

# Performance Monitoring Report:

## Associate Degree Programs, Technical Diplomas, and Certificates

October 18, 2016

### **Associate Degree Programs, Technical Diplomas, Certificates Purpose**

To deliver associate degree, technical diploma, and certificate level programs which provide the skills and knowledge necessary to address occupational competencies from initial job-entry to advanced certification.

## Overview

Through credit programming, FVTC serves its District by providing employers with an educated workforce that works to address the health, safety, and business needs of local residents.

Total credit headcount (14,369) decreased in 2015-16 by 5.3% from 2014-15 particularly noted in associate degree enrollment. Eighty-five percent (85%) of FVTC graduates from 2014-15 who reported being employed six months after graduation were working in a job related to their field of study. FVTC outcome-based funding rankings related to this purpose are included in this report.

### Performance Scorecard

PURPOSE	SCORE
What we do (Products and Services)	
For whom (Constituents)	
At what cost (Financial)	






### Questions for Board Discussion

In reviewing the past year's performance, there are clear strengths and opportunities in meeting our purpose. While this performance monitoring report provides a view of our past, we also invite the Board to consider for discussion how to best meet the District's future needs for Associate Degree, Technical Diploma, and Certificate programming. As you read this report, please consider:

- **What are our greatest areas of alignment with Vision 2020 and how have we benefited our community with credit programming?**
- **What, if anything, could improve alignment with Vision 2020 to continue to fulfill this purpose?**
- **What steps must we take to continue to understand the needs of the district in the future related to this purpose?**

We look forward to discussing these questions with the Board during the monitoring review.

FVTC Scorecard Legend

Symbol	Description	Symbol	Description
	<u>Full Green Arrow</u> : Results are meeting or exceeding expectations. No action is required.		<u>Partially Red Arrow</u> : Results are below the expected levels. Efforts are under way to take corrective actions and revise the plan
	<u>Partially Green Arrow</u> : Results are progressing, but not at the expected levels. Monitoring of the plan will increase.		<u>Full Red Arrow</u> : Results are well below the expected levels and actions need to be taken immediately.
	<u>Yellow Arrow</u> : Results are indicating caution with the existing efforts and there is a need to review the existing plan.		

## What We Do

FVTC academic programming aligns within Wisconsin Technical College System (WTCS) guidelines and district business and industry needs to effectively meet skill and employment demands. To serve the needs of the five-county district, the College's primary educational program offerings include Associate in Applied Science degree programs, Technical Diploma programs, and Certificates defined as:

**Associate in Applied Science (AAS) degree programs** – An AAS degree prepares individuals for a particular occupation or field. AAS degree completion typically requires 60-70 credits and consists of technical studies, general studies, and electives. Students pursuing a degree full time will take approximately two years to complete. Time to completion varies widely for part-time students.

**Technical Diploma (TD) programs** – Technical diplomas are based on local needs of business and industry and are designed to help individuals prepare for a targeted occupation – typically at the entry level. Technical diploma credit requirements range from 3 to 70 credits; therefore, time to completion varies widely.

**Certificates** – A certificate involves a focused set of courses for skills needed in the workplace. Completed certificates can serve as enhancements to an individual's resume, as targeted training beyond the attainment of a degree or diploma, i.e., AAS, BS, MS. Credit courses from certificates may also be applied to a related technical diploma or associate degree program, encouraging people to continue their education in these programs. Some certificates may serve as entry points to attract people into programs (i.e., exploring careers).

### **Types of Associate Degrees, Technical Diplomas, and Certificates**

FVTC currently offers 63 associate degree programs, 59 technical diploma programs, and 118 certificates. Among the new degree offerings are technical diplomas that are "embedded" into an associate degree that can provide a credential for completion of a smaller segment of the associate degree. Examples of this credentialing model are the Web Design and the Aeronautics – Professional Pilot technical diplomas.

## For Whom

### **2013-16 Strategic Plan Results for Credit Programming**

Performance results of the most recent Strategic Plan and Measures which concluded at the end of 2015-16 show much progress in the areas related to Credit Programming. Over the course of the last three years, academic leaders and faculty embraced the use of data to understand and improve their practices to not only move toward targeted goals but to advance College progress strategically overall in key areas of focus. From more flexibility in learning options to refreshing advisory committee processes, program faculty teams have developed action plans aimed at efforts to improve the success of their students. The impact of these efforts are evident in the overall results highlighted in Table A in the 2015-16 actual data.

Key areas that continue to struggle to reach the desired targets for student success are related to the completion of academic credentials. As noted in this report, both the low unemployment rate and dominant part-time nature of FVTC students hamper progress toward full completion of degrees within three or five years. The data does show that students in shorter programs are more likely to complete their credential. Completion rate improvement is a challenge for all two year colleges in the nation and the WTCS colleges actually perform better on average than most others who average around 30% completion or less three years after enrollment. Some of the reasons students provide for leaving include: choosing another college; conflict with work schedules; found a related job; or personal/family problems. FVTC staff are constantly scouring data trends to build a better understanding of barriers to address in order to improve completion for factors within our control. Changes to date have included redesigned course delivery modes, targeted advising, and more.

