Performance Monitoring Report:

Associate Degree Programs, Technical Diplomas, and Certificates

October 15, 2013
Discussion and Analysis

The statutory purpose of credit programming is central to the mission of Fox Valley Technical College encompassing Associate Degrees, Technical Diplomas, and Certificates. Through this 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. In 2012-13, FVTC enrollments continued to flatten and shrink in some occupational areas reflecting the impact of a recovering economy. Although graduates are at a historically high level, a gap persists in the production of skilled workers compared to skill needs of employers particularly in the manufacturing sector.

The heart of the College’s Strategic Plan of 2013-16 is improving student success particularly to ensure that more students complete their course of study and receive a credential. All other aspects of the Strategic Plan challenge us to use our innovation and extensive partnerships to work together in creating a flexible and responsive learning environment to assist students in reaching their goals and securing jobs that are vital to our economy.

Although our partnerships with district K-12 schools have always been very positive, an even closer relationship is called for in the future. Efforts are underway to build specific career and technical education pathways beginning with high school students enrolling in technical college level courses taught in the high schools. The aim is for more high school graduates to get a “jumpstart” on career exploration and both general education and occupational level courses with earned credits that will accelerate their time to degree completion at FVTC. Of course, this effort requires strong partnerships with leaders and teachers at the high school level as well as clear communication with high school students and their parents about the advantages of earning credits that apply to career pathways.

As the outlook on the economy becomes a bit brighter, our graduates are finding employment. Eighty-nine percent (89%) of FVTC graduates were employed six months after graduation. This is certainly a testament to the effectiveness of our occupational training programs and talented instructional staff.

Our fiscal responsibility amid fluctuating enrollment levels is evidenced by the cost per FTE which tracks consistently below the statewide average for Associate Degree coursework. Given that 81% of the College’s FTE is generated through this coursework, management of costs in these programs is extremely important to the overall financial health of the College. Technical Diploma operational costs per FTE are below the statewide average, and in line with benchmark institutions. Technical Diploma coursework generates 8% of all College FTEs so instructional costs have a much lower impact on the College’s financial position. Continued investment in the facilities, capital equipment, and instructional resources will be necessary if we continue to expand offerings and develop new programs and services to maintain relevancy to the needs of employers.

Chris Matheny
Vice President Instructional Services/Chief Academic Officer
Associate Degree Programs, Technical Diplomas, and Certificates Purpose Defined
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.

Performance Scorecard – Staff Rating

<table>
<thead>
<tr>
<th>PURPOSE</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>What we do (Products and Services)</td>
<td>![Green Arrow]</td>
</tr>
<tr>
<td>For whom (Constituents)</td>
<td>![Yellow Arrow]</td>
</tr>
<tr>
<td>At what cost (Financial)</td>
<td>![Green Arrow]</td>
</tr>
</tbody>
</table>

FVTC Scorecard Legend

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Green Arrow]</td>
<td><strong>Full Green Arrow</strong>: Results are meeting or exceeding expectations and no action is required.</td>
</tr>
<tr>
<td>![Yellow Arrow]</td>
<td><strong>Partially Green Arrow</strong>: Results are progressing, but not at the expected levels. No action on the plan/efforts is required; however, there will be an increase in the monitoring of the plan.</td>
</tr>
<tr>
<td>![Yellow Arrow]</td>
<td><strong>Yellow Arrow</strong>: Results are indicating caution with the existing plan/efforts and there is a need to review the existing plan.</td>
</tr>
<tr>
<td>![Red Arrow]</td>
<td><strong>Partially Red Arrow</strong>: Results are below the expected levels and the existing plan is not working, but efforts are under way to take corrective actions and revise the plan.</td>
</tr>
<tr>
<td>![Red Arrow]</td>
<td><strong>Full Red Arrow</strong>: Results are well below the expected levels and actions need to be taken immediately.</td>
</tr>
</tbody>
</table>
What We Do

Fox Valley Technical College programming is developed and conducted within Wisconsin Technical College System (WTCS) guidelines and in collaboration with district business and industry needs to effectively meet skill and employment demands. In servicing the needs of the five-county district, the College’s primary educational programming offerings include Associate in Applied Science degree programs, Technical Diploma programs, and Certificates defined as follows:

**Associate in Applied Science (AAS) degree programs** – An AAS degree assists individuals in preparing for, or advancing in, a particular occupation or field. AAS degree completion typically requires 60-70 credits in the program 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 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 vary widely, involving anywhere from 3 to 70 credits; therefore, time to completion varies widely depending on the program.

**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 to draw people into programs (i.e., exploring careers series.)

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

FVTC currently offers 65 associate degree programs, 48 technical diploma programs, and about 150 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 Law Enforcement and Aeronautics – Professional Pilot technical diplomas. See Appendix A for listing of all programs (associate degree and technical diploma) and certificates for 2013-14.

