

Performance Monitoring Report:

Associate Degree Programs, Technical Diplomas, and Certificates

October 18, 2011

Discussion and Analysis

Central to the mission of Fox Valley Technical College is the statutory purpose of credit programming which encompasses 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 2010-11, FVTC continued to feel the impact of the economic recession with a 5.4% increase in enrollments in many occupational areas such as nursing, law enforcement, and information technology.

The College's Strategic Plan of 2007-11 focused on the goal to draw more people into higher education for career and economic advancement by offering quality, innovative instruction in a manner that meets the needs of our students to prepare for employment. We certainly have done that!

The surge of student enrollments continues with many programs facing peak capacity issues. An analysis of program-declared students shows a significant increase in the number of both part-time and full-time students. The College has taken steps to address these needs by hiring faculty and expanding program offerings in an attempt to meet the needs of district communities. One major way in which we have increased opportunities for students is through flexible programs available fully online, on the weekend or in the evening. In 2010-11, thirteen of 95 programs were 100% flexible with an additional 19 programs being 90% or more offered in a flexible format.

While our enrollments continue to grow, FVTC is increasingly challenged to balance the accessibility of course work and occupational programs with the outcomes of student persistence, retention, graduation, and job placement. To align with FVTC's 2011-14 Strategic Plan, the focus of this report shifts from an emphasis on monitoring performance related to trends in headcount and full-time equivalent (FTE) enrollments to more measures of student success. The Strategic Plan serves as the foundation to meet these challenges at a time when the uncertain economic conditions make alignment of programming with workforce needs even more difficult and more crucial. In the past year, FVTC brought together a team of faculty and managers to define student success and examine how we might improve factors that influence student success. That work has already resulted in some innovative projects to improve the teaching and learning at the College.

Despite these uncertain times, our graduates are finding employment. Eighty-five percent (85%) 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 this enrollment boom is evidenced by the cost per FTE which tracks consistently below the statewide average for Associate Degree coursework. Given that 77% 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 slightly below the statewide average, and in line with benchmark institutions. Technical Diploma coursework generates 7% 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, 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

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

FVTC Scorecard Legend

Symbol	Description
	<u>Full Green Arrow</u> : Results are meeting or exceeding expectations and no action is required.
	<u>Partially Green Arrow</u> : 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.
	<u>Yellow Arrow</u> : Results are indicating caution with the existing plan/efforts and there is a need to review the existing plan.
	<u>Partially Red Arrow</u> : 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.
	<u>Full Red Arrow</u> : Results are well below the expected levels and actions need to be taken immediately.

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

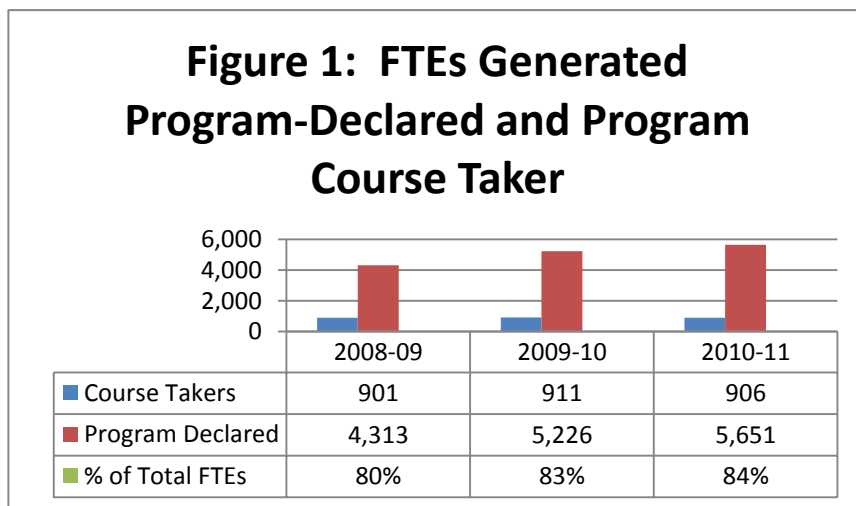
FVTC offers 58 associate degree programs, 35 technical diploma programs, and about 150 certificates. New degree programs in 2010-11 included Safety Engineering Technology and Medical Office Assistant. FVTC is a recognized pioneer in employing new and emerging teaching/learning technologies as an integral part of hands-on content in most programs. Examples include human patient and catheterization simulation in health sciences, rapid prototype technology in Mechanical Design, and the use of a sophisticated flight simulator in Aeronautics Pilot training. See Appendix A for listing of all programs (associate degree and technical diploma) and certificates.

In 2010-11, about 150 certificates were offered with 14 new and 15 discontinued. The top five certificate enrollments for 2010-11 were: Gen Studies Transfer (UW-Oshkosh) (272), General Education (233), CDL Straight Truck (150), Microsoft Office Suite (99), and Gerontology (93).

