



Northeast
Wisconsin Technical College

STRATEGIC

DIRECTIONS

2018-2023

***STRENGTHENING
OUR COMMUNITIES***

Through Innovation, Equity,
and the Colleges' Commitment
to Student Success

ACKNOWLEDGEMENTS

The Northeast Wisconsin Technical College Board of Trustees and the College President gratefully acknowledge the extensive input, feedback, and support provided by the people of the communities, businesses, educational institutions, government organizations, and other community service groups in the development of the Future 2018 Statement of Strategic Directions. It is only through the collaboration of all these partners that the College is able to provide the highest standard of service to the people in its district. Likewise, the participation and advice of the College's business advisory committees is greatly appreciated. With their support, the College continues to meet the needs of business in a way that assure that its students and graduates can continue to work and learn in an economically and socially vibrant community. The College's faculty and staff are among the finest in the nation. It is only through their efforts that the College continues to deliver excellent educational opportunities to the College's district residents. Finally, and most importantly, the College recognizes the role that its outstanding students play and the sacrifices they and their families make in order to gain the education necessary to achieve their dreams.

VISION STATEMENT

***NORTHEAST WISCONSIN TECHNICAL COLLEGE
TRANSFORMS, STRENGTHENS, AND INSPIRES
ITS STUDENTS, BUSINESSES, AND COMMUNITIES***

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NWTC is accredited by the North Central Higher Learning Commission

Strategic Directions

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Overview of Northeast Wisconsin Technical College

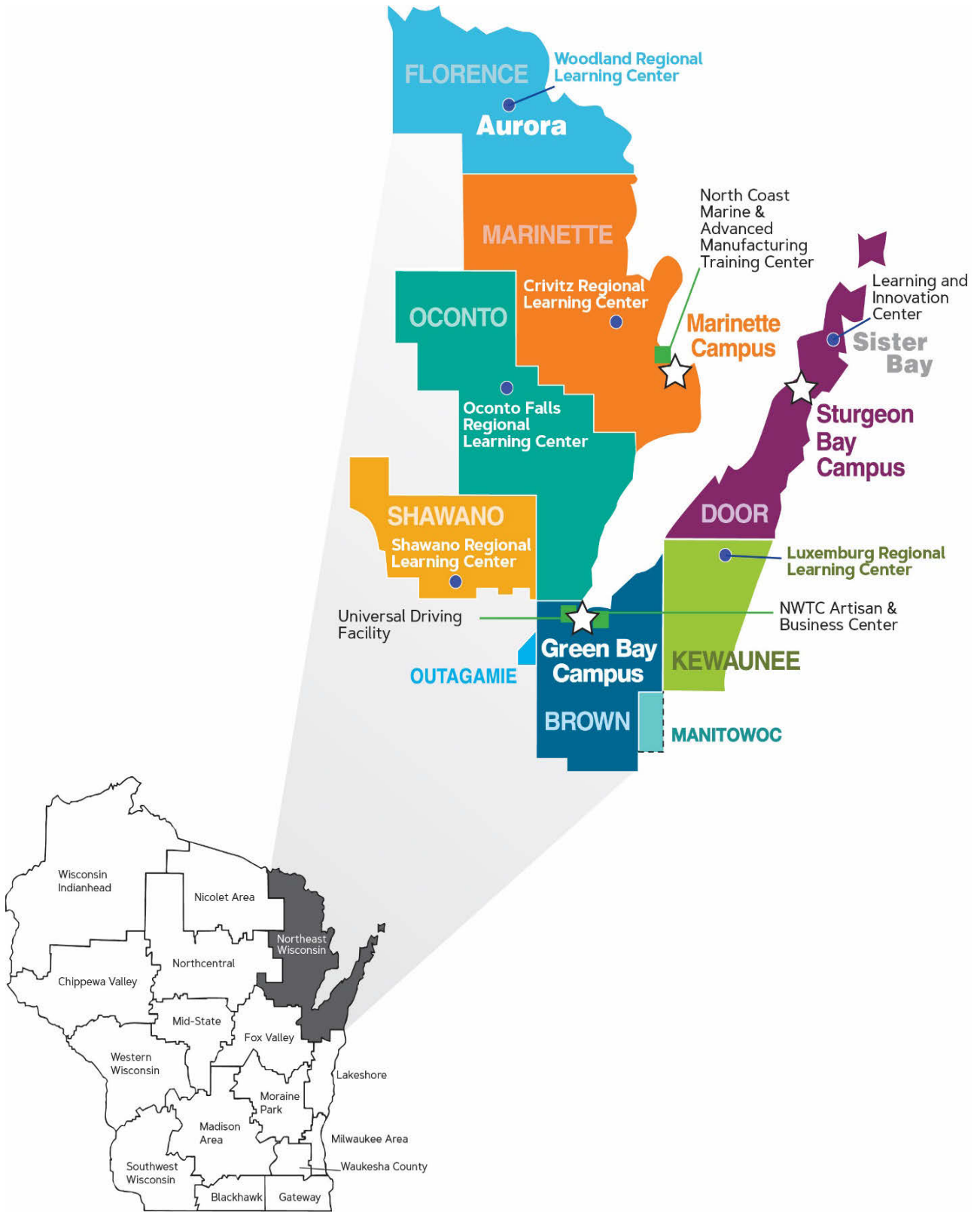
Northeast Wisconsin Technical College (NWTC) is one of sixteen public technical colleges that operates within Wisconsin as part of a statewide plan for post-secondary technical and adult education. The college serves all or parts of nine counties in Northeast Wisconsin around the bay of Green Bay and the border of the Michigan Upper Peninsula. Tracing its history back to 1912, the college was organized in its current configuration July 1, 1967 and operates campuses at Green Bay, Marinette, and Sturgeon Bay. NWTC serves the northeast corner of the state of Wisconsin. The geographical boundaries are set to ensure that no PK-12 school district is divided between two technical college districts. Thus, NWTC's district comprises all of Door, Florence, Kewaunee, Marinette, and Oconto counties, all but a small sliver of Brown county, the eastern half of Shawano county, and a very small part of Outagamie and Manitowoc counties. The total geographical area is approximately 4,687 square miles (a little less than the size of the state of Connecticut). More than one-half of the land area is in Marinette and Oconto Counties although only 19% of the district population is in that area.

The college owns and manages approximately 1.2 million square feet of facility space throughout its district. In addition to the campuses in Green Bay, Marinette, and Sturgeon Bay, the college supports five regional learning centers (Aurora, Crivitz, Oconto Falls, Shawano, and Luxemburg) and three specialty centers (North Coast Marine in Marinette, NWTC Learning and Innovation Center in Sister Bay, and the Artisan and Business Services Center in Green Bay). The Sturgeon Bay campus hosts a robust Learning in Retirement Center. The college operates a business incubator on the Green Bay Campus which is supported and managed by the Green Bay Area Chamber while hosting two kitchen incubators in Aurora and Sister Bay. Located on and in partnership with the Green Bay campus is the N.E.W. Community Clinic and Dental Services which provides medical and dental services to the uninsured and those unable to procure dental services. NWTC is the only known two-year college with a botanical garden on its property. In partnership with the college and its landscape and horticulture programs, the Green Bay Botanical Garden, a private non-profit, provides programming and botanical displays for the public's enjoyment and education. Finally, the college also hosts the Options for Independent Living on its Green Bay campus. This non-profit organization assists folks who are physically disabled adapt their homes and workspaces to accommodate their disability while allowing them to live independently.

Serving 36 high schools in 32 school districts, NWTC has rapidly grown a number of dual credit and early college opportunities for high school students. Academic year 2017-2018 saw an enrollment growth of 63% in such courses, growing from 3,301 to 5,374 students in one year. The college supports three high school academies: Woodland (Florence, Niagara, Goodman, and Pembine high schools), Northwoods (Wausaukee, Crivitz, and Pembine), and Ahnapee (Algoma, Kewaunee, and Luxemburg/Casco). It is a key partner and leader in the TurboCharge program in the Green Bay Area Public Schools. NWTC offers dual credit options in nearly all the 32 school districts in its region.

During the peak of the Great Recession in 2010, the college achieved its highest full time equivalent enrollment (7,569) in its history as adults who had lost jobs during this period came back to college and increased their skills and/or changed careers. As the economy improved and adults finished their education and went back to work, adult enrollment declined precipitously offsetting ongoing enrollment growth from newly graduated high school seniors. The full-time equivalent enrollment at the end of the academic year 2017-18 was 5,855 of which 5,414 was in credit bearing classes and the unduplicated head count was 30,468 of which 17,427 were taking credit bearing classes (both measures are exclusive of dual credit high school students).

District Map



NWTC offers over 200 career focused certificates, diplomas, apprenticeships, and associate degrees. All credentials are arranged in an academic pathway, allowing students to build onto previous credentials until they achieve an associate degree. Many of the associate degree programs transfer to public universities, with students often starting their bachelor's degree as a junior. 95% of NWTC graduates in the class of 2017 were working within six months of graduation, with 80% of the graduates reporting that they were working in their field of study. Graduates earning an associate degree were receiving a median starting wage of \$41,596.

Northeast Wisconsin Technical College has committed itself to the successful attainment of credentials by all its students enrolled in a career pathway. As an open access community college, the college believes that all students will succeed and holds itself accountable for the success of each student. Constituted in 2010, the college's Dream Steering Committee has overseen numerous initiatives focused on assisting students in overcoming external barriers to completion, providing supplementary academic support, ensuring equity in all that the college provides, and using evidence to identify opportunities, challenges, solutions and successes as the college achieves its vision and mission. Validating and assisting the college as it pursues its Dream initiative, NWTC has received national recognition as an Achieving the Dream Leader College. The college's efforts have led to numerous national awards and grants.

Of course, the most important work of the college is ensuring the success of its students, ensuring that all persons in the district can access higher education, and that the workforce needs of employers within the district are met. This ensures the economic well-being of district communities and family sustaining careers for those who live in the communities. To that end Northeast Wisconsin Technical College has adopted the following Vision, Mission, Values, and Governance System.

VISION...

Northeast Wisconsin Technical College is a cutting-edge life-long learning college that transforms, strengthens, and inspires.

MISSION STATEMENT

A two-year college, serving Northeast Wisconsin by providing education, training, and life-long learning opportunities for individuals and businesses leading to the development of a skilled workforce. Our customers stimulate the economic vitality of our district as a result of the application of skills and knowledge acquired through the completion of certificates, degrees, diplomas, and courses.

VALUE STATEMENTS

Customer Focus: We are committed to exceeding the service expectations of all of our internal and external customers with every interaction.

Everyone Has Worth: We are committed to embracing the worth of every individual, providing an inclusive place for all people, and creating a respectful and stimulating environment necessary for intellectual and personal growth.

Passion and Inspiration: We have a personal passion for achieving the College's vision, inspiring and motivating others to action.

Creativity and Innovation: We are committed to creating and fostering new concepts using proactive and critical thinking, leading to innovative solutions.

Collaboration: We are committed to open communication, teamwork, and productive debate that strengthens internal and external relationships, creating better solutions aligned to a common vision.

Emotional Intelligence: We are committed to improving outcomes by being aware of our emotions and their impact on others and regulating them to foster positive and productive working relationships.

Results and Accountability: We are individually and collectively accountable for the sustainable and optimal use of resources and the achievement of meaningful, measurable results.

Valuing Talent & Well Being: We are committed to fostering a mentally and physically healthy work environment that promotes learning and growth and attracts and retains talented people.

Ethics: We are committed to ethical and honest behavior and personal responsibility for living and modeling the values of NWTC.

REVENUE AND EXPENDITURES

Revenue

For FY19 Northeast Wisconsin Technical College has budgeted an anticipated \$111,730,960 in revenue. This revenue is derived from four primary sources:

1. State General Purpose Revenue (GPR)
2. Property tax assessments
3. Customer payments
 - a. Student tuition, fees, payments for services
 - b. Contract training with employers (includes customized, seminars, and workshops)
4. Federal appropriations

General Purpose Revenue - The GPR comes to the college in four ways:

- A. Property Tax Relief State Aid set as a fixed amount in FY15 and going forward = \$31,553,727
- B. General State Aid distributed by formula based on relative (compared to the other 15 technical college districts) property values, enrollment, and college expenditures = estimated for FY19 to be \$5,714,800
- C. General State Aid distributed based on relative performance on seven of ten possible Outcome Based Funding standards (OBF) FY19 = \$2,449,200
- D. Categorical funds of which the amount received is based on the submission of competitive grants applications. FY19 = \$1,575,984

Property Tax Assessments - Levies are paid by assessing property owners a millage (referred to as a mill rate) against the value of their property. Levies are set annually by the college's board of trustees in an amount that will generate sufficient funds to cover the operating costs and the amount necessary to repay debt. Assessments are made through the assignment of two tax levies:

- A. Debt levy
- B. Operating levy
- C. In FY19 the debt mill rate is estimated to be 44.5¢ per \$1,000 and the operating mill rate to be 38.7¢ per \$1,000

Debt is incurred on an annual basis as the college borrows funds to pay for capital equipment, facility and land improvements, and infrastructure maintenance (physical and virtual). Typically, approximately \$12,000,000 is borrowed annually for this purpose. The college may also ask the taxpayers to approve referendums from time to time. These referendums allow the college to borrow funds to build new buildings, purchase land, and provide major renovations of existing facilities. The college last passed a referendum in 2015 for \$66,500,000 to be repaid over a fifteen-year period.

By statute the college cannot incur debt of more than 2% of the total value of property in the district. NWTC's district property value is estimated to be \$39,851,451,250 in FY19. Thus, the college's limitation is set at \$797 million. The college's current amount of debt is \$102,460,000 which will decline as the debt incurred through the referendum is paid off. The college's goal is to keep the annual debt levy needed to pay this debt relatively flat or very slowly growing from year to year. The FY19 debt levy is \$17,759,404, a 0% change over FY18.

By statute, operating levies can only be increased year over year by the annual amount of property value added by net new construction within the district. Over the last few years, NWTC's district has experienced sufficient net new construction to add \$600,000 to the operating levy each year. The amount of new construction varies based on the state of the economy and the financial ability for businesses and residents to build, expand, or renovate facilities. During the Great Recession, for instance, there was no property value added through net new construction. The operating levy for FY19 is budgeted at \$15,425,312.

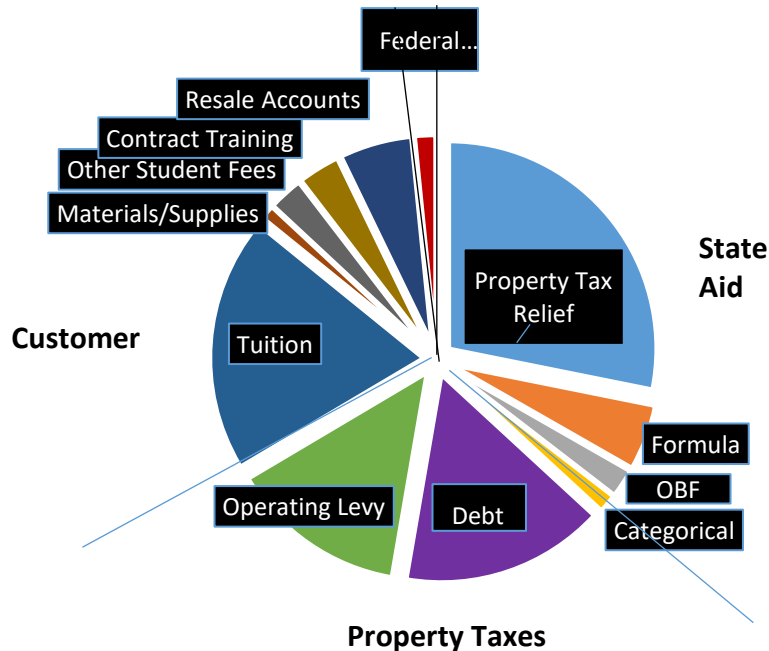
Customer Payments - Student tuition and material fees are set annually by the WTCS Board. The amount of revenue this generates is a function of the enrollment at the college. NWTC estimates an enrollment in FY19 of 6,020 which would generate a budgeted \$25,868,340. This revenue comes from three sources:

- A. Student tuition and fees
 1. Tuition (\$21,682,771)
 2. Course material and supply fees (\$1,213,159)
 3. Other student fees such as student activity, parking, and security fees (\$2,972,410).
- B. College contracts with businesses and employers to deliver training to its existing workforce. FY19 is budgeted to generate \$3,306,909.
- C. The College generates revenue from its bookstore, coffee shops, and from services performed for the public as part of the learning process in which students are engaged. The automotive programs, for instance, will repair automobiles for which the customer must pay for any parts or supplies used in the repair. Together, these types of revenues are separately accounted and are identified as resale accounts. FY19 is budgeted to be \$6,305,521.