**Table A – 2013-16 FVTC Strategic Plan Results**

<b>Measures</b>	<b>2012-13 Baseline</b>	<b>2014-15 Actual</b>	<b>2015-16 Actual</b>	<b>2015-16 Target</b>
<b>SD Learning Agility – Offer multiple access and delivery avenues to build and refine knowledge and skills.</b>				
% of course offerings in multiple delivery formats/locations	70%	68%	68%	70-75%
Number of programs reporting Technical Skill Attainment (TSA) data to the WTCS [OBF3*]	39	74	104	100
<b>SD Innovation Leader – Focus our entrepreneurial spirit on new designs for education linked to emerging opportunities.</b>				
Investigate at least 2 new programs and 3 new certificates per division	NA	25 programs 20 certificates	16 programs 24 certificates	16 programs 24 certificates
<b>SD Student Success – Improve learning outcomes through the redesign of organizational practices.</b>				
% of successful course completion	82%	82%	84%	84%
% of students persisting from Fall to Spring term	77%	79%	80%	80%
% of program students graduating in 3 years	43%	41%	44%	40%
% of program students graduating in 5 years	51%	50%	47%	53%
% of graduates employed in a related field within 6 months [OBF1*]	76%	78%	85%	>76%
Number of program graduates in high demand fields [OBF2*]	1,944	1,856	1,606	1,800 – 1,900
<b>SD Robust Partnerships – Energize regional economic potential through strong and dynamic partner connections.</b>				
Employer advisory committee effectiveness average rating	4.33 of 7	6.4 of 7	6.33 of 7	5.0+ of 7
Number of industry sector dialogues	5	5	5	5

\*OBF = Outcomes Based Funding

	<b>Meet/Exceed Target</b>		<b>Between Baseline and Target</b>		<b>Below Baseline</b>
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**Alignment with Vision 2020**

In August of 2016, FVTC launched the new Vision 2020 with the Strategic Directions of Access to Technical Education, Student Success and Workforce & Community Development as well as related strategies and measures. Performance data in this report will be organized according to the three Vision 2020 Strategic Directions, and by the key strategies related to credit programming to include enrollment, persistence, graduation and employment.

**Strategic Direction: Access to Technical Education: Attract more students to technical career fields through targeted marketing, streamlining complex processes, and reducing known barriers.**

As the core business of the College, the design and focus of credit programming has a significant impact across all three strategic directions. For Access to Technical Education, our ability to attract students to the technical career fields depends upon many factors that can address or create barriers to enrollment. Some of these factors include:

- Offering a variety of occupational programs that both students and employers desire
- Building student knowledge and awareness of these careers from a young age
- Creating opportunities to experience careers through courses and activities
- Keeping the cost of college affordable from both a time and money perspective

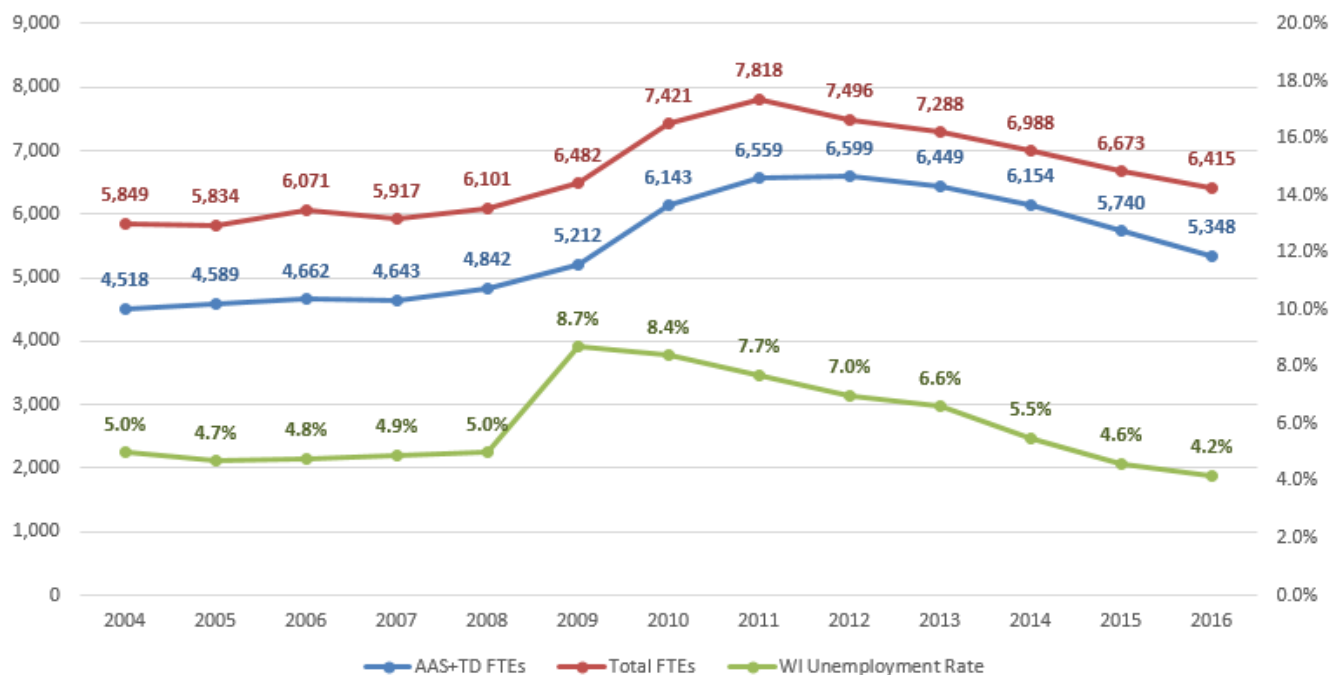
These factors and more will influence an individual’s ability to successfully gain **Access to Technical Education**. Table B outlines the strategic measures that will gauge the College’s success in addressing the issues surrounding “access” to effectively result in more enrollments in technical education.