For Whom

Associate Degree and Technical Diploma Enrollment

Full Time Equivalents (FTEs), a common measure of student enrollment, for FVTC program-declared students skyrocketed to an all-time high in 2010-11. A full time equivalent is defined as 30 credits per student in an academic year. Overall, the College served 6,557 program-declared and non-degree seeking students (“course-takers”) in the past year. The 2010-11 FTE count exceeded the previous year by 420! This increase is evidence of continuing need for our education and training services in the communities we serve (Figure 1).



Source: WTSC Report VE215350A The % of Total FTEs shows the percent of all FTEs the College produces annually. The % of 2008-09, 2009-10 and 2010-11 YTD Total FTEs shows the percent of the 6101, 6486, 7413, and 7821 FTEs. respectively,

Student Status

Part-time students (those taking less than 12 credit hours per semester) are the “norm” at the College. In the 2010-11 academic year, there were 7,489 degree declared part time students; an increase of 221 over the prior year. Full-time degree seeking enrollments increased as well growing by 374 students to end the year at 2,861. While overall program declared students increased, undeclared “course-takers” decreased slightly but still hover just above 900 students per year.

Many of the College’s individual occupational programs grew in 2010-11. The following tables outline the top ten enrolled programs in both associate degree and technical diploma programs.

Table A. 2010-11 Top Associate Degree Program Declared Enrollments

PROGRAM	NUMBER OF STUDENTS ENROLLED
Business Management	924
Criminal Justice – Law Enforcement	726
Nursing – Associate Degree	641
Marketing	360
Culinary Arts	358
Accounting	355
Fire Protection Technician	344
Alcohol and Other Drug Abuse Assoc.	341
Occupational Therapy Assistant	328
IT-Network Specialist	269

Source: WTSC Report VE215215 prelim.

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

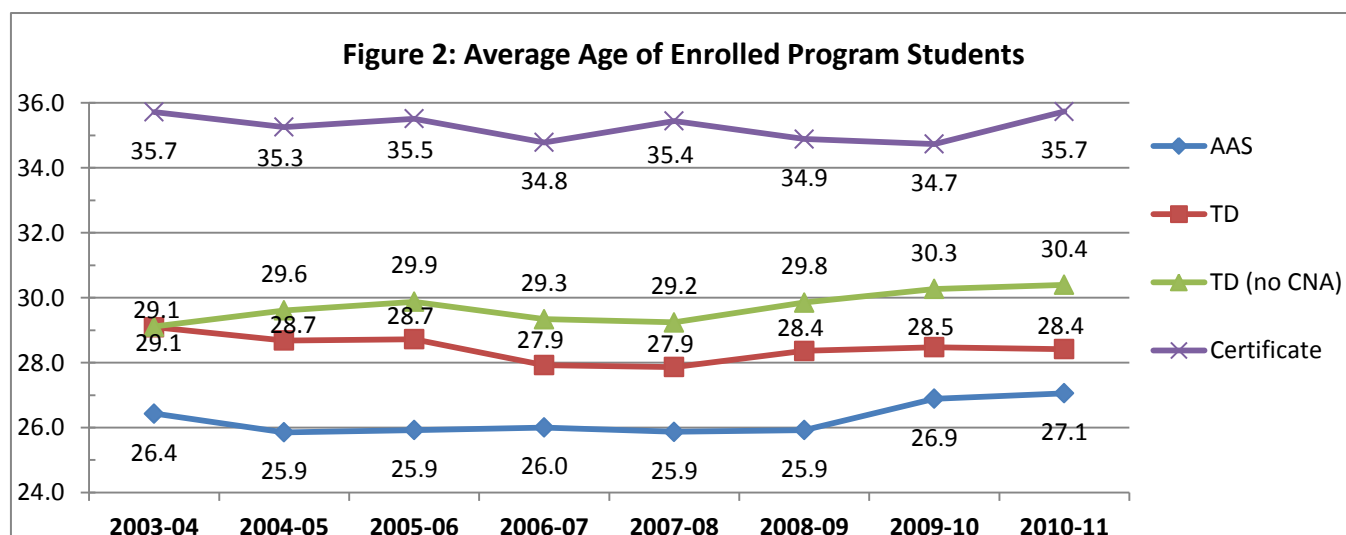
Table B. 2010-11 Top Technical Diploma Program Declared Enrollments

PROGRAM	NUMBER OF STUDENTS ENROLLED
Nursing Assistant	1266
Truck Driving	246
Emergency Medical Tech – Basic	204
Practical Nursing	197
Medical Assistant	191
Medical Coding Specialist	165
Metal Fabrication / Welding	163
Dental Assistant	148
Farm Business & Production Mgmt	148
Medical Office Assistant	148

Source: WTCS Report VE215215 prelim.

