



# District Board Meeting

3rd Wednesday of the Month  
5:00 pm  
Administration Building

Blackhawk Technical College

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## DISTRICT BOARD MEETING

### AGENDA

**DATE:** SEPTEMBER 20, 2023  
**TIME:** 5:00 P.M.  
**LOCATION:** CENTRAL CAMPUS – ADMINISTRATION BUILDING  
6004 S COUNTY ROAD G, JANESVILLE WI 53546-9458

#### CALL TO ORDER

A. Public Comment

*Persons who wish to address the District Board may make a statement if it pertains to a specific agenda item. Persons who raise issues not on the agenda may be invited back to repeat their comments at a later District Board meeting when the subject is properly noticed on the agenda. Unless requested by the District Board Chairperson from the audience regarding a specific agenda topic, public comments or dialogue are not allowed during other portions of the District Board meeting and/or discussion.*

#### ELECTION OF OFFICER OF THE DISTRICT BOARD

- A. Election of Officer of the District Board for the 2023-2024 Fiscal Year (*Action*)  
a. Treasurer

#### SPECIAL REPORTS

- A. Student Representative to the District Board Report (*Information – Amy Powell*)  
B. Fall 2023 Enrollment Report (*Information – Dr. Jon Tysse*)  
C. 2022-23 Outcomes-Based Funding Report (*Information – Dr. Jon Tysse*)  
D. Higher Learning Commission Final Report (*Information – Dr. Tracy Pierner*)

#### INFORMATION/DISCUSSION

- A. Financial Statement (*Information – Jim Nemeth*)  
B. President's Update (*Information – Dr. Tracy Pierner*)  
a. Community Engagement  
b. Internal Engagement  
c. College Events  
d. Upcoming Events  
e. Other Communications  
f. Construction Projects  
C. Finance Committee Report Out and Recommendations (*Information – Chairperson Thornton*)  
a. No Meeting Scheduled for September  
D. Personnel Committee Report Out and Recommendations (*Information – Chairperson Deprez*)  
a. A Meeting is Scheduled for September 20, 2023  
E. Staff Changes (*For Information Only. Not for District Board Action*)  
a. New Hires:  
i. Brian Miller, PT Armed Security Officer – August 24, 2023  
ii. Stacey Chester, Student Recruitment Specialist – September 5, 2023  
iii. Todd Voss, LTE PT Athletic Director – September 5, 2023  
iv. Lynzie Schindler, PT Shuttle Bus Coordinator – September 11, 2023  
b. New Positions:

- i. None
- c. Resignations:
  - i. Rich Grossen, CNC Technician Instructor – August 14, 2023
  - ii. Ji'Lon Pegeese, IT Network Instructor – August 24, 2023
  - iii. Kayla Neumueller, Academic Advisor – September 1, 2023
  - iv. Kari Davisson, Registration Specialist – September 7, 2023
  - v. Molly Cook, Student Engagement Specialist – September 13, 2023
- d. Retirements:
  - i. None

## CONSENT AGENDA

Consent Agenda items will be approved in one motion; however, any District Board member may ask that any individual item be acted on separately.

- A. Approval of the Draft August 16, 2023, District Board Regular Meeting Minutes (*Action*)
- B. Approval of Current Bills (*Action – Jim Nemeth*)
- C. Approval of Training Contracts (*Action – Dr. Karen Schmitt*)
- D. Confirmation of Instructional Employment Contract Issued to Julio Negrón, Automotive Technician Instructor – September 5, 2023 (*Action – Kathy Broske*)

## POLICY REVIEW

- A. None

## ACTION ITEMS

- A. The Designation of the Wisconsin Technical College District Boards Association Board of Director Delegate (*Action*)
- B. Approval of Modifications to the Fiscal Year 2022-23 Budget (*Action – J. Nemeth*)
- C. Approval of Modifications to the Fiscal Year 2023-24 Budget (*Action – J. Nemeth*)

### *Finance Committee Action Items*

- A. No Action Items

### *Personnel Committee Action Items*

- A. No Action Items

## WTCS CONSORTIUM UPDATES

- A. Insurance Trust (WTC) (*Information – Representative*)
- B. Marketing Consortium (*Information – Representative*)
- C. Purchasing Consortium (*Information – Representative*)
- D. Districts Mutual Insurance (DMI) (*Information – Representative*)
- E. District Boards Association (DBA) (*Information*)

## FUTURE AGENDA ITEMS

- A. Suggestions for Future Agenda Items

## ADJOURNMENT

*Blackhawk Technical College does not discriminate on the basis of race, color, national origin, sex, gender identity, disability, or age in its programs and activities. The following person has been designated to manage inquiries regarding the nondiscrimination policies: Title IX Coordinator/Equal Opportunity Officer, 6004 S County Road G, P.O. Box 5009, Janesville, WI 53547-5009, (608) 757-7796 or (608) 757-7773, WI Relay: 711.*

BTC is committed to providing universal access to events. If you are an individual with a disability and would like to request an accommodation, please contact the Assistant to the President and District Board at 608-757-7772 at least 72 hours before the District Board meeting.



SEPTEMBER 20, 2023

# ELECTION OF OFFICER OF THE DISTRICT BOARD

- Election of Officer (Treasurer)



# **ELECTION OF OFFICERS OF THE DISTRICT BOARD ITEM A.**

## **Election of Officer (Treasurer) of the District Board for the 2023-24 Fiscal Year**

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### **Election of Treasurer**

Due to Mr. Rick Richard resigning from the District Board who has been the Treasurer for the last year, the Chairperson will move forward with an election for the vacant officer position of Treasurer.







SEPTEMBER 20, 2023

## SPECIAL REPORTS

- 2022-23 Outcomes-Based Funding Report
- Higher Learning Commission Final Report



## SPECIAL REPORTS ITEM C.



# Outcomes-Based Funding

2022-23 report of the  
Wisconsin Technical College System

August 2023

## EXECUTIVE SUMMARY

The Wisconsin Technical College System (WTCS) is the first higher education sector in Wisconsin to distribute a portion of its state aid based on the outcomes of its 16 colleges. This model of distributing state funding began with 2014-15 state fiscal year. Now in its tenth year of implementation, the outcomes-based funding model has already successfully:

- demonstrated the link between college outcomes and the funding provided by the State of Wisconsin;
- encouraged continuous improvement by the colleges in areas of strategic importance; and
- struck a balance in the distribution of state funding between accountability and innovation (i.e., outcomes-based funding at 30%) and the need to maintain a continuous, predictable source of funding to address on-going educational and workforce needs (i.e., formula funding at 70%).

WTCS colleges are producing outcomes across the priority areas established by the Legislature.

- Almost 80% of employed graduates are employed in jobs related to their specific programs of study within six months.
- More than 70% of credentials are in high-demand fields.
- Industry-validated curriculum continues to increase.
- Wisconsin high school students have earned more than 712,000 dual credits in the last three years.
- Workforce training credits increased almost 15% over the previous year.
- Students earned more than 33,500 credits for prior education and training in the last three years.



## **BACKGROUND**

Beginning with the 2014-15 fiscal year, a new funding model for allocating a portion of general state aid to technical colleges was adopted.

### **Statutory Criteria**

The funding model is based on ten statutory criteria:

- 1) job placement rates in jobs related to students' programs of study;
- 2) number of degrees and certificates awarded in high demand fields;
- 3) number of programs or courses with industry-validated curriculum;
- 4) the transition of adult basic education students to skills training;
- 5) the success rate of adults in basic education courses;
- 6) participation in dual enrollment programs;
- 7) workforce training provided to businesses and individuals;
- 8) participation in collaboration or efficiency initiatives;
- 9) training provided to special populations or demographic groups unique to the district; and
- 10) number of credits awarded to students for relevant educational experience or training, including skills and training received during military service.

The statutes further specify that:

- the funding model be used to distribute 30% of general state aid funding;
- the remainder of general state aid be distributed based on the enrollment and cost-based statutory aid formula;
- the model use data from the three previous fiscal years; and
- each college designate seven of ten statutory criteria for use in the funding allocations.



## Allocation of Funds among Criteria

Each year, 25% of the total outcomes-based funding is divided equally among the ten statutorily defined outcomes criteria as the base allocation for each criterion. The remaining 75% of outcomes-based funding is then distributed among all criteria proportionately, based on the number of colleges selecting each criterion.

## 2023-24 OUTCOMES FUNDING

**TABLE 1:** Distribution of 2023-24 Outcomes-Based Funding, by College and Criteria (in \$)

	Criteria 1: Job Placement	Criteria 2: High Demand Fields	Criteria 3: Industry Validated Curriculum	Criteria 4: AE Transition	Criteria 5: AE Success	Criteria 6: Dual Enrollment	Criteria 7: Workforce Training	Criteria 8: Collaboration	Criteria 9: Special Populations	Criteria 10: Credit for Prior Learning	College Total
<b>Blackhawk</b>	223,206	-	166,765	163,074	189,018	198,046	-	199,830	188,157	-	<b>1,328,097</b>
<b>Chippewa Valley</b>	345,963	309,850	280,713	-	-	386,883	233,186	295,923	-	182,045	<b>2,034,564</b>
<b>Fox Valley</b>	402,940	449,429	411,468	-	-	462,022	582,630	-	344,498	456,702	<b>3,109,689</b>
<b>Gateway</b>	275,005	411,533	-	-	303,302	439,874	232,628	305,336	278,667	-	<b>2,246,344</b>
<b>Lakeshore</b>	175,705	182,666	234,583	-	260,687	117,991	-	194,254	236,412	-	<b>1,402,298</b>
<b>Madison Area</b>	447,172	389,859	-	567,012	428,016	-	-	426,138	421,902	596,248	<b>3,276,348</b>
<b>Mid-State</b>	229,625	-	202,881	229,234	211,398	-	-	201,407	254,708	123,933	<b>1,453,187</b>
<b>Milwaukee Area</b>	-	-	494,294	568,304	633,382	-	398,718	457,499	414,659	359,753	<b>3,326,609</b>
<b>Moraine Park</b>	222,551	208,622	206,197	-	272,959	-	337,676	225,063	377,660	-	<b>1,850,727</b>
<b>Nicolet Area</b>	128,878	50,420	123,944	226,391	212,611	-	-	164,358	205,160	-	<b>1,111,763</b>
<b>Northcentral</b>	245,752	-	303,016	300,046	307,579	343,866	-	256,997	237,663	-	<b>1,994,919</b>
<b>Northeast Wisconsin</b>	347,769	398,749	393,155	-	-	429,393	242,810	348,607	-	443,596	<b>2,604,080</b>
<b>Northwood</b>	241,875	239,834	274,678	-	193,510	125,082	-	211,059	190,039	-	<b>1,476,077</b>
<b>Southwest Wisconsin</b>	238,270	-	176,232	-	125,757	118,264	-	186,502	152,704	103,213	<b>1,100,943</b>
<b>Waukesha County</b>	265,196	294,082	267,883	-	-	254,459	266,244	265,664	-	206,330	<b>1,819,858</b>
<b>Western</b>	-	-	254,100	239,830	224,254	272,879	-	264,986	273,963	249,505	<b>1,779,518</b>
<b>Total</b>	<b>3,789,909</b>	<b>2,935,042</b>	<b>3,789,909</b>	<b>2,293,892</b>	<b>3,362,475</b>	<b>3,148,759</b>	<b>2,293,892</b>	<b>4,003,625</b>	<b>3,576,192</b>	<b>2,721,325</b>	<b>31,915,020</b>

## JOB PLACEMENT

WTCS gathers job placement data by annually surveying all credential completers six months after graduation. While not all graduates choose to answer the survey, over 60% of 2022 graduates responded to the survey's standardized questions.