In 2013-14, nearly 200 certificates are offered of which 19 new and over 40 are targeted to a specialized audience or purpose. Eighteen certificates are part of a career pathway continuum that can build to a technical diploma or associate degree. Every year certificates undergo continuous review to align with market needs. The top five certificate enrollments for 2012-13 were: Gen Studies Transfer (UW-Oshkosh) (186), General Education (104), Gerontology (79), Advanced Manual Machining (60), Automation1: Industrial Equipment Machine Operator (52), Gen Studies Transfer (UW-Green Bay) (45) and CDL Straight Truck (43).

**General Studies courses in Associate Degrees and Technical Diplomas**

All associate degree programs and many technical diploma programs include General Studies courses in communication skills, social studies, math and/or science. The successful completion of the required General Studies courses is integral to ultimate program graduation. Beginning in 2011-12, students who needed to work on math, sentence skill and/or reading based upon their ACCUPLACER testing scores had the opportunity to enroll in Program Prep courses (formerly GOAL – Adult Basic Education) to help build academic skills to be successful in all program courses including general studies.
For Whom

Associate Degree and Technical Diploma Enrollment

Full Time Equivalents (FTEs), a common measure of student enrollment, for FVTC associate degree and technical diplomas students declined in 2012-13 while overall College FTEs were stable. A full time equivalent is defined as 30 credits per student in an academic year. Overall, the College served 6,449 program-declared FTEs in the past year compared to 6,603 in 2011-12. This decline is similar for most WTCS colleges as high enrollments of previous years stabilize with the strengthening of the economy (Figure 1).

<table>
<thead>
<tr>
<th></th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical Diplomas</td>
<td>570</td>
<td>559</td>
<td>538</td>
</tr>
<tr>
<td>Associate Degrees</td>
<td>5993</td>
<td>6044</td>
<td>5911</td>
</tr>
<tr>
<td>% of Total FTEs</td>
<td>84%</td>
<td>88%</td>
<td>88%</td>
</tr>
</tbody>
</table>

Source: FVTC Report 165 - The % of Total FTEs shows the percent of all FTEs the College produces annually. The % of 2010-11, 2011-12, and 2012-13 Total FTEs shows the percent of the 7821, 7501 and 7288 FTEs respectively.

Student Status

Part-time students (those taking less than 12 credit hours per semester) make up the majority of students at the College (Figure 2). In the Fall of 2012, there were 5,092 degree declared part time students; a decrease of 93 over the same timeframe in the prior year. Full-time degree seeking enrollments (Fall, 2012) decreased by 42 to 3,116 students compared to the previous year. A total of 8,208 full and part-time degree-declared students were enrolled in Fall 2012.

Source: FVTC Data Warehouse
Some of the College’s individual occupational programs grew in 2012-13. The following tables outline the top ten enrolled programs in both associate degree and technical diploma programs.

Table A. Top Associate Degree Program Declared Enrollments

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012-13</td>
</tr>
<tr>
<td>Business Management</td>
<td>1202</td>
</tr>
<tr>
<td>Nursing - Associate Degree*</td>
<td>832</td>
</tr>
<tr>
<td>Criminal Justice - Law Enforcement</td>
<td>620</td>
</tr>
<tr>
<td>Culinary Arts</td>
<td>423</td>
</tr>
<tr>
<td>Accounting</td>
<td>334</td>
</tr>
<tr>
<td>Occupational Therapy Assistant</td>
<td>334</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>306</td>
</tr>
<tr>
<td>Marketing</td>
<td>284</td>
</tr>
<tr>
<td>Fire Protection Technician</td>
<td>284</td>
</tr>
<tr>
<td>Alcohol and Other Drug Abuse (AODA)</td>
<td>271</td>
</tr>
</tbody>
</table>

*Includes Pre-Nursing Enrollments in General Studies classes

Source: FVTC Data Warehouse

Table B shows the top technical diploma programs by enrollments with Nursing Assistant degrees leading overall.

Table B. Top Technical Diploma Program Declared Enrollments

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012-13</td>
</tr>
<tr>
<td>Nursing Assistant</td>
<td>1086</td>
</tr>
<tr>
<td>Medical Assistant</td>
<td>291</td>
</tr>
<tr>
<td>Truck Driving</td>
<td>279</td>
</tr>
<tr>
<td>Medical Office Assistant</td>
<td>261</td>
</tr>
<tr>
<td>Nursing, Practical</td>
<td>193</td>
</tr>
<tr>
<td>Welding/Metal Fabrication</td>
<td>191</td>
</tr>
<tr>
<td>Machine Tool Technician</td>
<td>168</td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>154</td>
</tr>
<tr>
<td>EMT-Basic</td>
<td>128</td>
</tr>
<tr>
<td>Diesel Equipment Mechanic</td>
<td>121</td>
</tr>
</tbody>
</table>

Source: FVTC Data Warehouse

Student Demographics
The state of the economy in recent years has focused much attention upon dislocated workers pursuing education in order to redirect their careers. Since these workers tend to be older, there is an assumption that the average age of our occupational program students has increased as a result. To the contrary, the average age of students in occupational programs and, in fact all categories, has declined in recent years. The average age of associate degree and technical diploma students in recent years is about 27 years of age. Certificate students tend to be a bit older, averaging about 30 years old, suggesting an interest in short term credentials which enhance career skills particularly for working adults.
Likewise, gender differences in students served over the past four years has not varied a great deal. Figure 3 details the gender balance trends without the inclusion of CNA enrollments which skew overall results because they are predominately women. Although roughly a fifty-fifty balance, even without CNA enrollments, there tend to be more female students in AAS programs at the College (Figure 3) with more male students in technical diplomas.