**Table B - Vision 2020 Measures. Related Credit Programming**

<b>SD Access to Technical Education Measures</b>	<b>2015-16 Baseline</b>	<b>2016-17 Target</b>	<b>2019-20 Goal</b>
Measure 1.1 – Number of new students enrolled in technical career fields	4,089	4,200	4,500
Measure 1.2 – Number of students transitioning directly from high school graduation into technical college programs	1,272	1,330	1,500
Measure 1.3 – Number of dual-enrollment students transitioning directly from high school graduation into technical college programs	264	290	400
Measure 1.4 – Number of FVTC Promise scholars	NA	1,200 applicants	600

**Associate Degree and Technical Diploma Enrollment** – Full Time Equivalents (FTEs) are a common measure of student enrollment. In relation to the waning effects of the Great Recession, associate degree and technical diploma enrollments are declining. A full time equivalent (FTE) is calculated as 30 credits per student enrollment in an academic year. Figure 1 displays FTE data for an eleven-year period correlating the increasing and decreasing FTE trends parallel to the unemployment rate trends. The decline from historically high enrollment levels are stabilizing with the strengthening of the economy. Associate Degree and Technical Diploma enrollments currently account for 83% of total annual FTEs. The total FTEs include non-program course takers, basic skills and other enrollments.

**Figure 1: FTEs and Unemployment Rate by Year**



Sources: FVTC data warehouse as of 7-26-2016 and www.bls.org for June 2016

**Program Enrollments in High Demand Fields** – Program enrollments are an important college measure, as well as an important factor in the pathway to a credential for the outcomes-based funding model for degrees awarded in high demand fields. There is greater emphasis on affecting the skills gap to meet employer needs and for individuals to have the skills necessary for workplace demands. Specific occupations have been identified by the Wisconsin Department of Workforce Development (DWD) as being high demand fields based upon occupational projections through 2020. Table A outlines the College’s top enrolled programs in both associate degree and technical diploma programs, and their alignment with the DWD high demand fields. The DWD definition of high demand fields is adjusted every two years. Fourteen programs had higher enrollments in 2014-15 as compared to eight programs in 2015-16 (Table C – Higher numbers are in bold).

**Table C. Top Associate Degree/Technical Diploma Program Declared Enrollments**

	<b>NUMBER OF STUDENTS ENROLLED</b>	
	<b>2014-15</b>	<b>2015-16</b>
<b><u>Business</u></b>		
101023 - Business Management*	<b>977</b>	824
101011 - Accounting*	272	<b>279</b>
101161 - Human Resources	199	<b>208</b>
101043 - Marketing*	<b>211</b>	178
<b><u>Health</u></b>		
305431 - Nursing Assistant*	<b>737</b>	676
105431 - Nursing - Associate Degree*	<b>795</b>	653
105081 - Dental Hygienist	230	<b>270</b>
105141 - Occupational Therapy Assistant	<b>267</b>	266
315091 - Medical Assistant*	<b>177</b>	172
315431 - Nursing, Practical*	<b>212</b>	206
<b><u>Information Technology</u></b>		
101521 - IT - Software Developer*	241	<b>255</b>
101505 - IT-Network Systems Administration*	170	<b>171</b>
101522 - IT - Web Dev & Design Spec	<b>166</b>	160
<b><u>Manufacturing &amp; Agriculture</u></b>		
314571 - Welding/Metal Fabrication	172	<b>178</b>
100571 - Natural Resources Technician	<b>177</b>	174
106201 - Electro-Mechanical Technology	<b>195</b>	173
324201 - Machine Tool Technician*	<b>168</b>	167
<b><u>Public Safety</u></b>		
105045 - Criminal Justice Studies*	<b>485</b>	414
105032 - Fire Protection Technician*	<b>200</b>	172
<b><u>Service</u></b>		
103071 - Early Childhood Education	<b>263</b>	256
103161 - Culinary Arts*	<b>290</b>	241
<b><u>Transportation &amp; Construction</u></b>		
304581 - Truck Driving*	224	<b>231</b>

\*High Demand Fields

Source: FVTC Data Warehouse

In recent years, higher certificate enrollments reflect the beginning credential in a program career pathway or for grouping general education courses. The top five certificate enrollments for 2015-16 were:

<u>Enrollments</u>	<u>Certificates</u>
128	Welding Fundamentals
123	General Studies Transfer (UW-Oshkosh)
77	General Education
67	Automation: Industrial Equipment Machine Operator/Maintenance Helper
56	Fundamentals of Maintenance

**Average Age** – The average age of students in occupational programs and certificates continues to decline slightly which is a result of our expanded work with the high school age population.