Among 2022 graduates, 93% of respondents were employed within six months of graduation. Technical college graduates overwhelmingly stay to work and live in Wisconsin, with 91% of respondents employed within the state.

As shown in Table 2, over 77% of employed graduates report being employed in jobs related to their specific programs of study within six months of completing a technical college program. These high levels of employment, particularly employment related to their specific programs of study, have been shown to be consistent over time, regardless of the state's unemployment rate or the overall state of the economy.

**TABLE 2:** Three-Year Total, Graduates in Related Fields

	<b>Graduates Employed</b>	<b>Graduates Employed in Related Fields</b>	<b>Percentage Employed in Related Fields</b>
<b>Blackhawk</b>	669	595	88.9%
<b>Chippewa Valley</b>	2,151	1,767	82.1%
<b>Fox Valley</b>	2,782	2,271	81.6%
<b>Gateway</b>	1,993	1,360	68.2%
<b>Lakeshore</b>	570	418	73.3%
<b>Madison Area</b>	3,587	2,737	76.3%
<b>Mid-State</b>	1,024	806	78.7%
<b>Milwaukee Area</b>	2,212	1,549	70.0%
<b>Moraine Park</b>	869	706	81.2%
<b>Nicolet Area</b>	243	155	63.8%
<b>Northcentral</b>	1,236	961	77.8%
<b>Northeast Wisconsin</b>	2,287	1,821	79.6%
<b>Northwood</b>	1,270	960	75.6%
<b>Southwest Wisconsin</b>	977	813	83.2%
<b>Waukesha County</b>	1,458	1,132	77.6%
<b>Western</b>	686	534	77.8%
<b>Statewide</b>	<b>24,014</b>	<b>18,585</b>	<b>77.4%</b>

Three-year total includes fiscal years 2019-20, 2020-21 and 2021-22

Fifty percent of the funds are distributed based on a college's job placement rate and 50% based on a college's proportionate share of statewide graduates that report they are working in jobs related to their programs of study.

## GRADUATES IN HIGH-DEMAND FIELDS

High-demand fields are defined as the top 50 occupations in Wisconsin with heavy employer demand for qualified workers for both new jobs as well as replacements created by turnover or retirements. Occupations are identified by comparing the Wisconsin Department of Workforce Development's (DWD) statewide, long-term occupational projections with the technical colleges' occupational training.

Examples of high-demand occupations for 2022-23 include: childcare workers, nurses and related health care professionals, truck drivers, machinists, agricultural workers, first-line supervisors, software developers and computer systems analysts.

As shown in Table 3, Wisconsin's technical colleges produced more than 60,300 credentials in high-demand fields over the last three years. Over the same period, 85,400 credentials were earned across all fields. As a result, more than 70% of graduates were in fields with the most acute talent needs in the state. This is the outcome of the longstanding practices of meaningful, ongoing engagement with local employers and information from local labor market analyses. Such efforts influence and inform every technical college program, including its capacity, curriculum, equipment and skillsets.

**TABLE 3:** Three-Year High-Demand Credential Totals, by College

	High-Demand Credentials
<b>Blackhawk</b>	1,539
<b>Chippewa Valley</b>	4,775
<b>Fox Valley</b>	6,926
<b>Gateway</b>	6,342
<b>Lakeshore</b>	2,815
<b>Madison Area</b>	6,008
<b>Mid-State</b>	1,865
<b>Milwaukee Area</b>	3,966
<b>Moraine Park</b>	3,215
<b>Nicolet Area</b>	777
<b>Northcentral</b>	3,629
<b>Northeast Wisconsin</b>	6,145
<b>Northwood</b>	3,696
<b>Southwest Wisconsin</b>	1,432
<b>Waukesha County</b>	4,532
<b>Western</b>	2,707
<b>Statewide</b>	<b>60,369</b>

Three-year total includes fiscal years 2019-20, 2020-21 and 2021-22

Funds are distributed based on each college's proportionate share of the total number of degrees and certificates awarded in high-demand fields statewide.



## INDUSTRY-VALIDATED CURRICULUM

Industry-validated curriculum is defined in two ways, as active industry advised programs and Technical Skills Attainment (TSA). Industry-validated curriculum are technical college degrees and certificate programs which have enrolled students and advisory committees comprising local employers and employees in the relevant occupation. The advisory committees provide input on equipment, course materials, instructional methods and career guidance counseling to ensure relevance to current industry practiced standards.

Technical Skill Attainment assessments are formal, direct measurements that provide evidence that students have achieved intended program outcomes or skills. TSAs may include third-party exams, performance-based assessments, portfolios, capstone projects, clinical evaluations or other measures. TSAs measure student achievement in core industry-relevant program outcomes, while ensuring those outcomes derive directly from valid industry standards.

**Table 4:** Industry-Validated Programs and TSAs, 2021-22

	<b>Industry-Validated Programs</b>	<b>Technical Skills Attainment Assessment</b>
<b>Blackhawk</b>	71	61
<b>Chippewa Valley</b>	111	94
<b>Fox Valley</b>	169	112
<b>Gateway</b>	124	61
<b>Lakeshore</b>	96	61
<b>Madison Area</b>	149	84
<b>Mid-State</b>	85	60
<b>Milwaukee Area</b>	230	112
<b>Moraine Park</b>	98	39
<b>Nicolet Area</b>	52	30
<b>Northcentral</b>	132	78
<b>Northeast Wisconsin</b>	172	97
<b>Northwood</b>	115	84
<b>Southwest Wisconsin</b>	70	55
<b>Waukesha County</b>	112	84
<b>Western</b>	108	61
<b>Statewide</b>	<b>1,894</b>	<b>1,173</b>

Seventy five percent of the funds are distributed based on each college's proportionate share of active programs (i.e., having enrolled students) and the remaining 25% is distributed based on each college's proportionate share of programs with TSA assessments.

## AE TRANSITIONS

Adult Education (AE) helps adults with reading, writing, mathematics skills and career education at levels ranging from first through twelfth grade. English Language Learning (ELL) provides instruction for those whose native or dominant language is other than English. ELL helps these learners to read, write and communicate in English to achieve high school completion, entry into occupational programs and work placement.

A primary mission of Wisconsin's technical colleges is to enable full participation in the workforce, regardless of an individual's prior educational background. Over the past three years, technical colleges helped more than 11,400 students transition out of AE and successfully complete postsecondary work.

Table 5 shows the number of adults over a three-year period transitioning from AE to postsecondary coursework in the same year or the following year.

**TABLE 5:** Three-Year Total, Transitions from Adult Education to Postsecondary Education

	<b>3-Year Total</b>
<b>Blackhawk</b>	631
<b>Chippewa Valley</b>	369
<b>Fox Valley</b>	326
<b>Gateway</b>	303
<b>Lakeshore</b>	174
<b>Madison Area</b>	2,194
<b>Mid-State</b>	887
<b>Milwaukee Area</b>	2,199
<b>Moraine Park</b>	490
<b>Nicolet Area</b>	876
<b>Northcentral</b>	1,161
<b>Northeast Wisconsin</b>	270
<b>Northwood</b>	269
<b>Southwest Wisconsin</b>	51
<b>Waukesha County</b>	275
<b>Western</b>	928
<b>Statewide</b>	<b>11,403</b>

Three-year total includes fiscal years 2019-20, 2020-21 and 2021-22

Funds are distributed based on each college's share of the number of adult students who: (a) were enrolled in at least 12 hours of adult education, adult high school or ELL courses; and then (b) successfully completed a postsecondary course, in either the year of their AE enrollment or in the following academic year.

## AE SERVICES AND SUCCESS

A core function of Wisconsin's technical colleges is to provide basic skills education and promote a fully literate society. Basic skills education enables students to fully participate in Wisconsin's workforce and helps ensure that all state residents have an opportunity to better themselves economically.

As shown in Table 6, more than 53,000 students took advantage of AE services at technical colleges over the past three years. (To facilitate access to Wisconsin's technical colleges and to promote these statewide interests, state law requires AE services must be provided tuition-free.)

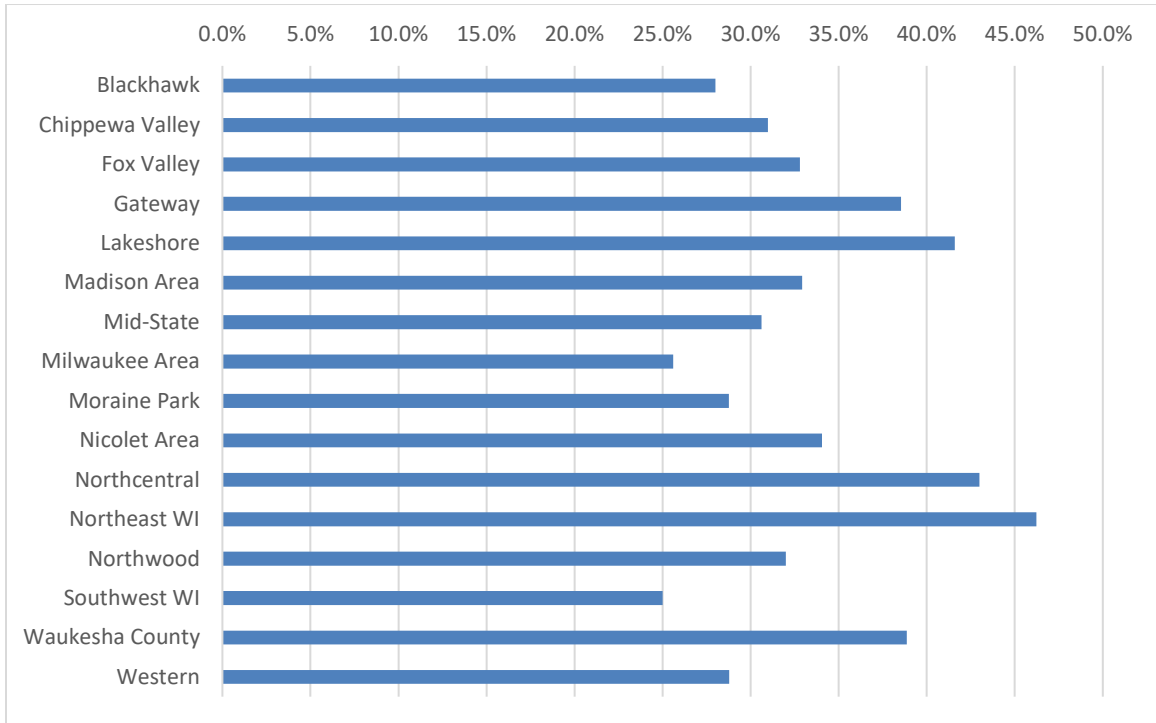
**TABLE 6:** Three-Year Total, Adult Education Students

	Number of Students
<b>Blackhawk</b>	1,762
<b>Chippewa Valley</b>	1,847
<b>Fox Valley</b>	3,959
<b>Gateway</b>	3,544
<b>Lakeshore</b>	2,097
<b>Madison Area</b>	7,407
<b>Mid-State</b>	2,049
<b>Milwaukee Area</b>	13,553
<b>Moraine Park</b>	3,853
<b>Nicolet Area</b>	1,696
<b>Northcentral</b>	3,156
<b>Northeast Wisconsin</b>	1,707
<b>Northwood</b>	1,430
<b>Southwest Wisconsin</b>	458
<b>Waukesha County</b>	1,894
<b>Western</b>	2,589
<b>Statewide</b>	<b>53,001</b>

Three-year total includes fiscal years 2019-20, 2020-21 and 2021-22

Student success in AE courses is defined as demonstrated educational gains on standardized national tests, which are administered and reported as a condition of the colleges' receiving federal adult education grants. Figure 1 shows the average three-year AE student success rates by college. The three-year success rate includes fiscal years 2019-20, 2020-21 and 2021-22.