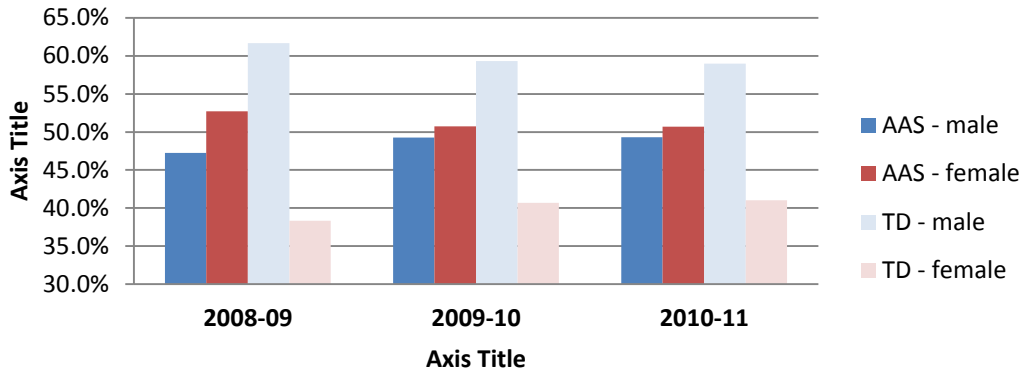
Student Demographics

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. Figure 2 looks back eight years to examine trends and changes in the average age of students by credential. While overall enrollment has increased in all age groups, the proportion of students in particular age brackets is notably stable with not more than a two or three percent variation in most cases. The data shows that the average age of associate degree and technical diploma students in recent years to be between 26 and 28 years of age. Certificate students tend to be a bit older, averaging about 35 years old, suggesting an interest in short term credentials which enhance career skills.



Likewise, gender differences in students served over the past three 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 occupational programs at the College (Figure 3).

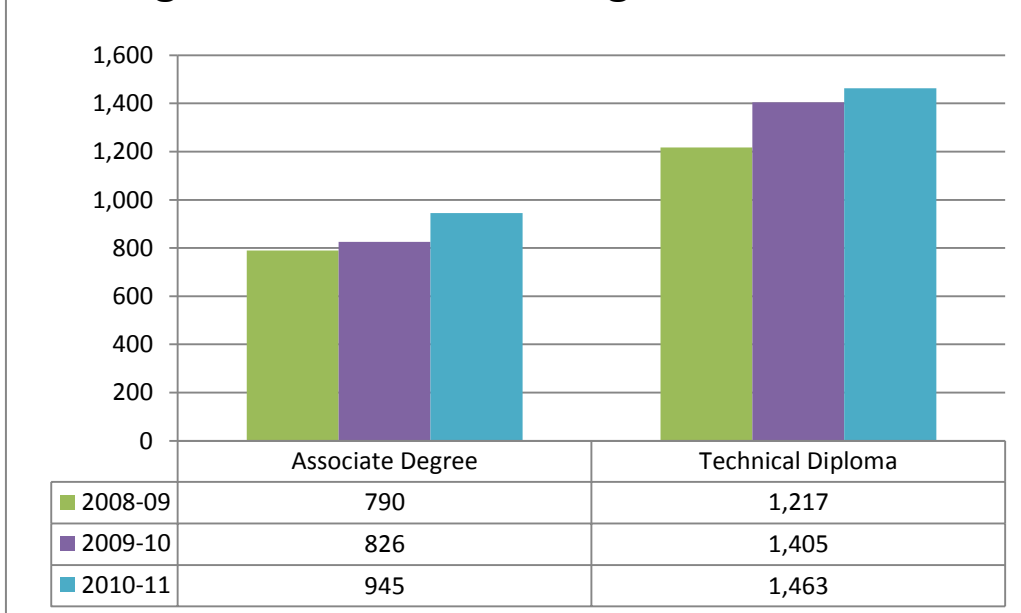
**Figure 3: AAS & TD Enrollment by Gender
(excluding CNA)**



Graduation, Job Placement, and Satisfaction

As with enrollments, the number of students graduating from our degree and diploma programs increased as well. Associate in Applied Science graduates increased by 129 from 2009-10 to 2010-11 and Technical Diploma graduates increased by 58 (count does not include Apprenticeships). The three programs with the most graduates were; Nursing Assistant (754), Truck Driving (137), and Business Management (88); indicative of great marketplace demand by both students and employers in these areas (Figure 4).

