the law. A comprehensive list of major federal compliance requirements is available in Appendix C.

Federal and state compliance efforts are necessary to receive Title IV (Financial Aid) funding, federal grants, other federal funds, and state funds. If not found to be following and/or having a comprehensive plan to comply, the college could be fined by the federal government (current fine for Clery Act is \$71,545 per occurrence; current fine for Stop Campus Hazing Act ranges from \$71,545 - \$1,000,000). These fines are made public and could harm the College public relation efforts, student enrollment, the Foundation endowment, continued funding, and accreditation. Bringing compliance in sync with college operations and

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Accreditation & Compliance

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accreditation efforts ensures the College can live its mission, vision, purposes, and strategic directions in alignment with the College values.

Southwest Tech has been building a centralized compliance function for the past three years ensuring compliance with federal and state laws and regulations. This past year, the following new compliance efforts were addressed:

Title IX

Title IX of the Education Amendments of 1972 (Title IX) is a civil rights act that prohibits sex-based discrimination in educational institutions that receive federal funds for any part of their programs or activities. In January 2025, the US Department of Education vacated the 2024 Title IX Guidelines and reinstated the 2020 Title IX Guidelines.

Title II, ADA, Digital Accessibility

Title II of the ADA Regulations for Web and Mobile App Accessibility (Digital Accessibility) was published in the Federal Register on April 24, 2024, updating the Department of Justice's final rule for Title II of the American with Disabilities Act (ADA). The final rule specifies requirements about how to ensure that web content and mobile applications are accessible to people with disabilities. Accessibility involves a wide range of disabilities, including visual, auditory, physical, speech, cognitive, language, learning, and neurological disabilities. These guidelines also make web content more usable by older individuals with changing abilities due to aging and often improve usability for users in general.

The regulations require state and local governments to ensure that their services, programs, and activities, including online and through mobile apps, are accessible to people with disabilities. The Web Content Accessibility Guidelines (WCAG) 2.1, Level AA, developed by the World Wide Web Consortium, have been determined as the technical standard state and local governments must use to achieve compliance. The date of compliance Southwest Tech must meet is April 24, 2026.

Stop Campus Hazing Act

The Stop Campus Hazing Act (SCHA), enacted on December 23, 2024, amends the Clery Act to prioritize the prevention of and transparency about hazing incidents at colleges and universities. The federal legislature's impetus for the Stop Campus Hazing Act legislation is to:

1. Provide a clearer understanding of the prevalence of hazing on college and university campuses;
2. Create a culture of reporting among students and employees;
3. Hold colleges and universities accountable for naming and responding appropriately to hazing reports; and
4. Require hazing education, awareness, and prevention a priority at all institutions of higher education.

The regulations the College must comply with include:

1. Reporting Hazing Incidents in the annual crime statistics provided to the U.S. Department of Education;
2. Informing the campus community of policies and procedures related to hazing in the Annual Security Report;
3. Providing hazing education and awareness training for students and employees; and

Board Monitoring Report

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4. Developing a Campus Hazing Transparency Report summarizing findings concerning hazing incidents by student organizations and share that report on the College website, with updates at least two times a year.

In 2025-26 new systems, policies and procedures, and other compliance requirements, including training, will enhance or address compliance-related requirements. Goals for 2025-26 are:

1. A centralized system to be built for employees to notify the Compliance Office of any youth program or activity that will be offered. This will allow the Compliance Officer to meet with employees to ensure they fully understand the legal requirements, policies, procedures, and guidelines that must be followed when offering the activity. This will also ensure the College has a central repository of youth activities/programming for compliance-related federal requirements.
2. A centralized system will be developed and implemented to monitor Clery Act requirements for students off campus on field trips and attending conferences, workshops, etc.
3. Align policies and procedures with the Strategic Directions.
4. Implement a plan to ensure compliance with the federal training requirements.

The goals outlined above are very similar to the 2024-25 Compliance goals. This is due to the long-term medical leave of the Compliance Officer in 2024-2025. Planning and implementation for goals 1, 2, and 4 has already commenced.

Another component of compliance is ensuring policies and procedures are in place and education and training is scheduled on a regular basis to meet the letter of the law and comply with the spirit of the law. All college policies and procedures are reviewed annually to ensure relevancy. This includes administrative policies, standard operating procedures, employee handbook, student handbook, and other college handbooks. The College has adopted training requirements to ensure employees understand the compliance-related requirements. The required training is listed in the table below. There are other training requirements for specific groups related to their job functions. A comprehensive review and timeline of federal requirements will be conducted during the 2025-26 academic year. Following the review, a timeline and plan will be developed to ensure compliance with the specific requirements.

Trainings for Compliance/Regulatory/Risk Management Components

Requirement	Description
Cybersecurity	All employees are required to complete cybersecurity training annually.
Clery – Campus Security Authorities (CSAs)	All employees designated as a Campus Security Authority (CSA) under the Clery Act, must complete annual training.
Family Education Rights & Privacy Act (FERPA)	All employees, upon hire and bi-annually, must complete FERPA training.
Title IX	All employees, upon hire and annually, must complete Title IX training.
Violence Against Women Act (VAWA)	All employees, upon hire and annually, must complete VAWA training.
Bloodborne Pathogens	All employees, upon hire; Annually for Healthcare Program Instructors and Students on Clinicals, EPD Students and Facilities Staff, Campus First Responders.
Hazard Communications	All employees, upon hire.

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A 100 percent completion rate is required by the Department of Education and/or the College for the training outlined above. Completion of training requirements has not quite reached this threshold. In 2025-26, a plan will be developed and implemented to ensure compliance with the training requirements.

Ensuring the College complies with federal laws, regulations, and institutional policies creates an environment that improves quality, safety, and security. A key factor in providing high-quality education amidst a culture of caring and success is making sure students, employees, and the public feel safe on campus. Compliance with Title IX, Clery Act, Violence Against Women Act (VAWA), Stop Campus Hazing Act, weapons laws, financial regulations, etc. provides greater access to an environment that promotes quality education and safety.

COMPETITIVE POSITIONING STATEMENT

An annual calendar of college planning for continuous improvement is shown below. The annual calendar outlines the alignment of college operations to the strategic directions to enhance college accreditation, program accreditation, and compliance efforts. The annual calendar demonstrates the process the College follows for monitoring of strategic directions, college health indicators, and other metrics in the board monitoring reports.

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College Planning Process				
Month	Action	Assigned To	Where Shared with Stakeholders	Assessment / Outcome
July	Approval of 3-year and 10-year Facilities Master Plan	Executive Director of Facilities, Safety & Security	<ul style="list-style-type: none"> Board Meeting / Board Packet on College Website Submitted to WI Technical College System 	Approval by WTCS Personnel / Board
August	Finalize Work Plan for Strategic Directions & Strategic Initiatives	President	<ul style="list-style-type: none"> College-wide In-Service 	
	Present Foundation and Real Estate Foundation Quarterly Reports	Foundation Director / Chief Financial Officer	<ul style="list-style-type: none"> Board Meeting / Board Packet on College Website 	Acceptance by District Board
	Convene Instructional Vitality Process	College Effectiveness Director / Chair of Assessment Work Group	<ul style="list-style-type: none"> College Intranet (Charger Hub) 	
September	Present Board Monitoring Report – Compliance	Accreditation Liaison Officer / Compliance Officer	<ul style="list-style-type: none"> Board Meeting / Board Packet on College Website 	Acceptance by District Board
	Present Academic Master Plan	Chief Academic Officer	<ul style="list-style-type: none"> Academic Council/ Executive Team Board Meeting / Board Packet on College Website 	Acceptance by District Board
October	Review ENDS Statements and Establish Goals for College incl. College Health Indicators	President	<ul style="list-style-type: none"> Board Retreat Advisory Committee Meetings 	Acceptance by District Board
	Determine College Priorities Foundation Board Supports	President	<ul style="list-style-type: none"> Joint Board meeting with District Board, Foundation Board, and Real Estate Foundation Board 	Acceptance by District Board
	Present Board Monitoring Report – Student Access	Chief Student Services Officer	<ul style="list-style-type: none"> Board Meeting / Board Packet on College Website 	Acceptance by District Board
November	Budget Planning Process Kicks Off	Chief Financial Officer / Controller	<ul style="list-style-type: none"> Board Meeting / Board Packet on College Website 	
	Present Foundation and Real Estate Foundation Quarterly Reports	Foundation Director / Chief Financial Officer	<ul style="list-style-type: none"> Board Meeting / Board Packet on College Website 	Acceptance by District Board
December	Approve Revised ENDS Statements	Board	<ul style="list-style-type: none"> Board Meeting / Board Packet on College Website 	Acceptance by District Board
	Present Academic Master Plan	Chief Academic Officer	<ul style="list-style-type: none"> Academic Council/ Executive Team Board Meeting / Board Packet on College Website 	Acceptance by District Board
	Hold Meetings Regarding Capital and Operational Budgets	Budget Managers	<ul style="list-style-type: none"> Supervisor / Staff Meetings Department Meetings Leadership Council Meeting 	