**FIGURE 1:** Three-Year Success Rate: AE Students Demonstrating Educational Gains



Funds are distributed based on two factors. Fifty percent of funding is distributed based on each college's proportionate share of the number of adult students who were enrolled in at least 12 hours of adult education, adult high school or ELL courses. The other 50% of funding is distributed based on each college's "success rate," which is defined as the percentage of adult education, adult high school or ELL students who have demonstrated educational gains under standardized pre- and post-testing regimens.

## DUAL ENROLLMENT

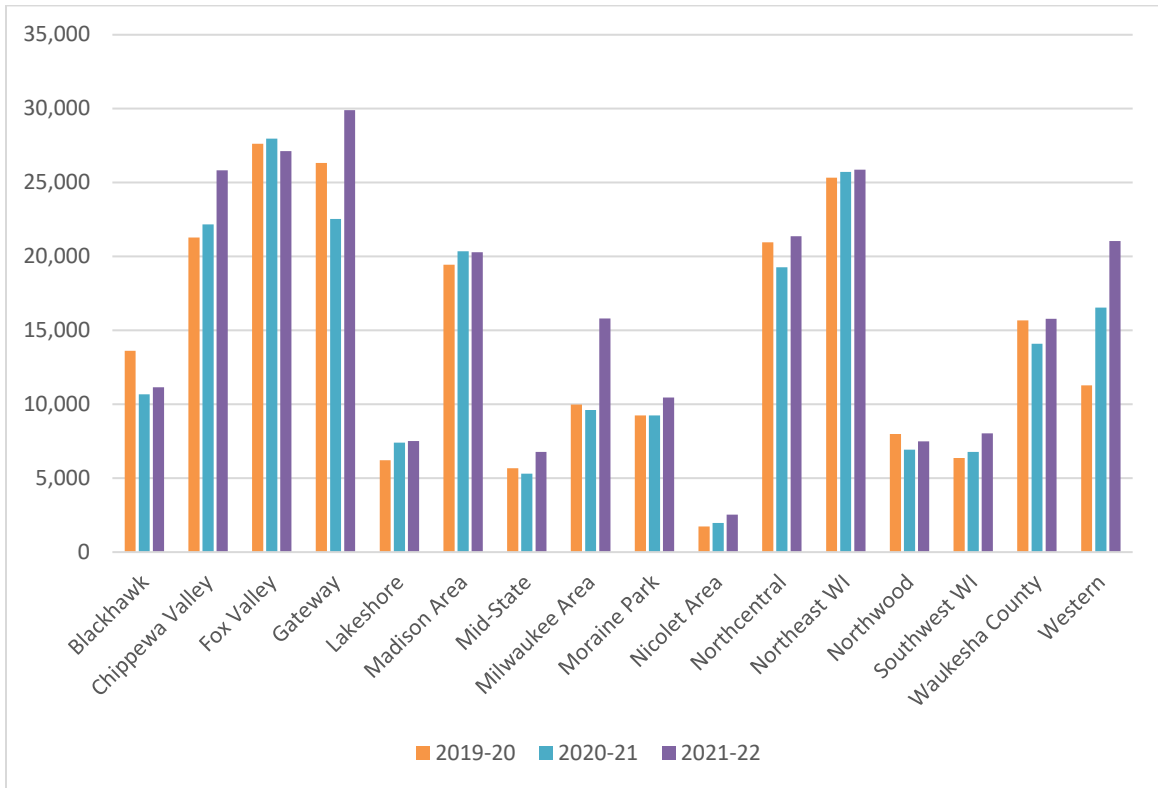
Wisconsin’s technical colleges have provided college credit to high school students for more than 20 years, under a variety of programs designed to maximize access and minimize costs to students and their school districts.

The most popular and fastest growing of these is known as “transcribed credit.” It permits students to study technical college curricula at their high school — taught by qualified high school instructors — under agreements that are revenue-neutral to both the college and the school district.

Each college works to establish and continually grow participation in these programs, even in those districts that are sparsely populated, cover a large geographical area or have other challenges to participation.

Figure 2 shows the number of dual enrollment credits issued by colleges, over the three years.

**FIGURE 2:** Credits Awarded Under Dual Enrollment



Total statewide dual enrollment credits earned by high school students at Wisconsin’s technical colleges increased by 12% between 2019-20 and 2021-22. More than 57,200 Wisconsin high school students get a head start on college each year while earning dual credits.



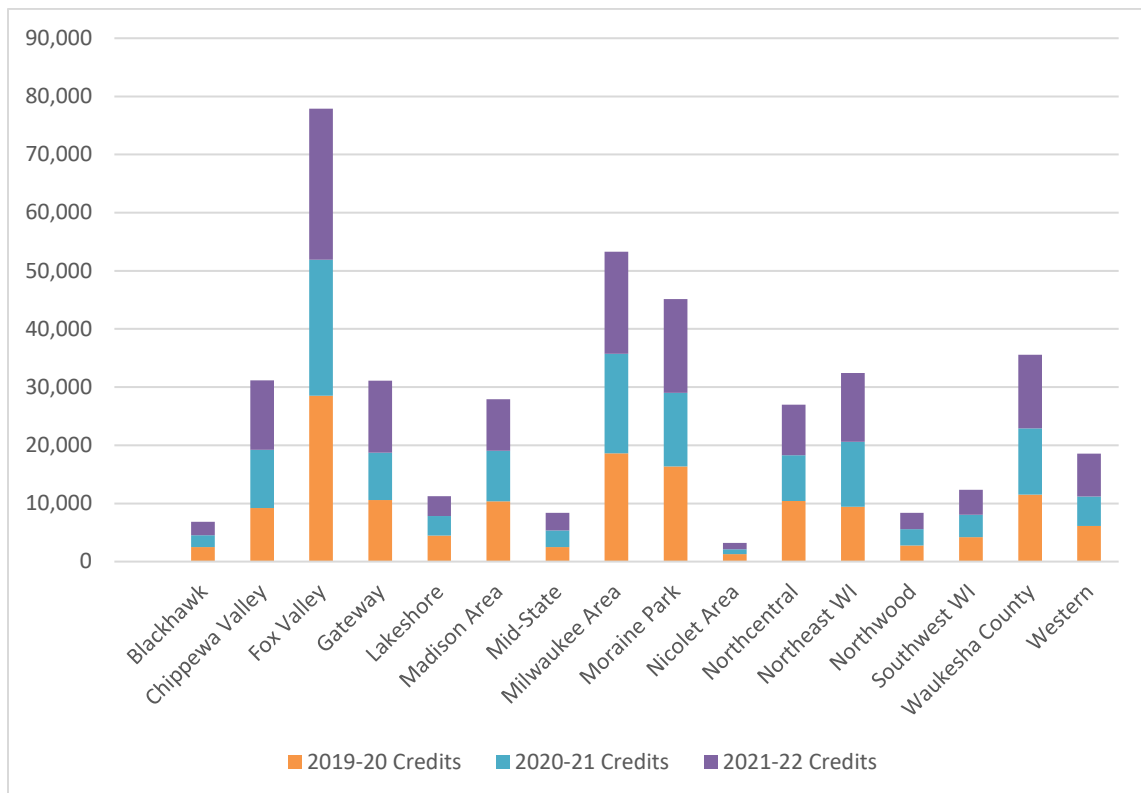
Funds are distributed based on each college’s proportionate share of statewide credits earned in all types of dual enrollment offerings, which include transcribed credit, advanced standing (reported once the student enrolls at a technical college, post-high school), and Youth Apprenticeship, Start College Now (formerly known as Youth Options) and Course Options programs.

**WORKFORCE TRAINING**

Wisconsin’s technical colleges are an integral component of employer success across the state: as the premier providers of customized business solutions; apprenticeship-related classroom instruction; on-site training; and professional development, including APICS and supply chain, Lean Six Sigma, health care and human services, sustainability, continuous improvement, project management, leadership development and other specialized training.

WTCS-delivered customized training helps businesses increase their efficiency, productivity and worker safety. For employees, it allows them to improve their employability and earning potential. Technical colleges provide workforce training for businesses of every size and in every industry in the state. As shown in Figure 3, WTCS delivered more than 430,000 workforce training credits over the last three years.

**FIGURE 3:** Workforce Training Credits



Workforce training funds are distributed based on each college's proportionate share of credits generated in each of the following areas:

- contracts to provide customized instruction to public and private employers;
- employer-paid tuition and training;
- apprenticeship education; and
- professional development seminars.

## **COLLABORATION**

Wisconsin's technical colleges participate in a variety of local and regional collaborations and partnerships aimed at increasing efficiencies, maximizing student success and opportunities, and making the most of instructional resources. The six statewide partnerships in which all 16 technical colleges participate were chosen as standard measures for the purposes of the collaboration criteria.

Districts Mutual Insurance (DMI), for example, was formed by the colleges for the purposes of insuring property, automobile, liability, workers' compensation and other risk. Since its establishment in 2004, DMI has saved taxpayers over \$21 million in insurance premiums, through the collective buying power of all 16 institutions and lowered administrative overhead. Similarly, the WTCS Purchasing Consortium takes advantage of the colleges' combined purchasing power to save on supplies and services common across all 16 colleges.

Funds are distributed based 50% on each college's proportionate share of full-time equivalent students and 50% as an amount equally divided among the colleges. To be eligible under these criteria, a college must maintain membership in the following collaborative partnerships:

- Districts Mutual Insurance;
- District Boards Association;
- Purchasing Consortium;
- Marketing Consortium;
- Wisconsin Student Government; and
- Worldwide Instructional Design System (WIDS).



## SPECIAL POPULATIONS

The special populations criteria recognizes special student populations or demographic groups that may be considered unique to certain technical college districts, such as older dislocated workers and returning veterans. These groups may require specialized support services in order to reach their academic and career goals.