Federal Appropriations - It is anticipated in FY19 the college will receive \$1,771,763 from the federal government that is used to pay operating expenses. The two largest sources of funds:

- A. The Perkins Career and Technical Education Act (FY19 = \$965,771)
- B. The Adult Education and Family Literacy Act (AEFL) (FY19 = \$290,584)
- C. The remainder are from miscellaneous grants for which the college applied and received.

Source of Revenue

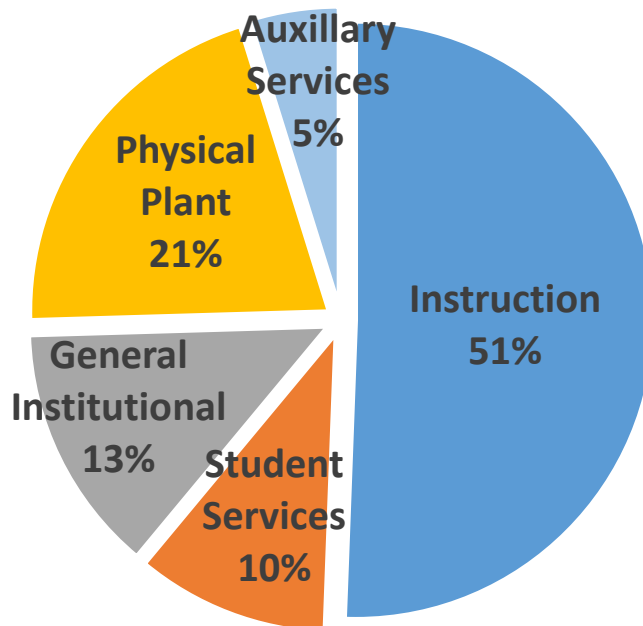


Expenditures

The total expenditures budgeted for FY19 is \$130,298,818. The difference between revenue and expense is covered by borrowing authorized by the referendum passed in 2015. Providing education is a labor-intensive enterprise. Over 80% of the college's operating costs are for salary and benefits of all faculty and staff, part-time and full-time. The college employs 675 benefit-eligible employees and 300+ part-time employees (includes part-time faculty).

- A. Instruction is the largest category of expense (51%). This includes the salaries and benefits of faculty, academic administration, clerical support, expendable supplies and other activities directly related to the teaching of students.
- B. Physical plant accounts for the next highest percentage of expense (21%). This includes the on-going operation and maintenance of NWTC's facilities. Independent of renovations and the construction and purchase of land/facilities supported through the passage of a referendum, the college is engaged in the equivalent of 60,000 square feet of renovation a year; a 20-year refresh cycle (includes roofs, parking lots, power plant, and exterior structure). The information technology infrastructure (includes software, servers, workstations, and classroom technology) is on a refresh schedule which is currently set not to exceed seven years.
- C. General institutional costs are those associated with the operation of the total college. This includes such areas as the finance office, advancement, human resources, staff development, legal fees, property and liability insurance, office of the president, and Board of Trustees expenses.
- D. Student services includes the expense of student recruitment, admissions, counseling, advising, academic coaching, and student involvement activities.
- E. Auxiliary services include the commercial activities such as the bookstore and coffee shops.

EXPENDITURES



GOVERNANCE

Northeast Wisconsin Technical College is accredited by the Higher Learning Commission and is a member of the Wisconsin Technical College System. It exists within a shared governance framework with the Wisconsin Technical College System Board of Trustees (WTCS) and the Northeast Wisconsin Technical College Board of Trustees.

The Wisconsin Technical College System (WTCS) Board is the coordinating and oversight body for the System. The 13-member Board establishes statewide policies and standards for educational programs and services provided by the 16 technical colleges and is responsible for administering state and federal aid to the colleges.

The *Strategic Directions of the WTCS Board for 2016-2020* are as follows:

- **Transform** the delivery of postsecondary education and training
 - Advance proven strategies like hands-on career exploration, dual credit, prior learning assessment, transitions for basic education students and stackable credentials
 - Closely examine the viability of evolving practices, such as on-line learning, competency-based education and emerging credentialing frameworks
 - Make effective use of data and technology to identify, measure and report outcomes
- **Innovate** to position students for academic and career success
 - Maintain affordability for students, balanced with a lasting commitment to quality
 - Emphasize delivery of proven student support services and explore emerging practices
 - Consistently focus on strategies that support the achievement of students' goals
- **Inspire** learners of all ages to engage in skills-based education
 - Elevate the image of Wisconsin's technical colleges as a first-choice postsecondary option
 - Create broader awareness of college offerings and their connection to valued career opportunities

- Leverage the power of student, graduate and employer stories to transform dated perceptions of skills-based education
- **Collaborate** to efficiently advance customer outcomes
 - Assure industry-aligned curriculum that is flexible and responsive, meeting employers' needs and providing value for learners of all ages
 - Engage key education, employer, workforce and economic development partners to assure a coordinated approach to addressing Wisconsin's education and workforce needs
 - Highlight best practices and professional development opportunities that advance the shared work of WTCS and its key partners

The NWTC Board hires and oversees the President of the college, approves the annual budget, establishes strategic direction, and determines end statements. It generally holds the President and staff accountable for delivering technical education to the public, achieving the vision and mission of the institution and meeting all local, state, and federal statutes, policies, and regulations. The Board utilizes a model of governance that closely aligns with the "Carver Model." Within this model the Board identifies the boundaries within which the President's and the Board of Trustees' conduct, decisions and actions taken in carrying out the vision and mission of the college must fall. Further, the Board establishes end statements. Such statements answer the question, "Because NWTC exists the following outcomes are expected".

The End Statements of the NWTC Board of Trustees are as follows:

- A Vibrant Workforce that Receives Good Paying Jobs Will Exist
- Incumbent Workers Gain New Skills That Help Them Progress in Their Chosen Career or Retrain for a New Career
- Because NWTC exists, businesses have available management, productivity improvement, and technology expertise that improves their competitive position
- Under-prepared Learners will be able to Achieve College-Entry Benchmarks and Preparedness to Succeed at NWTC
- Learners will be able to Successfully Transfer to Another Two or Four-Year Institution of Higher Education
- District Residents Can Enroll in Enrichment Courses that Improve Their Quality of Life

The Board receives information and data that allows it to monitor and evaluate the president, the college, and itself in light of these end statements.

Demographic Profile of the District

424,023 people reside in the district of which 61% are in Brown County. Brown County contains the city of Green Bay, the third largest city in Wisconsin and the first city to be established in Wisconsin. It was one of the earliest permanent European settlements. Much of the district was once home of the Menominee Nation, then the area changed from French to English to American control. In the 1830's much of the Oneida Nation moved to the area as it was displaced from its lands in northern New York. In the nineteenth century the area was heavily settled by Belgians, Germans, Dutch, Scandinavians, and Irish.

Table I – Population Distribution

Counties in District	Males**	Females	Total Pop. 2017 Estimates	% Change from 2010**
Brown	128,492	129,968	258,461	4.62%
Door	13,990	14,350	28,340	2.00%
Florence	2,315	2,153	4,468	1.02%
Kewaunee	10,562	10,221	20,783	1.02%
Marinette	20,692	20,567	41,259	-1.17%
Oconto	19,505	18,685	38,190	1.41%
Shawano	14,966	14,935	29,901	-0.95%
Outagamie & Manitowoc	1,307	1,312	2,619	NA
Total	211,830	212,192	424,023	3.57%

Like much of the American Midwest, northeast Wisconsin has slowed significantly in population growth. In fact, Brown County is one of the few Wisconsin counties expected to show any significant growth in the next decade. A review of the age distribution of NWTC's district reveals that the population is getting older. The greatest percentage increase is in the age group 65 years and older. In every county, except Brown, there have been percentage losses in the 0-14 age group. The only significant percentage increase in an age group other than 65+ was 9% growth in the 25-29 age group in Brown County.

Table II - Age Distribution

(Based on est. 2014 Population***)

County	0-14		15-19		20-24		25-29		30-54		55-64		30-64		Total
Brown	51,568	20.2%	16,786	16,741	13.1%	19,251	7.5%	85,559	31,835	46.0%	255,073				
Door	3,798	13.6%	1,373	1,211	9.2%	1,037	3.7%	7,866	5,439	47.6%	27,971				
Florence	581	13.0%	198	186	8.6%	158	3.5%	1,383	920	51.5%	4,472				
Kewaunee	3,790	18.4%	1,337	1,016	11.4%	974	4.7%	6,707	3,048	47.3%	20,603				
Marinette	6,477	15.6%	2,457	2,085	10.9%	2,132	5.1%	12,365	6,969	46.6%	41,483				
Oconto	6,492	17.1%	2,274	1,845	10.9%	1,640	4.3%	12,685	6,340	50.2%	37,863				
Shawano	7,330	17.6%	2,559	2,140	11.3%	2,061	4.9%	13,215	6,190	46.5%	41,765				
Total	80,036	18.6%	26,984	25,224	12.2%	27,253	6.3%	139,780	60,741	46.7%	429,229				

Table III - Change from 2010 in Age Distribution

County	0-14	15-24	25-29	30-64	65+
Brown	0%	-4%	9%	2.1%	15.5%
Door	-6%	0.9%	-18%	-1.6%	16%
Florence	-4%	-3.55	-7%	1.3%	12%
Kewaunee	-4%	4%	-10%	-0.8%	10%
Marinette	-7%	-5.3%	2%	-0.8%	9%
Oconto	-4%	1.8%	-5%	0.6%	9%
Shawano	-6%	-0.7%	-8%	0.0%	8%

Almost all of Brown County’s population growth is due to the increasing racial diversity of its population. 20% of Brown County’s population is non-white with the greatest number being of Hispanic origin, mainly from Mexico. The fastest growing populations are Hispanic and Black. Brown County accounts for 82% of the non-white population in the district.

Table IV - Racial Composition

County	White	Black	Native American	Asian	Hispanic	2 or More	Total Non-White	Change from 2012	Percent Non-White
Brown	206,661	7,243	8,227	8,318	22,062	5,700	51,550	15,853	20.0%
Door	26,619	186	198	143	822	362	1,711	340	7.6%
Florence	4,280	15	42	17	47	65	186	48	4.2%
Kewaunee	19,638	119	116	77	576	248	1,136	271	5.5%
Manitowoc	1,909	19	15	59	81	27	201	-65	9.5%
Marinette	39,346	215	314	224	638	507	1,898	362	4.6%
Oconto	36,163	152	561	200	651	456	2,020	451	5.3%
Outagamie	446	7	10	18	21	8	64	-32	12.5%
Shawano	25,752	141	2,447	146	787	616	4,137	586	13.8%
Total	360,814	8,096	11,930	9,202	25,686	7,990	62,904	10,957	14.8%

The growth of the non-white population has occurred almost exclusively in the Green Bay Area Public School District. Just recently the school district became a majority minority district with approximately 51% of its enrollment being non-white. The number of graduates who are non-white is projected to increase from 760 in 2017 to 964 in 2023, from 25.5% of the graduating class to 31.7% of the graduating class.

**Table V -
Brown County High School Graduates 2017-2023 by Race**

Race	2017	2018	2019	2020	2021	2022	2023	Growth
African-Am	134	126	111	141	125	139	141	5.2%
Am Indian	74	78	73	81	78	82	65	-12.2%
Asian/Pacific	149	116	133	122	143	131	126	-15.4%
Hispanic	330	362	372	394	414	458	435	31.8%
2 or more	73	97	97	107	133	177	197	169.9%
White	2,220	2,207	2,173	2,190	2,144	2,161	2,074	-6.6%
Total	2,980	2,986	2,959	3,035	3,037	3,148	3,038	1.9%
% White	74.5%	73.9%	73.4%	72.2%	70.6%	68.6%	68.3%	
% Non-White	25.5%	26.1%	26.6%	27.8%	29.4%	31.4%	31.7%	

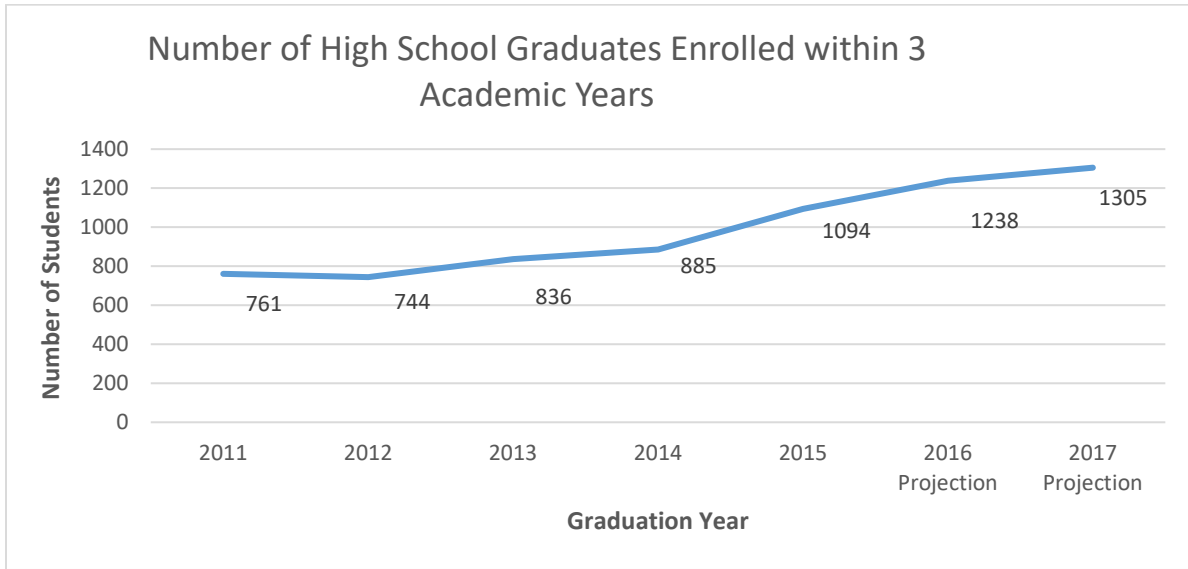
The number of students graduating from within district high schools between the three-year span of 2017-2019 and the three-year span 2021-2023 is projected to grow by 224. Virtually all that growth, however, is in the Brown County high schools (+296).