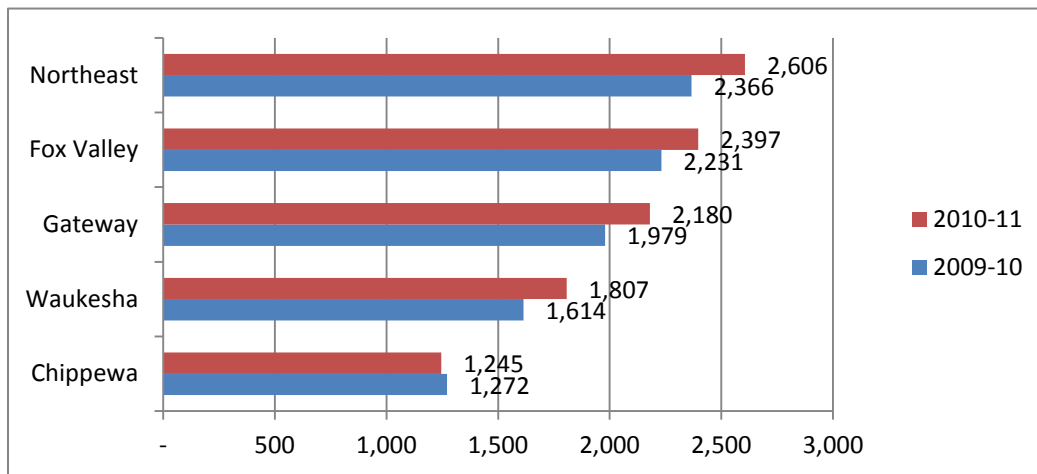
Figure 4: Number of Program Graduates



Source: WTCS Client Reporting Summary (VE215350A). Graduates may be counted in each level.

In 2010-11, FVTC produced just under 2,400 graduates. Figure 5 shows that NWTC leads the peer WTCS colleges in number of program graduates with 2,606 graduates in 2010-11 followed by FVTC. FVTC had an increase of 166 graduates compared to the previous year.

Figure 5: Number of WTCS Program Graduates

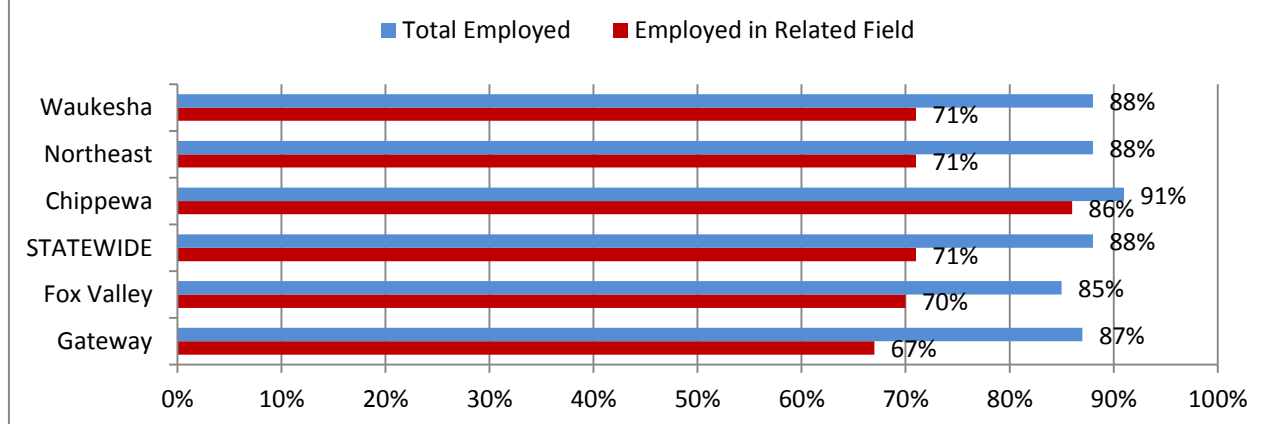


Source: VE215350A – Note: Graduates are unduplicated by technical college (does not include apprentices).

Job Placement

The 2010-11 survey report of previous year graduates six months after graduation shows that 85% of FVTC graduates were employed. Placement in jobs related to their programs of study was 70% which has been a slight decrease from the pattern for the past five years. For peer benchmark colleges, job placement rates in the field range from 86% at Chippewa to 67% at Gateway (Figure 6). The statewide average for placement in jobs related to program of study is 71%. These results suggest that the strategic direction measure related to improving graduate placement is necessary and should focus improvement efforts on this critical outcome.

**Figure 6: WTCS Job Placement
2009-10 Program Graduate**



Job placement of graduates is expected to be a challenge as employers recover from the losses during the economic downturn. However, even with the difficult economy, 15 programs of the FVTC's 80+ programs with graduates responding had 100% employment with another 13 at 90% employment or higher.

Graduate Satisfaction and Wages

Ninety-seven percent of our 2009-10 graduates were satisfied with the education that they received at FVTC. Their average annual salary was reported at \$32, 939 which is a slight increase from last year. In the five year follow-up study, the Class of 2005, 40% of the 1,052 graduates responding to the survey had completed additional education by 2010. After five years, their average annual salary had increased by 37% or \$41,164. Eighty-five percent reported that their FVTC technical education was important in launching their careers.

Employer Satisfaction

Ultimately, the fulfillment of this statutory purpose is measured by the performance of our graduates in the workplace. According to the 2011 Employer Satisfaction Survey regarding 2009-10 graduates, 99% of the employers were very satisfied or satisfied with the education of their FVTC graduate employee. According to the rating scale of the survey (Q. #13, Appendix B), the average rating of our graduates meeting employer expectations compared to other entry-level employees was 3.4 on a 4 point scale. This means that FVTC graduates solidly met employer expectations particularly in the area of teamwork (3.5) and personal integrity (3.4). The rating of Core Abilities (questions 7 to 12) between 3.1 and 3.5 reflects the employer satisfaction with our graduates' "soft skills" in the workplace.