**TABLE 7:** Three-Year Total, Special Populations Served by Wisconsin Technical Colleges

	All Students	Pell Recipients (low income)	Students of Color	Veterans	Incarcerated	Dislocated Workers	Students with Disabilities
<b>Blackhawk</b>	23,737	2,904	4,772	244	214	110	618
<b>Chippewa Valley</b>	48,860	5,317	5,524	674	659	20	1,268
<b>Fox Valley</b>	141,184	5,914	24,299	1,334	1,874	541	1,032
<b>Gateway</b>	53,924	6,863	20,247	713	145	118	2,284
<b>Lakeshore</b>	26,099	2,512	4,593	936	566	72	445
<b>Madison Area</b>	78,733	9,964	22,436	1,438	565	392	3,698
<b>Mid-State</b>	23,546	3,049	2,443	1,361	423	141	480
<b>Milwaukee Area</b>	83,592	24,326	47,314	994	570	46	2,214
<b>Moraine Park</b>	40,207	3,487	7,331	443	4,570	94	2,421
<b>Nicolet Area</b>	11,424	1,479	1,386	147	109	107	373
<b>Northcentral</b>	52,439	4,328	6,557	385	1,091	164	1,208
<b>Northeast Wisconsin</b>	73,028	7,448	13,364	1,161	357	198	1,939
<b>Northwood</b>	44,405	3,439	3,674	1,038	318	75	845
<b>Southwest Wisconsin</b>	19,564	1,505	1,828	225	533	40	556
<b>Waukesha County</b>	51,007	3,346	10,262	480	231	84	1,658
<b>Western</b>	37,369	4,551	6,098	675	1,247	61	1,810
<b>Statewide</b>	<b>809,118</b>	<b>90,432</b>	<b>182,128</b>	<b>12,248</b>	<b>13,472</b>	<b>2,263</b>	<b>22,849</b>

Three-year total includes fiscal years 2019-20, 2020-21 and 2021-22



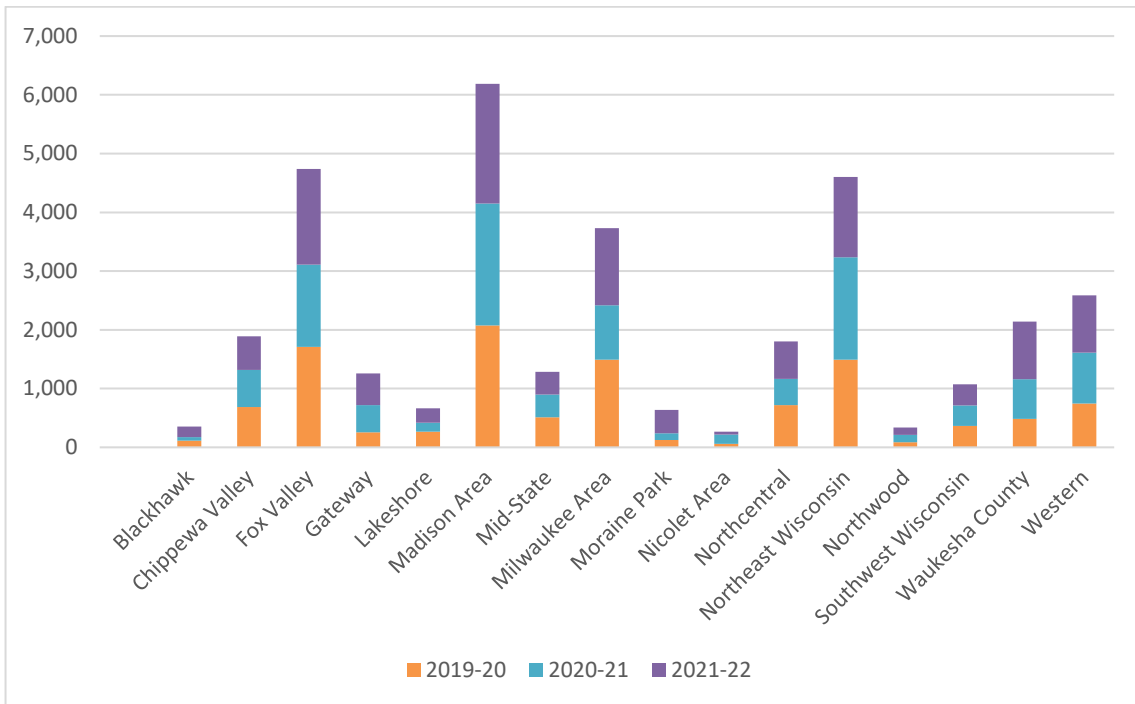
Half of available funds for these criteria are distributed based on each college’s proportionate share of the six special populations: students of color, Pell Grant recipients, military veterans, incarcerated individuals, dislocated workers and persons with disabilities. The remainder is distributed based on each college’s percentage of special population students, relative to their total student population.

**CREDITS AWARDED FOR RELEVANT EDUCATIONAL EXPERIENCE OR TRAINING**

Wisconsin’s technical colleges provide students with the opportunity to shorten their time to a credential by demonstrating their knowledge and skills they have gained outside the classroom.

Wisconsin’s technical colleges award credits for relevant educational experience or training not obtained through an institution of higher education, including skills training received through military training. Technical colleges awarded more than 33,500 credits during the most recent three-year period, an increase of almost 8% over the previous three-year period.

**FIGURE 4:** Credits Awarded for Relevant Educational Experience or Training



Funds are distributed based on each college’s credits awarded to students who successfully demonstrated relevant educational experience or training skills not obtained through an institution of higher education, but acquired through military and work experience, as well as other learning acquired outside traditional academic institutions.





## SPECIAL REPORTS ITEM D.



230 South LaSalle Street, Suite 7-500  
Chicago, IL 60604  
312.263.0456 | 800.621.7440  
Fax: 312.263.7462 | hlcommission.org

July 21, 2023

Dr. Tracy Pierner  
President  
Blackhawk Technical College  
P.O. Box 5009; 6004 County Rd G  
Janesville, WI 53547-5009

Dear President Pierner:

This letter serves as formal notification and official record of action taken concerning Blackhawk Technical College (the institution) by the Institutional Actions Council (IAC) of the Higher Learning Commission (HLC) at its meeting on July 18, 2023. The date of this action constitutes the effective date of the institution's new status with HLC.

**Action.** IAC accepted the team report for Blackhawk Technical College.

In taking this action, the IAC considered materials from the most recent evaluation and the institutional response (if applicable) to the evaluation findings.

In two weeks, this action will be added to the *Institutional Status and Requirements (ISR) Report*, a resource for the institution to review and manage information regarding its accreditation relationship. Chief Executive Officers and Accreditation Liaison Officers may download the ISR Report in Canopy at <https://canopy.hlcommission.org>.

Within the next 30 days, HLC will also publish information about this action on its website at <https://www.hlcommission.org/Student-Resources/recent-actions>.

If you have any questions about these documents after viewing them, please contact the institution's staff liaison, Tom Bordenkircher. Your cooperation in this matter is appreciated.

Sincerely,

A handwritten signature in black ink that reads "Barbara Gellman-Danley".

Barbara Gellman-Danley  
President

cc: Jon Tysse, Accreditation Liaison Officer  
Tom Bordenkircher, HLC Staff Liaison



# Blackhawk Technical College

HLC ID 1857

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STANDARD PATHWAY: Mid-Cycle Review

Review Date: 5/8/2023

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Dr. Tracy Pierner  
*President*

Tom Bordenkircher  
*HLC Liaison*

Lloyd Hammonds  
*Review Team Chair*

Brian Caputo  
*Team Member*

Chad Hanson  
*Team Member*

Heather Kincaid  
*Team Member*

Linda Kingston  
*Team Member*

## Context and Nature of Review

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### Review Date

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5/8/2023

### Review Type:

Mid-Cycle Review

### Scope of Review

- Mid-Cycle Review
- Federal Compliance (if applicable)
- On-site Visit

*There are no forms assigned.*

## Institutional Context

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Blackhawk Technical College (BTC) is one of sixteen technical colleges in Wisconsin and is part of the Wisconsin Technical College System (WTCS). The college has two campuses and an additional location. Sites are linked together for transportation purposes via college shuttles and a partnership with the local bus line. The college serves Rock and Green counties in southern Wisconsin. Enrollment has been trending up the last several years with current enrollment of more than 8,300 credit and non-credit students.

BTC's mission "*We help you build your future with a flexible education in a supportive environment,*" is designed to meet the educational and training needs of its constituents. Programs range from nursing and the health sciences to welding and advanced manufacturing. Strong advisory committees support the educational programs.

The college has undergone significant changes over the past six years, including: a new president, vice president of academic affairs, director of student services; a successful referendum to build a new public safety building; first enrollment increases in several years following the pandemic; transitioning from the AQIP process to the Standard Pathway; reinventing its assessment processes; and preparing to launch its new and inclusive strategic planning process, all while achieving the financial targets identified in its current strategic plan. An additional and exciting recent undertaking is the college's transition to offering transferable AA/AS degrees.

BTC is a vibrant institution which prides itself on its educational excellence, flexible learning environment, diverse and inclusive students and employees, operational effectiveness, and data-informed decision-making processes across the college. BTC is a vital part of the region's social, economic, and educational achievement and advancement.

## Interactions with Constituencies

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**During the course of the visit the team met with the following individuals:**

President

Assistant to the President and District Board

Vice President of Academic Affairs

Vice President of Finance and College Operations

Executive Director of Institutional Research and Effectiveness

Executive Director of Student Services

Executive Director of Human Resources and Organizational Development

Executive Director of Marketing and Communications

Instructors from the following disciplines: Agriculture, Allied Health, Basic Skills, Biological Science, Communications, Criminal Justice, Early Childhood, Electric Power Distribution, Engineering, Foundations of Education, Mathematics, Nursing, Physical Science, Social Science and faculty at the Advanced Manufacturing Training Center

Dean, Health and Public Safety

Dean, Manufacturing, Apprenticeship, Transportation, and Technology

Director of Workforce and Community Development

Workforce Development and Monroe Campus Coordinator

Executive Assistant, Academic Affairs

Administrative Chair, Allied Health

Administrative Chair, Business

Administrative Chair, General Education

Registrar

Registration Specialist

Director, Teaching and Learning Resource Center

Teaching and Learning Specialist

Instructional Design Specialist -- Faculty Development

Admissions and Enrollment Assistant

Student Enrollment Manager

Financial Aid Manager

Financial Aid Assistant

Transfer Coordinator

Career Services Coordinator

**During the course of the visit the team met with the following groups individually:**

District Board

Executive Council

Criteria One and Two Open Meeting (28)

Focus Meeting: Transition to Offering AA/AS (18)

Focus Meeting: BTC Assessment Project Open Meeting (26)

Criteria Three and Four Open Meeting (40)

Criterion Five Open Meeting (15)

Open Meeting with Students (35)

**During the course of the visit the team toured the following:**

Advanced Manufacturing Training Center

Central Campus

Monroe Campus

## **Additional Documents**

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The team reviewed the institution's Assurance Argument, all evidence cited therein, the Evidence File, college promotional materials, and the institution's website. In addition, the team reviewed the FY21 and FY22 management letters from the college's auditors and the FY21 and FY22 audited financial statements prepared by WIPFLI, LLP.



## 1 - Mission

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

### 1.A - Core Component 1.A

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The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

### Rating

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Met

### Rationale

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Blackhawk Technical College's (BTC) mission is: 1) We help you build your future with flexible education in a supportive environment. (long form) or 2) Flexible education, supportive environment. (short form). This mission is based upon the statutory mission of the Wisconsin Technical College System (WTCS) as specified in Chapter 38 of Wisconsin State Statutes. The college prominently presents its mission on its website ("About" tab), in its strategic plan, and in its Academic Catalog.

The District Board (DB) approved the current institutional mission on August 16, 2018, during a regular meeting as documented in meeting minutes. The new mission was developed during 2016 and 2017 through a process that involved a variety of community stakeholders. Listening session notes are included in the evidence file.

Through annual retreats, the college's leadership team affirms its mission, vision, and values. The institution provided copies of agendas from previous strategic planning retreats in recent years. To inform this process, the college conducted a survey of high school counselors in 2017. Survey results are provided in the evidence file. Also, in 2020, the institution conducted an equity survey of students in cooperation with the WTCS. In response to the survey report, the college established an Inclusion, Diversity, Equity, and Accessibility (IDEA) Committee to inform its future actions related to equity and its mission. Minutes of meetings of the DB during 2019-2022 reflect reviews of the

college's strategic plan.

Chapter 38 of Wisconsin State Statutes specify that the nature and scope of the offerings of technical colleges in Wisconsin focus on workforce development. However, BTC has also begun offering general education courses to meet the needs of the community. This initiative of transferable degrees is being encouraged and supported by the WTCS.

The college's Diversity Statement makes it clear that the institution seeks to maintain an environment where "all students, employees, and community members feel welcomed, valued, and included." Also, on its website, the college maintains a webpage dedicated to exposing students to opportunities in "Non-Traditional Occupations."

The college conducts labor market analyses to ensure that its course offerings meet workforce needs. To gauge student sentiment about the institution, the college conducted a student survey in the fall of 2022. A portion of the survey was dedicated to assessing the adequacy of student services.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 1.B - Core Component 1.B

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The institution's mission demonstrates commitment to the public good.