Table VI - District High School Graduate Projections 2017-2023⁺

County	2017	2018	2019	2020	2021	2022	2023	Growth
Brown	3,182	3,187	3,161	3,236	3,237	3,350	3,239	1.8%
Door	272	260	249	263	272	259	253	-7.0%
Florence	29	18	28	31	28	24	27	-6.9%
Kewaunee	293	295	272	269	267	297	234	-20.1%
Marinette	435	433	430	393	390	447	433	-0.5%
Oconto	276	280	265	263	273	271	294	6.5%
Shawano	410	405	392	404	413	398	390	-4.9%
Total	4,897	4,878	4,797	4,859	4,880	5,046	4,870	-0.6%

NWTC has experienced healthy growth in the number of high school students that enroll within a three-year span of graduation. Maintaining this growth is essential to increasing the number of students attending and completing credentials at the College. The current and persisting workforce skill shortage makes it imperative that ever greater numbers of high school students continue their education beyond high school.

Table VII



Between 2009 and 2014 the median household family income in the district fell in five of the seven primary counties served by the College. Brown County, which accounts for 61% of the district population, fell by 8.1%. As the district comes out of the Great Recession, it is likely that the median household income has risen.

Table VIII
Median Household Income by County:
2014 Estimate

County	MHI	% Change '09 - '14	Rank within All Counties
Brown	53,254	-8.1%	18
Door	50,078	NC	30
Florence	49,703	17.8%	33
Kewaunee	53,023	-12.2%	21
Marinette	41,364	-7.6%	64
Oconto	51,695	NC	24
Shawano	46,903	-6.3%	45

While unable to find updated data by county, median household income (adjusted for inflation as compared to 2014 estimates for select municipalities in the district) shows that the district lags behind Wisconsin as a whole. The city of Green Bay is 81% and the city of Marinette is 65.6% of the state median and in 2018 are below the median of their respective counties as reported for 2014. Only Ashwaubenon, De Pere, Howard, Suamico, and Luxemburg exceed the state median.

Table IX

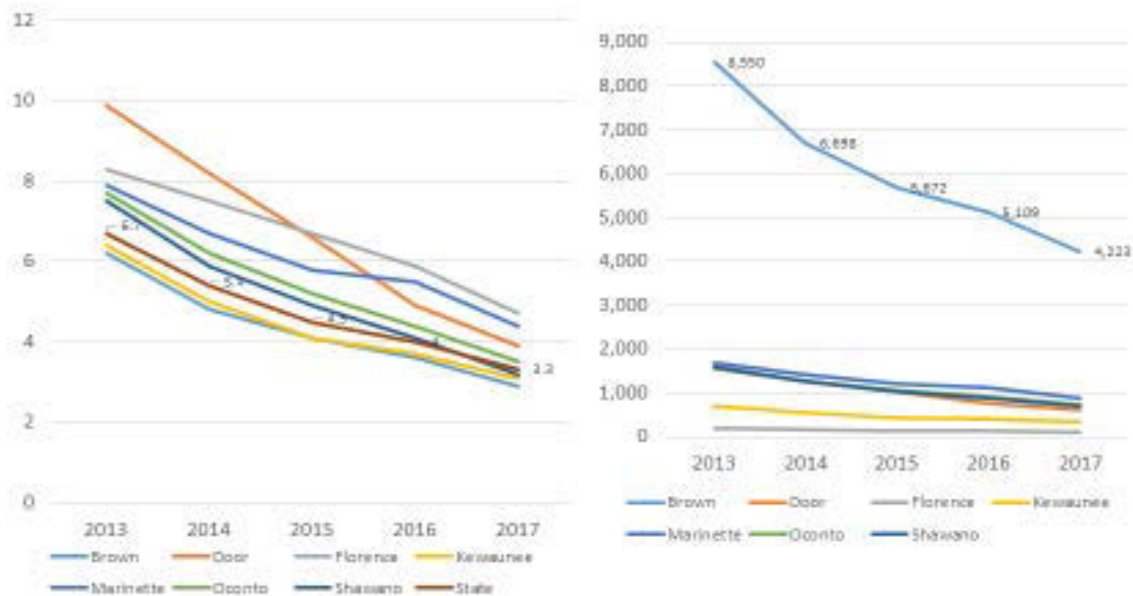
**Median Household Income by Select Municipalities:
2018 (based on 2014 estimate adjusted for inflation)**

Municipal.	MHI	% of State
Ashwaubenon	\$52,914	100.3%
De Pere	56,834	107.8%
Green Bay	43,063	81.7%
Howard	57,599	109.2%
Pulaski	42,917	81.4%
Suamico	85,403	161.9%
Crivitz	37,969	72.0%
Marinette	34,602	65.6%
Niagara	35,741	67.8%
Peshtigo	34,344	65.1%
Florence	50,981	96.7%
Sister Bay	34,948	66.3%
Sturgeon Bay	43,589	82.7%
Algoma	39,000	74.0%
Kewaunee	48,181	91.4%
Luxemburg	60,142	114.0%
Oconto	41,140	78.0%
Oconto Falls	40,172	76.2%
Shawano	39,512	74.9%
State	\$52,738	100.0%

Industrial and Occupational Profile of District

Brown and Marinette counties, comprising two-thirds of the district population, have historically experienced lower unemployment rates than the state as a whole. The total number of unemployed has declined from 15,863 in 2013 to 7,606 in 2017 (-52%). The combination of the district's aging population and the low number of employed has exacerbated the workforce skills shortage.

Table X
Unemployment Rate and Number
Unemployed by County



The industrial mix of the district is heavily influenced by four sectors: manufacturing (24%), health care and social assistance (18%), retail trade (14%), and accommodation and food services (11%). Since 2001 the difference in the percentage of the workforce in the two largest sectors (manufacturing and health) has shrunk by over half, from a thirteen percentage point difference to a six point difference. Thus, the district has become more dependent on the health and social assistance sector for employment and less on manufacturing, although together these sectors constitute 41-42% of the industrial mix since 2001. While a relatively small percentage of the workforce (3-5%), agricultural production remains a vital component of the district. Dairy production is prevalent in Shawano, Brown, and Kewaunee counties. The area has seen rapid growth in large corporate farms of 1,000 + cows. This has magnified the environmental challenges posed by the farms in terms of the disposal of waste products, the use of chemicals, and prevalent use of antibiotics.

Table XI
Industry Type 2000-2018

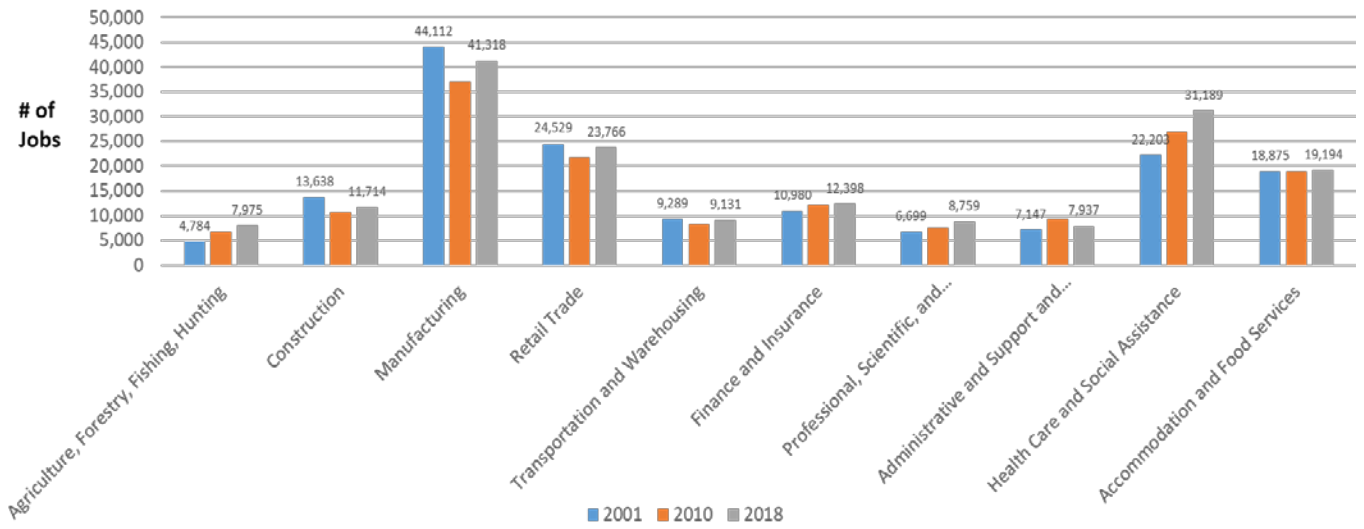


Table XII

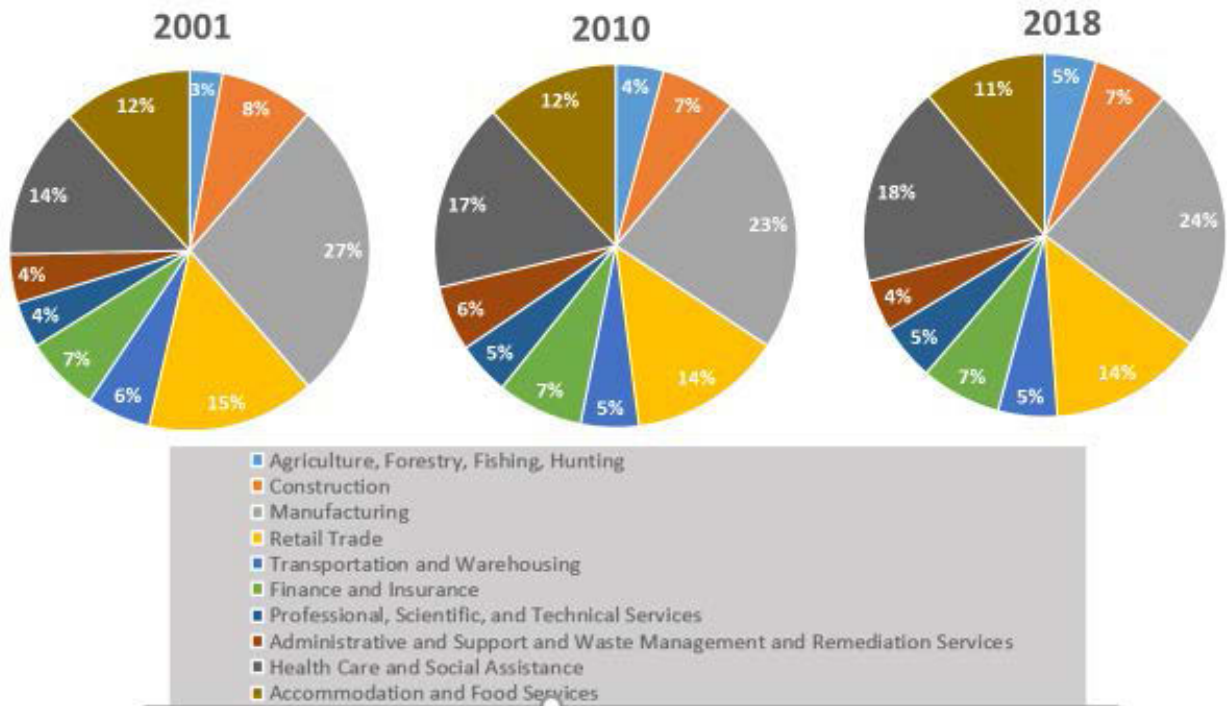


Table XIII reflects the top 24 occupational clusters (two-digit SOC) in the district. The greatest numerical growth in jobs mirrors the change in industrial mix aforementioned. Health care and personal care/service jobs grew by 6,141 (+36%) compared to 2002 while production occupations fell by 940 (-3.5%). Significant growth has also occurred in the computer and mathematical (+1,515), food preparation and serving related (+1,550), business and financial (+1,660), and farming/fishing/forestry (+1,732) occupations.

Description	2002 Jobs	Annual Openings	2018 Jobs	Annual Openings	2018 Jobs vs 2001 Jobs
Office and Administrative Support Occupations	33,464	4,063	34,502	4,137	1,039
Production Occupations	27,234	3,535	26,294	3,148	(940)
Sales and Related Occupations	22,052	3,256	22,202	3,214	150
Food Preparation and Serving Related Occupations	18,552	3,577	20,102	3,482	1,550
Transportation and Material Moving Occupations	17,297	2,287	17,441	2,149	144
Management Occupations	12,759	1,441	13,910	1,245	1,151
Healthcare Practitioners and Technical Occupations	10,397	1,147	12,415	979	2,018
Education, Training, and Library Occupations	11,033	1,207	12,293	1,139	1,259
Personal Care and Service Occupations	6,840	1,261	10,963	1,916	4,123
Business and Financial Operations Occupations	8,856	917	10,516	1,109	1,660
Construction and Extraction Occupations	12,005	1,565	10,373	1,142	(1,632)
Installation, Maintenance, and Repair Occupations	10,250	1,184	9,812	996	(437)
Building and Grounds Cleaning and Maintenance Occupations	6,714	1,101	7,050	945	336
Healthcare Support Occupations	4,826	724	5,605	768	779
Computer and Mathematical Occupations	3,541	260	5,055	465	1,515
Protective Service Occupations	4,310	522	4,490	519	180
Architecture and Engineering Occupations	3,791	346	3,599	286	(192)
Arts, Design, Entertainment, Sports, and Media Occupations	3,639	465	3,499	377	(139)
Farming, Fishing, and Forestry Occupations	1,613	337	3,345	594	1,732
Community and Social Service Occupations	2,918	381	3,330	423	412
Life, Physical, and Social Science Occupations	1,050	123	1,383	151	333
Military occupations	1,552	178	1,248	137	(304)
Legal Occupations	737	64	696	49	(41)
Total	225,430	29,941	240,125	29,370	14,695

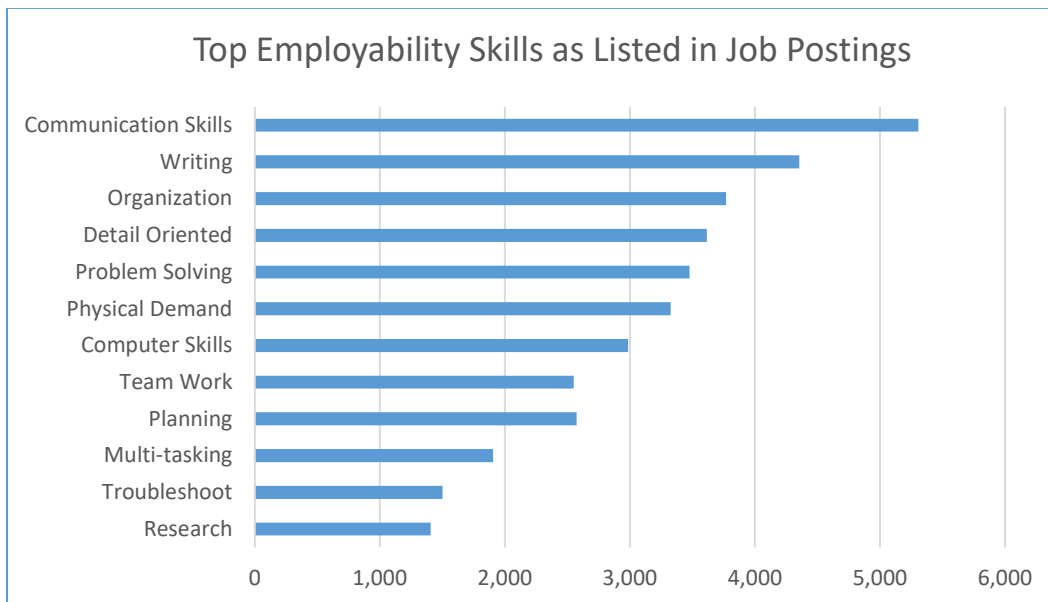
The following **Table XIV** identifies the top twenty (as measured by number) jobs in NWTC's district that require a post-secondary credential of two years or less. Given the College's role in developing engineering technicians, this table also shows the projected need for engineering technicians in a number of fields.