![Figure 3: AAS & TD Enrollment by Gender (excluding CNA)](image)

**Supporting Student Success**

In 2012-13, the College continued its focus on the improvement of student success in individual courses as well as persistence and completion of occupational programs. In 2011-12, a key change was made in the way program prep courses in English, math and reading were delivered in order to accelerate transition to program courses and strengthen success. Previously provided through the Adult Basic Education program on a self-paced basis, the classes are provided in class size cohorts on more structured schedules as credit bearing program prep classes with the goal of enhancing student performance in their initial general studies and program classes.

The results for Program Prep courses are very encouraging. About 75% of the program prep students the Fall term of the last two years (Fall 2011 and Fall 2012) transitioned to program level courses in the following Spring term. Efforts continue to identify additional areas to strengthen transition to programs.

A common barrier to student success in post-secondary education is the ability to successfully complete the math courses required for a program. The FVTC Math Department faculty made several changes in 2012-13 to refine math instruction and options to improve student performance. Partnerships between programs and the General Studies continue to strengthen student skills and success in a variety of ways. The Teaching and Learning Center (TLC), now two years old, provides staff and peer tutoring services in all General Studies topics and has recently collaborated with occupational programs to provide program specific study groups, seminars and boot camps. Last year, TLC services were expanded to serve
Regional Centers, and served more than 1,200 students total. Overall, these efforts have increased the math course completion rates from 61% in 2010-11 to 73% in the 2012-13.

Recent concerns from occupational program faculty about student writing skills has resulted in a new writing project currently being piloted which provides additional support services to students. In addition, program faculty will be provided with more writing resources and services to encourage more writing across the curriculum as this project unfolds.

Working with program faculty to contextualize General Studies courses to specific programs is an ongoing activity in all General Studies departments. Specific applications of those concepts reinforces content in both areas and also helps students see the relevance of the General Studies courses to their success in their program and careers. Integrating General Studies coursework further into programs has been successful in welding and automotive programs, and will begin in Printing and Publishing this year.

**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. Table C and Table D outline programs in the Health and Transportation divisions that have accreditation or certification requirements. 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 the health areas. For example, Occupational Therapy Assistant increased from a 74% pass rate in 2011 to 82% in 2012 which is above the national average. All programs with accreditation or certification 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.

**Table C. Service, Health and Public Safety Program Accreditations**

<table>
<thead>
<tr>
<th>Program</th>
<th>Accreditating Organization</th>
<th>Date of Next Site Visit</th>
<th>National Pass Rate</th>
<th>FVTC Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culinary Arts</td>
<td>American Culinary Federation (ACF)</td>
<td>Fall, 2015</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>American Dental Association Commission on Dental Accreditation (ADA)</td>
<td>Fall, 2017</td>
<td>85.2%</td>
<td>N/A</td>
</tr>
<tr>
<td>Dental Hygienist</td>
<td>American Dental Association Commission on Dental Accreditation (ADA)</td>
<td>Fall, 2013</td>
<td>82% (2012)</td>
<td>93% (2013)</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>National Association for the Education of Young Children (NAEYC)</td>
<td>TBD - Candidacy Stage</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Health Information Technology</td>
<td>Commission on Accreditation of Allied Health Informatics and Information Management Education (CAHIIM)</td>
<td>TBD – Candidacy Stage</td>
<td>75% 2012</td>
<td>NA</td>
</tr>
</tbody>
</table>
### Table C. Service, Health and Public Safety Program Accreditations (continued)

<table>
<thead>
<tr>
<th>Program</th>
<th>accrediting organization</th>
<th>Date of Next Site Visit</th>
<th>National Pass Rate</th>
<th>FVTC Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interior Design</td>
<td>National Kitchen &amp; Bath Association (NKBA)</td>
<td>11/15/13 Candidacy Stage</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Medical Assistant</td>
<td>Commission on Accreditation of Allied Health Education Programs (CAAHEP)</td>
<td>Fall, 2014</td>
<td>68% (2012)</td>
<td>96% (2012)</td>
</tr>
<tr>
<td>Nursing ADN</td>
<td>Accreditation Commission for Education in Nursing (ACEN formerly NLNAC)</td>
<td>Fall, 2019</td>
<td>86%</td>
<td>94% (Q1 &amp; Q2 2013)</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>National Board for Certification in Occupational Therapy (NBCOT)</td>
<td>2018 – 19</td>
<td>81% (2012)</td>
<td>82% (2012)</td>
</tr>
<tr>
<td>Paramedic</td>
<td>Committee on Accreditation of Educational Programs for the EMS Professions (CoAEMSP)</td>
<td>November, 2013 (Self-Study Submitted)</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