Opportunities for Improvement

The opportunities for improvement related to this purpose are prominently reflected in the College's 2011-14 Strategic Plan. A selection of efforts launched to improve our performance on these measures follows.

Increasing Student Success – College Strategic Direction 3

The work of the FVTC Student Success Initiative since 2009 provided a key source of input to the 2010-11 Strategic Planning Process which affirmed "Student Success" as the centerpiece Strategic Direction. Many projects and initiatives have resulted from these discussions including:

- On Course Training Project - In August, 2011, 56 faculty spent three days training in a nationally recognized student success methodology. Plans are to involve more faculty teams with training and data review during 2011-12.
- Credentialing options have been expanded by creating embedded technical diplomas in two program areas: Wildland Firefighting and Information Technology. Criminal Justice and other occupational program teams are in various stages of review for embedded credentials as well.
- Launch of the General Studies Teaching and Learning Center which has been very well received by students. In one week in September, nearly 400 students made use of the services.
- Transition of GOAL and ABE programming to a program preparation model.
- Launch of a task force developing model instructional practices for online coursework.

Expanding Robust Partnerships – College Strategic Direction 4

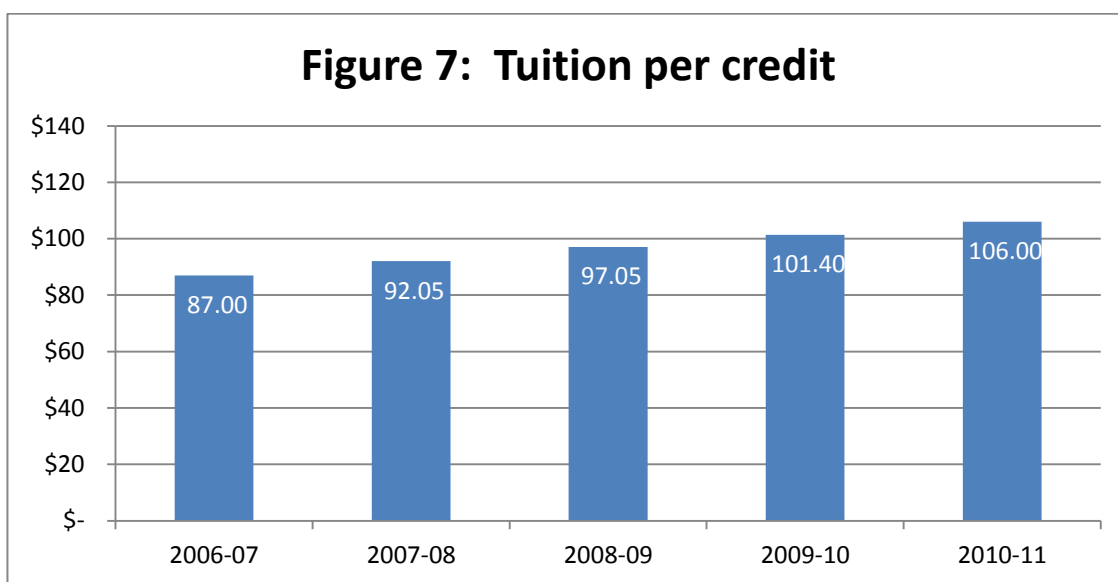
According to WTCS policy, each program is required to have an active advisory committee of employers in the occupational area and other stakeholders. These committees meet at least two times per year to learn about plans for any instructional content changes and provide suggestions of changes in the field that will impact the skills needs. As part of the Strategic Plan and the Quality Review Process, occupational programs will focus on improving the effectiveness of the Advisory Committees for each of the programs which comprise this purpose. Efforts include:

- The recruitment of new committee members, increased meeting participation, and strengthening the effectiveness of the advisory committees.
- Implementing distance technology solutions to provide opportunities for members to participate online rather than in-person.
- Improving the participation rate for 2011-12 resulting in a 2011-12 target participation of 60%.

At What Cost

Cost to the Student

Figure 7 shows the five-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.