- Technical diploma students = 26 years
- Associate degree students = 27 years
- Certificate students = 29 years

**Vision 2020 Strategies to foster new student enrollments** are evident across academic program areas to include experiential summer camps for middle schoolers, linkages with dual credit students and teachers in the high schools, and targeted efforts to reach more parents and families to insure informed decision making about post-secondary choices. Some examples include:

- Creating dually enrolled HSED and occupational program pathways.
- Expanding career and program awareness to ABE students to increase transitions to FVTC programs.
- Delivery of dual credit in high school utilizing our faculty in contracted arrangement. Year to Year this has doubled the number of Business Program enrollments (direct from high school) from 4 to 9 enrollments just from Menasha High School.
- Implementation of HSED 5.09 Academies to get students engaged in occupational programs quicker to meet the need for high demand fields.
- With the new Student Relationship Management (SRM) system, FVTC has enhanced the ability of staff to track prospective students in order to more effectively link them with the appropriate contacts and resources.
- Within the FVTC recruitment area, a “coaching” model has been established for students to have a leader and a resource to assist them in navigating their educational journey.

**Strategic Direction: Student Success: Improve students’ completion of credentials through the redesign of academic and support service systems and practices.**

Although a critical piece of our strategic puzzle, getting students to enroll in technical education is just the beginning of our journey. The next component is focused on the complex challenge of helping students to successfully complete a credential in a technical field. Vision 2020 acknowledges that in order for this success to occur more frequently, we must pay much closer attention to the student experience as they attempt to earn academic credit. We aim to build better bridges for students who come into credit programming with a variety of risk factors such as a newly minted GED or persistent struggles with general courses, like math. Table D outlines the measures that we will monitor to gauge our progress with these efforts. Over the course of the next year, there are many more layers of improvement efforts being created and piloted to redesign credit programming and the student experience in order for more individuals to successfully reach credentials.

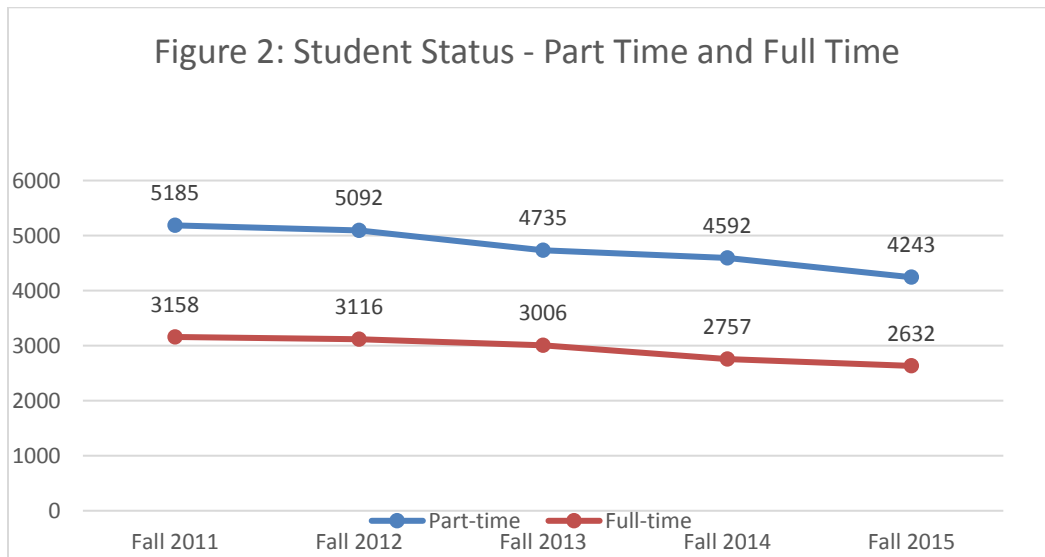
Vision 2020 boldly addresses the emerging demographic reality of our future. More students of color are growing up in our communities and coming to FVTC for the education needed to become part of our regional

workforce. Historically, the outcomes for our students of color lag the general student population. Targeted initiatives to date have provided valuable insights regarding the kind of supports necessary to make a systemic difference. It is our intent to expand upon these lessons learned in order to welcome and retain more students of color to graduation and ultimately employment.

**Table D – Vision 2020 Measures. Related Credit Programming**

<b>SD Student Success Measures</b>	<b>2015-16 Baseline</b>	<b>2016-17 Target</b>	<b>2019-20 Goal</b>
Measure 2.1 – Number of ABE students who successfully complete a post-secondary course [OBF4*]	183	200	275
Measure 2.2 – Number of ABE students transitioning to programs	124	136	175
Measure 2.3 – Number of graduates earning technical college credentials	2,812	2,900	3,200
Measure 2.4 – Percent of graduates representing students of color	10.5%	11%	14%
Measure 2.5 – % of program students persisting year to year (Fall/Spring students enrolled next Fall)	58.7%	59%	60%
Measure 2.6 – % of program students of color persisting year to year	51.7%	52%	55%

Six of every 10 students at FVTC are part-time students taking less than 12 credits per semester which is on par with community colleges nationally. Affordability in terms of time and money influences this part-time phenomenon. The design of credit programming is sometimes at odds with a part-time student’s ability to ever complete a program because it is common to structure course sequencing and offerings with the full time student in mind. As a result, many part-time students take well over double the time to complete a program of study, often not persisting to the credential. Many may find employment related to their studies but that is not easy to determine with current data systems. In the Fall of 2015, there were 4,243 degree-declared part-time students; a decrease of 349 over the same timeframe in the prior year (Figure 2). Full-time degree seeking enrollments decreased by 125 to 2,632 students compared to the previous year. A total of 6,875 full and part-time degree-declared students were enrolled in Fall 2015.