### Table D. Program Certifications

<table>
<thead>
<tr>
<th>Program</th>
<th>Certification Organization</th>
<th>Date of Next Visit/Renewal</th>
<th>Licensure Pass Score (if required)</th>
<th>FVTC Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Airframe &amp; Powerplant Mechanic</td>
<td>U.S. Department of Transportation – FAA Regulation Part 147</td>
<td>12/2013</td>
<td>70%</td>
<td>82% (2013)</td>
</tr>
<tr>
<td>Automotive Tech – ASEP</td>
<td>Automotive Service Educational Program (ASEP) – General Motors</td>
<td>08/2018</td>
<td>N/A</td>
<td>NATEF Certified</td>
</tr>
<tr>
<td>Nursing Practical</td>
<td>Licensed Practical Nurse Wisconsin Department of Health/Board of Nursing</td>
<td>N/A</td>
<td>83%</td>
<td>95% (Q1 &amp; Q2 2013)</td>
</tr>
<tr>
<td>Outdoor Power Equipment Technician</td>
<td>Engine and Equipment Training Council (EETC)</td>
<td>No site visits required, 8/2014 is our next Accreditation. Accreditation is based on Instructor Certification.</td>
<td>70% min score on Instructor certification exam. Recertification is based on industry sponsored educational seminars.</td>
<td>Applied for recertification</td>
</tr>
</tbody>
</table>
In addition, some FVTC educational offerings follow a program curriculum that provides certification or prepare graduates for pursuing other state and local licensures and certifications (Table E):

### Table E. Other Licensing and Certifications

<table>
<thead>
<tr>
<th>Occupational Program Area</th>
<th>Agency/Organizations</th>
<th>License/Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol and other Drug Abuse (AODA)</td>
<td>Wisconsin Department of Health Services</td>
<td>Certified AODA Counselor</td>
</tr>
<tr>
<td>Therapeutic Massage</td>
<td>Wisconsin Department of Safety and Professional Services</td>
<td>Licensed Massage Therapist</td>
</tr>
<tr>
<td>Nursing Assistant</td>
<td>Wisconsin Department of Health Services</td>
<td>Certified Nursing Assistant</td>
</tr>
<tr>
<td>Emergency Medical Services Programs</td>
<td>Wisconsin Department of Health Services</td>
<td>National Registry Exam</td>
</tr>
<tr>
<td>Criminal Justice AAS/Law Enforcement Academy/Corrections Academy</td>
<td>Wisconsin Department of Justice</td>
<td>State-certified law enforcement officer or jailer</td>
</tr>
<tr>
<td>Wildland Firefighter AAS and TD</td>
<td>U.S. Forest Service</td>
<td>USFS classes and physical fitness test</td>
</tr>
<tr>
<td>Fire Protection Service</td>
<td>State of Wisconsin certification</td>
<td>Multiple levels</td>
</tr>
</tbody>
</table>

### Technical Skill Attainment

In 2012-13, FVTC continued to implement the three phase process of designing a Technical Skill Attainment (TSA) assessment for each of its 100+ associate degrees, technical diplomas and apprenticeship programs and to receive the appropriate approval from the Wisconsin Technical College System (WTCS). Program teams have worked with their local teams or statewide teams of similar programs to design an assessment that is comprehensive in gauging student mastery of intended program outcomes as well as Employability Essentials (core abilities). To date, 56 programs are approved at the Phase 1 level with another 10 in the Phase 1 process, 40 programs are approved at the Phase 2 level with another 1 in process or pending approval, and 38 are at Phase 3 and reporting TSA data on student performance.

### Employability Essentials

During 2012-13, FVTC conducted a study of its Core Abilities or common student learning objectives to insure that all degree and diploma students learn a common set of fundamental competencies needed to perform effectively in the workplace and society in general. Initially adopted as Board Policy in 1998 and reviewed at about three to five year intervals, this study was warranted due to the increased employer emphasis on the importance of these “soft skills”. In addition, the assessment of common learning objectives was noted as an outstanding opportunity for improvement during the 2010 FVTC Systems Appraisal by our accrediting agency – the Higher Learning Commission. The study began with benchmarking work with other colleges which led to a draft of revised statements. In November of 2012, a survey was conducted to collect feedback on the revised statements with 989 employers (62%) and staff (38%) responding. In April of 2013, the Board of Trustees officially adopted the Employability Essentials (Table F) as the FVTC common learning objectives.

To ensure that students all have the “soft skills” they need to be successful in the workforce, General Studies classes integrate and assess the five FVTC “Employability Essentials.” Efforts are underway to
integrate program classes with the introduction, practice, and assessment of this key element of the technical education experience.