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Month	Action	Assigned To	Where Shared with Stakeholders	Assessment / Outcome
January	Present Board Monitoring Report – Safety & Security	Exec. Dir. of Facilities, Safety & Security / Exec. Dir. of Information Technology Services	• Board Meeting / Board Packet on College Website	Acceptance by District Board
	Present Foundation and Real Estate Foundation Quarterly Reports	Foundation Director/Chief Financial Officer	• Board Meeting / Board Packet on College Website	Acceptance by District Board
February	1 st Review of Budget Assumptions & Parameters including Strategic Priorities	Chief Financial Officer	• Board Meeting / Board Packet on College Website	Acceptance by District Board
March	Present Board Monitoring Report – Quality Teaching & Learning	Chief Academic Officer	• Board Meeting / Board Packet on College Website	Acceptance by District Board
	Present Preliminary Budget Review	Chief Financial Officer	• Board Meeting / Board Packet on College Website	Acceptance by District Board
	Present Academic Master Plan	Chief Academic Officer	• Board Meeting / Board Packet on College Website	Acceptance by District Board
April	Announce Strategic Initiatives Aligned with Strategic Priorities	Present	• College-wide In-Service	
	Review of College Health Indicators	President	• Board Meeting / Board Packet on College Website	Acceptance by District Board
	Present Foundation and Real Estate Foundation Quarterly Reports	Foundation Director/Chief Financial Officer	• Board Meeting / Board Packet on College Website	Acceptance by District Board
	Present Preliminary Budget Review	Chief Financial Officer	• Board Meeting / Board Packet on College Website	Acceptance by District Board
May	Present Board Monitoring Report – Financial Sustainability	Chief Financial Officer	• Board Meeting / Board Packet on College Website	Acceptance by District Board
	Convene Institutional Vitality Process	College Effectiveness Director / Chair of Assessment Work Group	• College Intranet (Charger Hub)	
	Present Preliminary Budget Review	Chief Financial Officer	• Board Meeting / Board Packet on College Website	Acceptance by District Board
June	Hold Budget Public Hearing, Board Approval of Budget, and Submittal of Budget to WTCS	Chief Financial Officer	• Board Meeting / Board Packet on College Website • Submitted to WI Technical College System	Approval by Southwest Tech Board of Directors and Submit to WTCS; Accepted by WTCS Personnel
	Present Board Monitoring Report – College Culture	Chief Human Resources Officer	• Board Meeting / Board Packet on College Website	Acceptance by District Board
	Present Academic Master Plan	Chief Academic Officer	• Academic Council/ Executive Team • Board Meeting / Board Packet on College Website	Acceptance by District Board

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Unlocking Opportunities Project

Southwest Tech continues its active participation in the Aspen Institute's Unlocking Opportunities project. The 2024–2025 academic year marked the third year of this six-year project, which focuses on excellence and equity in post-completion outcomes. The college has prioritized institution-wide strategies to improve outcomes for all students, with particular emphasis on students of color and those from lower-income backgrounds.

The project's core team has worked toward key goals, including implementing Student Success Plans, launching new high-wage programs, increasing enrollment in those programs, and enhancing the quality and value of existing low-wage programs. In November 2024, the team attended an in-person collaborative in Chicago, Illinois. Regular team meetings concluded in spring 2025, with the Executive Team now assuming responsibility for ongoing efforts, collaborating with faculty and staff as needed.

The first three years of the project focused on implementing foundational initiatives. The remaining three years will emphasize monitoring progress, tracking data, and evaluating results to ensure sustained impact. The principles of Unlocking Opportunities have been embedded in many campuswide goals and initiatives. Progress on Student Success Plan outcomes is shared with the Board monthly through a Scoreboard chart, enabling ongoing visibility and accountability.

RECOGNIZING AND VALUING PEOPLE

The Accreditation Core Team of Kim Maier, Holly Clendenen, and Amy Seeboth-Wilson. These individuals are leading the most important aspects of the preparation for the Comprehensive Evaluation. Serving in these roles creates a cross-functional framework critical to ensuring a successful outcome for the college.

- Criterion Team members (to date) for their willingness to take part in this additional work to ensure a quality self-study for the Comprehensive Evaluation: Criterion 1 Team includes Krista Weber, Nicole Nelson, Karen Farner, Adam Phillips, and Chantel Hampton. Criterion 2 Team includes Dan Imhoff, Katie Glass, John Troxel, Micheal Madsen, and Brian Molini.

The Executive Team members have all been supportive and proactive in ensuring accreditation and compliance related efforts are communicated and resourced. The input and accountability from this team is key in ensuring the college meets requirements with a focus on student success and continuous improvement.

Campus safety and security is a continuous, tireless effort needed to ensure compliance with the Clery Act and other federal regulations. The Clery Compliance Committee was formed to support the Clery Compliance Officers in institutional compliance with the Clery Act by helping to manage processes, procedures, and practices for Clery requirements, and receive education and training on the Clery Act to ensure those involved are aware of the basic requirements of the law.

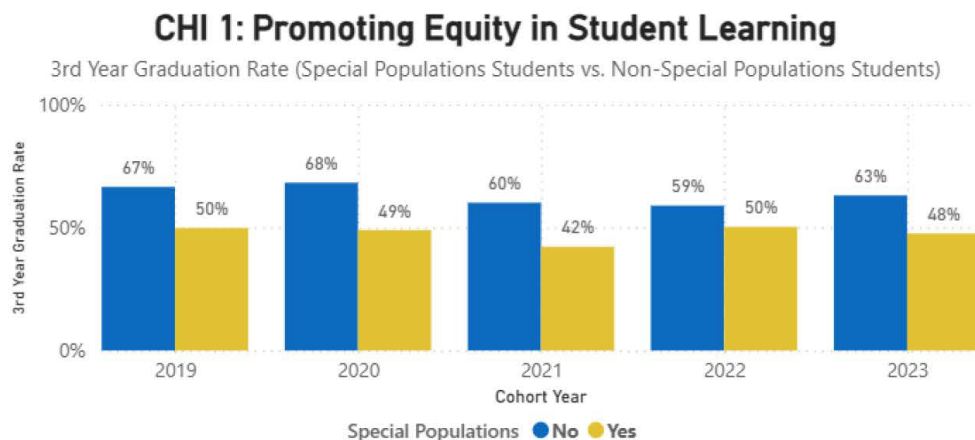
All employees are involved with accreditation, assessment, and compliance efforts at the college. It takes everyone's focus, commitment, and engagement to ensure the College meets all accreditation and compliance requirements.

PRESENTATION OF DATA

A multi-year summary of the College Health Indicators is found on Southwest Tech's Power BI Charger Dashboard. The following are examples of the data visualizations that are provided, which feature interactive functionality including drilldowns, pop-up summaries, and disaggregated counts/rates of the data for each indicator. The dashboard includes CHI descriptions, data definitions, and a listing of the sources of the data presented.

CHI #1 provides the 3-year graduation rate for special populations students vs. non-special populations students within a cohort year. This is important to track as we know from the data that graduation rates for these two student populations are disproportionate. Initiatives to improve the graduation rate for all students are important, and especially for the students identified as being part of a special population.