**2018 Top 20 Occupations in District Requiring Post-Secondary 2-year
Credential or Less* *Source: EMSI Analyst**
District

Occupation	2018 Jobs	2023 % of Jobs	% Change	2016 Median Hourly Wage
Nursing Asst.	2,785	2,889	3.7%	\$12.84
Preschool Teachers	1,336	1,344	0.6%	\$10.76
Auto Technicians	1,050	1,074	2.3%	\$17.26
Medical Assistants	894	998	11.6%	\$15.44
HVACR	771	766	-0.6%	\$18.89
LPN	720	774	7.5%	\$19.01
Firefighters	861	887	3.0%	\$16.89
Medical Records	470	501	6.6%	\$18.02
Dental Hygienists	396	402	1.5%	\$29.85
EMT and Paramedics	357	352	-1.4%	\$13.73
Dental Assts.	349	359	2.9%	\$20.44
Rad. Tech.	249	268	7.6%	\$26.61
Telecom. Equip. Install	246	253	2.8%	\$27.19
Mechanical Drafters	243	228	-6.2%	\$22.13
Pre-Press Tech.	234	224	-4.3%	\$16.32
Phlebotomists	229	258	12.7%	\$15.15
Massage Therapists	218	234	7.3%	\$15.92
Web Developers	210	235	11.9%	\$20.72
Surgical Technologist	207	223	7.7%	\$22.27
Computer Network Spec	194	208	7.2%	\$26.41

Occupation	Engineering Technologists and Similar	2023 % of Jobs	% Change	2016 Median Hourly Wage
Civil Engineer Technician	187	191	2.1%	\$25.90
Mechanical Engineer Tech	145	143	-1.4%	\$22.23
Chemical Tech	134	136	1.5%	\$18.25
Electrical Eng. Technician	128	130	1.6%	\$29.53
Agricultural and Food Tech	108	112	3.7%	\$18.72
Industrial Engineer Tech	90	90	0.0%	\$23.10

Finally, a review of job postings over the last year reveals the strong demand for employability skills regardless of the career for which a student is educated (**Table XV**).



Northeast Wisconsin Technical College has set as a goal to meet at least 60% of the labor market demand. For 2017 thirty-one (31) of the one hundred and one (101) applicable NWTC programs, or 31%, met the benchmark of producing a sufficient number of graduates to potentially fill 60% of related in-district job openings as measured by the EMSI projections. Those programs by Career Cluster are: Architectural Technology, Electrical Engineering Technology, Electrical Power Distribution, Utility Engineering Technology, Electricity, Prototype & Design, Solar Energy Technology, Design and Graphic Technology, Digital Media Technology, Diagnostic Medical Sonography, Health Information Technology, Medical Coding Specialist, Medical Laboratory Technician, Nursing Assistant (CNA) Nursing -- Associate Degree, Physical Therapist Assistant, Practical Nursing, Respiratory Therapist, Surgical Technologist, IT-Virtualization System Administration, Web Development and Design Technician, Web Development,

Advanced EMT (AEMT), Criminal Justice - Law Enforcement, Emergency MedTech (EMT), Paramedic, Fire Protection Engineering Technology, Paralegal, Machine Tool - CNC Technician, Mechanical Design Technology, Manufacturing Engineering Technology, Mechanical Design Technician, and Welding.

Table XVI - Programs Producing Less than One-third of Graduates Needed to Meet Projected 2020 Demand

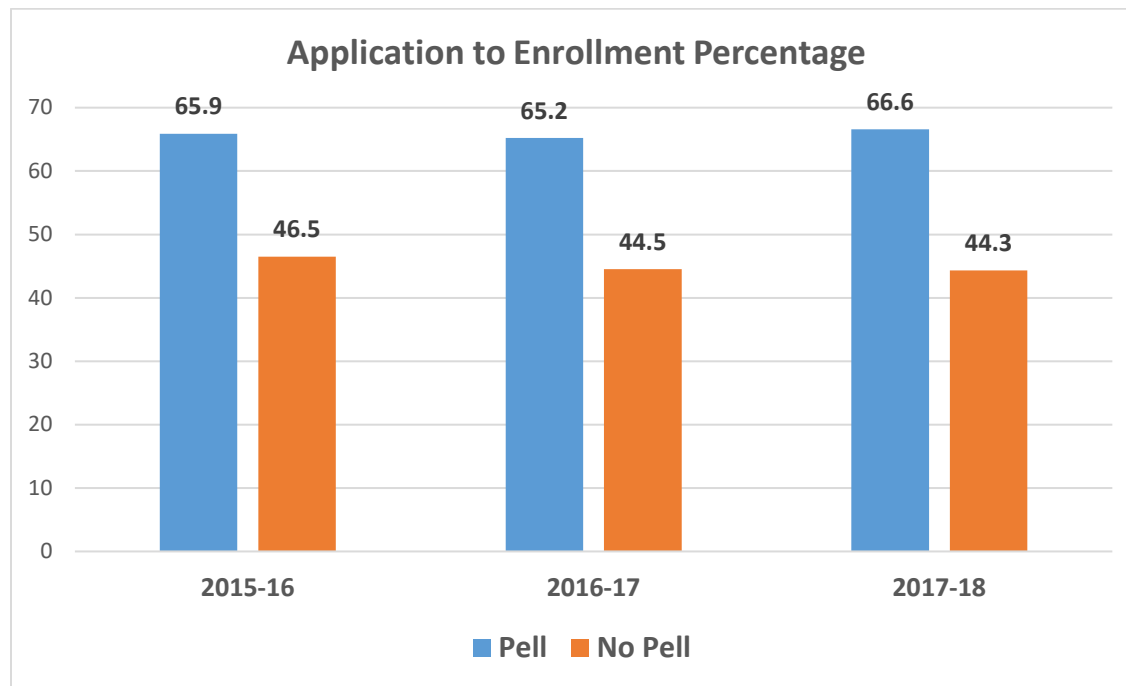
Program	Projected 2018 Grads	Projected 2020 Openings	Number Additional to Meet 1/3 Demand
Agriculture, Food & Natural Resources			
Farm Business & Production Management	14	399	118
Landscape Horticulture	8	127	34
Sustainable Food & Agriculture Systems	36	344	102
Environmental Engineering Technology – Waste Water and Water	5	35	7
Winemaking (Enology)	1	32	18
Architecture & Construction			
Carpentry	8	278	84
Construction Management - Carpentry	1	153	49
HVACR	10	39	3
Audiovisual Technology & Communication			
Press Technician	17	198	48
Business, Management, & Administration			
Administrative Professional	17	465	136
Business Analyst	4	41	10
Business Requirements Specialist	1	25	7
Human Resources	19	186	42
Manufacturing Operations Management	4	64	17
Office Assistant	16	198	49
Supervisory Management	21	230	55
Education and Training			
Foundations of Teacher Education (Instructional Assistant)	7	67	15
Finance			
Accounting	65	393	65
Accounting Assistant	45	281	48
Health Sciences & Education			
Gerontology	8	44	7
Medication Assistant	7	71	16
Wellness & Health Promotion	11	120	29

Hospitality and Tourism				
Hospitality Management	6	112		31
Hotel & Restaurant Management	9	139		37
Human Services				
Early Childhood Education	41	132		3
Instructional Assistant Tech	2	67		20
Substance Abuse Counselor Education		75		21
Information Technology				
Cisco System Administrator	3	16		2
Network Specialist- IT	18	102		16
Software Developer	8	32		3
Linux System Administrator	2	16		3
Microsoft System Administrator	1	16		4
Web Application Program Technician	6	32		5
Law, Public Safety, & Security				
Criminal Justice Studies	5	54		13
Fire Medic	6	37		6
Paralegal-Post Baccalaureate	5	18		1
Manufacturing				
Industrial Maintenance Mechanic	5	107		30
Marketing, Sales & Service				
Marketing/Digital Marketing	6	39		7
Marketing	24	150		26
Professional Sales	2	480		156
Supply Chain Management	13	457		138
Science, Technology, Engineering & Mathematics				
Civil Engineering Technology	9	30		1
Transportation, Distribution & Logistics				
Auto Collision Repair & Refinishing Technician	4	28		5
Auto Collision Repair & Refinishing Technology (Associate Degree)	5	28		4
Automotive Maintenance Technician	7	44		8
Automotive Technology	13	44		2
Diesel Equipment Technology	4	49		12
Diesel Heavy Equipment Tech	12	49		4

Northeast Wisconsin Technical College Performance – 2012-2017

Performance can be measured in a myriad of ways. Key Performance Indicators for NWTC are annual enrollment (program, credit non-program, and non-credit) by race, course success rate, gateway course success rate, persistence first to second term and first to third term, course completion within 200% of traditional program length, and employment and median wage six months after completion of a degree or diploma.

Table XVII



It is instructive to note that almost twice as many program applications are received as compared to the number of students who enroll. Of particular concern is the significant gap between the application to enrollment ratio for Native and African Americans and the ratio for other racial groups. It is heartening to see some improvement in this area over the last three years, but there is still work to do.

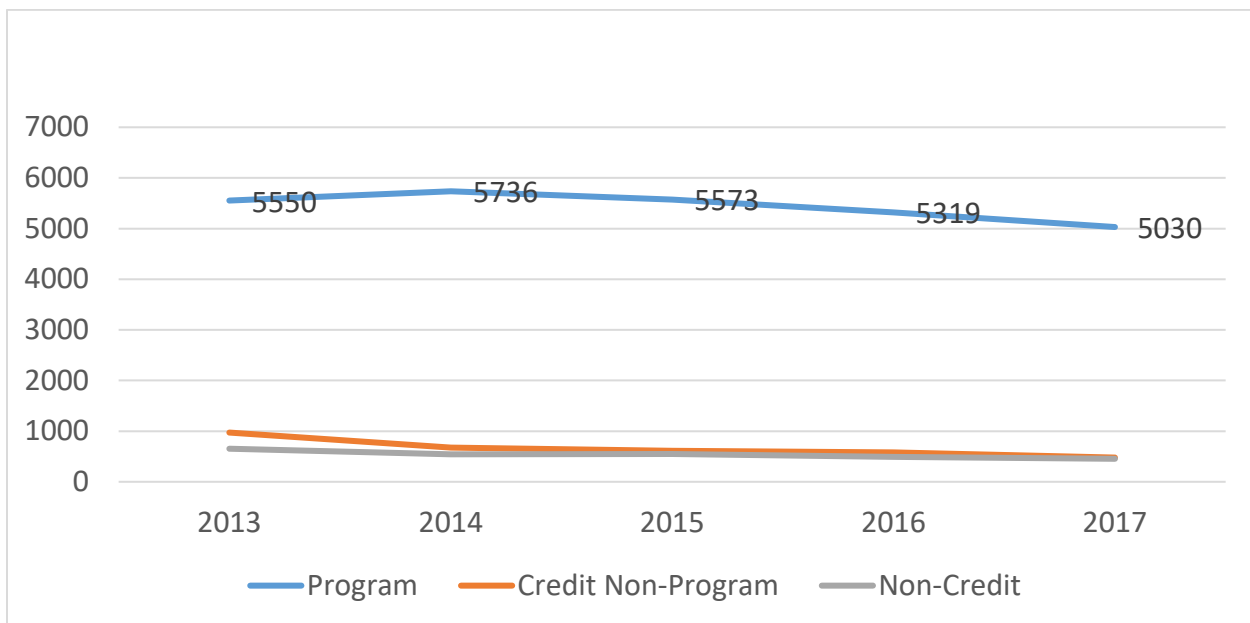
Enrollment can be viewed in a number of ways. Full-time equivalent enrollment (FTE) is determined by dividing the number of credits or credit equivalents taken by 30 (typical national standard). An associate degree credit typically reflects the equivalent of one student contact hour per week for fifteen weeks. A diploma degree credit reflects two student contact hours per week for fifteen weeks. The difference between the credential types is explained by the assumed difference in out-of-class hours students must spend studying or preparing for class. FTE enrollment provides a rough estimate of the amount of instruction provided by a faculty member and is typically used when making enrollment comparisons with other post-secondary institutions. FTE is the best measure available to estimate the cost to the college to provide faculty instruction.

The college experiences calculate FTE in three categories: credits taken through enrollment in instructional programs, credits taken through enrollment in courses without the student being enrolled in a program, and enrollment in courses or learning activities that do not grant credit (non-credit). In academic year 2016-2017 almost 85% of FTE was from students enrolled in programs of study. The other 15% is almost evenly split between non-program credit students (8%) and non-credit students

(7%). Non-credit courses include pre-college courses (basic education and ELL) and contract training delivered through Corporate Training and Economic Development (CTED).

Between academic years 2012-2013 and 2016-2017 FTE enrollment has declined 17% or 1,213 FTE. The decline is the least in instructional program enrollment, -9% or 520. The decline is consistent with the experience of similar colleges throughout the Wisconsin system and nation. As the country has recovered from the Great Recession, adult enrollment has declined precipitously. Meanwhile NWTC has experienced continuous growth in enrollment among the 25 and under age group.

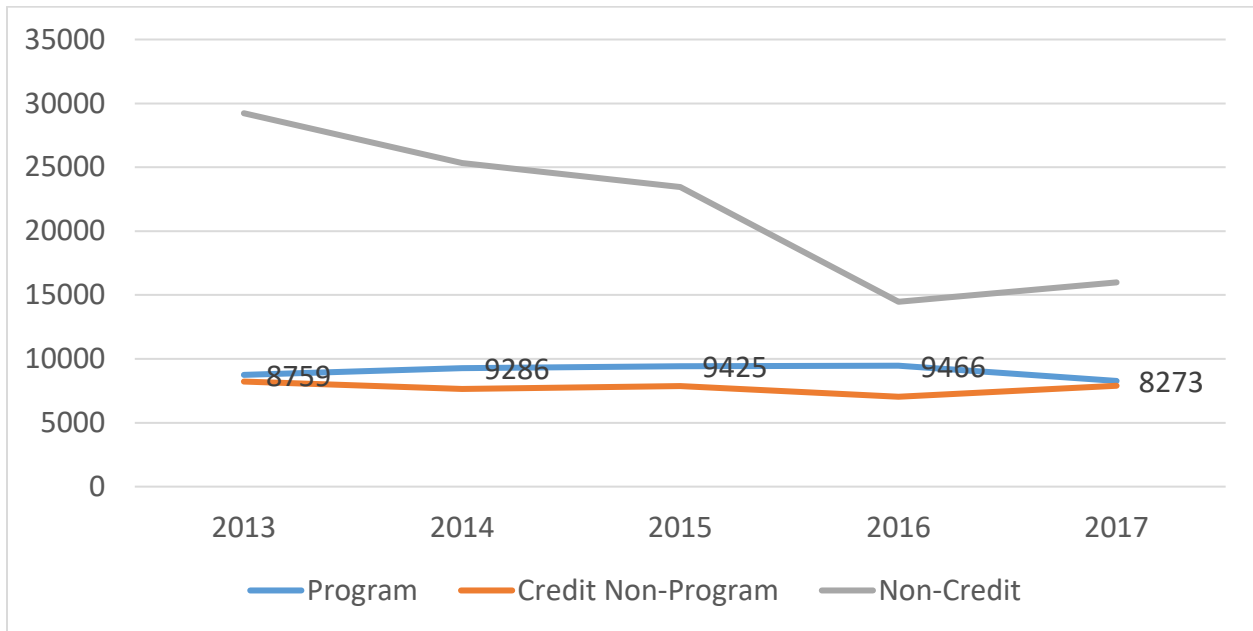
FTE Student Enrollment – Table XVIII



Enrollment may also be reflected through the count of the number of unique individuals taking credit and/or non-credit courses (unduplicated headcount) during an academic year. This number is a better reflection of the amount of non-academic service performed to meet student need. Approximately two-thirds of NWTC's program students are attending part-time (taking less than 24 credits annually). The service needs of each of these students are closely aligned, regardless the credits or non-credits taken. Tracking unduplicated headcount provides a better measure of the amount of resources a college needs to serve its students. It is not uncommon that a college will experience a decline in FTE while experiencing an increase in unduplicated headcount enrollment. When this happens, this means that the same or more students are enrolled but are taking fewer courses than in previous semesters or years.