<table>
<thead>
<tr>
<th>Table F: FVTC Employability Essentials</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Adapt to Change – Anticipate changes and positively react to them.</td>
</tr>
<tr>
<td>• Think Critically and Creatively – Apply independent and rigorous reasoning that leads to informed decisions, innovation and personal empowerment.</td>
</tr>
<tr>
<td>• Work Collaboratively – Work collaboratively with others to complete tasks, solve problems, resolve conflicts, provide information, and offer support.</td>
</tr>
<tr>
<td>• Communicate Effectively and Respectfully – Apply appropriate writing, speaking, and listening skills across various settings to engage diverse audiences.</td>
</tr>
<tr>
<td>• Act Responsibly – Apply ethical standards in both personal and professional behavior.</td>
</tr>
</tbody>
</table>

Graduation
In 2012-13, FVTC had 1,101 associate degree graduates and 1,567 technical diploma graduates which is a result of high enrollments over the past few years. The three programs with the most graduates were; Nursing Assistant (708), Truck Driving (153), and Business Management (120); indicative of great marketplace demand by both students and employers in these areas (Figure 5).

Figure 5: Number of Program Graduates

![Bar chart showing number of graduates by year and program type.]

Source: FVTC Data Warehouse (2012-13 figures as of July 31, 2013)
In 2012-13, FVTC produced 2,641 program graduates which is highest in recent years if not all time and ranks second with the WTCS peer benchmarks colleges (Figure 6). Madison College tops in the WTCS graduates with 3,010. FVTC had an increase of 71 program graduates compared to 2011-12.

![Figure 6: Number of WTCS Program Graduates](source)

Source: WTCS Portal Compliance Report CLI670 (Formerly used VE215350A) as of September 24, 2013
Job Placement and Wages
The 2012-13 report of previous year graduates six months after graduation shows that 89% of FVTC graduates were employed. Placement in jobs related to their programs of study was 75%. For peer benchmark colleges, job placement rates in the field range from 91% at Chippewa to 85% at Gateway (Figure 7). The statewide average for placement in jobs related to program of study is 73% up from 71% in the previous year. These results suggest that the strategic direction measure related to improving graduate placement is showing progress with continued improvement efforts focused on this critical outcome.

Job placement of graduates is showing an upswing as employers recover from the losses during the economic downturn. However, even with the difficult economy, 32 programs of the FVTC’s 80+ programs with graduates responding had 100% employment with another 13 at 90% employment or higher.

The average annual salary was reported at $32,994 which is a slight decrease from last year. In the five year follow-up study (the Class of 2007), 34% of the 1,098 graduates responding to the survey had completed an additional degree by 2012. After five years, the average annual salary of FVTC 2007 graduates increased by 33% to $43,756. Eighty-seven percent reported that their FVTC technical education was important in launching their careers.
Graduate and Employer Satisfaction
Ultimately, the fulfillment of this statutory purpose is measured by the satisfaction of our graduates with their education and their performance in the workplace. Ninety-seven percent of our 2011-12 graduates were satisfied with the education that they received at FVTC. According to the 2012 Employer Satisfaction Survey regarding 2011-12 graduates (Appendix B), 66 employers responded that they were quite satisfied with the education of their FVTC graduate employee (3.4 on a 4 point scale). This means that FVTC graduates solidly met employer expectations particularly in the area of acting responsibly (3.4) teamwork (3.2), and communication (3.1). The rating of Employability Essentials (questions 7 to 12) between 3.0 and 3.4 reflects the employer satisfaction with our graduates’ “soft skills” in the workplace.

Opportunities for Improvement
The opportunities for improvement related to this College Purpose are prominently reflected in the College’s 2013-16 Strategic Plan particularly in three strategic directions (see below) along with the Areas of Focus. Appendix C outlines FVTC Strategic Plan measures beginning with the baseline year of 2012-13 and measureable improvement targets for each of the next three years. The Strategic Plan is monitored at mid-year and annually for performance and matched to the College’s continuous environmental scan efforts to assure alignment with emerging trends.

Learning Agility – Offer multiple access and delivery avenues to build and refine knowledge and skills
Areas of Focus
• Expand flexible delivery options for students
• Further develop career pathways with stackable credentials
• Increase High School graduates entering with credits earned in FVTC programs

Student Success – Improve learning outcomes through the redesign of organizational practices
Areas of Focus
• Strengthen course completion rates
• Support Student persistence to complete credentials
• Improve graduation rates
• Assist basic skills students in transitioning to occupational programs
• Maintain strong employment rate

Robust Partnerships – Energize regional economic potential through strong and dynamic partner connections
Areas of Focus
• Revitalize advisory committees
• Target dialogue with key industry sectors
• Design more program pathways for K-12 students
At What Cost

Cost to the Student
Figure 8 shows the three-year annual trend in student tuition as set by the WTCS Board. Tuition does not include any materials or additional fees. An analysis of these annual increases shows that tuition increases have ranged from four to six percent over a five-year period.