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

### Rating

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Met

### Rationale

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BTC's focus is on serving the public. The institution uses a Program Gap Analysis to discern labor market needs prior to approving new programs. Minutes of DB meetings from 2019 through 2022 provided evidence of the Board's evaluation of proposed new programs with respect to whether they address community needs. The institution undertakes a "concept review" to validate the impact of proposed new programs and facilities. A concept review involves assessments of proposed new programs and facilities at the district and state levels.

BTC's mission establishes that its educational responsibilities are its primary focus. The institutional mission statement indicates "We help you build your future..." Building a future suggests that the institution seeks to prepare students for a livelihood (i.e., a future). Also, BTC's values include "collaborative." This value involves adapting to community needs. These community needs are educational in nature (i.e., its educational offerings).

BTC participates in a variety of activities designed to engage the community. These include, but are not limited to, family-focused events, an MLK Day event, on-campus testing for COVID-19, and Agriculture Days. The college staff has established relationships with local chambers of commerce. Some student organizations also are engaged in the community. The college's Community Engagement Team helps keep these activities in perspective and ensures that the institution's educational responsibilities are not eclipsed. The Community Engagement Team has developed a Community Engagement Plan (included in the evidence file) that provides a framework for how the institution will engage the community.

The institution engages extensively with its external constituencies. One important way the college engages is through program advisory committees. The institution provided Advisory Committee Guidelines, an Advisory Committee Membership List, and agendas for several advisory committees. The advisory committees produce minutes for their meetings that contain a variety of recommendations. Based upon these recommendations, the college's academic departments consider program changes. Team inquiries of college community members indicated that the institution is

eager to meet the needs of the public. The DB is cognizant of the existence and activities of the advisory committees. Moreover, the Board values the advisory committees as a distinctive asset.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 1.C - Core Component 1.C

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

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

### Rating

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Met

### Rationale

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Blackhawk Technical College encourages curricular and co-curricular activities that prepare students for informed citizenship and workplace success. The college states and assesses a set of core abilities or institutional learning outcomes that include objectives centered on acknowledging "the contributions of a diverse society," utilizing "relevant information gathered from diverse perspectives," and adapting, "communication to engage diverse audiences." BTC also maintains 16 different student clubs, from bowling to student government, which afford students an opportunity to exercise leadership. In addition, the institution operates an initiative, Blackhawk Scholars, which provides locally sponsored employment while students make progress toward the completion of a degree or certificate program.

The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations. The WTCS office conducts civil rights compliance reviews. BTC successfully passed its last such review in October of 2021. The college also surveys employees on a biannual basis to determine if personnel would benefit from accommodations for disabilities. In addition, the institution's strategic plan makes equity a priority. The plan states that, "BTC is an environment that embraces inclusion, collaboration, engagement, and equity for all." As a reflection of the plan, during the fall of 2019, BTC created an Inclusion, Diversity, Equity, and Accessibility (IDEA) committee made up of staff, students, and faculty. The charge of the committee is to assure inclusivity and equity across campus. One of the group's initial projects included the creation of an IDEA lounge--a formal space on campus for diversity-related activities.

BTC fosters a climate of respect among students, faculty, staff, and administrators from a range of diverse backgrounds, ideas, and perspectives. For example, the college maintains a Preferred Name policy, E-240, and a policy, E-230, on Pronouns and Gender Identity. The policies assure that preferred names and pronouns are cited in college systems, communications, and informational material. In addition, instructors taking part in trainings associated with the state of Wisconsin's Faculty Quality Assurance System (FQAS) demonstrate competence in the areas of "diversity, equity, and inclusion." The onboarding process for all newly hired employees also includes content in the

areas of Title IX legislation, harassment prevention, and the prevention of stereotyping.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 1.S - Criterion 1 - Summary

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

### Rationale

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Blackhawk Technical College's (BTC) mission is: We help you build your future with flexible education in a supportive environment. (long form). The college prominently presents its mission on its website, in its strategic plan, and in its Academic Catalog.

The mission guides BTC's operations most prominently by serving as the foundation of the institution's strategic plan. The college's course offerings are flexible and diverse as permitted by Chapter 38 of Wisconsin State Statutes. BTC supports its students through appropriate policies and a wide range of services. The institution also supports students through the cultivation of an inclusive, equity-minded environment and the offering of a robust menu of curricular and co-curricular activities.

## 2 - Integrity: Ethical and Responsible Conduct

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The institution acts with integrity; its conduct is ethical and responsible.

### 2.A - Core Component 2.A

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The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

### Rating

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Met

### Rationale

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The college's strategic plan includes "the promise." The promise is the college's mission. It is the guiding principle for ethical and responsible conduct at the college. The college's mission, vision, and values introduce the institutional strategic plan.

The District Board adopted the strategic plan in 2017 and reaffirmed it in 2020 after soliciting input from the college community. The strategic plan includes the five tenets:

1. Flexible learning
2. Educational excellence
3. Data informed decisions
4. College environment
5. Operational effectiveness

Across these five tenets, the strategic plan includes 15 major initiatives:

1. Enhancing and expanding flexible learning options
2. Improving the transition from associate to bachelor's degrees
3. Improving the integrated learning assessment system
4. Developing and integrating a teaching quality system
5. Implementing new faculty system
6. Developing master courses to enhance consistency and quality
7. Improving accuracy, access, and sharing of data/information
8. Creating a strategic enrollment plan
9. Implementing Starfish
10. Enhancing employee performance evaluation to increase engagement



11. Developing an inclusion, diversity, equity, and accessibility plan
12. Enhancing community engagement
13. Mapping and documenting key college processes
14. Implementing integrated planning and budgeting system
15. Implementing CLSS to improve scheduling process

These articulated strategic plan tenets and related major initiatives serve to focus institutional effort and promote appropriate employee behavior.

The college's values, as stated in Policy A-300, are responsive, collaboration, empowering, strategic, process-driven, and inclusive. These values support ethical and responsible conduct within the institution.

Two key policy documents related to ethical and responsible conduct are Policies B-110 and C-370. Policy B-110 is the institution's ethics policy. This policy addresses conduct by the DB to include sexual misconduct, sexual harassment, harassment, abuse of power, consensual relationships, and other conduct. Policy C-370 establishes the employee code of conduct. This policy addresses outside employment, political activities, and a variety of other conduct. Additionally, the college has published an Employee Handbook to guide employee conduct. The handbook may be found on the institution's intranet.

The BTC Human Resources Department has released videos to promote good employee behavior. Also, the college's IDEA Committee has brought speakers to the campus to educate the college community on ethical conduct.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 2.B - Core Component 2.B

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The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

### Rating

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Met

### Rationale

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BTC uses its website, catalog, and other forms of written communication to provide comprehensive information to current students and the general public about the college. Program web pages provide clear information about program outcomes, course offerings, total program costs, and general information. BTC identifies stackable credentials through the career pathway section of the program web pages. It would be helpful to more clearly define how the stackable credentials work to meet both student and employer needs. The college may wish to explore adding faculty information to the program websites as it is difficult to find faculty information outside of the alphabetical listing in the catalog.

The accreditation process and associated documents are clearly outlined on the college website and include the 16 programmatic specialized accreditations that the college maintains. Current information regarding the accrediting agency, status, and cycle of renewal is provided. Additionally, 17 programs leading to licensure are listed. It may be helpful if BTC provided more information regarding preparation toward licensure in other states and making the information more accessible to students.

The college provides easy access to graduate outcomes in terms of placement through its institutional research/effectiveness department. Placement is disaggregated by award level and specific program offering. The 2021 placement rate is reported at 97%, but as demonstrated in the graduate outcomes sheet, related employment is at 87%. Providing a clearer understanding of these values for prospective and current students would be helpful.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## 2.C - Core Component 2.C

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The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

### Rating

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Met

### Rationale

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BTC is one of 16 technical colleges within the Wisconsin Technical College System (WTCS). The WTCS Board (System Board) is the coordinating and oversight body for the state's 16 public two-year technical colleges. BTC has its own local governing board: the District Board (DB or Board), as authorized under state law (Wisconsin Statutes, Chapter 38). The organization, composition, and authorities of the Board are delineated in district policies in accord with Wisconsin statutes. The DB consists of nine members, including two employers, two employees, a public school administrator, an elected official, and three additional members. All Board members must be residents of the district. Current DB members include a retired chief deputy, hospital president, telecom network consultant, elected member of the county board of supervisors, technical director of a food/snack company, public library director, school superintendent, and a county communications director. Information on Board members is published on the institution's website. In addition, DB policy requires "the College Board must maintain at least one minority member, based on the percentage of minority population of the District" (DB Policy A-130). Board members are appointed by an appointment committee of the chairpersons of the counties served by the college. Candidates are interviewed by the committee in a public hearing. Board members serve three-year staggered terms. An ex-officio, non-voting student representative also serves as a "liaison between the District Board and the student body in the interest of furthering communications, and to provide input for the formulation and review of policies concerning student life and services" (Policy B-480). The Board elects four officers annually--chair, vice chair, secretary, and treasurer. No person may serve as chair for more than two successive full annual terms.

The DB has policies to preserve the independence of Board members from undue influence when such influence would not be in the best interest of the institution. The policies contain a "Statement

of Expectations" that DB members serve (1) with integrity and collegiality while acting in the best interests of students and the entire college community, (2) comply with college policies and all laws, and (3) represent the college in a positive manner (Policy B-100). The Board also has "Code of Ethics" (Policy B-110) and "Conflict of Interest" policies (Policy B-150). These policies ensure that Board members will have no financial interests that conflict with decisions of the Board and include expectations for proper use of authority and that each member shall carry out their duties with the highest ethical conduct and avoid all conflicts of interest.

The DB meets monthly and publishes its agenda publicly, including on the institution's website. Comprehensive minutes are prepared for each meeting and are also publicly available. A typical agenda reviewed by the team includes such items as (1) an opportunity for public comment; (2) special reports, as available, from the student representative, vice president of academic affairs and other administrators, and the president regarding such issues as the strategic plan and HLC visit; (3) information and discussion on such items as financial reporting; (4) DB committee reports; (5) an update on the president's activities; (6) a consent agenda; (7) a policy review; (8) action items such as the recent approvals of a remodeling contract and the Janesville Manufacturing Center Project Concept; (9) WTCS Consortium updates; and (10) future agenda items.

The Board has an established process for orienting new members. New members receive a package of materials relating to technical education, BTC, and the Wisconsin Technical College District Boards Association (DBA). A meeting is scheduled for new members to walk through the materials with the president. New members may also work with a current DB member to serve as a mentor. New members may also attend Board meetings and participate in discussions before being seated.

Board members are provided significant opportunities for professional development. The DBA provides an impressive array of relevant professional development opportunities quarterly. Recent examples of topics include: legislative leadership and executive branch perspectives--technical college advocacy; student services; K-12 partnerships; legal issues facing Wisconsin technical colleges; understanding the role of institutional research; board evaluation of the president; updates on diversity, equity, and inclusion; understanding federal funding; and the board's role in accreditation. The three-day meetings are held at one of the state's 16 technical colleges each quarter. While some DB members attend DBA quarterly professional development opportunities, the team encourages greater participation across the entire Board. These DBA meetings appear to offer professional development opportunities on topics relevant to DBA member institution board members. Travel to various conferences is a further opportunity for professional development. The team encourages DB participation in national governing board member organizations. The DB holds an annual retreat where different types of training are offered. Board meetings throughout the year also provide additional information and training: strategic planning input and updates is a prime example as evidenced by a review of DB agendas.

The DB conducts a self-evaluation and discusses the results at its annual retreat. The results are used to identify accomplishments during the past year and help set goals for the coming year.