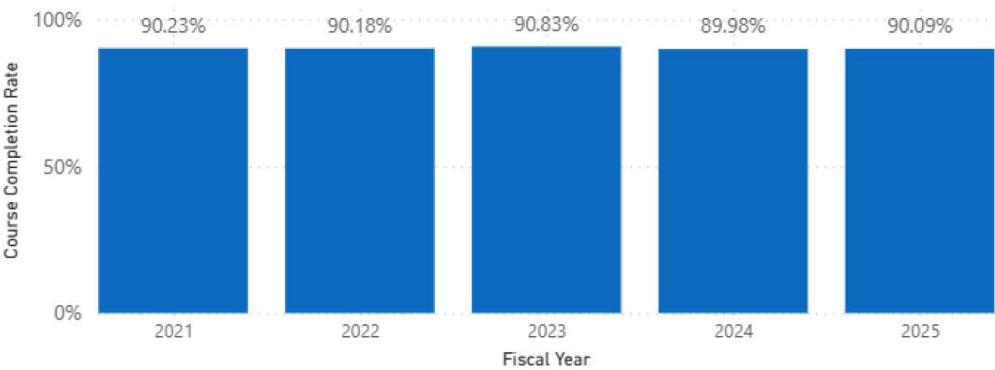
- *Special populations are a definition created by the Wisconsin Technical College System (WTCS) to classify students in historically disadvantaged groups and/or students who face additional challenges in higher education. Students who identify as part of or fall within one of the following demographic groups are classified as belonging to an institution's special population: disabled, dislocated worker, justice-involved, Pell Grant recipient, racial/ethnic minority, or veteran.*



CHI #2 provides the successful course completion rate for all program and non-program students within a fiscal year. Successful course completion is defined as completing a course with an A, B, or C grade. This metric is important to track as it is a leading indicator of retention and graduation and a lagging indicator associated with various teaching and learning methods within courses and programs.

CHI2: Course Completion Rate

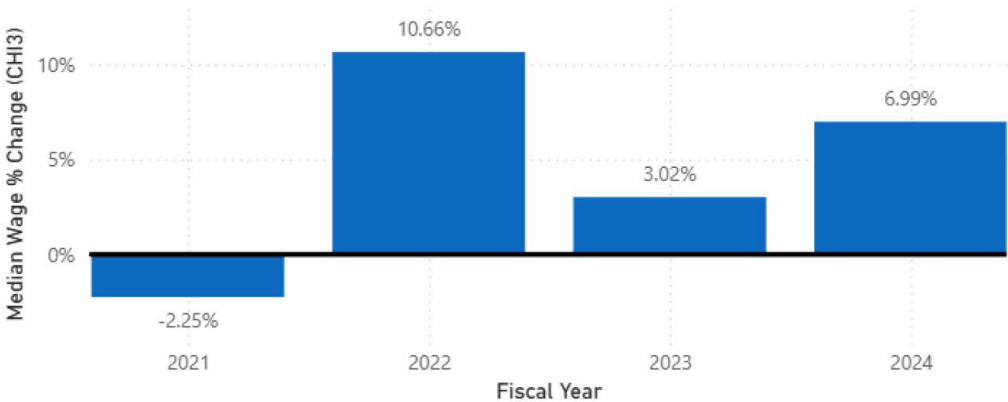
Course Completion Rate for All Courses (Fiscal Years 2021-2025)



CHI #3 provides the percentage change in median annual salary between classes of graduates using reported earnings in both fields related to and unrelated to the graduate’s earned credential. This metric is a valuable measure of post-graduation success identifying whether the credential earned is providing graduates with an opportunity to earn a high wage.

CHI3: Year-to-Year Graduate Wage Growth

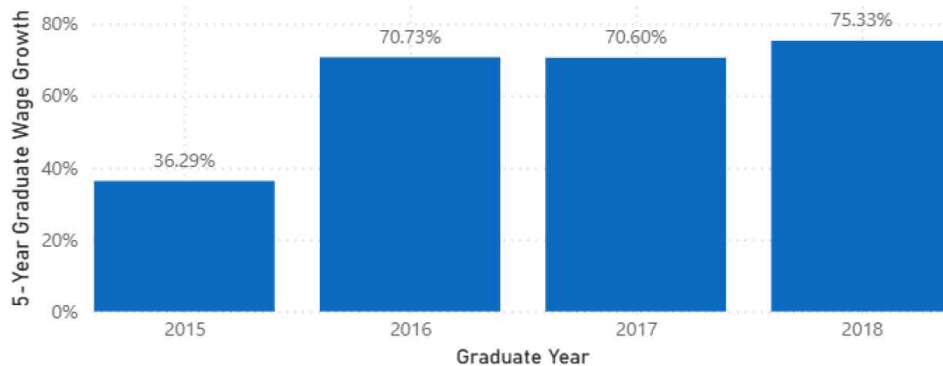
Year-to-Year Percentage Change in Graduate Median Reported Wages (Fiscal Years 2022-2024)



CHI #4 provides the percentage change in median annual salary for the same class of graduates 1 and 5-years post-graduation in both fields related to and unrelated to the graduate’s earned credential. Similar to CHI #3, this metric is looking at wages, but extends the timeline out five years, when we would expect to see an increase in wages due to promotions or job change. This shows us whether the credential earned is providing graduates with the opportunity to grow within their profession.

CHI4: 5-Year Graduate Wage Growth

5-Year Percentage Change in Graduate Median Reported Wages (Graduation Years 2016-2018)



STRENGTHS

1. Development of the Accreditation Core Team and the start of preparations for the Comprehensive Evaluation and on-site visit from HLC. The kick-off of Criterion Teams helping in the development of the college's Assurance Argument (self-study).
2. Thoughtful sustainability of the HLC Assessment Academy project outcomes.
3. Follow-through of the TAP Rubric used to improve measurable outcomes for students and the thoughtful editing of the tool for clarity and continuous improvement.
4. Centralized system for compliance with federal regulations, laws, and institutional policies.

OPPORTUNITIES

1. Employee and leadership transitions present opportunities in maintaining continuity and ensuring readiness for a successful Comprehensive Evaluation and on-site visit.
2. Recent college successes create new and timely opportunities for submitting conference proposals to the Higher Learning Commission and other regional or national organizations.
3. Compliance-Related Training. There are numerous training requirements to meet federal regulations, laws, and institutional policies conducted all throughout the year. A comprehensive review of all the training requirements and timelines will be completed in 2025-26 to ensure compliance with these requirements is a more efficient and streamlined process. The goal is to develop a system for compliance training that is constant, systematic, and more efficient for employees to complete the necessary training.

APPENDIX

A – Revised Criteria for Accreditation

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- B – Revised Assumed Practices
- C – Major Federal Compliance Requirements
- D – Assessment Academy Poster

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Appendix A – Revised Criteria for Accreditation

Source: HLC Policy Book, June 2024

Policy Title: Criteria for Accreditation

Number: CRRT.B.10.010

The Criteria for Accreditation conveys the standards of quality by which HLC determines whether an institution merits accreditation or reaffirmation of accreditation. Recognition of the widely varying institutional missions across HLC's membership is essential to these Criteria as standards of quality.

Institutional Mission

Mission is foundational to an institution's curriculum, instructional activities and the success of its students. Mission further informs an institution's research and innovation pursuits, its community engagement activities and services, its role within the higher education ecosystem, its student body, and its decisions regarding operations and resource allocations. An institution's distinctive mission is the cornerstone around which the institution's effectiveness, integrity and commitment to continuous improvement are evaluated.

When demonstrating that it meets the Criteria for Accreditation, an institution has the opportunity to reflect on the significance of its distinctive mission as well as across the wider higher education landscape. Against these backdrops, the institution is able to speak to its current state, aspirations and plans for the future.

Specifically, the distinctiveness of an institution's mission may inform the strategies it adopts and the evidence it provides to demonstrate that it meets each Criterion and Core Component. In preparing for a review, an institution may provide evidence relevant to additional topics related to a Core Component beyond those specified in any HLC resource document. During the review process, peer reviewers will determine whether an institution meets the Criteria and Core Components on the basis of such evidence.

Criterion 1. Mission The institution's mission is clear and articulated publicly; it guides the institution's operations.

As noted above in Institutional Mission, an institution's distinctive mission will inform how it demonstrates that it meets the following Core Components of Criterion 1.