![Figure 8: Tuition Program Fee Per Credit](image)

Source: WTCS

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 closely with the statewide average (Figures 9 and 10) – Data Note: 2011-12 is the most recent year available for the benchmark colleges. For 2011-12, FVTC cost per FTE increased 8.2% for associate degree and 12.6% for technical diploma areas. When total enrollments decline, as they did in 2011-12, the operational cost per FTE increases. Comparisons 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 and CVTC is the greater emphasis that these two colleges have placed on offering general education courses as part of their transfer efforts (Figure 10). General education courses are more economical to offer, thus bringing down the overall cost per FTE. Although the FVTC General Education Transfer certificate to UW-Oshkosh is the top certificate for enrollments, the numbers are not sufficient to change the cost per FTE. Technical diploma cost per FTE (Figure 11) 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.
Figure 9: Associate Degree Operational Cost per FTE

16-college average
Northeast
FVTC
Waukesha
Gateway
Chippewa Valley

Figure 10: Tech Diploma Operational Cost per FTE

16-college average
Northeast
FVTC
Waukesha
Gateway
Chippewa Valley

Source: WTCS Statewide Operational Cost as reported on VE-CA-5 Cost Allocation Schedule.
Appendix A – FVTC Associate Degree, Technical Diploma and Certificate Offerings for 2013-14

Agriculture, Horticulture & Natural Resources
Agri-Business Agronomy Technician (TD)
Agri-Business Dairy Technician (TD)
Agri-Business Management Technician (TD)
Agri-Business/Science Technology (AAS)
Agriculture Equipment Service Technician (TD)
Agriculture Power Equipment (AAS)
Crop Application Specialist (C)
Exploring Agriculture, Horticulture & Natural Resources (C)
Farm Business & Production Management (TD)
Farm Operation (TD)
Farming, Precision (C)
Golf Course Turf & Equipment Technician (C)
Greenhouse Grower/Plant Propagation Technician (C)
Horticulture Technician (TD)
Horticulture / Landscape Specialist (TD)
Laboratory Science – Environmental (C)
Laboratory Science – Food (C)
Laboratory Science – Introduction (C)
Laboratory Science – Paper and Packaging (C)
Laboratory Science Assistant (TD)
Laboratory Science Technician (AAS)
Landscape Construction Technician (C)
Landscape Maintenance Technician (C)
Landscape Series, Home Owners (C)
Natural Food Production Technician (C)
Natural Resources Technician (AAS)
Outdoor Power Equipment Technician (TD)
Power Sports Technology (C)
Urban Forestry Technician (C)

Aviation
Aeronautics-Pilot Training (AAS)
Aeronautics-Professional Pilot (TD)
Aircraft Electronics (AAS)
Airframe and Powerplant Mechanic (TD)

Business, Management & Finance
Accounting (AAS)*
Accounting Assistant (TD)
Administrative Professional (AAS)*
Banking & Financial Services (AAS)
Broadcast Captioning (AAS)
Business Fundamentals 1 (C)
Business Fundamentals 2 (C)
Business Management (AAS)
Court Reporting (AAS)
Digital Media (C)
Entrepreneurs Starting an Online Business (C)
Entrepreneurs’ Start-up Venture (C)
Entrepreneurship, Business Owners’ (C)
Event Planning (C)
Exploring Business, Management & Finance Careers (C)
Human Resources (AAS)**
Management Development (AAS)**
Medical Office Assistant (TD)
Meeting & Event Management (AAS)
Microsoft Office Suite (C)
Office Assistant (TD)
Office Skills, Basic (C)
Organizational Leadership, Basic (C); Advanced (C)
Paralegal (AAS) and (AAS)s for continuing students
Peachtree (C)
Professional Communications (AAS)
QuickBooks (C)
Technical Illustrator (C)
Writing for the Web (C)
Writing, Proposal & Grant (C)

Construction
Building Information Modeling (BIM) (C)
Construction Management Technology (AAS)
Construction Project Supervision (C)
Construction, Residential Building (TD)
Electrical Code, National (C)
Electricity (TD)
Photovoltaic Installation Technician (C)

Culinary & Hospitality
Baking, Advanced (C – Not Advertised)
Culinary Arts (AAS)*
Culinary Arts, Advanced (C – Not Advertised)
Food Service Production (TD)
Food Service Sales Professional (C)
Hotel and Restaurant Management (AAS)

Engineering & Electronic Related Technologies
Automated Manufacturing Systems Technician (AAS)
Automation and Maintenance, Advanced (C)
Broadband Cable Installer (C)
Building Protection Specialist (C)
CAD Management (C)
Computer Rendering and Animation (C)
ControlLogix PLCs (C)
Dept. of Transportation Compliance Specialist (C)
Electro-Mechanical Technology (AAS)
Electronic & Communication Engineering Technology (AAS)
Electronic Communication and Data Cabling (C)
Electronics Principles (C)
Electronics, Biomedical (C)
Electronics, Practical Fundamental (C)
Energy & Environmental Engineering Technology (AAS)
Energy & Environmental Management (C)
Energy Management & Control for Buildings (C)
Engineering Electronics Design & Manufacturing (AAS)
Engineering Technology, Applied (AAS)