The DB's duties and powers are clearly delineated in Policy A-220. The policies are consistent with the authority granted by the WTCS and are typical of those at other two-year HLC accredited institutions. These powers/duties include, among others, the following: representing the public interest; establishing college policies that define the institutional mission; hiring, evaluating, and terminating the president; delegating the day-to-day operation of the college to the president; assuring the fiscal health and stability of the college; monitoring institutional performance and educational quality; and advocating for the college. The Board approves the college's annual budget

and strategic plan. In carrying out its duties the DB regularly solicits input from college personnel and businesses, schools, and residents in the district. Examples of this input include surveys of district residents, surveys of high school counselors, significant internal and external input during the strategic planning process, advisory committee input, and a variety of assessment and institutional effectiveness data provide examples of internal constituents providing key input when the DB approves new programs. Having a school superintendent and a cross-section of community representatives on the Board helps ensure input that will benefit the entire community served by the college.

Policy A-240 states that the president shall be the chief executive officer of the institution. The DB "delegates to the president the executive responsibility to administer the policies adopted by the District Board and executing all decisions of the Board requiring administrative action." Among responsibilities delegated to the president include: overseeing the daily operation of the college; supervising the college's administrative staff; supervision of general business procedures of the college; proposing an annual balanced budget; overseeing the auditing and accounting of funds; acquiring supplies, equipment, and property; and protecting assets and persons. Program and curriculum matters are academic matters which are initiated by faculty and submitted through the college's curriculum development, design, and implementation policies. The Board, pursuant to Policy A-270, conducts an annual evaluation of the president.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 2.D - Core Component 2.D

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The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

### Rating

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Met

### Rationale

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Blackhawk Technical College is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning. The institution maintains Policy I-110, entitled "Academic Freedom and Responsibility," and Policy E-275, that assure "Free Speech" on campus among staff, students, and faculty. The curriculum of BTC's New Faculty Academy also orients instructors to the rights and responsibilities involved in the practice of academic freedom. In addition, academic freedom is discussed as part of the activities associated with the Wisconsin Technical College System Faculty Quality Assurance System, under the subheadings "the learning community" and "planning and delivering instruction." During campus interviews, faculty expressed to the team that they feel unencumbered in their ability to design learning activities that meet course, program, and college outcomes.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## 2.E - Core Component 2.E

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The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

### Rating

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Met

### Rationale

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BTC Policy C-370, Employee Code of Ethics, outlines expectations for the ethical behavior of faculty and staff and may be found in the Employee Handbook. During the onboarding process, all faculty and staff receive training on regulatory compliance, ethical behavior, and fiscal accountability. Additionally, faculty standards for research and scholarly activities are taught within the New Faculty Experience courses.

Blackhawk has instituted a comprehensive plan for ensuring data integrity and the guidelines for research and scholarly activities within the college as evidenced in Policy E-810, Data Review and Verification and Procedure. The Office of Institutional Research and Effectiveness (OIRE) provides support for research activities conducted by the college. In addition to overseeing surveys and data analysis of student demographics and performance, a data dashboard system was developed to allow on-demand access to metrics and performance data for faculty and staff. The OIRE executive director monitors all human subject research in compliance with Policy E-820, Survey Review and Approval and 45CFR Part 46 from the U.S. Department of Health and Human Services.

In addition to the OIRE, faculty, staff, and students are provided with multiple resources and services in regard to data integrity and acceptable research practices. Examples include workshops conducted by the librarian on topics such as the research process, topic development, utilizing search tools, and search strategies. A writing lab, math lab, and testing center provide additional support to students conducting research activities.

The Student Handbook contains the Student Code of Conduct and outlines the expectations for academic honesty. During the Advising, Registration, and Orientation (ARO) session, students are introduced to the college's policies for ethical behavior and academic integrity. Students who violate the Student Code of Conduct are reported to the Behavioral Intervention Team (BIT). The team verified with students that all new students are required to complete ARO training prior to their initial registration.

## **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*



## 2.S - Criterion 2 - Summary

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The institution acts with integrity; its conduct is ethical and responsible.

### Rationale

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BTC's values (responsive, collaboration, empowering, strategic, process-driven, and inclusive) provide a foundation of integrity for the institution. Specific policies provide ethical frameworks for the DB and employees. Also, policies are in place preserve the independence and specify the duties of DB members. The Student Code of Conduct specifies expectations for academic honesty and other conduct by BTC students.

Additional policies provide for academic freedom and freedom of expression within the institution. The freedom of expression policy pertains to students, faculty, and staff. Data integrity and acceptable research practices are promoted by the provision of appropriate resources and services.

BTC has an engaged DB which has policies to guide its operations and ensure ethical and responsible conduct on the part of Board members. The DB has delegated the day-to-day operations of the college to the college president and works to advance the interests of the college. Board members have regular opportunities for professional development.

Information about graduate outcomes is available to students online.

## 3 - Teaching and Learning: Quality, Resources and Support

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The institution provides quality education, wherever and however its offerings are delivered.

### 3.A - Core Component 3.A

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The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

### Rating

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Met

### Rationale

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BTC's programmatic offerings are at the appropriate level according to the WTCS and offerings align with the mission and vision of the college. Program and course development and modification are completed through a well-defined process following college and WTCS policy and procedures. These processes ensure consistency across all offerings.

Syllabi templates within the WIDS system and the use of a Master Course model ensure that course learning outcomes are consistent across all delivery methods. Syllabi also include section specific information providing flexibility and instructor's academic freedom. In discussions with faculty, it was clear that there is a team approach and multiple resources are used in the development of course and program offerings, including industry advisory committee suggestions and state-wide curricular information.

Full-time faculty are provided with a consistent on-boarding process ensuring consistency with use of Blackboard, tagging of assessments, and high-quality teaching practices. Additionally, there are multiple opportunities for faculty to participate in training through the Center for Innovation in Teaching and Learning to enhance their skills in course design, technology, assessment, and student-centered practices.

The college's Dual Credit Handbook identifies the multiple ways in which high school students can earn high school and college credit. High School faculty teaching transcribed courses are aware of the rigor required in the courses, are assigned a BTC faculty mentor, and are provided access to the Master Course. Requirements of the high school, high school faculty, BTC faculty mentor, and the

college are clearly defined in the Dual Credit Handbook. The college is actively working to ensure that transcribed courses meet the same level of rigor and assessment as all courses on campus taught by BTC faculty through required use of the Master Course and associated assessments and tagging within the Blackboard shell.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 3.B - Core Component 3.B

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The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

### Rating

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Met

### Rationale

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Blackhawk Technical College's general education program is appropriate to the mission, educational offerings and degree levels of the institution. The college's general education program meets the standards of WTCS's guidelines. The program includes coursework in communications, mathematics, natural sciences, and the social/behavioral sciences. The team found evidence online to confirm that the institution articulates the purposes, content and intended learning outcomes of its general education requirements. At the time of the site visit, however, 77 % of the courses in BTC's newly formed AA and AS degrees matched the WTCS System-aligned course learning outcome summaries. During interviews with faculty and administrators on campus, the team confirmed that efforts are underway to complete the process of aligning course summaries to meet the standards of the state of Wisconsin. It should be noted that general education program to support the AA/AS degrees is a new initiative for the college.

The institution's program of general education is grounded in a framework developed by the college and associated with statewide standards. The program imparts broad knowledge, intellectual concepts, and the skills and attitudes that the institution believes every college-educated person should possess. BTC developed a list of College Wide Core Abilities in 2006, and took steps to revise the list in 2019-2020. The revision resulted in a set of five objectives that serve as BTC's institutional learning outcomes: Think Critically, Demonstrate Accountability, Exhibit Respect for All, Use Technology Skillfully, and Communicate Effectively. In addition, BTC's new AA/AS degree programs were developed in collaboration with a partner institution, University of Wisconsin-

Whitewater, and the learning objectives for both degrees programs match the Shared Learning Goals required in the general education curriculum across the University of Wisconsin system.

The education offered by BTC recognizes the human and cultural diversity of its students and provides them with growth opportunities and lifelong skills to live and work in a multicultural world. In 2022, BTC's Board adopted a diversity statement that describes how the institution strives to create a "climate in which all students, employees and community members feel welcomed, valued and included." The institution's College Wide Core Abilities also include a subordinate learning goal, where students are expected to "Demonstrate Diverse and Inclusive Practices" as an institution-wide learning outcome. In addition, BTC's AA and AS program outcomes contain the statewide system's goal of developing knowledge of human cultures.

The college's faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to the institution's mission. BTC's Intellectual Property Policy I-230, guides and encourages the development of inventive and innovative work that extends beyond the requirements of courses and degree programs. Faculty engage students in professional and creative activities including Skills USA, Business Professionals of America, and the National Student Nurses Association. In addition, during interviews on campus, the team collected evidence to confirm that BTC faculty routinely give talks and present the results of their research at statewide and national conferences.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 3.C - Core Component 3.C

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

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

### Rating

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Met

### Rationale

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Blackhawk Technical College has developed robust processes to ensure its application and hiring practices meet the standards set forth by the WTCS. As evidenced by conducting annual workforce analyses, comparative data are used to determine the demographics of its employees compared to that of the district workforce. Results of the analyses are shared with hiring managers and efforts are made to increase diversity in underrepresented populations for future positions. In October 2021, a WTCS civil rights compliance review of the college's employment practices resulted in zero citations, and thus, required no corrective actions.

BTC employs 78 full-time and over 220 part-time faculty members. All new full-time and part-time faculty members are required to complete the New Faculty Experience series of five courses that satisfy the WTSC Faculty Quality Assurance System (FQAS) competencies. Faculty members readily shared that topics in the five courses included planning and delivering instructions, assessment and feedback, diversity, equity and inclusion, curriculum and assessment, and the development of a personalized professional development plan. Full-time faculty are expected to participate in college committees, program reviews, professional development, assessment of student learning, and curriculum review. Minimum faculty credentials are verified by the appropriate instructional supervisor and subject matter expert to comply with WTCS's Administrative Code TCS 3.04. Final

review and approval are conducted by the Office of Academic Affairs. Through a review of faculty employment files in the human resources department, the team verified that a consistent faculty credentialing process is followed for all full-time and adjunct faculty members. All faculty files reviewed contain evidence of meeting college and HLC faculty credentialing requirements. The college has received an HLC extension for dual credit instructors to meet the minimum qualifications by 2025. High school teachers are credentialed in the same manner as the college's faculty.

All full-time faculty members are evaluated on an annual basis. Instructional supervisors began using SumTotal for the first time in spring 2023. This program includes a faculty self-assessment, a supervisor assessment, and a review meeting between the faculty member and supervisor to discuss the findings of the evaluation. A similar process for the evaluation of part-time faculty is being planned for the 2023-2024 review cycle. The college implemented the SmartEval End-of-course Survey Tool for student evaluation of instruction in 2021. The College is currently developing recommendations for how the generated instruction reports will be utilized in the faculty evaluation process.

BTC provides opportunities for faculty professional development as evidenced by Policy I-300 Certification and the State Administrative Code TCS 3.05. Full-time instructors are required to complete Blackboard Level 2 and Quality Matters training. Each academic division has a professional development budget that is overseen by the Center for Innovation, Teaching, and Learning (CITL). Five faculty in-service days allow for internal training and professional development opportunities.

Faculty are expected to maintain a minimum of five hours per week for "instructional student support" for 38 weeks of the faculty contract equating to 190 hours per academic year. Specific instructor availability is provided in the course syllabi. Students shared with the team that overall, faculty members are available for questions and help when needed.