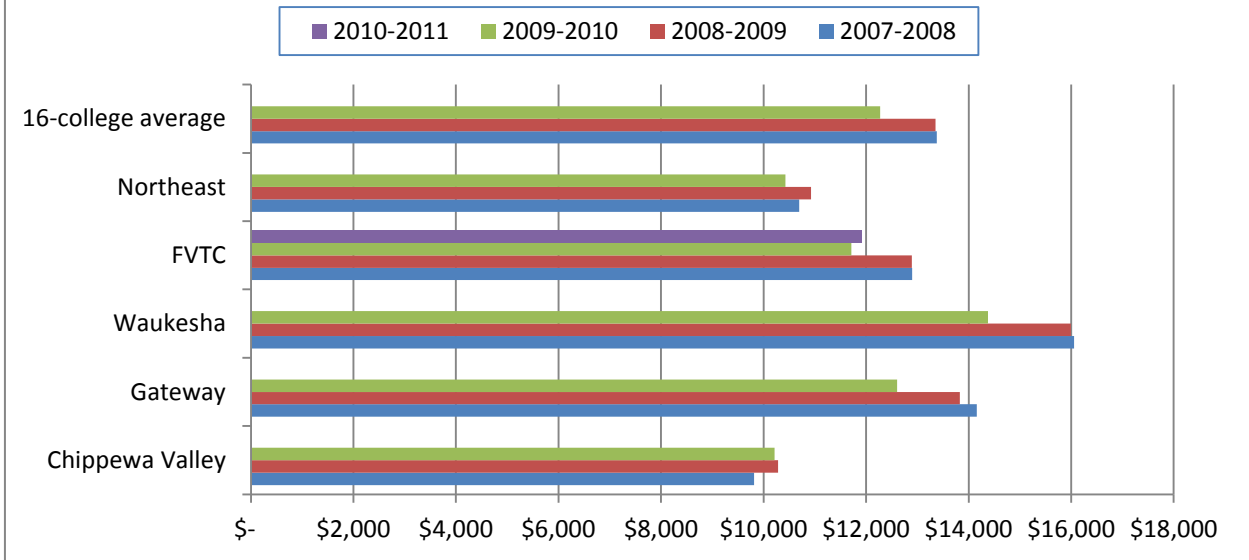
Source: WTCS

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 insure 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 8 and 9) – Data Note: 2009-10 is the most recent year available for the benchmark colleges. For 2010-11, FVTC cost per FTE increased two percent for associate degree and declined four percent for technical diploma areas. 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, facilities infrastructure, and other differences from college to college.

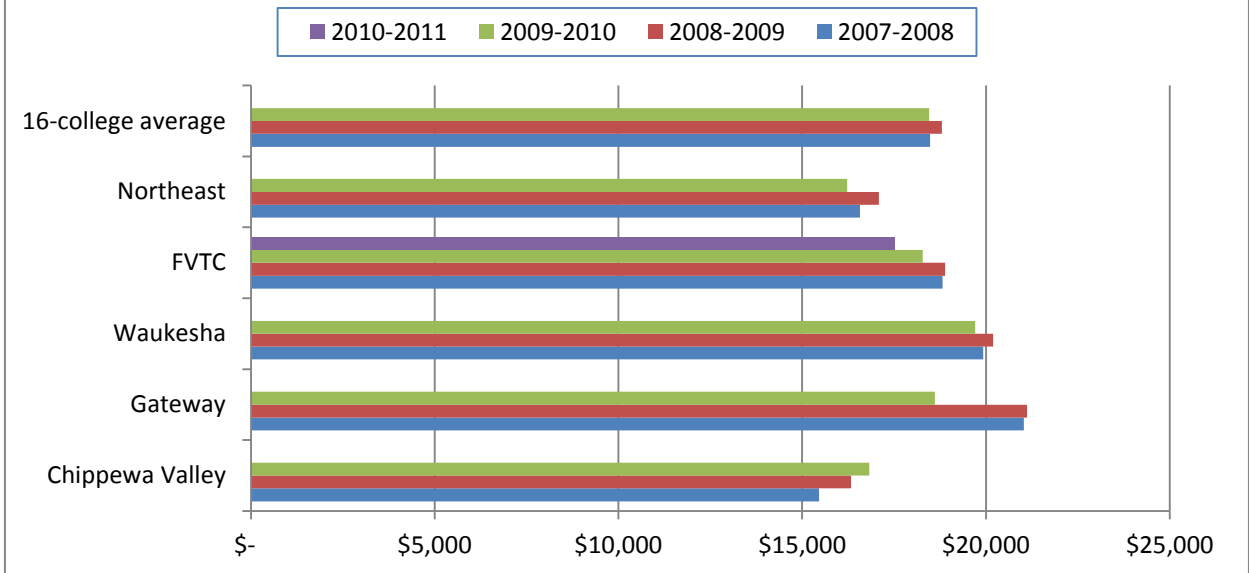
One potential explanation for the lower operational cost per FTE attributed to NWTC and CVTC is the greater emphasis that these two colleges have placed on offering general education courses as part of their transfer efforts (Figure 8). General education courses are more economical to offer, thus bringing 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 9) 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 equipment needed for a higher level of hands-on experience in technical diplomas.