1.A. Mission Alignment

The institution's educational programs, enrollment profile and scope of operations align with its publicly articulated mission.

1.B. Mission and Public Good

The institution's operation of the academic enterprise demonstrates its commitment to serving the public good.

1.C. Mission and Diversity of Society

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

Criterion 2. Integrity: Ethical and Responsible Conduct

In fulfilling its mission, the institution acts with integrity; its conduct is ethical and responsible.

As noted above in Institutional Mission, an institution's distinctive mission will inform how it demonstrates that it meets the following Core Components of Criterion 2.

2.A. Integrity

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Actions taken by the institution's governing board, administration, faculty and staff demonstrate adherence to established policies and procedures.

2.B. Transparency

The institution presents itself accurately and completely to students and the public with respect to its educational programs and any claims it makes related to the educational experience.

2.C. Board Governance

In discharging its fiduciary duties, the institution's governing board is free from undue external influence and empowered to act in the best interests of the institution, including the students it serves.

2.D. Academic Freedom and Freedom of Expression

The institution supports academic freedom and freedom of expression in the pursuit of knowledge as integral to high-quality teaching, learning and research.

2.E. Knowledge Acquisition, Discovery and Application

The institution adheres to policies and procedures that ensure responsible acquisition, discovery and application of knowledge.

Criterion 3. Teaching and Learning for Student Success

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness in fulfilling its mission. The rigor and quality of each educational program is consistent regardless of modality, location or other differentiating factors.

As noted above in Institutional Mission, an institution's distinctive mission will inform how it demonstrates that it meets the following Core Components of Criterion 3.

3.A. Educational Programs

The institution maintains learning goals and outcomes that reflect a level of rigor commensurate with college-level work, including by program level and the content of each of its educational programs.

3.B. Exercise of Intellectual Inquiry

The institution's educational programs engage students in collecting, analyzing and communicating information; in practicing modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

3.C. Sufficiency of Faculty and Staff

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

3.D. Support for Student Learning and Resources for Teaching

The institution provides student support services that address the needs of its student populations, as well as the teaching resources and infrastructure necessary for student success.

3.E. Assessment of Student Learning

The institution improves the quality of educational programs based on its assessment of student learning.

3.F. Program Review

The institution improves its curriculum based on periodic program review.

3.G. Student Success Outcomes

The institution's student success outcomes demonstrate continuous improvement, taking into account the student populations it serves and benchmarks that reference peer institutions.

Criterion 4. Sustainability: Institutional Effectiveness, Resources and Planning

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The institution's resources, structures, policies, procedures and planning enable it to fulfill its mission, improve the quality of its educational programs, and respond to future challenges and opportunities.

As noted above in Institutional Mission, an institution's distinctive mission will inform how it demonstrates that it meets the following Core Components of Criterion 4.

4.A. Effective Administrative Structures

The institution's administrative structures are effective and facilitate collaborative processes such as shared governance; data-informed decision making; and engagement with internal and external constituencies as appropriate.

4.B. Resource Base and Sustainability

The institution's financial and personnel resources effectively support its current operations. The institution's financial management balances short-term needs with long-term commitments and ensures its ongoing sustainability.

4.C. Planning for Quality Improvement

The institution engages in systematic strategic planning for quality improvement. It relies on data, integrating its insights from enrollment forecasts, financial capacity, student learning assessment, institutional operations and the external environments.

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Appendix B – Revised Assumed Practices

Source: HLC Policy Book, June 2024

Policy Title: Assumed Practices

Number: CRRT.C.10.010

Foundational to the Criteria and Core Components is a set of practices shared by institutions of higher education in the United States. Unlike the Criteria for Accreditation, these Assumed Practices are (1) generally matters to be determined as facts, rather than matters requiring professional judgment and (2) not expected to vary by institutional mission. Every institution is expected to be in compliance with all Assumed Practices at all times.

Because institutions are assumed to be adhering to the Assumed Practices on an ongoing basis, peer review teams will not review their compliance with these requirements except as follows:

1. When an institution is seeking HLC accreditation and has not yet been granted initial accreditation by the Board of Trustees, the institution must provide evidence of its compliance with all the Assumed Practices as part of any reports to gain and maintain candidacy, and to gain initial accreditation.
2. When the Board of Trustees has placed an institution on the sanction of Probation and has cited the institution for being out of compliance with one or more Assumed Practices, the institution must provide evidence of its compliance with the cited Assumed Practices as part of its report to have Probation removed.
3. When the Board of Trustees has placed an institution under a Show-Cause Order the institution must provide evidence of its compliance with all the Assumed Practices as part of its report to have the Show-Cause Order removed.
4. When an accredited institution's compliance with one or more Criteria for Accreditation raises questions concerning its compliance with related Assumed Practices, the institution must be prepared to provide evidence that it is in compliance with such related Assumed Practices.
5. When otherwise required by HLC as circumstances warrant.

An institution determined not to be in compliance with any Assumed Practice, even if in compliance with all other HLC requirements, may be subject to monitoring, Probation, a Show-Cause Order, or an adverse action, as defined by HLC policy based on the gravity of the finding as measured by (a) in the case of Probation, the extent to which a substantial remediation period is necessary to address such non-compliance or; (b) in the case of a Show-Cause Order or adverse action, the extent to which the very existence of the finding suggests that the institution should not remain accredited.

A. Integrity: Ethical and Responsible Conduct

1. The institution has a conflict of interest policy that ensures that the governing board and the senior administrative personnel act in the best interest of the institution.
2. The institution has ethics policies for faculty and staff regarding conflict of interest, nepotism, recruitment and admissions, financial aid, privacy of personal information, and contracting.
3. The institution provides its students, administrators, faculty, and staff with policies and procedures informing them of their rights and responsibilities within the institution.
4. The institution establishes and publicizes clear policies and procedures for receiving complaints from students and other constituencies, responding to complaints in a timely manner, and analyzing complaints to improve its processes. The institution does not retaliate against those who raise complaints.

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5. The institution makes readily available to students and to the public clear and complete information including:
- a. Statements of mission, vision, and values.
 - b. Requirements for admission both to the institution and to individual educational programs.
 - c. Its policies on acceptance of transfer credit and prior learning, including how credit is applied to educational program requirements. (Except for courses articulated through transfer policies or institutional agreements, the institution makes no promises to prospective students regarding the acceptance of credit awarded by examination, credit for prior learning, or credit for transfer until the institution has conducted an evaluation of such students' credits in accordance with its transfer policies.)
 - d. All student costs, including tuition, fees, training, and incidentals.
 - e. Its financial aid policies, including its policy on refunds.
 - f. Policies regarding academic good standing, probation, and dismissal.
 - g. Residency or enrollment requirements (if any).
 - h. Information about its relationship with any parent organization and any external providers of instruction.
6. The institution assures that all data it makes public is accurate and complete, including those reporting on student success outcomes.
7. The institution portrays clearly and accurately to the public its legal authorization to award degrees, offer educational programs or conduct activities as an institution of higher education within any jurisdictions in which it so operates; and its current status with HLC and with any other recognized accreditors. As applicable, the institution makes clear to students the distinction between the various types of accreditation and the relationship between licensure and the various types of accreditation.
8. An institution offering programs that require accreditation by a recognized accreditor or recognition by a state licensing board or other entity in order for its students to be certified or to sit for licensing examinations in states where its students reside either has the appropriate accreditation and recognition, is in the process of seeking such accreditation, or discloses publicly and clearly the consequences to the students of the lack thereof.
- a. An institution offering programs eligible for specialized accreditation at multiple locations discloses the accreditation status and recognition of the program by state licensing boards at each location.
 - b. An institution that provides a program that prepares students for a licensure, certification, or other qualifying examination publicly discloses its pass rate on that examination, unless such information is not available to the institution.
9. The governing board includes some "public" members. Public members have no significant administrative position or any ownership interest in any of the following: the institution itself; a company that does substantial business with the institution; a company or organization with which the institution has a substantial partnership; a parent, ultimate parent, affiliate, or subsidiary corporation; an investment group or firm substantially involved with one of the above organizations. All publicly elected members or members appointed by publicly elected individuals or bodies (governors, elected legislative bodies) are considered public members.
10. The governing board has the authority to approve the annual budget and to hire, evaluate and dismiss the chief executive officer.
11. The governing board is trained and knowledgeable on all subject matter necessary to discharge its legal and fiduciary responsibilities, and to otherwise make informed decisions with respect to the institution's financial and academic policies and procedures.

12. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.
13. The institution remains in compliance at all times with all applicable laws, including laws related to research, authorization of educational activities, and consumer protection wherever it does business.
14. The institution documents outsourcing of all services in written agreements, including agreements with parent or affiliated organizations.
15. The institution takes responsibility for the ethical and responsible behavior of its contractual partners in relation to actions taken on its behalf.

B. Teaching and Learning: Quality, Resources, and Support

1. Programs, Courses, and Credits

- a. The institution conforms to commonly accepted minimum program length: 60 semester credits for associate's degrees, 120 semester credits for bachelor's degrees, and 30 semester credits beyond the bachelor's for master's degrees. Any variation is explained and justified.
- b. The institution maintains structures or practices that ensure the coherence and quality of the programs for which it awards an academic credential. Typically, institutions will require that at minimum 30 of the 120 credits earned for the bachelor's degree and 15 of the 60 credits for the associate's degree be credits earned at the institution itself, through arrangements with other accredited institutions, or through contractual relationships approved by HLC. Any variation is explained and justified.
- c. The institution's policy and practice assure that at least 50% of courses applied to a graduate program are courses designed for graduate work, rather than undergraduate courses credited toward a graduate degree. (Cf. Criterion 3.A.) (An institution may allow well-prepared advanced students to substitute its graduate courses for required or elective courses in an undergraduate degree program and then subsequently count those same courses as fulfilling graduate requirements in a related graduate program that the institution offers. In "4+1" or "2+3" programs, at least 50% of the credits allocated for the master's degree – usually 15 of 30 – must be for courses designed for graduate work.)
- d. The institution adheres to policies on student academic load per term that reflect reasonable expectations for successful learning and course completion.
- e. The institution has policies and procedures for ensuring that all courses transferred and applied toward educational program requirements demonstrate equivalence with its own courses required for that educational program or are of equivalent rigor.
- f. The institution has a clear policy on the maximum allowable credit for prior learning as a reasonable proportion of the credits required to complete the student's program. Credit awarded for prior learning is documented, evaluated, and appropriate for the level of academic credential awarded. (Note that this requirement does not apply to courses transferred from other institutions.)
- g. The institution maintains a minimum requirement for general education for all of its undergraduate programs whether through a traditional practice of distributed curricula (15 semester credits for AAS degrees, 24 for AS or AA degrees, and 30 for bachelor's degrees) or through other accepted equivalent models. Any variation is explained and justified.
- h. If the institution makes any claims for student learning related to its cocurricular programs, it assesses such student learning and makes improvements.

2. Faculty Roles and Qualifications

a. The institution establishes and maintains reasonable policies and procedures to determine that faculty are qualified. The factors that an institution considers as part of these policies and procedures could include but are not limited to the achievement of academic credentials, progress toward academic credentials, equivalent experience, or some combination thereof. The institution's obligations in this regard extend to all instructors and all other entities to which it assigns the responsibility of instruction. HLC will maintain "Institutional Policies and Procedures for Determining Faculty Qualifications Guidelines" to further explain requirements for reasonable policies and procedures in accordance with this Assumed Practice.

b. Faculty participate substantially in:

- i. oversight of the curriculum offered — its development, vetting and implementation; academic substance; currency; and relevance for internal and external constituencies;
- ii. assurance of consistency in the level and quality of instruction and in the expectations of student performance;
- iii. establishment of the qualifications for instructors, including instructors provided by third parties;
- iv. analysis of data and appropriate action on assessment of student learning and program completion.

3. Support Services

- a. Financial aid advising clearly and comprehensively reviews students' eligibility for financial assistance and assists students in a full understanding of their debt and its consequences.
- b. The institution maintains timely and accurate transcript and records services.

4. The institution strives to ensure that the overall composition of its faculty and staff reflects diversity as appropriate within its mission and for the constituencies it serves.

C. Teaching and Learning: Evaluation and Improvement

1. Instructors (excluding for this requirement teaching assistants enrolled in a graduate program and supervised by faculty) have the authority for the assignment of any measures of student success outcomes. (This requirement allows for collective responsibility, as, for example, when a faculty committee has the authority to override a grade on appeal.) 2. The institution evaluates all academic credit that it transcripts, including what it awards for experiential learning or other forms of prior learning. The institution has clear policies for evaluating and accepting credits awarded by other education providers and may rely on credit evaluation undertaken by responsible third parties. The institution refrains from the transcription of credit from other institutions or providers that it will not apply to its own programs.

3. The institution has formal and current written agreements for managing any internships and clinical placements included in its programs.

4. Instructors communicate course requirements to students in writing and in a timely manner.

5. Institutional data on assessment of student learning are accurate and address the full range of students who enroll.

6. Institutional data on student success outcomes are accurate and address the full range of students who enroll.

D. Resources, Planning, and Institutional Effectiveness

1. The institution is able to meet its current financial obligations.

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2. The institution has a well-developed procedure for budgeting and monitoring its finances. It has a prepared budget for the current year and the capacity to compare it with budgets and actual results of previous years.
3. The institution has future financial projections addressing its long-term financial sustainability.
4. The institution maintains effective systems for collecting, analyzing, and using institutional information.
5. The institution undergoes an external audit by a certified public accountant or a public audit agency that reports financial statements on the institution separately from any other related entity or parent corporation. For private institutions the audit is annual; for public institutions it is at least every two years.
6. The institution's administrative structure includes a chief executive officer, chief financial officer, and chief academic officer (titles may vary) with appropriate credentials and experience and sufficient focus on the institution to ensure appropriate leadership and oversight. (An institution may outsource its financial functions but must have the capacity to assure the effectiveness of that arrangement.)
7. The institution's planning activities demonstrate careful and detailed consideration of student needs (including but not limited to the preservation of student records) and protocols to be followed in the event an orderly institutional closure becomes necessary.

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Appendix C – Major Federal Compliance Requirements

Compliance Requirements

Federal Requirement	Description
Accreditation	Accreditation's quality assurance function is one of the three main elements of oversight governing the Higher Education Act's (HEA's) federal student aid programs. For students to receive federal student aid from the U.S. Department of Education for postsecondary study, the institution must be accredited by a "nationally recognized" accrediting agency.
Americans with Disabilities Act (ADA)	Public and private colleges and universities are required to provide equal access to postsecondary education, including extracurricular activities for students with disabilities. Section 504 of the Rehabilitation Act prohibits discrimination based on physical or mental disability.
Clery Act	The Jeanne Clery Campus Safety Act is a consumer protection law that aims to provide transparency around campus crime policy and statistics. To comply with Clery Act requirements, colleges must understand what the law entails, where their responsibilities lie, and what can be done to actively foster campus safety.
Drug Free Schools & Communities Act (DFSCA)	The Drug-Free Schools and Communities Act requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA requires the establishment of a drug and alcohol prevention program.
Environmental, Health & Safety (EH&S)	Environmental Health & Safety is the science and practice of preventing human injury and promoting well-being. EH&S is a term used by laws, rules, regulations, professions, programs, and workplace efforts to protect the health and safety of the campus community.
Family Educational Rights and Privacy Act (FERPA)	FERPA is a federal law protecting student education records' privacy and applies to any public/private elementary, secondary, or post-secondary school. The Act serves two primary purposes: (1) It gives parents or eligible students more control over their educational records, and (2) It prohibits educational institutions from disclosing "personally identifiable information in education records" without the written consent of an eligible student, or if the student is a minor, the student's parents.
Gramm Leach Bliley Act (GLBA)	The Gramm Leach Bliley Act is a law that applies to financial institutions and includes privacy and information security provisions designed to protect consumer financial data. This law applies to the collection, storage, and use of student financial records (e.g., records regarding tuition payments and/or financial aid) containing personally identifiable information. GLBA regulations include a Privacy Rule and a Safeguards Rule, both of which are enforced by the Federal Trade Commission (FTC) for higher education institutions.
Higher Education Act (HEA)	The Higher Education Act is a federal law that governs the administration of federal higher education programs. Its purpose is to strengthen the educational resources of colleges and universities and to provide financial assistance for students in post-secondary and higher education. Ensures every individual has access to higher