Staff position qualifications are outlined in a job description. Professional development is provided in a number of ways including conference attendance, participation in webinars, and participation in professional organizations such as the American Association of Collegiate Registrars and Admissions Officers (AACRAO), the National Academic Advising Association (NACADA), and the National Association of Student Financial Aid Administrators (NASFAA). The team verified that staff are provided with ample opportunities for professional development. The WTCS coordinates statewide learning opportunities for student services personnel and BTC staff are encouraged to participate.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 3.D - Core Component 3.D

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The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

### Rating

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Met

### Rationale

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BTC provides many student success supports throughout the student lifespan. Services provided through the Student Success Center, the CARE Center and those accessed through Starfish and Blackboard provide students with multiple resources to meet their needs. Services are provided directly on both the Central and Monroe campuses. In addition, an advisor visits the Advanced Manufacturing Training Center three times per week and events like Spring Fling are hosted at this location to engage students. Regular college shuttle service among sites is also available at no charge to students. Team discussions with students during the site visit provided overwhelming evidence that BTC provides an inviting and safe campus environment for all students.

The location of student success services such as the Learning Center, Writing Center, Learning Commons Library, and Learning Support Department in one area is a strength for the institution. Students can quickly access all areas of academic support within this shared space. The Learning Commons Library has transitioned to an accessible online format and has the ability to utilize inter-library loan servicing as needed. While services and tutorials are available online, staff in each area are available to provide any assistance needed by students. BTC also has an alignment with Adult Basic Education for students needing additional assistance in the transition to college-level work.

The college is transitioning to the Multiple Measures Model and has clearly laid out a path for developmental work in reading, writing, and mathematics. Each path provides students with the option to pair a college-level course with a studio course to progress more quickly through the developmental courses. As the college makes this transition, it should consider an annual review of incoming student placement and their success in the placed course as well as subsequent courses. This review will allow the college to make modifications, if needed, and determine the success of the co-requisite model.

The Advising Registration Onboarding (ARO) process used at BTC provides a well-defined



onboarding process for students. It allows students to choose in-person or distance onboarding through Blackboard and Zoom. Students expressed to the team that the onboarding for new students has significantly improved in recent years. However, some students continue to struggle finding and identifying resources as they continue through their time at BTC. Building intentional opportunities for engagement with students in areas such as advising, financial aid processes (summer specifically), and scholarships may be very beneficial as “just in time services” for students. The consensus of students was that there is a wealth of resources available, but they may not know how or where to find them. It may be beneficial to conduct student satisfaction surveys on a more frequent basis to identify such areas and be able to address them more rapidly.

The college provides faculty with several opportunities for support through its Center for Innovation in Teaching and Learning. Professional development is in alignment with the State Quality Assurance Program, the institutional mission, program related initiatives, and subject matter activities. This hierarchy allows flexibility in faculty development to deepen knowledge at all levels of the educational structure.

BTC facilities are well suited for the types of educational programming it provides. Specifically, the team observed that the facilities and program management at the Advanced Manufacturing Training Center in Milton, the Monroe Campus, and the Central Campus are well managed and maintained. There is a clear facilities master plan that includes efforts in acquisition/construction, remodeling, and capital projects to ensure efficient and effective use of space and resources and provides the infrastructure that will best support teaching and learning for today and the future.

## **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## **3.S - Criterion 3 - Summary**

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The institution provides quality education, wherever and however its offerings are delivered.

### **Rationale**

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Blackhawk Technical College has processes and procedures in place both locally and at the state level to ensure quality course and program learning outcomes. The use of WIDS and the Master Course model provides consistent levels of quality between instructors while providing faculty with an appropriate level of academic freedom. BTC faculty are provided a new Faculty Experience series of courses to make sure that all faculty are provided with a common set of standards related to planning and delivering instruction, diversity, equity, and inclusion, curriculum and assessment, and development of a professional development plan. The institution also provides a number of student supports outside of the classroom to aid in student success. BTC should continue to find ways to ensure that students know how and where to access the supports they need throughout the student lifecycle, beyond the ALO process during student onboarding.

## 4 - Teaching and Learning: Evaluation and Improvement

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The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

### 4.A - Core Component 4.A

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The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

### Rating

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Met

### Rationale

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Blackhawk Technical College ensures the quality of its educational offerings through annual program evaluations, program reviews, input from program advisory committees, guidance from accreditation agencies, quality assurance related to transfer, and by evaluating its graduates. For the annual program evaluations, academic affairs leadership examines key data elements, such as course success rates, average grades, and enrollment to determine the health and stability of programs.

The vice president of academic affairs is responsible for facilitating the program review process. Program reviews are conducted on a five-year cycle and completed by the faculty with input from the academic deans. Standardized data packets are provided to the programs by the Office of Institutional Research and Effectiveness (OIRE). The program review process concludes with the development of recommendations to enhance, continue, or discontinue the program. The results of the program

review are included in the planning and budgeting process for the upcoming academic year. For example, the Monroe Campus agribusiness faculty member shared with the team that as a result of the program review process, a simulator for on-site and remote sprayer equipment operation training and certification was purchased. In addition, several faculty members at the Central Campus expressed to the team that their programs had re-sequenced math and English requirements to be completed within the first year (30 credits) of the program. Faculty provided other examples as well.

To evaluate the success of its graduates, BTC collects and analyzes data obtained through six-month and five-year post-graduation surveys according to WTCS requirements. Employers are surveyed every four years. These data are analyzed for the program review process and the findings from these evaluations help guide improvements needed to course and curriculum offerings as well as to the institution as a whole. Conversations with faculty and staff confirmed that data are collected from graduates and disseminated to faculty and staff for program review and improvement.

The institution has policies and practices in place to provide quality assurance for applying credit to educational experiences and alternative forms of prior learning assessments, including experiential learning. BTC follows the WTCS policies for the review of all credit transcripts (Policy I-720). The credit transfer is based upon agreements or other criteria established by the faculty in coordination with the sending institution. The awarding of credit for prior learning and experiential learning, Policy I-730, recognizes credit received from other institutions such as the military and business and industry training. Previous work and life experiences are evaluated based on work histories, portfolios, and/or proficiency testing. BTC requires that a student must earn a minimum of 25% of the credit hours required for a degree, diploma, or certificate through courses taken at the college.

The college maintains and exercises authority over its courses through a review team composed of the director of teaching and learning resources, instructional design staff, and full-time faculty. The peer reviewers verified that standardized syllabi are used for all for-credit courses and that this is consistent for dual enrollment courses as well.

BTC maintains specialized accreditation for sixteen of its associate degree and technical diploma programs. Examples of specialized accreditations include automotive (National Institute for Automotive Service Excellence), culinary arts (American Culinary Federation Education Foundations, Inc., Accrediting Commission), nursing (Accreditation Commission for Education in Nursing), and medical laboratory technology (National Accrediting Agency for Clinical Laboratory Sciences). The review team verified that all sixteen programs are in good standing with their external accreditors.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 4.B - Core Component 4.B

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The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

### Rating

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Met

### Rationale

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Blackhawk Technical College has effective processes in place for assessing student learning and the achievement of learning goals in academic and co-curricular offerings. BTC makes use of two digital platforms to manage curriculum development and the assessment of learning outcomes: Courseleaf and the Worldwide Instructional Design System (WIDS). Instructors use WIDS to standardize and manage learning objectives and assessment activities. In contrast, Courseleaf allows the college to catalog its program goals, degree requirements, learning outcomes, and the placement of its graduates. The two systems impressed the team as comprehensive.

Under the direction of the college's Committee for Assessment of Student Learning (CASL), BTC also maintains curriculum maps that include learning goals linked or associated with the course and activity where students demonstrate skills and knowledge. During interviews, the team collected evidence that mapping efforts for technical programs are near complete, and the college is in the process of working to complete a curriculum mapping project for its new AA/AS degrees.

With regard to the assessment of its co-curricular programs, BTC's executive director of student services oversees assessment efforts, which include a recent survey on the effectiveness of the college's co-curricular offerings. In an interview with the career services and leadership development coordinator, the team ascertained that BTC uses survey data to update and improve its co-curricular offerings, including: professional development certificates, National Society of Leadership and Success meetings, and the college's Student Worker program.

BTC uses the information gained from assessment to improve student learning. The college maintains outcome assessment plans for its degrees and certificates. In the case of each program, faculty create "action plans" where they document the means by which they put assessment data to use in making curricular changes or changes to teaching methods. The institution describes the process as "closing the loop." During interviews with faculty and the college's administration, the team confirmed that curriculum changes, adjustments to instructional materials, and budget requests were all informed by assessment data. In addition, during the spring of 2022, the college began a

"Recursive Story Boarding" project that allows programs to share the fruits of their assessment efforts during college in-service activities. The team witnessed high levels of enthusiasm on the subject of assessing student learning among the faculty attending various meetings during the visit.

The college's processes and methods of assessing student learning reflect good practice, including the participation of faculty and other relevant staff members. Beginning in May 2020, the college began what it calls a Blackboard Assessment Alignment Project. Each year since, the institution has aimed professional development activities toward improving the project. BTC has undertaken the initiative as a way to allow faculty to use the institution's Learning Management System (LMS) to "tag" learning goals, giving instructors an ability to share the results of assessment activities with the college's Office of Institutional Research. In an interview with the college's vice president of academic affairs, the team collected evidence that full-time instructors, adjunct faculty, and high school based dual-enrollment teachers all make use of the tagging function embedded in the Blackboard LMS, contributing to the college's institution-wide assessment of student learning.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 4.C - Core Component 4.C

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The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

### Rating

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Met

### Rationale

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BTC has extensive data regarding student success, persistence, and retention. Each of these values has been well defined and can be benchmarked to sister WTCS institutions as well as similar institutions nationally. Data collected is disaggregated by course, delivery method, student ethnicity, and age. Data from Blackboard, labor market tools, equity reports, and the Hope survey have also been collected. These data values were used by the college, along with a SWOT analysis, and research on best practices to develop the strategic enrollment management plan (SEM) culminating in the three defined goals of increasing direct high school enrollment, increasing educational equity, and focusing on retention and success.

BTC demonstrates the use of data in the development of new outreach and support programming such as the Blackhawk Equity Access and Momentum (BEAM) Program, which was designed to aid in closing equity gaps among BTC students. As such, this program is in direct alignment with initiatives and strategies identified in the SEM and the institutional strategic plan. The college is encouraged to develop mechanisms and metrics to document the results of such programs to inform future improvements, enhancements, or terminating of programs. Academic programs and academic administration also use data to inform program and course improvements. This is demonstrated through the program review and assessment processes outlined in Core Component 4A.

BTC identified stacked or latticed opportunities for academic programming. These embedded diplomas are designed specifically based on industry needs and entry level job criteria. Stacked opportunities such as embedded certificates and degrees provide flexibility for students and speak to the needs of the current labor market demand as well. It is difficult to find detailed information

about these stacked or latticed programs on the college website. BTC should consider developing a clearer method to document the career pathways that exist for these programs.

BTC also provides flexible learning opportunities for students through online, hybrid, MyEdChoice (hyflex), and FlexLab opportunities. FlexLab programs are built around competencies and allow students an immense amount of flexibility in the days and times that they attend and the pace at which they move through the curriculum.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*



## **4.S - Criterion 4 - Summary**

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The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

### **Rationale**

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Blackhawk Technical College demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement. The college maintains high quality program and curricular goals. The institution's advising and student service staff also provide high quality support to the college's undergraduates. The team encourages BTC to enhance proactive outreach to its currently enrolled students. The team concludes that BTC has the tools and processes in place to ensure that the assessment of student learning will contribute to the ongoing improvement of the institution's courses and programs. BTC will, however, need to continue its efforts in assessment and curriculum development, especially with regard to the college's new AA/AS degree programs. Those efforts should include curriculum mapping, and work toward updating course summaries to match statewide standards.