Non-credit headcount enrollment is typically much higher than the FTE it represents. Headcount enrollment has declined significantly in this area but its impact on FTE is muted given that it takes many more students to generate an FTE. In 2017 it took 35 non-credit students to generate one FTE while it took 1.6 program students to generate one FTE. Thus, enrolling and retaining program students provides the most efficient use of resources, generates the most revenue for each student, and provides the best trained new entrant to the workforce. Thus, the impact of non-credit headcount enrollment falling 45.4% is greatly offset by the fact that program student headcount enrollment declined by only 5.5% during the same time period.

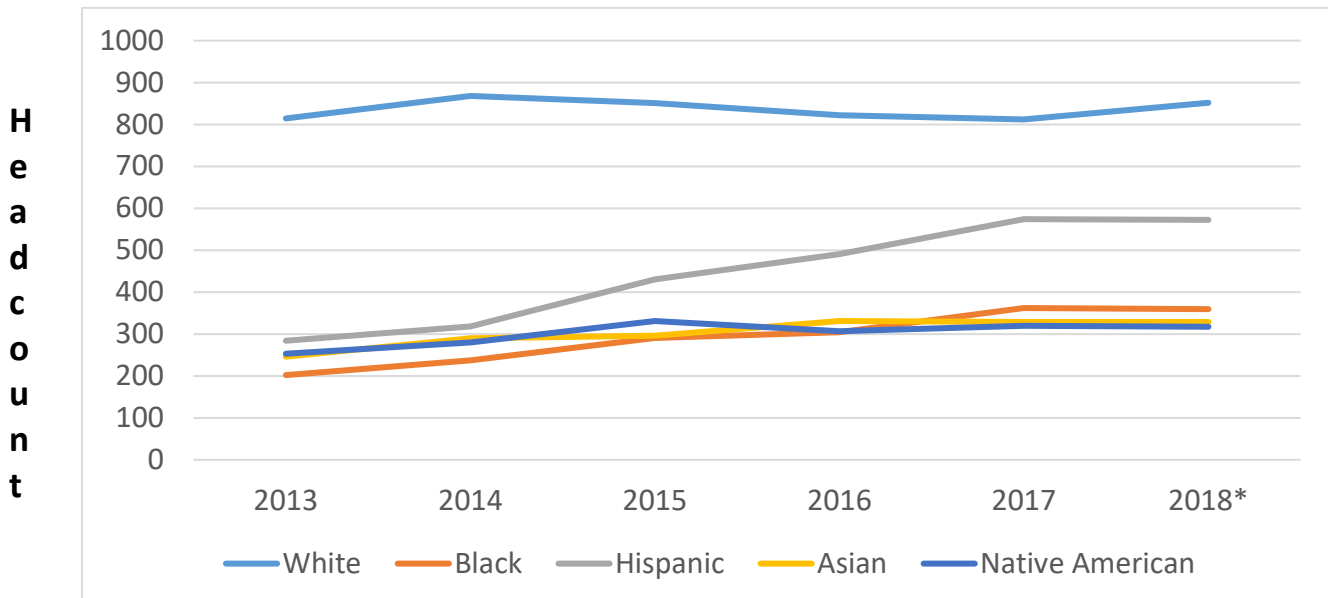
Headcount Enrollment – Table XIX



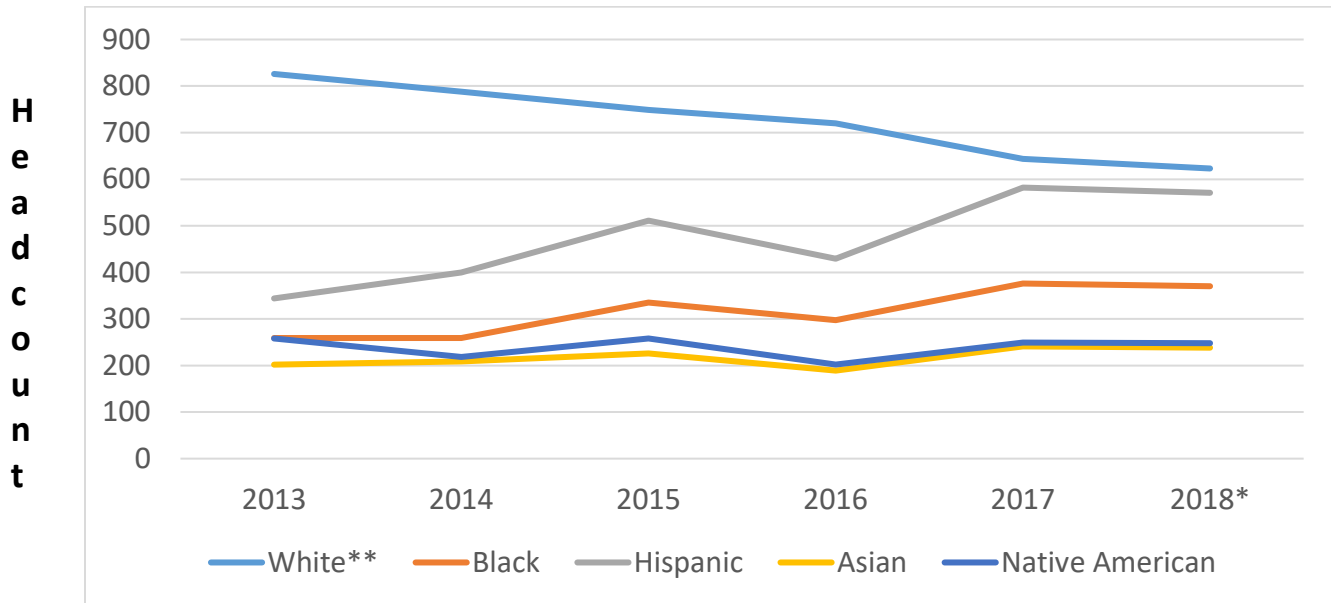
As the demographic profile of the district becomes more diverse, it is important that the college ensures that it is meeting the unique needs of its diverse student population. Greater flexibility, attention to cultural differences, and responsiveness to increasingly divergent needs of its students must be provided.

Given that enrollment (and completion) in an instructional program is the ideal outcome for every student, the college should expect that the number of racially diverse students enrolled in instructional programs should grow. **Table XX** reflects that indeed there is greater proportional growth in NWTC’s non-white versus its white student body. **Table XXI**, however, also suggests that there is opportunity to work more closely with NWTC’s non-white students to ensure that more are taking credit courses while in a program.

Students in Credentialed Program – Table XX



Students Earning Credit but Not in Program – Table XXI

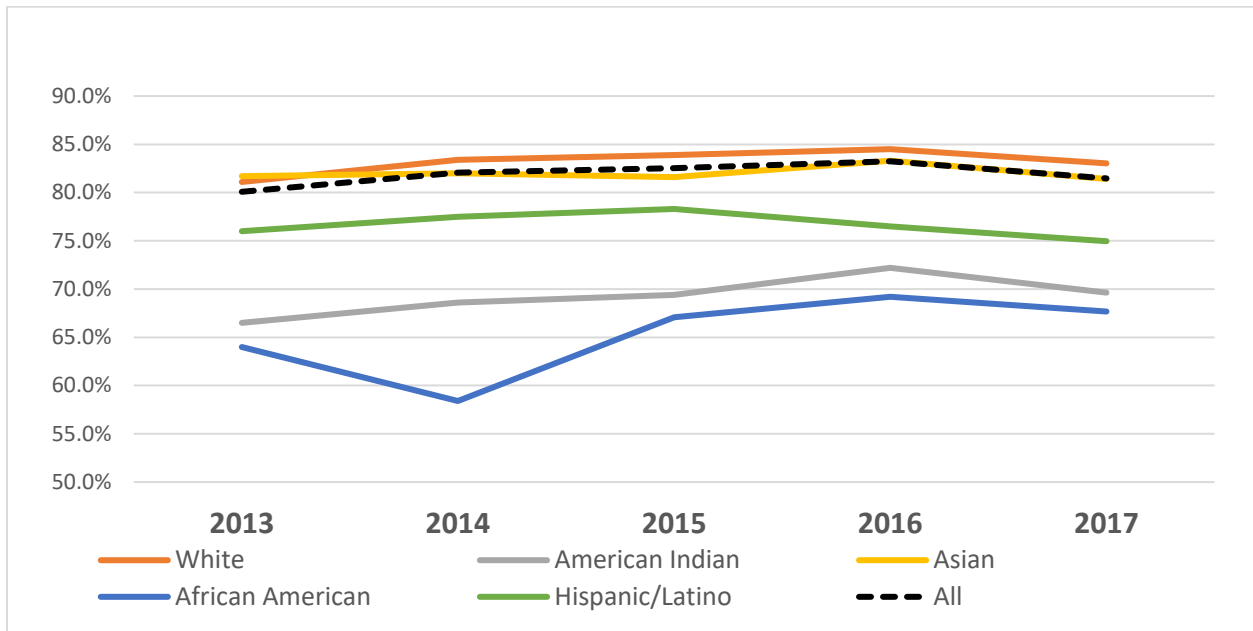


Student Success

Increasing student enrollment reflects that the college is sufficiently accessible to reach every district resident. Engaging in post-secondary education is critical in meeting personal, family, economic, and community vitality. Enrollment is, however, only the first step. Successfully learning, persisting, and completing are essential. NWTC recognizes that it must always work to be “student ready” so that each student can succeed regardless of the circumstances he/she brings or experiences while in college. Northeast Wisconsin Technical College is committed to equitably meeting the needs of each student.

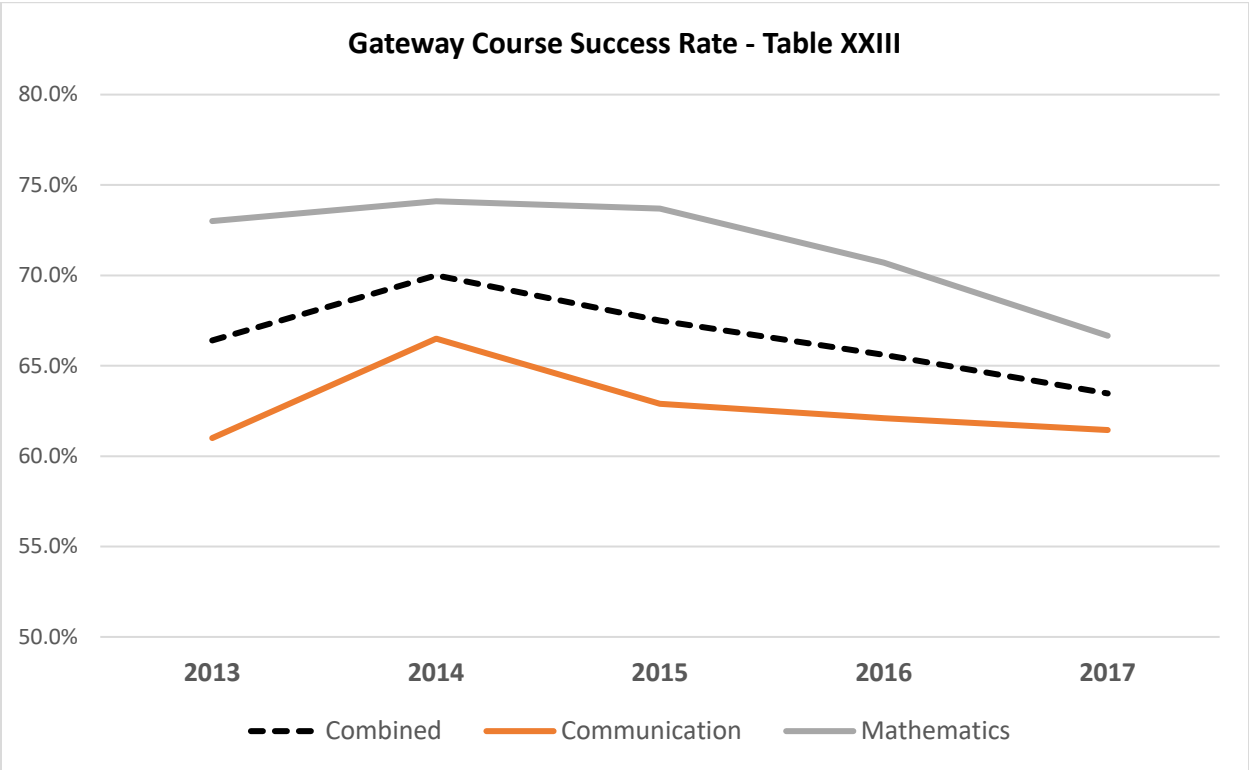
Ensuring that students are successfully completing courses and that the success is equally experienced by each student is critical. The overall NWTC course success rate, defined as achieving a grade of “C” or better, has remained basically unchanged (80%) since 2013. However, course success is greater for white and Asian students than for other racial groups. After some initial improvement in closing the gap the course success rate for Hispanics has declined compared to 2013. Course success for African Americans and Native Americans has improved since 2013 but has fallen from its high mark in 2016.

Course Success Rates – Table XXII



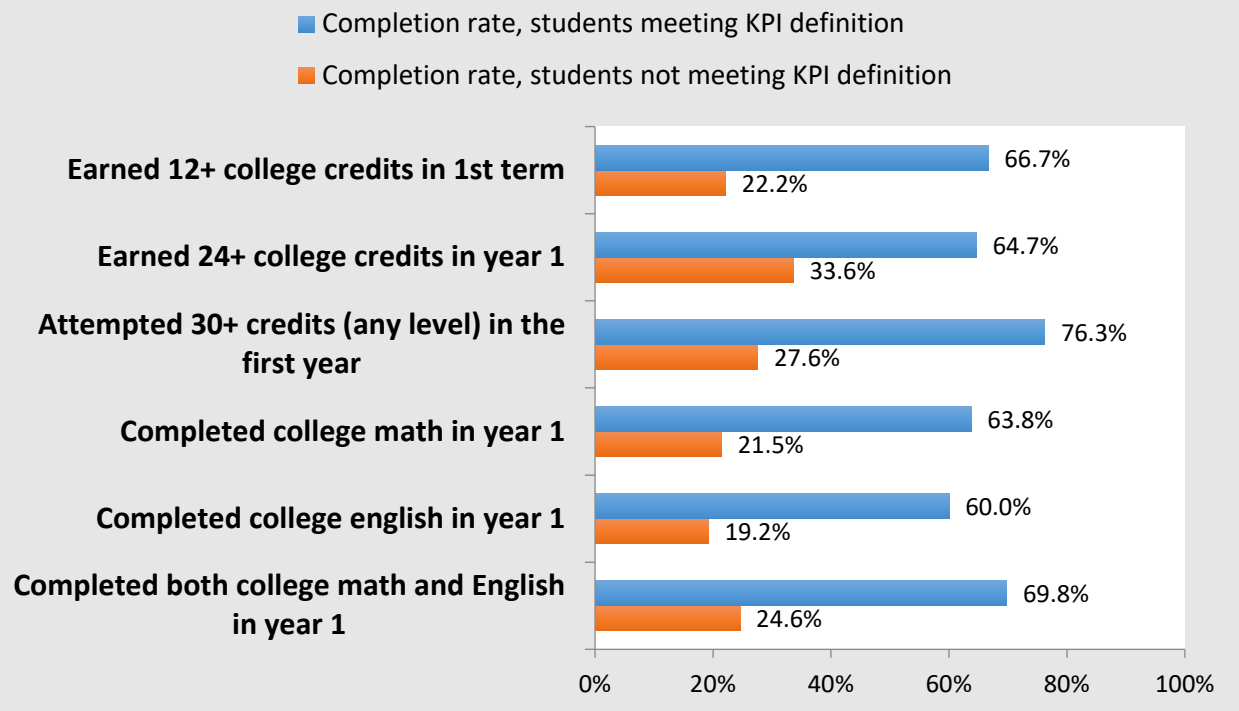
A strong predictor of persisting and completing a program is whether or not a student successfully completes “gateway” courses. A gateway course is one that a student must take in order to earn the credential and one that provides the foundation to be successful in succeeding courses. Programs may have different gateway courses, but in every program where math and English communication skills are required, these courses are gateway. Students who complete the math and communications requirement in the first year are three times as likely to complete a program as a student not completing these courses. NWTC pays particular attention to student performance in these courses and must continually work to increase success rates and eliminate achievement gaps among racial groups.