Source: FVTC Data Warehouse



**Course Satisfaction.** Student course evaluations from the three 2015–16 terms indicate a high level of satisfaction with their instructors and the learning environment. Table E provides a sampling the evaluation questions and the comparative results. The response rate for 2015–16 overall was 46% which is well over double was received in the prior system. This high level of satisfaction was mirrored in the Noel Levitz 2016 Student Satisfaction Inventory which rated the quality of instruction as being excellent in most classes.

<b>Table E. Student Course Evaluation - Selected Questions</b>	<b>Summer 2015</b>	<b>Fall 2015</b>	<b>Spring 2016</b>
<i>Mean Rating Based Upon: 5 = Strongly Agree 4 = Agree 3= Neutral 2 = Disagree 1 =Strongly Disagree</i>			
The evaluations, assignments, and tests accurately measured what I learned in this course.	4.44	4.43	4.46
The instructor provided feedback on assignments and exams to improve my learning.	4.41	4.40	4.42
The instructor created an environment of respect and rapport where students felt comfortable asking questions and voicing opinions.	4.52	4.53	4.54
The course activities and discussions were helpful in furthering my understanding of the course material.	4.41	4.45	4.48
<b>Total Number of Student Evaluations</b>	<b>2,086</b>	<b>13,459</b>	<b>9,409</b>

### **FVTC Program Accreditation and Licensure Requirements**

Some FVTC programs prepare students to complete examinations that are required in order to work in their field of study. Accredited programs are within the Service, Health and Public Safety divisions while most programs requiring certification are in the Transportation and Service divisions.

The Health programs typically have a competency exam at the end of the program of study allowing students to become registered or certified in order to work in Wisconsin. FVTC students have performed well or are showing improvement in health and other areas (Table F). In 2015-16, all programs which require an exam for graduates to be eligible for employment in the field, have posted their most recent pass rates on their Programs of Study webpage ([www.fvtc.edu](http://www.fvtc.edu)). This posting meets the Higher Learning Commission expectations for accreditation.

**Table F – FVTC Program 2015 Licensure Pass Rates compared to Natl. Pass Rate**

<b>Program</b>	<b>Year</b>	<b>National Rate</b>	<b>FVTC Pass Rate</b>
Nursing-Associate Degree	2015	86%	94.4%
Dental Hygienist	2015	95%	100%
Practical Nursing	2015	83%	96%
Occupational Therapy Assistant	2015	82%	92%
Medical Assistant	2015	64%	89%
Airframe and Powerplant Mechanic	2016	90%	98%

All programs with accreditation, certification, and licensure requirements are compliant with the established passing scores. FVTC faculty and staff monitor this compliance very closely and take appropriate measures to meet or exceed the minimum requirements.

### **Vision 2020 Strategies to encourage persistence and graduation**

Students who do not persist in coursework through to graduation represent the loss of key skills needed in the workplace. Many students face personal and academic barriers to continuing in college. FVTC is committed to finding new ways to help more students complete all the classes needed to graduate. Some examples include:

- Significant reduction in the instructional modality “Guided Independent Study”, in courses such as MicroSoft Office Suite, with more standard in-person or hybrid classes.
- Added a College Success course as a required course for Administrative Professional AAS and Office Assistant TD students.
- To make the best use of students’ time, utilize Hybrid instruction as well as integrated instruction (i.e. Math and Accounting class integration).
- Student services staff are proactively engaged with students earlier to identify their needs (including barriers and opportunities) in order to avoid a reactive or crisis-based invention.

**Strategic Direction: Workforce & Community Development: Work with regional partners to develop solutions to address workforce gaps in key employment sectors.**

The ultimate goal of the technical education is for the graduate to find employment in his/her field of study. Throughout its 100+ years of service to our communities, FVTC has not wavered from this goal. Now more than ever, it is of critical importance to the economic vitality of our region. Vision 2020 reflects the contemporary dilemma of a skills shortage that faces many employers as the unemployment rate continues to decline. As a key community partner, FVTC is dedicated to finding avenues to connect more graduates with employers and more community members with skills development opportunities. Table G captures the key indicators of performance related to credit programming for this Strategic Direction. Additional data to inform the ongoing development of our credit programming includes graduate and employer satisfaction as well as employment earnings, initially and over time, which demonstrates the individual student’s return on investment.

**Table G. Vision 2020 Measures. Related Credit Programming**

<b>SD Workforce &amp; Community Development Measures</b>	<b>2015-16 Baseline</b>	<b>2016-17 Target</b>	<b>2019-20 Goal</b>
Measure 3.1 – % of graduates employed in a related field [OBF1*]	85%	>80%	>80%
Measure 3.2 – Number of program graduates in high demand fields [OBF2*]	1,606	>1,800	>1,800

\*OBF = Outcomes Based Funding

**WTCS Benchmarking of High-Demand Degrees**

Looking at the top five comparable WTCS colleges, Table H shows FVTC as ranking second in the WTCS for degrees awarded in high demand fields within the three year timeframe. Madison College ranks first among all sixteen WTCS colleges. FVTC thrives on the challenge to meet each student at the intersection of their educational needs and their future potential.