Associate Degree Programs, Technical Diplomas, and Certificates Performance Monitoring Report
Engineering Technology, Electrical (AAS)
Engineering, Industrial/Manufacturing (C)
Environmental Compliance Specialist (C)
Industrial Equipment Fundamentals (C)
Instrumentation and Process Control (C)
Intelligent Interface Design & SCADA (C)
Mechanical CAD Drafting (TD)
Mechanical Design Technology (AAS)
Motors and Variable Speed Drives (C)
Programmable Logic Controllers (PLCs) (C)
Renewable Energy Engineering Technology (C)
Safety Engineering Technology (AAS)
Telecommunications Field Service (C)
Telecommunications, Advanced (C)
Wind Energy Technology (AAS)

Health Science
Dental Assistant (TD)
Dental Hygienist (AAS)
Exploring Health Careers (C)
Gerontology (C)
Health Information Technology (AAS)
Medical Assistant (TD)
Medical Coding Specialist (TD)
Nursing-AssOCIate Degree (AAS)
Nursing Assistant (TD)
Nursing, Licensed Practical Nurse (LPN) Refresher (C)
Nursing, Practical (TD)
Nursing, Registered Nurse (RN) Refresher (C)
Occupational Therapy Assistant (AAS)
Personal Care Worker (C)
Pharmacy Technician (TD)
Therapeutic Massage (C)

Human Services
AODA-Alcohol & Other Drug Abuse Associate (AAS)
AODA-Specialty Education (C)
Child Care Administrator (C)
Early Childhood Education (AAS)*
Family Child Care (C)
Substance Abuse Counselor Education (C)
Substance Abuse Counselor in Training (C)
Understanding Autism Spectrum Disorder (ASD) (C)

Information Technology
Exploring IT Careers (C)
IT-Computer Support Specialist (AAS)
IT-Database (C)
IT-Desktop Support (C)
IT-Help Desk Support Specialist (TD)
IT-Mobile Applications Development (C)
IT-Network Administration (C)
IT-Network Infrastructure (C)

Associate Degree Programs, Technical Diplomas, and Certificates Performance Monitoring Report
Welding/Metal Fabrication (TD)
Wood Manufacturing Technology (TD)

**Marketing, Sales & Service**
Commercial Design (C)
Contact Center (C)
Exploring Marketing & Sales Careers (C)
Interior Design (AAS)
Interior Design – Commercial Design (AAS)
Interior Design – Kitchen & Bath Design (AAS)
Kitchen & Bath Design (C)
Marketing (AAS)*
Selling Techniques, Introductory (C); Advanced (C)
Web Marketing (C)

**Printing Technologies**
Package and Label Printing (TD)
Package and Label Printing Technician (AAS)
Printing (TD)
Printing and Publishing (AAS)

**Transportation**
Auto Collision Repair and Refinishing Technician (TD)
Automotive GM Technician (C)
Automotive Maintenance Technician (TD)
Automotive Service Management (C)
Automotive Technician (TD)
Automotive Technician – Imports (TD)
Automotive Technology (AAS)
Automotive Technology – GM ASEP (AAS)
Automotive Technology – Imports (AAS)
CDL Straight Truck (C)
Diesel Advanced Technician (C)
Diesel Construction Equipment Service Technician (FABTECH) (TD)
Diesel Engine Service Technician (FABTECH) (TD)
Diesel Equipment Mechanic (TD)
Diesel Equipment Technology (AAS)
Diesel Power Generation & Marine Service Tech (FABTECH) (TD)
Electrical Power Generator Service Technician (C)
Exploring Automotive Careers (C)
Logistics (C)
Transport Trailer Service Technician (C)
Truck Driving (TD)
Vehicle Refinishing and Repair Technology (AAS)

**General & Individual Studies**
General Studies Transfer Certificate (with UWGB) (C)
General Studies Transfer Certificate (with UWO) (C)
English Bilingual Business (C)
English Language Competency – Advanced (C)
English Language Competency – Beginning (C)

*Offered in accelerated or self-paced format also.
* **Offered in accelerated format only
• s Shared with another technical college
AAS-Associate in Applied Science Degree
TD-Technical Diploma
C-Certificate
# Employer Survey Comparison Results