As **Table XXIII** reflects, successful performance in math and communication courses lags behind overall course success rates. Both category of courses has seen declining performance since 2014. The Communication course success rate has declined to the 2013 level of 61% after hitting a high of 66.5% in 2014. With the exception of Asian, significant achievement gaps persist between non-whites and whites. Math has seen an even greater decline, falling from 73% in 2013 to 66.7% in 2017. The only racial group to show improvement during this time period was African American, from 58.7% to 63.8%. All other racial groups showed significant decline. A caution, rates of success by all non-white groups are based on relatively small numbers and thus are subject to greater volatility.



Momentum, as measured by the number of courses completed within a given period of time, has been shown to be a strong predictor of persistence and course completion as well. Students who complete 12 or more credits in a semester are considered full-time students. These students are three times more likely to complete a credential than students taking fewer credits. If the student remains full-time throughout a year (earning 24+ credits), s/he is twice as likely to complete the program. Given the fact that approximately two-thirds of NWTC students are not full-time, it behooves the college to engage these students early and work with them to increase the number of credits taken in a semester or year. Thus, the college must expand ways in which courses can be taken so that they can fit into the busy work and family schedules of the students. Likewise, NWTC needs to expand ways in which part-time students can access financial aid. Often, lack of funds is the reason students do not complete programs.

Fall 2011 Cohort Completion Rates by KPI Status (Any completion at any institution in 6 years) - Table XXIV

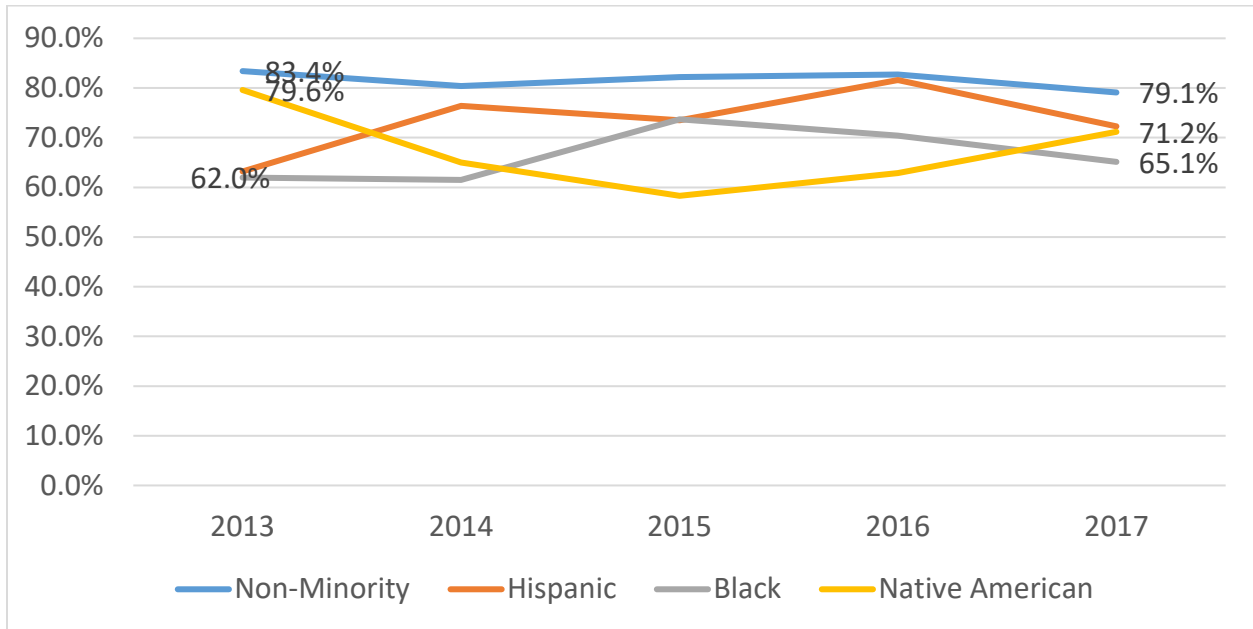


Persistence

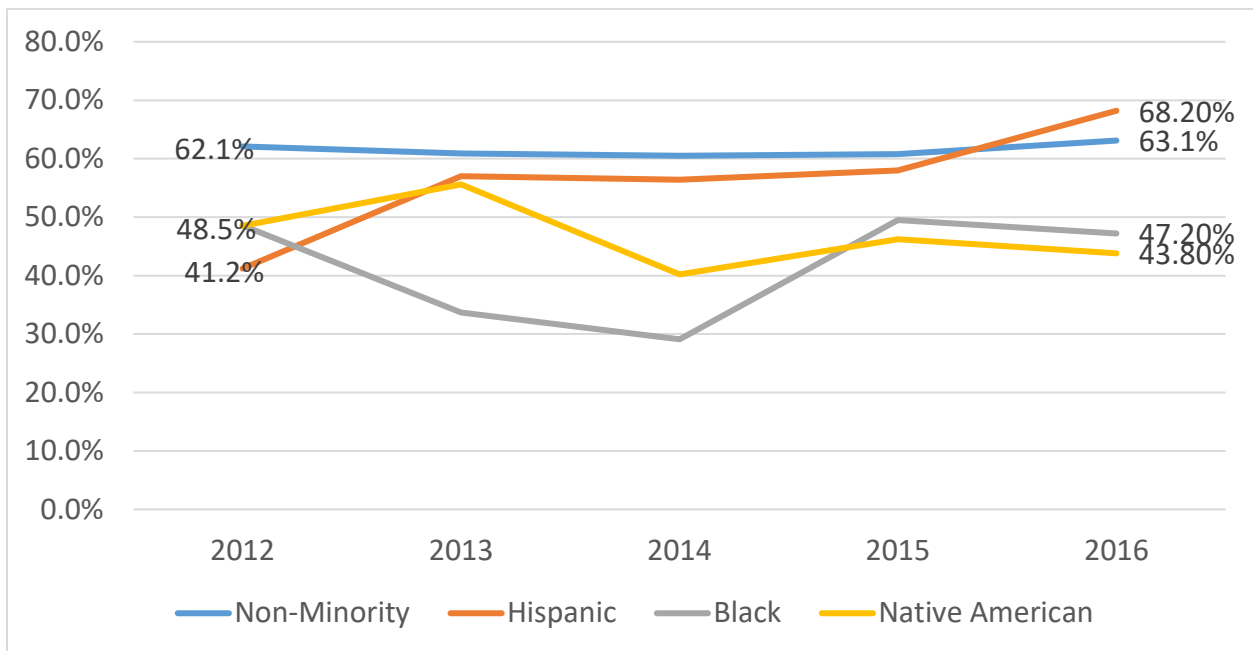
Persistence from fall semester to spring semester has held fairly steady over the last five years. Incremental progress has been made in closing the gaps between minorities and non-minority. These gaps are most evident between the Hispanic, Black, and Native American populations as compared to the white and Asian populations. The greatest progress in closing the persistence gap has been made with the Hispanic population (+9 points over 2013). After hitting a low of 58.3% in academic year 2015-2016, persistence within the Native American population has rebounded to 71.2%. Small progress has been made within the Black population, and the persistence percentage is still the lowest of all groups at 65.1%.

The greatest fallout of students is between the first and third semester (fall to fall). Once again it can be seen that non-minority student persistence rates have been fairly flat over the last five years. Hispanic persistence has climbed nicely (+27 points) while no progress is evident for the Black and Native American populations.

**First to Second Semester Persistence for
by Select Races
Fall Semester - 2 Year Credentials
Table XXV**

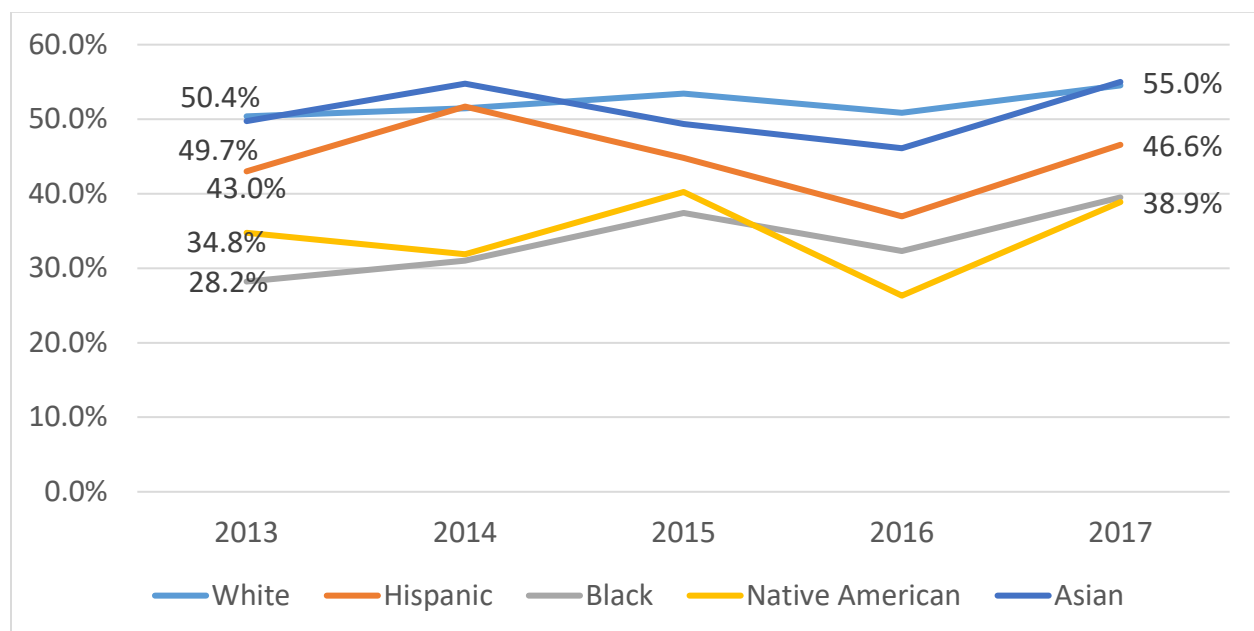


**First to Third Semester Persistence by Select Races
Fall Term – 2 Year Credentials
Table XXVI**



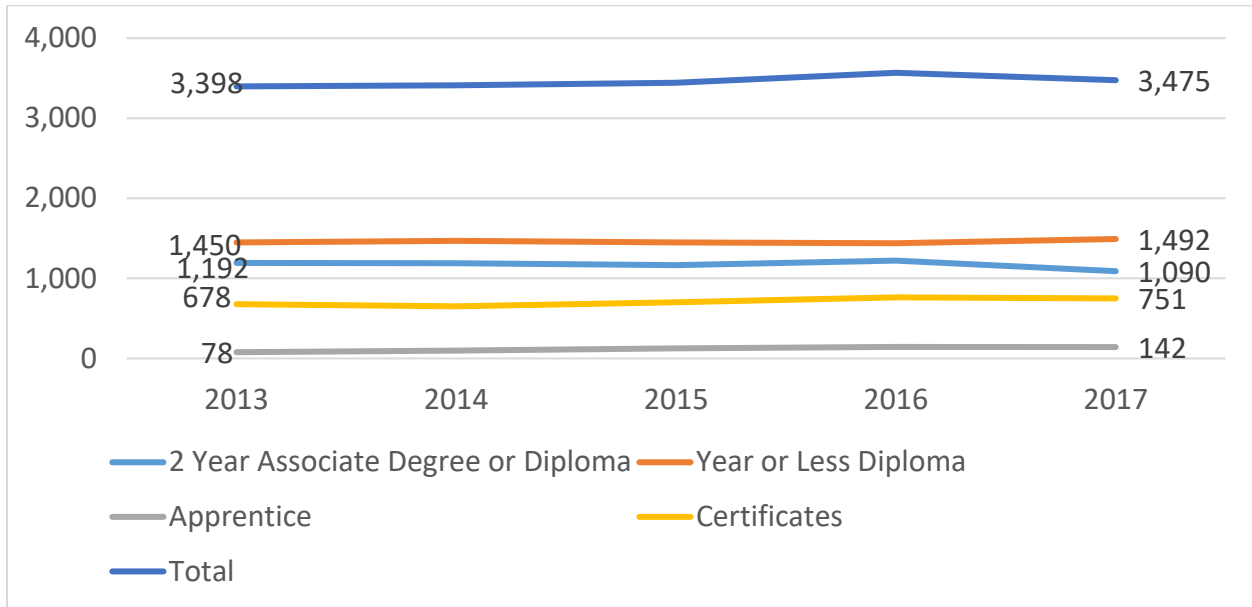
Northeast Wisconsin Technical College has made impressive gains in the percentage of students who graduate within 200% of the program length (i.e. 4 years for a two-year associate degree, 2 years for a one-year diploma, etc.) There has been a 4.5-point gain for non-minority students (50.5% to 55%) over the five years, and the Hispanic, Black, and Native American communities have improved over 2013 rates. While the Black population has improved by 10 points, the rate is still concerning at 38.9%. Native Americans improved by 4 points and Hispanics by 3.5 points. All three minority groups show persistence achievement gaps that must be successfully addressed in the next five years. Given the achievement gaps for minorities in course and gateway course completion and in persistence, it is no surprise that there is still a lot of work to do to eliminate the achievement gap in completions.