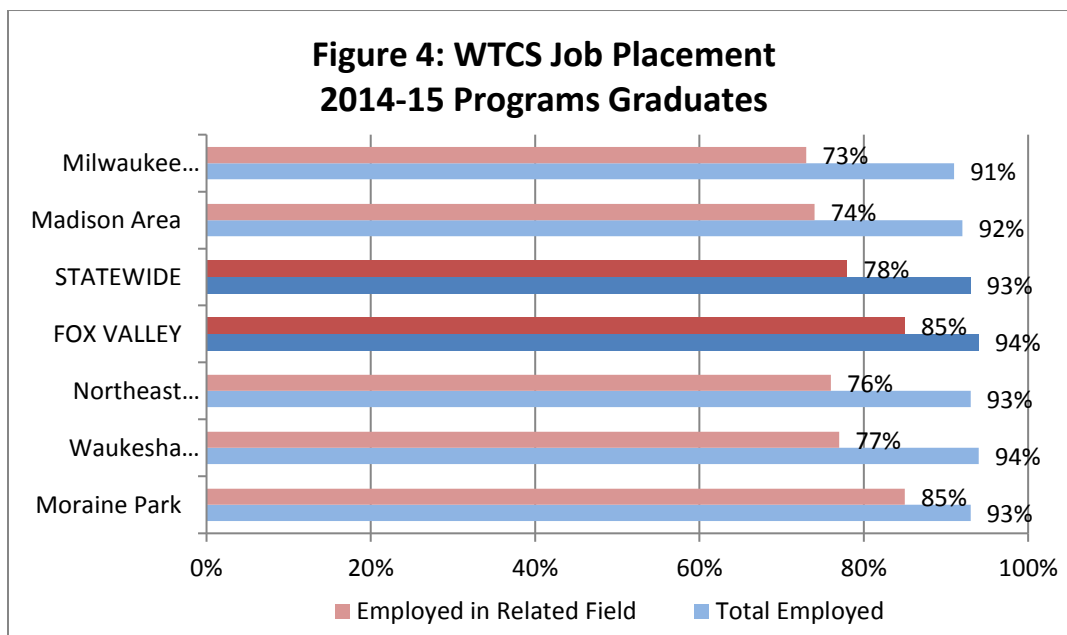
**Table H: Top Five WTCS Rankings for Degrees Awarded in High Demand Fields**

<b>WTCS Colleges</b>	<b>High-Demand Field Grads 2012-13 to 2014-15</b>	<b>All Grads 2012-13 to 2014-15</b>	<b>Pct High-Demand</b>
1. Madison Area	6,514	11,002	59.2%
<b>2. Fox Valley</b>	5,781	8,358	69.2%
3. Gateway	5,246	6,882	76.2%
4. Northeast Wisconsin	5,081	7,796	65.2%
5. Milwaukee Area	4,696	9,084	51.7%
<i>Statewide Total</i>	<i>56,022</i>	<i>84,252</i>	<i>66.5%</i>

Source = WTCS 2015-16 Outcomes-Based Funding Report, Table 3

## Graduate Employment

The Spring 2016 report of previous year graduates (2014-15) six months after graduation shows that 94% of FVTC graduates were employed, and 85% were in jobs related to their programs of study. For peer benchmark colleges, job placement rates that are related to graduates' field of study range from a high of 85% at Moraine Park, Chippewa Valley, and Fox Valley to a low of 67% at Nicolet. The statewide average for placement in jobs related to program of study is 78% up from 76% in the previous year (Figure 4).



Source: WTCS Portal report FLW300 as of August, 2016

## Graduate Satisfaction

Ultimately, the fulfillment of this statutory purpose is measured by the satisfaction of our graduates with their education and employers with their performance in the workplace. Individuals and employers recognize the power of a credential through:

- increased earning potential
- better benefits
- improved recession protection
- higher job satisfaction
- increased efficiency and performance
- fewer social costs

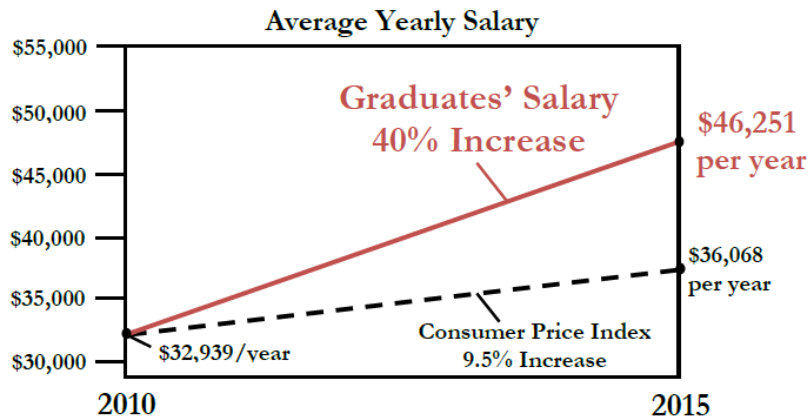
FVTC's 2015-16 graduates reported high satisfaction (98%) with their FVTC education.