<table>
<thead>
<tr>
<th></th>
<th>2012 (graduates from 2010-11)</th>
<th>2013 (graduates from 2011-12)</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mastery of knowledge in the field</td>
<td>3.1 respondents</td>
<td>3.1 respondents</td>
<td>0.0</td>
</tr>
<tr>
<td>2. Ability to perform technical skills of the profession</td>
<td>3.2 respondents</td>
<td>3.3 respondents</td>
<td>0.1</td>
</tr>
<tr>
<td>3. Ability to communicate effectively with co-workers and/or customers</td>
<td>3.2 respondents</td>
<td>3.2 respondents</td>
<td>0.0</td>
</tr>
<tr>
<td>4. Relevancy of graduates’ skill and/or knowledge base in relationship to real world applications within the industry</td>
<td>3.1 respondents</td>
<td>3.2 respondents</td>
<td>0.1</td>
</tr>
<tr>
<td>5. Mastery of science, technology, engineering or math skills needed in the field</td>
<td>3.1 respondents</td>
<td>3.2 respondents</td>
<td>0.1</td>
</tr>
<tr>
<td>6. Overall preparedness for employment at your company</td>
<td>3.1 respondents</td>
<td>3.3 respondents</td>
<td>0.2</td>
</tr>
<tr>
<td>7. Adapt to Change – Anticipate changes and positively react to them.</td>
<td>3.1 respondents</td>
<td>3.2 respondents</td>
<td>0.1</td>
</tr>
<tr>
<td>8. Think Critically and Creatively – Apply independent and rigorous reasoning that leads to informed decisions, innovation and personal empowerment.</td>
<td>3.0 respondents</td>
<td>3.1 respondents</td>
<td>0.1</td>
</tr>
<tr>
<td>9. Work Collaboratively – Work collaboratively with others to complete tasks, solve problems, resolve conflicts, provide information, and offer support.</td>
<td>3.2 respondents</td>
<td>3.5 respondents</td>
<td>0.3</td>
</tr>
<tr>
<td>10. Communicate Effectively and Respectfully – Apply appropriate writing, speaking, and listening skills across various settings to engage diverse audiences.</td>
<td>3.2 respondents</td>
<td>3.4 respondents</td>
<td>0.2</td>
</tr>
<tr>
<td>11. Act Responsibly – Apply ethical standards in both personal and professional behavior.</td>
<td>3.4 respondents</td>
<td>3.4 respondents</td>
<td>0.0</td>
</tr>
<tr>
<td>12. How satisfied are you with the graduates’ technical college education?</td>
<td>3.5 respondents</td>
<td>3.4 respondents</td>
<td>-0.1</td>
</tr>
<tr>
<td>13. Would you recommend graduates of this program to another employer?</td>
<td>2.9 respondents</td>
<td>2.9 respondents</td>
<td>0.0</td>
</tr>
<tr>
<td>14. Would you hire a technical college graduate again?</td>
<td>3.0 respondents</td>
<td>3.0 respondents</td>
<td>0.0</td>
</tr>
<tr>
<td>15. How important is your local technical college(s) to the overall success of your business?</td>
<td>3.4 respondents</td>
<td>3.3 respondents</td>
<td>-0.1</td>
</tr>
</tbody>
</table>
Appendix C - FVTC 2013-16 Strategic Plan Measures related to Occupational Programs

<table>
<thead>
<tr>
<th>Measures</th>
<th>2012-13 Baseline</th>
<th>2013-14 Target</th>
<th>2014-15 Target</th>
<th>2015-16 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SD Learning Agility – Offer multiple access and delivery avenues to build and refine knowledge and skills.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measure 1.1: % of course offerings in flexible delivery formats</td>
<td>70%</td>
<td>72-75%</td>
<td>74-75%</td>
<td>75%</td>
</tr>
<tr>
<td>Measure 1.2: Number of programs with Career Pathways (stackable credentials)</td>
<td>25</td>
<td>26-29</td>
<td>30-33</td>
<td>34-37</td>
</tr>
<tr>
<td>Measure 1.3: Number of high school graduates who enter FVTC programs with prior FVTC credits</td>
<td>209 of 1557</td>
<td>+10% (230)</td>
<td>+10% (253)</td>
<td>+10% (278)</td>
</tr>
<tr>
<td><strong>SD Student Success – Improve learning outcomes through the redesign of organizational practices.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measure 3.1: % of successful course completion</td>
<td>82%</td>
<td>83%</td>
<td>84%</td>
<td>85%</td>
</tr>
<tr>
<td>Measure 3.2: % of students persisting from Fall to Spring term</td>
<td>77%</td>
<td>78%</td>
<td>79%</td>
<td>80%</td>
</tr>
<tr>
<td>Measure 3.3: % of program students graduating in 3 and 5 years</td>
<td>43% &amp; 51%</td>
<td>44% &amp; 52%</td>
<td>45% &amp; 53%</td>
<td>46% &amp; 54%</td>
</tr>
<tr>
<td>Measure 3.4: Number of basic skills students transitioning to program courses</td>
<td>71</td>
<td>90</td>
<td>110</td>
<td>140</td>
</tr>
<tr>
<td>Measure 3.5: % of graduates employed within 6 months</td>
<td>89%</td>
<td>90%+</td>
<td>90%+</td>
<td>90%+</td>
</tr>
<tr>
<td><strong>SD Robust Partnerships – Energize regional economic potential through strong and dynamic partner connections.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measure 4.1: Employer advisory committee effectiveness average rating</td>
<td>4.33 of 7</td>
<td>5.0+ of 7</td>
<td>5.0+ of 7</td>
<td>5.0+ of 7</td>
</tr>
<tr>
<td>Measure 4.2: Number of industry sector dialogues</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Measure 4.3: Number of K-12 student career and technical education pathways</td>
<td>NA</td>
<td>12</td>
<td>16</td>
<td>20</td>
</tr>
</tbody>
</table>