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	education, regardless of income or zip code, and the HEA governs student-aid programs, federal aid to college, and oversight of teacher preparation programs.
National Council for State Authorization Reciprocity Agreements (NC-SARA)	The National Council for State Authorization Reciprocity Agreements (NC-SARA) helps expand students' access to educational opportunities and ensure more efficient, consistent, and effective regulation of distance education programs. Recognizing the growing demand for distance education opportunities, higher education stakeholders – including state regulators and education leaders, accreditors, the U.S. Department of Education, and institutions – joined together in 2013 to establish the State Authorization Reciprocity Agreements (SARA), which streamline regulations around distance education programs.
Stop Campus Hazing Act	The Stop Campus Hazing Act (SCHA), enacted on December 23, 2024, amends the Clery Act to prioritize the prevention of and transparency about hazing incidents at colleges and universities. The federal legislature's impetus for the Stop Campus Hazing Act legislation is to provide a clearer understanding of the prevalence of hazing on college and university campuses; create a culture of reporting among students and employees; hold colleges and universities accountable for naming and responding appropriately to hazing reports; and require hazing education, awareness, and prevention a priority at all institutions of higher education.
Title II, ADA, Digital Accessibility	Title II of the ADA Regulations for Web and Mobile App Accessibility (Digital Accessibility) final rule specifies requirements about how to ensure that web content and mobile applications are accessible to people with disabilities. Accessibility involves a wide range of disabilities, including visual, auditory, physical, speech, cognitive, language, learning, and neurological disabilities. These guidelines also make web content more usable by older individuals with changing abilities due to aging and often improve usability for users in general. The regulations require state and local governments to ensure that their services, programs, and activities, including online and through mobile apps, are accessible to people with disabilities. The Web Content Accessibility Guidelines (WCAG) 2.1, Level AA, developed by the World Wide Web Consortium, have been determined as the technical standard state and local governments must use to achieve compliance.
Title IX of the Education Amendments of 1972 (Title IX)	Title IX prohibits discrimination based on sex in education programs and activities that receive federal financial assistance. Title IX states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance[.]" All federal agencies that provide grants of financial assistance are required to enforce Title IX's nondiscrimination mandate. Title IX also prohibits retaliation for filing an OCR complaint or for advocating for a right protected by Title IX and sex-based discrimination in employment. However, employment discrimination complaints filed with OCR are referred to the Equal Employment Opportunity Commission .
Youth Protection	The U.S. Department of Education is putting more emphasis on youth protection in higher education. Requirements include the necessity to standardize guidelines to protect minors on campus, institute safe hiring practices, conduct managed staff training, ensure reporting processes are in place, maintain strict safety rules, build out a safety infrastructure, prioritize adequate supervision of campers, and establish program-specific policies, as necessary.

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Violence Against Women Act (VAWA)	The Violence Against Women Act (VAWA) creates and supports comprehensive, cost-effective responses to domestic violence, sexual assault, dating violence and stalking. Up for renewal every five years, each VAWA reauthorization builds on existing protections and programs to better meet survivors’ needs.
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Appendix D – Assessment Academy Poster



MOVING FROM A CLIMATE OF ASSESSMENT TO A *Culture of Learning*




The 2017 Comprehensive Evaluation exposed the need for improvements in student learning and assessment.



The Instructional/Institutional Vitality Process (IVP) was developed. The Assessment Academy project elevated this process to enhance all assessments.



Assessment Academy Team developed foundational documentation (Assessment Inventory, Glossary & Calendar, Program Review Reports, SOPs), and increased engagement in assessment campus wide.

CLIMATE OF 	PRO <ul style="list-style-type: none"> • Get to do it yourself! • Going through the motions • They told us to • "Real" change is happening 	CON <ul style="list-style-type: none"> • Stagnant student success • Assessment without purpose • Low ownership • Lack of alignment
CULTURE OF <i>Learning</i>	PRO <ul style="list-style-type: none"> • Meaningful work • Positive results in student retention, completion, and post-graduate success • Alignment • Scaled buy-in 	CON <i>Pro</i> <ul style="list-style-type: none"> • Entire executive team has opinions and ideas on improving student learning • Budget allocations aligned with learning priorities • Expectation for all employees to prioritize time, effort, and creativity to improve student success. • Saturation of resources to be a success



"I came away with a better understanding of student success and culture that"



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	Academic Success Coach	Danielle Carlson	Posted 5/9/2025	C41 \$48,908.24 - \$68,471.54 Hired at \$66,500
2	New	Manufacturing Outreach Coordinator	Lisa Schaefer	Posted: 6/6/25	C44: \$58,124.23 - \$81,373.72 Hired at \$79,000
3	Replacement	Director of Human Resources	On Hold	Posted: 6/2/25	D63: \$70,133.94 – \$101,695.41
4	New	Advisor	John Richter	Posted: 7/11/2025	C42 Salary: \$51,741.76 - \$72,438.46 Hired at \$66,500
5	New	Adult Education Instructor/Academic Success Coach	Meghan Weber	Posted: 7/18/2025	C41: \$23.51- \$32.92 Hired at \$26.40
6	Replacement	Electical Power Distribution Lab Assistant	Thomas Moravits	Posted: 6/23/25	B21: \$17.36 - \$22.57 Hired at \$23.00
7	Replacement	Assistant Child Care Director/Instructor	Interviews Complete	Posted: 8/8/2025	C41 Salary: \$48,908.24 - \$68,471.54
8	Replacement	Director of Foundation	Stacia Stephenson	Posted: 8/8/2025	D62: \$67,359.08 - \$97,670.88 Hired at \$97,670.88
9	Replacement	Financial Aid Assistant/Accounting Bursar	Interviews Complete	Posted: 8/8/2025	B22 Hourly: \$19.56-\$25.37
10	Replacement	Software Development Instructor	Posted	Posted: 8/8/2025	Bachelor's Equivalency: \$51,221 - \$81,444 Advanced Equivalency: \$53,878 - \$85,666 Master's Equivalency: \$56,533 - \$89,888
10	Replacement	Social Science Instructor	Interviews Complete	Posted: 8/8/2025	Bachelor's Equivalency: \$51,221 - \$81,444 Advanced Equivalency: \$53,878 - \$85,666 Master's Equivalency: \$56,533 - \$89,888
11	Replacement	Medical Laboratory Technician Instructor	Posted	Posted: 6/25/2025	Bachelor's Equivalency: \$51,221 - \$81,444 Advanced Equivalency: \$53,878 - \$85,666 Master's Equivalency: \$56,533 - \$89,888
12	Replacement	Drivers Education Program Coordinator	Posted Internally	Posted: 9/16/2025	C41 \$46,690 - \$65,366