Graduation Rate Within 200% of Program Length (all aid codes)
Table XXVII



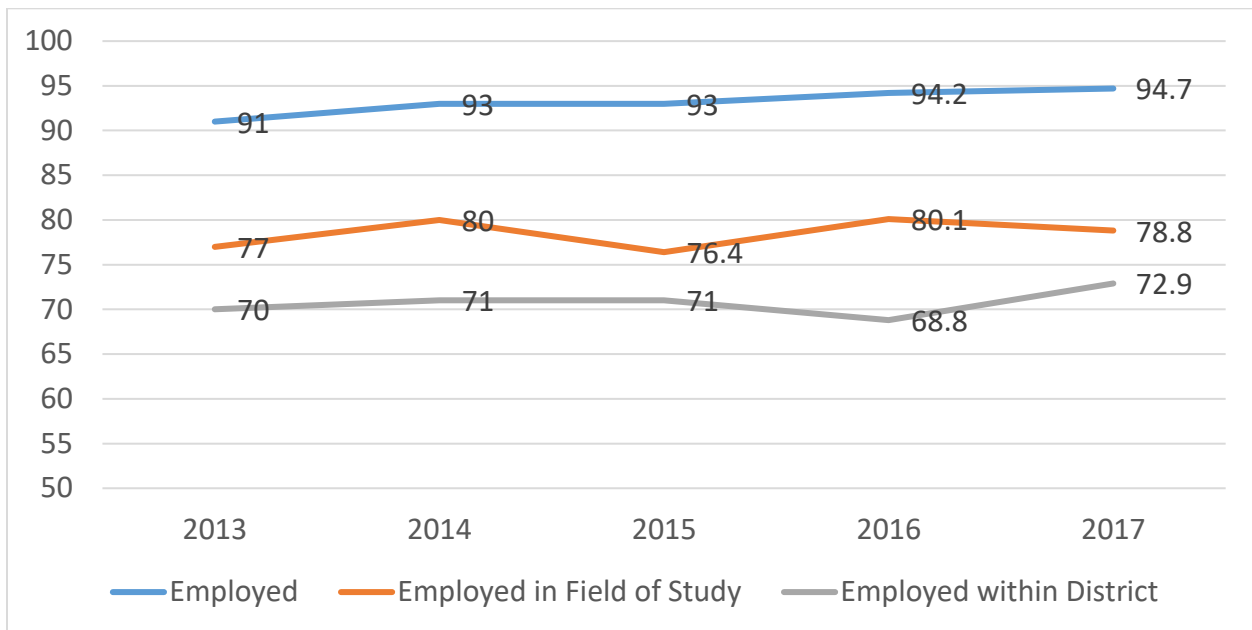
The college has increased the number of program graduates by 2.2% in academic year 2016-2017 compared to academic year 2012-2013. This, despite the fact that program FTE has declined 9.4% and program headcount by 5.5%. Thus NWTC, in aggregate, produced more skilled technicians in 2017 than in 2013. This is a reflection of the increased completion and persistence rates. The efforts undertaken by the entire college, the initiatives implemented, and the laser focus on student success throughout this five-year time period are paying off.

Number of Graduates Each Year
Table XXVIII

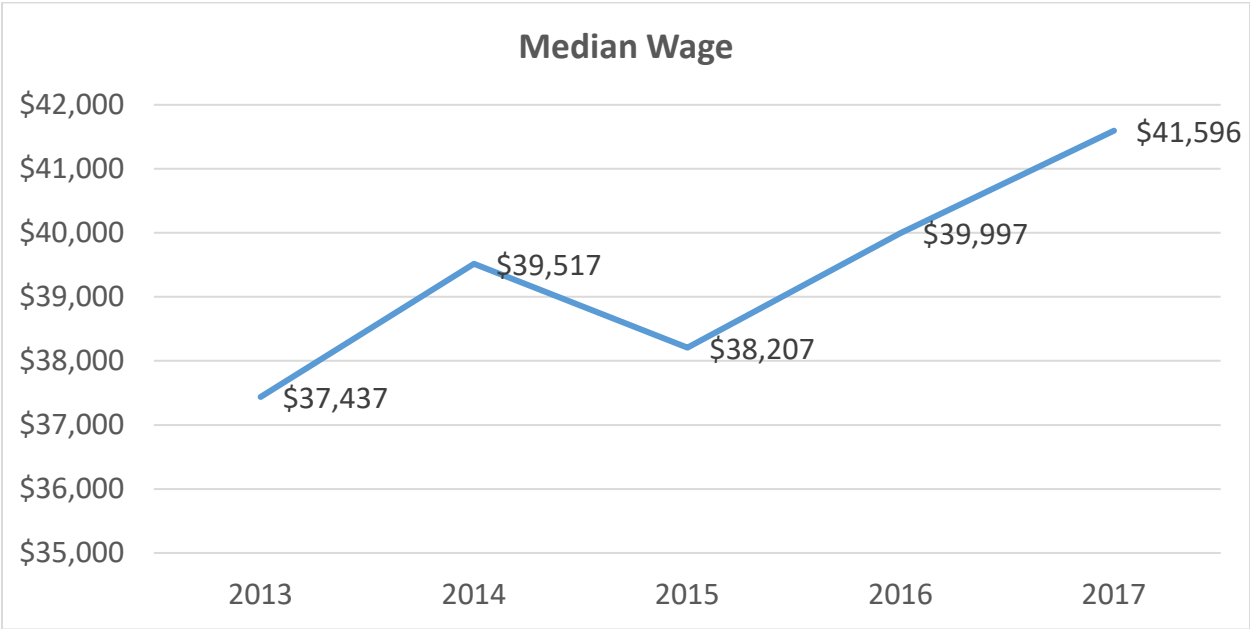


The success of NWTC graduates being employed within six months of graduation has continued to improve from a respectable 91% to a high of 94.7% of the class of 2017. Graduates are establishing careers in their fields of study and are living within the district at slightly higher rates than the class of 2013. Meanwhile the median starting wage has increased by 11% since 2013. For the first time the median starting wage is in excess of \$41,000.

**Graduate Employment Rate Within
Six Months of Graduation**
Table XXIX



**Median Starting Wage for Associate
Degree Graduates
Table XXX**



What Northeast Wisconsin Technical Colleges Customers Say

In preparation for the development of the Northeast Wisconsin Technical College's strategic directions for the period of 2018-2023, the college conducted 12 community, legislative, minority population, student, and business forums with a total attendance of 268 participants. Program advisory committee members submitted 209 surveys, and 262 members of the general public completed an on-line survey. Leaders of the college toured and held discussions with fourteen businesses throughout the district. Two virtual chat sessions were conducted by the president. Over 1,300 comments from employees of the college were received at a January in-service. Five basic questions were asked of all:

- 1) How could NWTC better serve your community/high school?
- 2) What specific technical and education skills/learning opportunities should NWTC be addressing?
- 3) How would you like these skills/learning opportunities to be provided, through what means, when, where?
- 4) What do you like about NWTC?
- 5) What do you not like about NWTC?

Responses were overwhelmingly positive and constructive. The direction and accomplishments of the college were validated. What follows is a compilation of the themes that emerged in terms of what the customers of the college expect or need.

A. Preparation in K-12 for Success at Technical College

1. Expand Early College Initiatives

- All dual credit courses exist as part of a pathway(s) into specific careers
- Offer courses in flexible formats allowing the high school students to take in accordance with high school schedules
- Ensure that early college students can make a seamless and immediate transition into college
- Ensure that students in all high schools within district, public, private, parochial, and home schooled can engage in early college
- Offer summer courses for credit as part of pathways in early college

2. Choose a Career Path

- Partner in the ACP process (Academic Career Planning)
- Establish/sponsor/host career exploration events
- Provide career information, labor market data

3. Actively Market and Recruit

- Expand career coaching model to all desirous high schools
- Engage in school events
- Host events that bring high school students on campuses/RLCs for purpose of increasing comfort of coming onto a college campus
- Engage parents in ways that increase familiarity with technical colleges, overcome societal bias towards four-year universities, and increase pride in graduate for attending and completing technical college
- Proactively and intrusively assist students in making a successful transition from high school to college

4. Attain Core College Skills

- Prepare students in On-Course principles
- Acquaint with rigors of college courses
- Acquire academic help early and often, if needed
- Seek assistance to overcome non-academic barriers
- Know, practice, and experience consequences regarding employability skills
- Self-advocacy

5. Facilitate Employer Engagement in K-12

- Increase employer interaction with students
- Establish employer supported enterprises at high schools
- Invite high school and middle school personnel on to occupational advisory committees

6. Provide training and education to K-12 teachers and staff

- Increase faculty-to-faculty interaction
- Provide high school faculty necessary course content education
- Assist high school teachers in achieving the Higher Learning Commission credentialing requirements

7. Offer Technical Assistance to K-12 Districts

- Curriculum development
- Development and maintenance of technology infrastructure

8. Engage middle school students

- Provide career exploration activities
- Provide opportunities for middle school students to experience various careers
- Increase aspiration of middle school students to complete a college degree

B. Ensuring Access, Effective Teaching and Learning, and Success for All District Residents

1. Engaging Populations of Students on the Margin

- Establish partnerships with agencies and service organizations serving “at risk” populations
- Provide second chance opportunities to students who started post-secondary education but then dropped out
- More options for non-English speakers
- Greater support for those with disabilities – physical, mental, emotional
- Reach out to minimum wage workers

2. Choosing the “Right” Career Path

- Provide information and tours of local businesses
- Make sure students have “face time” with potential employers
- Assure that career counselors/faculty have experiences and involvement in relevant businesses
- Make greater use of internships
- Assure that students know the variety of occupations for which a program prepares them
- Allow students to explore careers before committing to one

3. Choosing and Navigating Your Academic Plan

- Clarify/simplify academic pathways and navigation of such
- Credit for Prior Learning/Experience
- Recognizing Completion – interim steps as well as credential attainment
- Allow easy exit at interim points consistent with attainment of marketable skills
- Create easy and timely re-entry on to plan

4. Flexibility Among Modes, Times, Intensity, Locations of Learning

- Reduce time to credential completion
- Increase flexibility of course delivery for all programs – time, location, duration, use of summer, weekends, and evening
- Maximize innovation through the use of technology (digital and non-digital) to personalize instruction and learning
- Ensure student's ability to start program when they want and at a point in their pathway
- Provide student support, academic and non-academic, regardless of mode, time, intensity and/or location of delivery
- Move ever closer to personalization of education for each student
- Maintain and expand, where possible, courses available through regional learning centers and campuses
- Establish Green Bay downtown and/or east Green Bay learning center
- Accommodate unique aspects of rural areas – sparsity, travel distance, employment and social service limitations
- More open lab time to practice skills

5. Paying for Your Education

- More opportunities to earn a wage while learning
- Simplify/demystify process for applying for financial aid
- Reduce cost of education
- Increase local scholarship support

6. Commit to Equity and Inclusion in all Service and Academic Delivery to Students

- Utilize evidence-based teaching and learning practices that ensure equitable outcomes at the course, program, and completion levels
- Develop and engage in a culture of assessment at the course, program, and institutional levels

7. Student Support Outside the Classroom

- Provide for non-academic needs that serve as barriers to starting and/or completing education
- Provide opportunities for students to practice skills they are learning
- Provide additional, out-of-classroom academic support
- Assure that part-time students have the same academic and non-academic supports as full-time students

8. Students New to College Take College 101 the First Semester

9. Incumbent Worker Training

- Provide education at work
- Reduce lost production time

10. Provide Opportunities for Students to Engage in College Activities

- Fun events
- Learning events
- Athletic activities
- Band and chorus events

C. Employability Skills Integrated in All Learning and Student Services

1. Accountability

- Consequences for performance

2. Managing Change

3. Customer Service

- Conflict resolution
- Starting the conversation
- Presentation skills

4. Effective Communication

5. Financial Literacy and Benefit Management

6. Application and Interviewing Skills

7. Inter-personal Skills

- Multi-culturally informed
- Disability awareness
- International relationships
- Thriving in diverse communities
- Turning destructive conflict into constructive conflict
- Understanding inter-generational differences
- From tolerance of differences to embracing and mining differences to increase performance

8. Life Skills

- Buying a house, using a credit card wisely, meaning of interest rates
- Opening a bank account
- Planning for retirement
- Cost of owning a pet
- Buying a car

9. Project Management

10. Positivity

D. Education and Skill Content Areas Requested

1. Ensure a Rigorous and Supportive Teaching and Learning Environment

- That prepares students to engage in successful careers
- Results in a high level of certificate, diploma, and degree attainment

- Allows for strong curriculum development and continuous modification of curriculum to reflect the latest academic and technical skills needed by employers and district communities

2. College of Business

- Real Estate
- Interior Design
- Grant Research and Writing for Public and Non-profit Organizations
- Marketing and Business Development
- Business Writing
- Entrepreneurship
- Museum Management
- Property Management
- Load Planning and Dispatching
- Digital Media Technicians in Music Industry
- Certified Production and Logistics Technicians
- Data Analysis/Spreadsheet Modeling
- Develop Business Finance Cluster
 - Fundraising
 - Banking
 - Investments
- Culinary – expand, summer program, healthy snacks
- Creative Arts
- Drone Technology
- Hospitality
- Leadership
- Fermentation Science Center
- Golf Course Management

3. Core Academic Skills – Non-Occupationally Specific

- Computer literacy
- Global economy
- Systems thinking
- Interdisciplinary collaborative thinking
- Information literacy – sorting out what is and is not true
- Social media - use of and etiquette

4. Engineering, Automation

- Electro-mechanical
- PLC Programming
- Instrumentation Technician
- Automation Technology and Programming
- Advanced Robotics
- Civil Engineering Technology

5. Manufacturing

- CAD – include transcribing
- Electronic Manufacturing Innovation
- Integrate Lean Processes and Six Sigma into classes

6. Language

- Intensive language classes for specific occupational areas such as health and public safety
- Foreign language classes to the public

7. Reading, Writing, Math

- Grammar, spelling, punctuation
- Professional writing
- Reading cursive, technical manual

8. More Science Class with Lab Components

- Renewable resources, plant biology

9. Health Science

- Dietary Manager, Nutrition
- Sign Language
- PT Paramedic program
- Alternative Medicine
- More and more CNAs
- Vet Tech
- Pre-Veterinarian (like pre-med)
- Community Health and Wellness

10. Education

- Teacher Prep
- Training to tutor

11. Information Technology

- Video Game Design
- App Development
- Info-Tech Repair other than computers
- Cyber Security and analyzing security data
- Big Data, Predictive Analytics
- Planning and Design of Telecom Infrastructures
- Python class
- Some of most popular CRM software
- Some of most popular enterprise system software
- Artificial Intelligence

12. Public Safety

- Jail officers
- Concealed Carry – monthly refreshers
- Law enforcement training in the summer

13. More Varied Social Work Pathways Beyond AODA

14. Agriculture

- Hemp Cultivation
- Aquaponics
- Business, Financial, Supply Chain, Export, HR Management, Environment Management for Farm Owners

- Agricultural certifications for
 - Organic
 - First Nation

15. Natural Resource Management

- Land Conservation
- Forest Management Technology
- Fishery Management Technology
- Wildlife Management Technology
- Lumber and Saw Mill Technology

16. Energy

- Clean Energy
- Energy Conservation
- Renewable Energy

17. Building Trades

- Expand HVACR
- Carpenters
- Electricians
- Plumbing
- Apprenticeships
- Building Automation
- Building Infrastructure Maintenance

18. Transportation

- CDL Class A Drivers
- Forklift Drivers
- Maritime
- Marine Construction
- Import Automotive program

19. Welding in Regional Learning Centers

20. Corporate Training of Incumbent Workers

- In areas of production, accounting, business, systems management, diversity, general studies classes

21. Offering Non-Credit Courses

- Life skills classes (tire change, furnace filter, basic home maintenance, financial management)
- Use of current and emerging computer technologies (smart phone, social media, common office and finance software, remote controls, communication)
- Select enrichment classes linked with credit class offerings (ex. metal art, graphic and video art, cooking)
- Learning in Retirement type classes
- Create public maker space
- Create open lab time for the public
- Revisit discounted costs to senior citizens

E. Post-Credential Portability

- 1. Re-Entry into NWTC or other Technical College**
- 2. Post-Bachelor**
 - Credit transfer
 - Credit for prior learning and/or experience
- 3. Establish Partnerships and Easy Credit Transfer to Universities**
 - Managing financial aid
 - Credit transfer
 - Establish 2+2 programs in every applicable field
 - Establish and articulate career pathways
 - Transfer of credits to UW institutions most important
- 4. Establish an Associate Degree in Liberal Arts and Sciences**
 - Science
 - Math
 - English
 - Social Sciences
- 5. Market Transferability**
 - From high school to NWTC
 - From NWTC to university
- 6. Create Pre-Professional Pathways**
- 7. Offer Transition Services to those Moving on to University**