Figure 8: Associate Degree Operational Cost per FTE



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

Figure 9: Tech Diploma Operational Cost per FTE



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 2011-12

Agriculture, Horticulture & Natural Resources

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)
Greenhouse Grower/Plant Propagation Technician (C)
Horticulture Technician (TD)
Laboratory Science Technician (AAS)
Landscape Construction Technician (C)
Landscape Maintenance Technician (C)
Landscape Series, Home Owners (C)
MotorSports Equipment (C)
Natural Resources (C)
Natural Resources Technician (AAS)
Outdoor Power Equipment Technician (TD)
Power Sports Technology (C)
Timber Harvest Operator (C)
Wildland Fire Crew (TD)
Wildland Firefighter (AAS)

Aviation

Aeronautics-Pilot Training (AAS)
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)s
Business Fundamentals 1 (C)
Business Fundamentals 2 (C)
Business Management (AAS)
Entrepreneur E-Business (C)
Entrepreneurs' Start-up Venture (C)
Entrepreneurship Essentials (C)
Entrepreneurship, Business Owners' (C)
Exploring Business, Management & Finance Careers (C)
Human Resources (AAS)**
Judicial Reporting (AAS)s
Management Development (AAS)**
Medical Office Assistant (TD)
Meeting & Event Management (AAS)
Microsoft Office Suite (C)
Office Assistant (TD)
Organizational Leadership, Basic (C); Advanced (C)
Paralegal (AAS)s
Peachtree (C)

QuickBooks (C)
Technical Communications (AAS)
Writing for the Web (C)
Writing, Proposal & Grant (C)

Construction

Building Maintenance and Repair (C)
Construction Electrician Apprentice (JAC) (A)
Construction Management Technology (AAS)
Construction Technician, Commercial (C)
Construction, Residential Building (TD)
Electrical Code, National (C)
Electrician Apprentice (ABC) (A)
Electricity (TD)
Electronic System Technician (A)
Energy Auditor (Residential) (C)
Operating Engineer Apprentice (A)
Photovoltaic Installer Entry Level (C)
Plumbing Apprentice (A)
Sheet Metal Apprentice (ABC) (A)
Sheet Metal Construction (A)
Steamfitting Apprentice/Steamfitting Service Apprentice (A)

Culinary & Hospitality

Baking, Advanced (C)
Culinary Arts (AAS)*
Culinary Arts, Advanced (C)
Food Service Production (TD)
Hotel and Restaurant Management (AAS)

Engineering & Electronic Related Technologies

Automated Manufacturing Systems Technician (AAS)
Automation and Maintenance, Advanced (C)
CAD Management (C)
Computer Rendering and Animation (C)
ControlLogix PLCs (C)
Electrical Specialist, Utility Vehicle (C)
Electro-Mechanical Technology (AAS)
Electronic and Computer Engineering Technology (AAS)
Electronic Communication and Data Cabling (C)
Electronics (AAS)
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 Technology, Applied (AAS)
Engineering Technology, Computer Control (AAS)
Engineering Technology, Electrical (AAS)
Engineering Technology, Network Topics for (C)
Engineering, Industrial/Manufacturing (C)

Appendix A – FVTC Associate Degree, Technical Diploma and Certificate Offerings for 2011-12

Exploring Engineering & Electronic Careers (C)
Fiber-Optic Cabling, Devices, Testing and Systems (C)
Industrial Equipment Fundamentals (C)
Instrumentation and Process Control (C)
Intelligent Interface Design & SCADA (C)
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)

Health Science

Dental Assistant (TD)
Dental Hygienist (AAS)
Emergency Medical Technician-Basic (TD)
Emergency Medical Technician-Paramedic (TD)
Exploring Health Careers (C)
Gerontology (C)
Health Information Technology (AAS)
Intermediate Technician (C)
Medical Assistant (TD)
Medical Coding Specialist (TD)
Medical Teleprofessional (C)
Medication Assistant (C)
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)
Paramedic Technician (AAS)
Pharmacy Technician (TD)s

Human Services

AODA-Alcohol & Other Drug Abuse Associate (AAS)
AODA-Specialty Education (C)
Barber/Cosmetologist Apprentice (A)
Child Care Administrator (C)
Early Childhood Education (AAS)*
Exploring Human Services Careers (C)
Substance Abuse Counselor Education (C)
Substance Abuse Counselor in Training (C)

Information Technology

Cisco CCNA Preparation (C)
Exploring IT Careers (C)
IT-Computer Support Specialist (AAS)
IT-Database (C)
IT-Desktop Support (C)
IT-Help Desk Support Specialist (TD)
IT-IP Telephony (C)

IT-Network Administration (C)
IT-Network Infrastructure (C)
IT-Network Specialist (AAS)
IT-Network Systems Administration (AAS)
IT-PC Programming (C)
IT-Programmer/Analyst (AAS)
IT-Web Design (C)
IT-Web Development (C)
IT-Web Development and Design Specialist (AAS)