Information and Correspondence

A. Enrollment Report and Student Success Scoreboard

1. FTE Comparison Report

		School Year 2025-26 Registration began on March 17, 2025									
FTE COMPARISON REPORT - SEPTEMBER 15, 2025		Headcount					FTE's				
Program Number	Program Name	FY 23-24 09/18/23	FY 24-25 09/16/24	FY 25-26 09/15/25	24 to 26 Change	25 to 26 Change	FY 23-24 09/18/23	FY 24-25 09/16/24	FY 25-26 09/15/25	24 to 26 Change	25 to 26 Change
101011	Accounting	38	33	40	2	7	16.00	13.97	16.17	0.17	2.20
311011	Accounting Assistant	7	6	8	1	2	2.77	1.90	3.47	0.70	1.57
305316	Advanced EMT	-	-	12	12	12	-	-	1.60	1.60	1.60
100067	Agribusiness Science & Technology - Agribusiness Management	16	28	19	3	(9)	8.83	13.23	9.83	1.00	(3.40)
310063	Agribusiness Science & Technology - Agronomy Tech	2	1	-	(2)	(1)	0.93	0.50	-	(0.93)	(0.50)
320701	Agricultural Power & Equipment Technician	36	32	26	(10)	(6)	17.70	16.73	13.27	(4.43)	(3.47)
100917	Animal Science	29	36	34	5	(2)	14.67	19.70	17.70	3.03	(2.00)
100939	Agronomy	11	22	26	15	4	5.40	10.77	13.67	8.27	2.90
303163	Artisanal Modern Meat Butchery	-	16	13	13	(3)	-	2.30	2.17	2.17	(0.13)
314051	Auto Collision Repair & Refinish Technician	6	13	9	3	(4)	3.40	7.07	5.03	1.63	(2.03)
324042	Automotive Technician	30	34	35	5	1	13.30	14.63	14.00	0.70	(0.63)
314081	Bricklaying & Masonry (DOC)	1	-	-	(1)	-	0.07	-	-	(0.07)	-
304431	Building Maintenance & Construction (DOC)	1	-	1	-	1	0.07	-	0.07	(0.00)	0.07
314751	Building Trades-Carpentry	16	9	10	(6)	1	7.77	4.43	4.93	(2.83)	0.50
101021	Business Analyst / Data Analyst	6	6	2	(4)	(4)	2.87	2.97	1.03	(1.83)	(1.93)
101023	Business Management	88	79	84	(4)	5	37.33	34.37	35.80	(1.53)	1.43
105305	Cancer Information Management	69	57	41	(28)	(16)	24.40	18.37	13.33	(11.07)	(5.03)
115301	Cancer Information Management (Advanced Technical Certificate)	-	9	23	23	14	-	2.30	5.73	5.73	3.43
313071	Child Care Services	3	3	2	(1)	(1)	1.40	0.80	0.60	(0.80)	(0.20)
304204	CNC Setup Technician	-	-	6	6	6	-	-	1.80	1.80	1.80
314441	CNC Machine Operator/Programmer	-	1	-	-	(1)	-	0.07	-	-	(0.07)
315021	Cosmetology	44	43	44	-	1	21.50	20.30	22.77	1.27	2.47
105046	Criminal Justice - Law Enforcement 2	26	36	28	2	(8)	10.33	14.33	12.63	2.30	(1.70)
105045	Criminal Justice Studies	14	9	7	(7)	(2)	6.77	3.70	3.17	(3.60)	(0.53)
305042	Criminal Justice-Law Enforcement 720 Academy	-	6	-	-	(6)	-	1.60	-	-	(1.60)
310915	Dairy & Livestock Technician	1	1	-	(1)	(1)	0.20	0.50	-	(0.20)	(0.50)
305082	Dental Assistant	13	10	10	(3)	-	6.83	5.33	5.63	(1.20)	0.30
105106	Direct Entry Midwife	103	98	110	7	12	42.33	41.43	43.67	1.33	2.23
308121	Driver and Safety Education Certification	15	7	8	(7)	1	3.10	1.60	2.30	(0.80)	0.70
103071	Early Childhood Education	54	46	36	(18)	(10)	22.10	19.10	16.40	(5.70)	(2.70)

Program Number	Program Name	FY 23-24 09/18/2	FY 24-25 09/16/24	FY 25-26 09/15/25	24 to 26 Change	25 to 26 Change	FY 23-24 09/18/23	FY 24-25 09/16/24	FY 25-26 09/15/25	24 to 26 Change	25 to 26 Change
613073	Early Childhood Licensing Basic Ages 0-2 (new 24-25)	-	1	-	-	(1)	-	0.20	-	-	(0.20)
314132	Electrical Power Distribution	45	44	43	(2)	(1)	21.60	20.57	20.60	(1.00)	0.03
504132	Electricity (Construction) Apprentice	27	27	30	3	3	1.80	1.80	2.00	0.20	0.20
106201	Electromechanical Technology	23	14	18	(5)	4	11.83	7.73	9.10	(2.73)	1.37
305313	Emergency Medical Technician	33	60	65	32	5	3.37	4.50	5.47	2.10	0.97
104813	Energy Management Technology (suspended)	3	1	-	(3)	(1)	1.40	0.50	-	(1.40)	(0.50)
320804	Farm Operations & Management - Ag Mechanics (suspended)	1	-	-	(1)	-	0.53	-	-	(0.53)	-
320803	Farm Operations & Management - Dairy (suspended)	2	-	-	(2)	-	1.13	-	-	(1.13)	-
310803	Farm Operations & Management - Dairy Technician	1	-	-	(1)	-	0.67	-	-	(0.67)	-
310802	Farm Operations & Management - Farm Ag Maintenance	3	-	-	(3)	-	0.30	-	-	(0.30)	-
320806	Farm Operations & Management - Livestock (suspended)	3	-	-	(3)	-	1.63	-	-	(1.63)	-
103251	Golf Course Management	17	20	15	(2)	(5)	8.77	9.23	7.20	(1.57)	(2.03)
102012	Graphic And Web Design	37	32	25	(12)	(7)	17.30	14.70	12.80	(4.50)	(1.90)
105301	Health Information Technology	36	34	25	(11)	(9)	11.77	10.70	8.47	(3.30)	(2.23)
105203	Human Services Associate	24	17	14	(10)	(3)	12.03	9.40	6.30	(5.73)	(3.10)
108251	Individualized Technical Studies	-	1	2	2	1	-	0.20	0.40	0.40	0.20
504131	Industrial Electrician Apprentice	9	6	5	(4)	(1)	0.73	0.40	0.33	(0.40)	(0.07)
316201	Industrial Mechanic	4	6	2	(2)	(4)	2.27	3.30	0.67	(1.60)	(2.63)
106203	Instrumentation and Controls Technology	-	1	-	-	(1)	-	0.03	-	-	(0.03)
101512	IT - Cybersecurity Specialist	13	30	25	12	(5)	6.27	14.93	11.17	4.90	(3.77)
101502	IT - Network Specialist (suspended)	5	-	-	(5)	-	2.47	-	-	(2.47)	-
311509	IT - Network Systems Technician	5	4	4	(1)	-	2.00	1.70	1.60	(0.40)	(0.10)
305133	Laboratory Science Technician	2	1	-	(2)	(1)	0.33	0.07	-	(0.33)	(0.07)
101961	Leadership Development (suspended)	10	5	3	(7)	(2)	3.40	2.53	1.10	(2.30)	(1.43)
208001	Liberal Arts - Associate of Arts	32	39	38	6	(1)	10.97	15.37	19.23	8.27	3.87
208002	Liberal Arts - Associate of Science	17	11	15	(2)	4	6.20	3.80	6.27	0.07	2.47
315091	Medical Assistant	19	22	15	(4)	(7)	7.73	8.83	5.90	(1.83)	(2.93)
315302	Medical Coding Specialist	50	45	38	(12)	(7)	17.37	14.43	13.50	(3.87)	(0.93)
105131	Medical Laboratory Technician	10	7	9	(1)	2	4.60	2.80	3.80	(0.80)	1.00
305024	Nail Technician	5	3	4	(1)	1	0.83	0.50	0.67	(0.17)	0.17
101966	Nonprofit Leadership (suspended)	8	7	4	(4)	(3)	3.50	3.50	2.00	(1.50)	(1.50)
105431	Nursing - Associate Degree	185	157	157	(28)	-	59.67	51.60	51.53	(8.13)	(0.07)
305431	Nursing Assistant	111	94	88	(23)	(6)	11.43	7.80	7.33	(4.10)	(0.47)
305132	Phlebotomist/Specimen Processor	-	-	9	9	9	-	-	0.93	0.93	0.93
105241	Physical Therapist Assistant	15	19	24	9	5	5.40	7.77	9.50	4.10	1.73