F. Ensuring the Vitality of Northeast Wisconsin Technical College

- 1. Keep Cost of Education Low**
 - To student
 - Costs of books and materials
 - Meals and snacks
 - Tuition
 - Housing
 - More flexible payment plans with smaller payments due to tax payer
- 2. Cultivate Alumni Support**
 - Provide activities
 - Member discounts to events, stores, travel
 - Volunteer opportunities
- 3. Stay Engaged in the Community**
 - Host or allow others to host community events on campuses
 - Continue to assure relevance of programming to local communities and businesses
 - Maintain flexibility, adaptability, and innovation
 - Partner with community organizations
 - Listen to communities

- 4. Maintain and continue to Improve Great Customer Service – Students, Employers, Community**
 - Reach out to customers – be intrusive
 - Ensure consistency of answers regardless of who answers
 - Caring, compassionate, helpful, friendly
 - Accessible staff and faculty

- 5. Increase Visibility and Participation in Off-Campus Community Events**
 - Visibility of student service projects
 - Various celebrations, festivals, parades
 - Community forums and town hall meetings

- 6. Offer Affordable On-Site Child Care to Students and Staff**

- 7. Expand Student Market Outside District Boundaries**

- 8. Facility Needs**
 - Campuses are beautiful and well maintained
 - Building improvements enhance image
 - Don't be too Green Bay facility focused
 - Requests for space or improvements
 - Shawano Regional Center continues struggle to find space
 - Desire for Green Bay downtown and/or eastside location
 - Physical space for Financial Wellness Center
 - Expanded space for more science labs, prep space, office, and five active learning classrooms
 - Consolidate all Public Safety spaces
 - Athletic fields
 - Parking – Green Bay
 - Improve traffic flow on Green Bay campus
 - Pedestrian and bicycle paths
 - Improve transportation from east side to west side of Green Bay
 - Better signage and directional signs – internal and external
 - Sensitivity to amount of brick and mortar as well as aesthetics

- 9. Continue to be Forward Thinking and Willing to Change**
 - Progressive, visionary, innovative, dynamic
 - Relevant, flexible, adaptable

- 10. Increase Dorms on or Near Campus and Make Sure People Know About**

- 11. Human Resources**
 - Hire more graduates
 - Increase number of half-time positions
 - Increase diversity of staff and faculty
 - Reduce time to fill vacancies
 - Promote continuous faculty and staff talent development

- 12. Need to Increase Visibility, Image, Desirability through Marketing**
 - Brand image needs updating/modernizing
 - Make career paths more transparent, desirable, and accessible

- Promote programs, especially new ones
- Reach out to specific populations – racial, low-income, “at-risk” populations, under-employed
- Tout NWTC as a leader college, national award winner, more “swagger”
- Sell benefits to parents
- Establish marketing partners – businesses, non-profits, high school faculty

13. Maintain, Grow, and Increase Partnerships

- With UWGB, including its Marinette branch campus
- Michigan ISDs
- Non-profits
 - Boys and Girls Club
 - Farmory
 - Job Centers
- Oneida Nation
- Additional employer consortiums/alliances

14. Greater Emphasis on Safety and Security

- Require student IDs
- Mason Street corridor unsafe as students cross for bus stop

15. Corporate Training of Incumbent Workers

- Better marketing

G. Address Community Social and Economic Issue

1. Continue and Expand Service Learning

- Create greater visibility
- Work with non-profits to better understand needs
- Volunteers to help adults learn English
- Suicide prevention
- Financial issues – paying taxes, medical bills, etc.

2. Need for More Mid-Priced Housing

3. Space for Non-Profits

4. Greater Visibility of Resources Available to Public

- Library
- Computers
- Internet accessibility
- Labs

5. Work to Keep Youth from Moving out of Communities

2023 Strategic Directions, Metrics, and Quantified Goals

Overarching Metrics:

1. *Credential Attainment Rate (program completion rate) - (FY13 = 42.46%; FY17 = 53.12%); **FY23 goal = 60%**
2. *Graduation Rate (FY16 = 59.43%, FY17 = 57.97%); **FY23 goal = 65%**
3. *Number of Credentials Granted (FY13 = 3,393, FY17 = 3,436); **FY23 = 3,796** (this is 60% of FY20 FTE)
4. *Reduce Graduation Rate achievement gap among racial groups (FY17 = Black – 30.9%, Asian – 61.9%, Latino – 58.1%, Native – 35.27%, White 59.7%); **FY23 goal = Black – 50%, Asian – 66%, Latino – 66%, Native – 50%, White – 66%**
5. * Increase Successful Gateway Course Completion Rate. (FY17 = 62.0%); **FY23 goal = 71%**
6. *Reduce Successful Gateway Course Completion Rate achievement gap among racial groups (FY17= Black - 46.5%, Asian - 63.4%, Latino - 56.4%, Native - 50.8%, White - 64.6%); **FY23 goal = Black - 64%, Asian - 73%, Latino - 68%, Native - 65%, White - 73%**
7. Increase the percentage of programs that produce more than one-third of the graduates needed to meet workforce demand as projected by EMSI (baseline: FY16 = 48/84 or 57%, FY17 = 52%); **FY23 goal = 60%**
8. ***FY23 goal = 6,713 FTE.** (based on average 2% increase per year (on top of the additional FTEs generated by RUN through FY2020) which is approximately the average increase between 1996-1997 and 2016-2017)
 - FY2019 6,020
 - FY2020 6,326
 - FY2021 6,452
 - FY2022 6,581
 - FY2023 6,713

Pre-College Strategic Direction Cluster

In partnership with every in-district PK-12, students will come to NWTC with a career plan with college credits earned in high school.

- NWTC will collaborate with every in-district PK-12 school to develop alignment and mutual commitment of resources to achieve the student’s goals and objectives.
- Every in-district PK-12 student will have a pathway to and through higher education in concert with his/her career goals.
- Every PK-12 student will have an early college experience.
- Every PK-12 student attending NWTC will have a seamless transition from high school.

Metrics:

1. **+100%** of GBAPS high school students will graduate with 15 post-secondary credits in a career pathway.
2. **+50%** of other in-district high school graduates will graduate with a minimum of 9 post-secondary credits in a career pathway.
3. *Increase % of dual credit students enrolling at NWTC:
 - **35%** of dual credit students are enrolled in a pathway within first year of high school graduation (baseline = AY16-17 – 27.4%)

- **40%** of dual credit students enroll in a credential in a pathway within three years of high school graduation (baseline = AY14-15 – 36.6%)
4. **66%** of in district high school students that apply will be enrolled (matriculated and taking courses in career pathway) (application to successful enrollment rate); (baseline of first time enrollee age 25 or less – 15-16, 16-17, 17-18 = 44.1%, 46%, 47.8% (source is Yield report under 18 and 18-25 first time student at NWTC). For FY18, those high schools with an embedded NWTC Career Coach had 57% of high school graduates that applied enrolled.

Access & Success, Effective Teaching & Learning Strategic Direction Cluster

NWTC is committed to the equitable access and success of learners from every background, culture and ability.

- All students, part-time or full-time, will have their own personalized academic plan to enter and/or progress in a career pathway.
- NWTC will maximize the flexibility of all educational offerings to support student success while meeting customer demand.
- NWTC will embrace diversity and equity for all students through effective access, wrap around services, teaching and learning, and credential completion.
- NWTC will utilize evidence-based teaching and learning practices to ensure seamless transition to the workforce.
- Every student’s prior learning and achievements will be recognized and accommodated in his/her academic plan in a seamless and timely way.
- NWTC will adopt practices and strategies that minimize or decrease the cost to students of earning a higher education credential.

Metrics:

1. **+100%** of matriculated students will have a personalized career, financial, and academic plan.
2. +Increase the number of credits granted for prior learning and/or work experience (CPL/WE) applicable to their program of study (not transfer or dual credits); (base line 2016-2017 = 161); **FY23 goal = 805 credits**
3. **+75%** of students who enter with prior or CPL/WE credit will be able to start program of study at the appropriate point within 8 weeks of matriculation (includes dual credit, transfer credit, and CPL/WE).
4. **100%** of NWTC credentials are offered on an 8-week session basis. At a minimum, students will be able to complete a program within a traditional full-time enrollment period in a timeline consistent with enrollment as a full-time student; (current four-semester program in two years, two semesters in one year, etc.).
5. *Successful course completion gap among modes of instruction will be reduced (only real gap is between online and all other modes) 75% vs 83%. **Increase on-line course success to 80% and all other modes to 85%**
6. +Increase percentage of part-time students who complete fifteen credits, including at least one gateway course, within the first year of enrollment. **Goal to be set by June 30, 2019 after determining the best process to measure.**

7. +Increase percentage of full-time students who complete at least thirty credits, including at least two gateway courses, within the first year of enrollment. **Goal to be set by June 30, 2019 after determining the best process to measure.**
8. +Increase percentage of students of color enrolled in and completing programs that have a median starting wage greater than the overall college median; (FY18 baseline minority by department - CB = 18%, HS&E = 15%, PS=14%, TET = 14%); **FY23 Goal = 18% for every department**
9. Each program with a total cost of books and supplies over an average of \$500/semester will reduce student costs for books and supplies (includes tools); (baseline = cost of books and supplies as listed in FY18-19 online catalog). **FY23 goal is 10% reduction of FY18-19 costs with no adjustment for inflation**

Employability Skills Strategic Direction Cluster

All graduates will possess the core employability skills necessary to continuing to learn while successfully engaging in a career.

- Every student will identify and leverage the strengths and differences of others to achieve the strongest solutions, ideas, processes, decisions, and actions.
- Every student will be sufficiently competent to be an effective communicator (written, oral, and digital).
- Every student will actively seek diverse perspectives and resources to increase their knowledge, adaptability, and decision making.
- Every student will hold themselves accountable for their behaviors, responsibilities, and attitudes.

Metrics:

1. +Every program/certificate will have a method to validate and document attainment of employability skills for each graduate. **FY23 Goal – 100%** have the method – **80%** of graduates will have demonstrated and documented attainment.
2. **+100%** of courses have integrated written, oral, or digital media communication competencies for which students will be held accountable to achieve
3. *Students will comprehend global trends and the impact on their fields and themselves, as well as effectively work with people from cultures and identities other than their own. (Number of international students (UHC) in FY18 = 71); **FY23 goal = 140 UHC attending a full semester (15 weeks); FY23 = conduct a minimum of 8 international study abroad trips per year**
4. **+100% of programs will demonstrate multiculturalism of curriculum.**
5. +Increase number of students participating in service learning (in FY17 UHC for 1-year diploma = 1,254, 2-year diploma = 212, associate degree = 6,274); **FY23 Goal = annually 67% of students in 1-year diploma, 2 – year diploma, or associate degree**

Education and Skill Content Areas Strategic Direction Cluster

Education and Skill Content Areas Meet Current and Future Workforce Demand

- NWTC students earn credentials for jobs that are part of a career pathway, are needed for thriving businesses and communities, and provide a family sustaining wage.
- NWTC will provide education and training that allow businesses to remain competitive and responsive.
- NWTC will optimize and ensure course and program offerings respond to current and emerging industry needs.
- NWTC will utilize a culture of assessment of students at the course and program level.
- NWTC shall be an active participant in the creation, innovation, and/or expansion of new businesses and business/manufacturing processes.

Metrics:

1. +NWTC will specialize in providing a skilled workforce throughout the Great Lakes Region for a minimum of two occupational clusters (**anticipated to be Marine Center of Excellence and Great Lakes Energy Education Center**) with **50 FTE per cluster of out of state enrollments by 2023**.
2. +Associate degrees and two-year diplomas have an articulated career pathway with embedded certificates and/or diplomas that are stackable, linked to specific occupations, and have a track record of enrollments, completions, exits, and re-entries. **FY23 Goal - 50% of programs with multiple exit points have a track record of enrollments, completions, exits and re-entries.**
3. **+100%** of programs have annual desk reviews as well as an in-depth review at least once every five years with documented action taken to address deficiencies and/or exploit opportunities identified during both types of review.
4. *A minimum of **one new degree or diploma program** will be ready for implementation **each year**
5. *The number of businesses, employees, and revenue served and provided through contract, customized, and/or seminars/workshops is increased (FY17 - Revenue = \$3,349,548, # of businesses – 660, UHC = 12,524); **FY23 Goal = \$6,000,000, with a maximum of \$500,000 general fund support, # of businesses = 1,000, UHC = 18,000**
6. +Increase percentage of program students enrolled in paid work experiences (apprenticeships, paid internships, Earn to Learn, etc.). **Goal to be set by June 30, 2019 after determining the best process to measure.**
7. NWTC shall annually operate or support a minimum of **3 business incubators**, create or partner in the development of at least **3 innovative solutions** to real world problems, and provide education and training with a minimum of **10 new businesses started and remaining in business at least one year between FY19-FY23**.

Post-Credential Strategic Direction Cluster

All graduates will have a pathway to continue their formal learning upon completion of a credential.

- NWTC creates expanded opportunities for students to seamlessly transition into a bachelor's degree program.
- NWTC provides opportunities to earn additional, non-degree, post-secondary credentials following receipt of a college/university diploma or degree.

Metrics:

1. +Increase the number of agreements transferring a minimum of 58 credits in the program with Premier partners (UWGB, UW-Oshkosh, Lakeland, and Concordia). **FY18 baseline = 33; FY23 Goal – 45 agreements**
2. +Increase the percent of students who have a minimum of 30 credits who transfer to a bachelor's degree program within 3 years of leaving NWTC. **FY18 baseline = 18%; FY23 Goal = 28%**
3. +Offer **5 advanced certificates** with a **combined annual enrollment of 50 FTE**
4. +Offer an **Associate of Science Degree** that seamlessly transfers to a B.S. Degree

Viability Strategic Direction Cluster

NWTC will enhance its academic reputation while ensuring its institutional strength and resilience.

- NWTC will be recognized as a premier higher education option.
- NWTC will employ a high quality and diverse workforce with a shared vision for student success.
- NWTC will continuously seek ways to increase productivity and positive outcomes through the use of data, thereby minimizing the per student, taxpayer supported cost of higher education.
- NWTC will be recognized as a leader in meeting community needs by engaging its employees and leadership in community service.

Metrics:

1. +The college is regularly sought by peers, community, regional, state, and federal leaders to participate in relevant initiatives. **100% of senior and executive leaders participate in leadership activities in community, regional, or national organizations**
2. *The college is successful in applying for and receiving competitive grant dollars. **FY23 = \$5 million competitive dollars brought in each year** (FY18 baseline = \$3,512,769)
3. *Public operational cost per graduate is decreased. (Baseline operating only (not including debt) FY17= \$28,135, FY16 = \$28,174); **FY23 Goal = \$26,756 operating** (based on 1% reduction each year)
4. +The college will remain on a plan (that does not rely on passing a referendum to provide routine maintenance) in maintaining its physical and virtual infrastructure **(means need to have a multi-year plan with expectation of available funds)**

5. *Decrease the gap between the percentage of students of color and the percentage of the college workforce of color, at all levels. (Baseline: students of color in FY17 and 18 = 20% of FTE and 16% of UHC; FY18 percentage of workforce = 8.26%) Assume that in FY23 students of color = 25% of FTE. **FY23 Goal = 12.5% of NWTC workforce is of color**
6. *The college maintains a **PACE score greater** than benchmark colleges. FY18 Baseline = 3.98, **FY23 Goal = 4.1**