Law Enforcement & Public Safety

Child Protection Investigator (C)
Corrections (C)
Crime Prevention (C)
Criminal Investigator (C)
Criminal Justice Executive Development Institute (C)
Criminal Justice-Law Enforcement (AAS)
Criminal Justice-Law Enforcement Academy (TD)
Cyber Crime Investigation (C)
Exploring Public Safety Careers (C)
Fire Protection Technician (AAS)
Forensic Interviewing and Investigative Strategies for
Law Enforcement (C)
Forensic Science (AAS)
Law Enforcement Technology (C)
Loss Prevention Specialist (C)
Private Investigation Specialist (C)
Security (C)

Manufacturing

CNC Conversational Programming and Operation (C)
CNC M/G Code Programming and Operation (C)
Digital Manufacturing (C)
Emergency Preparedness for Business & Industry (C)
Engine Lathe (C)
Exploring Manufacturing Careers (C)
Fabrication Techniques (C)
Grinding Processes (C)
Industrial Electrician Apprentice (A)
Industrial Maintenance (C)
Industrial Maintenance, Applied (C)
Integrated Resource Management (C)
Lean/Six Sigma (C)
Lean Manufacturing (C)
Machine Tool Measurement & Benchwork (C)
Machine Tool Technician (TD)
Machinist Apprenticeship (A)
Maintenance Mechanic/Millwright Apprentice (A)
Maintenance Technician Apprentice (A)
Manual Machine Tools, Advanced (C)
Manual Milling Machines (C)
Manufacturing Process Improvement (C)
Materials Planning and Control (C)

Appendix A – FVTC Associate Degree, Technical Diploma and Certificate Offerings for 2011-12

Millwright – Pipefitter (A)
Pipe Fabricator Apprenticeship (A)
Pipefitting Apprentice (A)
Purchasing (C)
Quality Assurance (C)
Safety and Occupational Health (C)
Sheet Metal - Industrial (A)
Supply Chain Management (AAS)
Technical Studies-Journeyworker (AAS)
Tool & Die Apprentice (A)
Welding – Codes, Testing and Evaluation (C)
Welding, Production (TD)
Welding Process, Industrial (C)
Welding Technician, Industrial (AAS)
Welding Theory (C)
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)

Printing Technologies

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

Transportation

Auto Collision Repair and Refinishing Technician (TD)
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 Equipment Mechanic (TD)
Diesel Equipment Technology (AAS)
Diesel/Caterpillar Construction Equipment Technician (C)
Diesel/Caterpillar Electric Power & Marine Engine Technician (C)
Diesel/Caterpillar Engine Technician (C)
Diesel/Caterpillar Rental Store Equipment Technician (C)
Electrical Power Generator Service Technician (C)
Exploring Automotive Careers (C)

Logistics (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)
Bilingual Interpretation (C)
English Language Competency – Advanced (C)
English Language Competency – Beginning (C)
English Language Competency – Intermediate (C)
General Education (C)
Individualized Technical Studies (AAS)
Liberal Arts Collaborative Program (AAS)
Spanish for Professionals (C)
Spanish Health Care (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

Appendix B – 2011 Employer Comparison with Prior Years

Employer Survey Comparison Results			
	2010 (graduates from 2008-09) 295 respondents	2011 (graduates from 2009-10) 94 respondents	Change
<i>Mean rating based on: 4 = Exceeds 3 = Meets 2 = Nearly Meets 1 = Does Not Meet</i>			
1. Mastery of knowledge in the field	3.1	3.1	0.0
2. Ability to perform technical skills of the profession	3.2	3.2	0.0
3. Ability to communicate effectively with co-workers and/or customers	3.2	3.2	0.0
4. Relevancy of graduates' skill and/or knowledge base in relationship to real world applications within the industry	3.0	3.2	0.2
5. Mastery of science, technology, engineering or math skills needed in the field	3.0	3.1	0.1
6. Overall preparedness for employment at your company	3.2	3.2	0.0
7. Demonstrate adaptation to change.	3.2	3.2	0.0
8. Use critical and creative thinking to solve problems, resolve conflict, make decisions and complete tasks.	3.0	3.1	0.1
9. Work cooperatively in a team environment.	3.3	3.5	0.2
10. Communicate in ways that honor diversity.	3.3	3.3	0.0
11. Demonstrate personal integrity through ethical and responsible behavior	3.3	3.4	0.1
12. Demonstrate the knowledge, values and skills to participate in decisions that will improve the quality of life now and in the future.	3.2	3.3	0.1
<i>Mean rating based on: 4 = Very Satisfied 3 = Satisfied 2 = Unsatisfied 1 = Very Unsatisfied</i>			
13. How satisfied are you with the graduates' technical college education?	3.3	3.4	0.1
<i>Mean rating based on: 3 = Yes 2 = Maybe 1 = No</i>			
14. Would you recommend graduates of this program to another employer?	2.9	2.9	0.1
15. Would you hire a technical college graduate again?	2.9	3.0	0.0
<i>Mean rating based on: 4 = Very Important 3 = Important 2 = Somewhat Important 1 = Not Important</i>			
16. How important is your local technical college(s) to the overall success of your business?	3.2	3.3	0.1