FTE COMPARISON REPORT - SEPTEMBER 15, 2025		Headcount					FTE's				
Program Number	Program Name	FY 23-24 09/18/2	FY 24-25 09/16/24	FY 25-26 09/15/25	24 to 26 Change	25 to 26 Change	FY 23-24 09/18/23	FY 24-25 09/16/24	FY 25-26 09/15/25	24 to 26 Change	25 to 26 Change
504275	Plumbing Apprentice	24	31	26	2	(5)	2.40	3.07	2.13	(0.27)	(0.93)
611824	Purchasing Agent/Buyer	-	-	1	1	1	-	-	0.27	0.27	0.27
105261	Radiography	-	17	27	27	10	-	6.63	10.93	10.93	4.30
311821	Supply Chain Assistant	1	1	-	(1)	(1)	0.37	0.67	-	(0.37)	(0.67)
101821	Supply Chain Management	25	23	23	(2)	-	10.57	9.10	9.30	(1.27)	0.20
105121	Surgical Technology	15	21	20	5	(1)	6.87	8.07	7.57	0.70	(0.50)
611012	Tax Preparer Assistant	-	-	3	3	3	-	-	0.73	0.73	0.73
104995	Technical Studies-Journeyworker	1	1	-	(1)	(1)	0.10	0.10	-	(0.10)	(0.10)
314421	Welding	33	37	29	(4)	(8)	15.93	18.73	15.33	(0.60)	(3.40)
TOTAL PROGRAM DEGREE SEEKING:		1,483	1,480	1,440	(43)	(40)	545.60	537.27	520.90	(24.70)	(16.37)
38.14	38.14 Contracted Courses*	-	-	34	34	34	-	-	3.70	3.70	3.70
COLEDG	ColLEDGE Up*	-	289	27	27	(262)	-	41.07	3.03	3.03	(38.03)
SCNOW	Start College Now*	-	194	533	533	339	-	34.30	85.87	85.87	51.57
UNDECIDE	Undecided*	-	1	-	-	(1)	-	0.13	-	-	(0.13)
UNDEC	Undeclared*	497	168	155	(342)	(13)	79.87	28.27	26.10	(53.77)	(2.17)
YOUTHAPP	Youth Apprenticeship*	-	4	46	46	42	-	0.37	4.60	4.60	4.23
TOTAL DEGREE COURSE STUDENTS/FTEs:		497	656	795	298	139	79.87	104.13	123.30	43.43	19.17
BAS-ED	Basic Education (73,74,75,76)	190	102	170	(20)	68	11.93	6.95	8.33	(3.60)	1.38
REMED	Basic Education Remedial/Developmental (77, 78)	129	104	122	(7)	18	0.17	0.07	2.02	1.86	1.95
NONDEG	Non-Degree**	1,722	1,190	1,168	(554)	(22)	31.84	24.28	23.71	(8.13)	(0.57)
UNDES	Undesignated**	103	5	2	(101)	(3)	13.20	0.37	0.33	(12.87)	(0.03)
TOTAL NON-DEGREE:		2,144	1,401	1,462	(682)	61	57.14	31.67	34.40	(22.74)	2.73
TOTALS:		4,124	3,537	3,697	(427)	160	682.61	673.07	678.60	(4.01)	5.53
					-10.4%	4.5%				-0.6%	0.8%
		Budgeted/Goal FTEs					1,300	1,355	1,300		
		% of Budgeted/Goal FTEs Achieved to date					52.5%	49.7%	52.2%		
		Final Actual FTEs Achieved					1,312	1,294			
		% of Final Actual FTEs Achieved to date					52.0%	52.0%			
		25/26 Projected Ending FTEs using historical trend					1,304	1,305			
		Will budget be met					YES	YES			

*	Degree courses - Aid codes 10, 30, 31, 32, and 50
**	Non-degree courses - Aid Codes 42 and 47
CATEGORY DEFINITIONS	
38.14	38.14 Contract is set up as a program in Anthology. Students apply and register in the program for billing and tracking purposes. They are degree level courses.
COLEDG	ColLEDGE Up are degree courses/programs that are offered to area HS students.
SCNOW	Start College Now includes degree courses that HS students can enroll in for college credit (SWTC faculty teach the course).
TRANSCR	Transcripted Credit are high school courses that are also earning college credit through an agreement between SWTC and the high school.
UNDECIDE	Undecided is an option for prospective students to select when completing the application.
YOUTHAPP	Youth Apprenticeship are high school students enrolled in degree level course funded by CESA. Youth Apprenticeship is to be reported when credit is granted through a course offered by the high school or the college under the provisions of s. 106.13, Wis. Stats.
UNDEC	Undeclared are degree courses (10, 3x) taken by students that are not in a program.
UNDES	Undesignated is a category for tracking non-degree courses (aid codes 42 & 47). This is a carry-over from CAMS. Anthology tracks these students in the Non-Degree category.
NONDEG	Non-Degree is a category for tracking non-degree course (aid codes 42 & 47) enrollment.

2. Student Success Scoreboard

Student Success Scoreboard	8/21/2025	9/15/2025
ACTIVE PROGRAM STUDENTS		
Career Assessments Completed	929	936
Academic Map w/Supports & Services Completed	947	951
Financial Budget Completed	786	802
Complete Students Success Plans	755	771
ACTIVE DUAL CREDIT STUDENTS		
Complete Students Success Plans		
ACTIVE ADULT EDUCATION AND ENGLISH LANGUAGE LEARNING (ELL) STUDENTS		
Career Assessments Completed		46
Academic Map w/Supports & Services Completed		46
Financial Budget Completed		8
Complete Students Success Plans		7

Complete Student Success Plans - Active Students		783
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ACCEPT & APPLICANT - RSN		
Career Assessments Completed	230	130
Academic Map w/Supports & Services Completed	234	131
Financial Budget Completed	102	56
Complete Students Success Plans	99	54

8/21/2025	9/15/2025
PROGRAM STUDENTS - ALL STATUSES	
2,012	2,039
2,037	2,064
1,186	1,209
1,124	1,147
DUAL CREDIT STUDENTS - ALL STATUSES	
509	511
AE & ELL STUDENTS - ALL STATUSES	
	218
	219
	67
	60
ALL STATUSES	
1,393	1,426

Financial Gaps 25-26	11/7/2024	12/9/2024	1/15/2025	2/14/2025	3/19/2025	4/11/2025	5/12/2025	6/9/2025	6/25/2025	8/20/2015	9/16/2025
# of Students with <u>Initial</u> Gap Greater than 0	33	136	240	278	282	455	522	554	574	677	683
Sum of Identified <u>Initial</u> Gaps	\$ 294,365	\$ 689,981	\$ 1,558,606	\$ 1,906,385	\$ 2,459,129	\$ 3,876,455	\$ 4,408,106	\$ 4,694,157	\$ 4,852,298	\$ 5,758,657	\$ 5,770,066
Average <u>Initial</u> Gap (of students with a gap)	\$ 8,920	\$ 5,073	\$ 4,766	\$ 6,858	\$ 8,720	\$ 8,520	\$ 8,445	\$ 8,473	\$ 8,456	\$ 8,506	\$ 8,448
# of Students with <u>Current</u> Gap Greater than 0							521	548	565	651	631
Sum of Identified <u>Current</u> Gaps							\$ 4,246,891	\$ 4,479,237	\$ 4,585,997	\$ 5,248,301	\$ 4,956,546
Average <u>Current</u> Gap (of students with a gap)							\$ 8,151	\$ 8,173	\$ 8,112	\$ 8,062	\$ 7,855

DEFINITIONS:

Active = currently taking a class

Accept & Applicant - RSN = accepted or applied to the college but not yet taking classes

Dual Credit = high school student taking college classes

2526 Students With Initial Gap Who Have a Reduced Gap 297
% of 2526 Students With Initial Gap Who Have a Reduced Gap 43%

B. Chairperson's Report

1. Presidential Search Update
2. WCTC 2025 Biennial Legal Issues Conference (Oct. 16-17, 2025) & District Boards Association Fall Meeting (Oct. 17-18, 2025) at Waukesha County Technical College

C. Interim College President's Report

1. November Joint Board Proposal
2. District Boards Association Survey
3. College Happenings

D. Other Information Items

Establish Board Agenda Items for Next Meeting

A. Agenda

3. Approval of Bid: Laser Welder
4. Resolution for Adoption of 2025 Tax Levy
5. Fund & Account Transfers (2024-25 Budget Modifications)
6. Review of Purchasing Activity
7. WI Code of Ethics Resolution

B. Date, Time, & Place

Thursday, October 23, 2025, 6:00 p.m., Southwest Tech's Conference Room 430,
1800 Bronson Blvd., Fennimore, WI 53809

Adjournment