## Graduate Employment and Wages

Signs of an economic recovery continue with 59 programs of the College's 98 programs with graduates responding to the survey had 100% employment with another 26 at 90% employment or higher. The average annual salary was reported at \$36,196 which is a 2.8% increase reported by 2014 graduates from the previous year. In the five year follow-up study (the Class of 2010), 18% of the 1,225 graduates responding to the survey had completed an additional degree by 2015. After five years, 54% of those employed reported working in the FVTC district. In 2010, six months after graduation, these graduates reported an average annual salary of \$32,939. In the five-year follow-up (Figure 5), they reported an average annual salary of \$46,251. This is a 43%

increase as compared to a 10.5% increase in the consumer price index during the same time period. In addition, 84% reported that their FVTC technical education was important in launching their career.

**Figure 5 – FVTC Graduate salary increases in 5 years outpaced the Consumer Price Index**  
**Class of 2010 Average Salary Increase**



**Employer Satisfaction**

FVTC has a strong employer network across the district for hiring graduates with an emphasis in the high demand fields of health care, transportation and manufacturing. Each year, FVTC conducts a survey with graduate employers. In the 2016 Employer Satisfaction Survey, 144 employers responded regarding their employees who were 2014-15 FVTC graduates.

Employer responses are a valuable component in the process of obtaining feedback on programs offered by FVTC. To gather input, the employer satisfaction research is based on a four-point scale related to meeting expectations with 4 being “exceeds” expectations. Employers posted a mean rating of 3.40 regarding the importance of the local technical college to overall business success. Employers’ satisfaction with graduates’ technical education posted a 3.50 mean rating. Employability Essentials ratings (Table I) demonstrate the continued employer focus on “soft skills” and the stable performance of our graduates in most areas although the mean rating declined slightly in four out of the five areas in the 2016 report as compared to the 2015 report.

<b>Table I. Employer Survey Employability Essentials Results</b>	<b>2015</b> (graduates from 2013-14) 161 respondents	<b>2016</b> (graduates from 2014-15) 144 respondents	<b>Change</b>
<i>Mean rating based on: 4 = Exceeds 3 = Meets 2 = Nearly Meets 1 = Does Not Meet</i>			
Adapt to Change – Anticipate changes and positively react to them.	3.24	3.19	-0.05
Think Critically and Creatively – Apply independent and rigorous reasoning that leads to informed decisions, innovation and personal empowerment.	3.12	3.10	-0.02
Work Collaboratively – Work collaboratively with others to complete tasks, solve problems, resolve conflicts, provide information, and offer support.	3.40	3.34	-0.06

Communicate Effectively and Respectfully – Apply appropriate writing, speaking, and listening skills across various settings to engage diverse audiences.	3.30	3.25	-0.05
Act Responsibly – Apply ethical standards in both personal and professional behavior.	3.49	3.49	0.00

**Vision 2020 Strategies to link more programs and students to the workplace.**

From the very beginning of a student’s experience at FVTC, the ultimate goal of a rewarding career is emphasized in many ways. FVTC’s Employability Essentials, often referred to as “soft skills”, are five key practices that are integrated as part of the curriculum and extra-curricular experiences to assist students to be “workplace ready” upon graduation (Table I). Employer Advisory Committees meet twice each year to keep each program focused on the trends in their occupational area and learn about changes that need to be reflected in the learning environment. Many programs link students to the workplace through internships or required clinical coursework to get first-hand experience in the occupation. Students are often introduced to the variety of opportunities in their discipline through company visits such as the structured field trips of the Machine Tool program to different local employers every eight weeks. One creative example of workplace linkages is in Industrial Maintenance Technician program which teaches employees from multiple employers as a cohort to advance their skills within their individual companies and gain a credential. FVTC faculty and staff will continue to reinforce workforce connections in a variety of ways throughout a student’s experience in order to tightly pave the way for more graduates to transition to a job related to their field of study.

## At What Cost

**Cost to the Student**

In the past three years, tuition cost has increased between 2% and 3% with current 2016-17 cost of \$147.85 per credit.

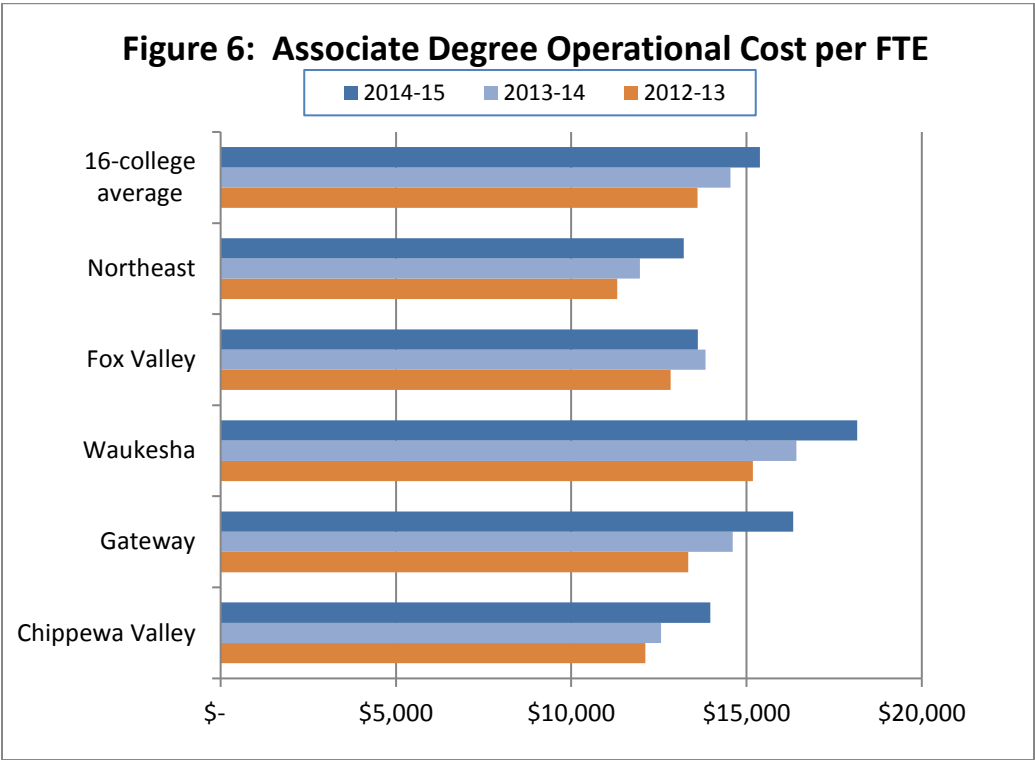
**Peer Benchmarks**

Operational cost per FTE is defined as all operating fund expenditures (General, Contract Training, & Grant funds) except Criminal Justice federal grant expenditures, which have been excluded to ensure comparability across the system. FTEs generated in the Criminal Justice grants have also been excluded in the cost calculations. The College consistently maintains a cost per FTE that aligns just under the statewide average (Figures 6 and 7). 2014-15 is the most recent year available for the benchmark colleges. For 2014-15, FVTC cost per FTE declined by 2% for associate degree and increased 3% for technical diploma areas. When total enrollments decline, as they did in 2014-15, the operational cost per FTE usually increases. However, the decline in total operational costs was not entirely due to the enrollment decline. Total costs declined in part as a result of the implementation of Wisconsin Act 10, which decreased the cost of staff salaries and fringe benefits.

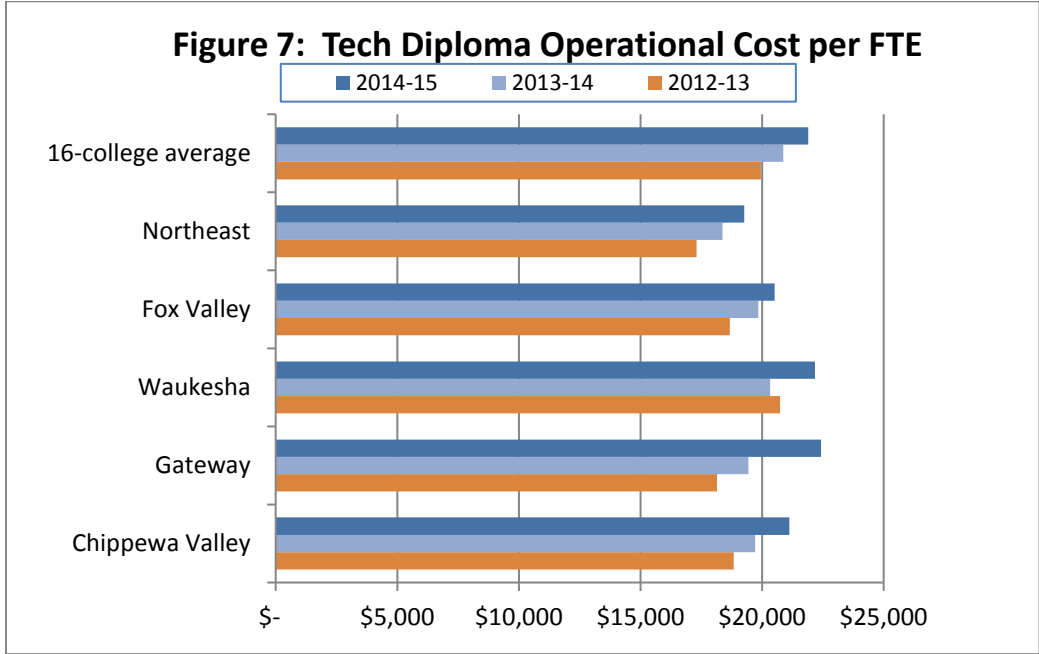
Comparisons with other WTCS colleges are provided for peer benchmarks. However, critical analysis is difficult due to multiple variations by district. These district variations can include the cost of living, demographics, local faculty contracts, types of programs, number of program offerings, staffing patterns, level of contracting activity, and other differences from college to college.

One potential explanation for the lower Associate Degree cost per FTE attributed to NWTC is the greater emphasis that this college has placed on offering general education courses as part of their transfer efforts (Figure 6). General education courses are more economical to offer, thus bringing down the overall cost per

FTE. Technical diploma cost per FTE (Figure 7) is typically higher than associate degree cost per FTE due to intensive laboratory class time resulting in more contact hours for faculty with students, and the supplies and minor equipment needed for a higher level of hands-on experience in technical diplomas.



Source: WTCS Statewide Operational Cost as reported on VE-CA-5 Cost Allocation Schedule.



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