## 5 - Institutional Effectiveness, Resources and Planning

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The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

### 5.A - Core Component 5.A

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Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

### Rating

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Met

### Rationale

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BTC embraces a culture of participatory governance as evidenced by (1) the institution's various committees which include faculty, staff, and students; (2) advisory committees; (3) an inclusive strategic planning process; (4) clearly identified "shared leadership teams"; (5) DB support for participatory governance; and (6) institutional policies which define participatory governance. The college has articulated "strategic leadership" at the college as a participatory governance model designed to provide all employees a voice in the decisions and processes that impact BTC stakeholders--students, employees, employers, and the community. The process is defined as a dynamic and cooperative interaction among the administration, faculty, and staff that enhances the decision-making process. The goal is to "engage a larger number of people on campus " and improve communication to create an environment where "innovative ideas from all corners of the campus can be brought forward for consideration." This is accomplished through three major bodies, five college-wide committees, and a number of organizational committees across the institution. The three major bodies are the (1) Executive Council (EC) which is composed of the president and reporting executives; (2) Blackhawk Improvement Group (BIG) which focuses on ongoing process improvement activities; and (3) Group for Procedure and Strategy which focuses on policies, procedures and processes of the college. Five college-wide committees are designed to mirror the mission and vision of the college with their chairs reporting to the EC: Next Generation Learning Committee; Student Success Committee; Inclusion, Diversity, Equity & Accessibility (IDEA) Committee; Emergency Preparedness Committee; and the IT Governance Committee. Strategic

leadership committees publish their charge, membership, agendas, and minutes. The institution's strategic plan is the guiding force of the college's definition of participatory governance and is achieved through the strategic leadership structure.

The EC reviews recommendations and forwards them to the DB, if appropriate, or acts on them directly if no DB action is required.. The role of BIG is to provide oversight and review of process improvements, create continuous improvement teams (CPI) and provide oversight of the teams. A group or person may submit an idea or proposal for improvement. BIG reviews the ideas submitted and takes action such as soliciting further input, forwarding to the appropriate group at the college, form a new CPI team on that issue, or defer action. BIG has responsibility for managing the process. "The mission of the Group for Procedure and Strategy (GPS) committee is to provide oversight and guidance for operational decisions related to procedure and process changes that impact more than two functional areas, support of strategic planning efforts, ensuring the strategic leadership committees represent proper cross-section from the entire college and otherwise validate the continuous improvement processes of the institution." (Policy B-500)

Faculty input into decision-making is also achieved through such committees as the Curriculum Committee, Committee for the Assessment of Student Learning, Teaching Quality Committee, program advisory committees, as well as the aforementioned BIG, GPS, institution-wide committees, and ad hoc committees and task forces..

The college collects considerable data and uses the data to drive decision-making, coupled with an ongoing process improvement culture to help integrate quality improvement into day-to-day decision-making. Sources of data used by the college include, IPEDS, WTCS state-wide data, institutional data on such topics as assessment of student learning, grants, BTC benchmarks, executive dashboard, and enrollments to assist in the decision-making process. The college has a Data Governance Committee to help ensure that the data is correct and that there is a common understanding across the campus of what the data means. BTC has made a considerable investment in developing data quality and accessibility to provide as close to live data as possible in the form of IBM Cognos Analytics and Blackboard Analytics (analysis and dashboarding tool). Faculty and staff confirmed to the team that data is critical to decision-making at the college. Data is routinely reported to the DB and is used in assessment activities, budgeting, and program review efforts, among others. Faculty cited examples of how assessment and program, review data has resulted in quality improvements at the college. BTC prides itself on its data-informed decision-making processes.

Governance structures across the institution have promoted an environment of shared governance that is both codified in policy and successfully implemented in practice to allow the institution to achieve its mission, vision, values, and strategic plan.. Faculty expressed to the team that these collaborative processes across the entire institution--academic affairs, student services, institutional research, finance, as well as other functional areas--have had a positive impact on morale. When the team asked what accounted for the strong morale and enthusiasm among so many employees, one faculty said it was "leadership." Others expressed their concurrence to the team.

## **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 5.B - Core Component 5.B

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The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

### Rating

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Met

### Rationale

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When first hired, employees participate in an onboarding process. This process provides training in a wide range of topics that are relevant to acclimating to and integrating into the institution. This training is provided in an e-learning format. A survey has indicated that 92% of employees believe that the training has given them the tools to do their jobs well.

BTC has adopted the Faculty Quality Assurance System and implemented the Faculty Professional Development/Learning Guide. The guide establishes a structured professional development program for faculty. Through this program, faculty are required to take orientation training when first hired and complete a sequence of training courses during their first three years of employment.

With respect to ongoing training, BTC employees are assigned to accomplish development activities through their annual performance evaluations. The college offers an online learning library that offers courses on topics to help employees do their jobs better.

All employees are required to take diversity, equity, and inclusion training when initially hired. BTC is developing plans for training programs on compliance (e.g., Title IX), DEI (continuing), and leadership. The team encourages the institution to consummate these plans. Also, the institution has scheduled a diversity summit for students.

The college considered population demographics and labor market data when developing its strategic priorities. Evidence includes the provided Blackhawk Technical College Population Graduation Matriculation 2021.

BTC has a well-developed budgeting process. The process is based upon updated strategic priorities as determined by the Shared Leadership Team and the DB. The budgeting process includes strategic, operational, and evaluative components per page 10 of the BTC 2022-23 Budget Plan. The college does not simply roll forward budgeted amounts from the prior year. Rather, the Executive Council

ensures that budget requests, including capital requests, are prioritized. Budget requests must evidence connectivity to the strategic plan.

Through the Academic Affairs Program Review Cycle (see 2022-2023 document in evidence), the academic leadership discerns the programs that are positioned to meet future workforce needs. The college will reallocate faculty positions based upon anticipated positive impact upon student success.

The District Board receives monthly budget execution reports. Budget managers receive bi-weekly budget execution reports and can query the Banner system at any time.

As of June 30, 2022, BTC had an unrestricted net position of \$13.0 million (10.4% of total assets). For the fiscal year ended June 30, 2022, the college had a positive change in net position of \$6.9 million (compared to \$6.3 million in the prior year). Thus, in general, the institution's financial condition is strong.

The team examined BTC's Single Audit Report for the fiscal year ended June 30, 2022 and found that the external auditors identified no material weaknesses or significant deficiencies in internal control related to the financial statements, federal awards, or state financial assistance. Moreover, the auditor's reports applicable to the financial statements, federal awards, and state financial assistance were unmodified (i.e., "clean").

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 5.C - Core Component 5.C

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The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

### Rating

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Met

### Rationale

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There is clear evidence that Blackhawk Technical College plans in an efficient, systematic, and responsible manner utilizing internal and external stakeholder input. BTC's strategic plan operates on a three-year cycle that is project-based. The college will be working on a new strategic plan in July, 2023. The overarching theme of the 2020-2023 strategic plan was to systematically improve operations and student outcomes.

The plan is developed with input from across the college and the community and is approved by the Board. During interviews with the team, faculty and staff were familiar with the current strategic plan and expressed that it drives decision-making, including budget decisions. Recommendations from the assessment processes and other data provided by the Office of Institutional Research and Effectiveness flow into the development of the plan. Additional subordinate plans such as the strategic enrollment management plan and the master facilities plan complement the strategic plan.

The five main project areas in the 2020-2023 plan are to develop flexible learning delivery models to meet student needs, enhance the college's pursuit of educational excellence, improve data-informed decision-making capabilities, create a supportive and inclusive college environment, and improve college operational efficiency and effectiveness.

The college has realigned the budgeting process to coincide with the academic program assessments and review cycles. This change allows the college to address any findings from the assessments and reviews in the planning and budget process for the upcoming year. In an effort to increase funding from the WTCS, emphasis was placed on obtaining graduate survey data collection which, in turn, resulted in additional state funds for the college. Individual programs rely on feedback from advisory committee members to ensure that the curricula and equipment are relevant. Based on faculty

recommendations, the department chair moves the requests forward to the dean who prioritizes all the requests for the vice president of academic affairs.. The executive team reviews all college-wide requests and sets the budget for the upcoming academic year.

The college is cognizant of external factors that may affect its overall funding. In an effort to offset the declining class sizes in K-12 schools and to offer additional pathway options for students, the college has recently added associate of arts and science degrees. The faculty and staff of BTC shared their enthusiasm for the new degrees with the team and expressed their willingness to complete the course mapping process for the degrees. Additionally, in anticipation of periods of decreased enrollment or fluctuations in state aid, the college has established general fund reserves to provide financial sustainability for the institution.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*



## 5.S - Criterion 5 - Summary

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The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

### Rationale

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Upon review of Blackhawk Technical College's strategic planning and resource budgeting processes, there is clear evidence the college plans in an efficient, systematic, and responsible manner. Internal and external stakeholder input is gathered through multiple channels and mechanisms and is considered during the planning processes to ensure changing societal and community needs are met and to provide awareness and transparency to constituents. Data sources such as IPEDS, WTCS state-wide data, institutional data on topics such as assessment of student learning, grants, BTC benchmarks, executive dashboards, and many others are used when planning and spurring data-informed improvements. These were identified as evidence within the Assurance Argument and were also referenced by Blackhawk Technical College representatives during conversations with the team. This confirms the systemic actualization of strategic planning throughout the institution which in turn ensures execution of the college's mission.

The evidence provided also supported a robust technology infrastructure, qualified instructors and staff, and ongoing professional development and training opportunities that ensure the continued ability to support student and community needs. Overall, Blackhawk Technical College has provided ample evidence of engagement in continuous planning and resources management meeting the core components of Criterion 5.

## Review Dashboard

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Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.S	Criterion 1 - Summary	
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	
3	Teaching and Learning: Quality, Resources and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.S	Criterion 3 - Summary	
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	
5	Institutional Effectiveness, Resources and Planning	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.S	Criterion 5 - Summary	

# Review Summary

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## Conclusion

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The team concludes that Blackhawk Technical College (BTC) has MET all Core Components for accreditation. This conclusion is based on a thorough review by the HLC visiting team of the institution's Assurance Argument and linked evidence and documents, a visit to BTC facilities, a review of faculty files and credentials, a review of financial records, and on-campus interviews with faculty, staff, administrators, the District Board (DB), students, and community members. The team found evidence to verify that the college MET each Core Component. Specifically, the team was able to confirm the following:

- The college's mission documents were developed with input from its constituencies, approved by its DB, understood across the college and drives the strategic plan;
- BTC is committed to the public good and acts with honesty and integrity in all of its dealings;
- BTC recognizes and actively supports the "contributions of a diverse society" -- both in its own governance structures and operations and in the expected educational outcomes of its students;
- The college has a talented, engaged District Board;
- College operations follow a well-developed set of institutional policies which are regularly reviewed and in alignment with the Wisconsin Technical College System (WTCS);
- Faculty are well-qualified by both experience and academic credentials to carry out their educational responsibilities and enjoy the academic freedom to do so;
- Professional development opportunities are available for faculty, staff, administrators, and the DB;
- The college's general education program aligns with statewide standards;
- Institutional learning outcomes support critical thinking, demonstrating accountability, exhibiting respect for all, using technology skillfully, and communicating effectively;
- Graduates are required to "demonstrate diverse and inclusive practices";
- A variety of student support services are available to students at all locations, including academic advising, financial aid, library, tutoring, writing lab, ABE, and other services;
- A strong Office of Institutional Research and Effectiveness (OIRE) provides current and relevant data to inform decision-making across the college;
- The college has an effective annual program evaluation process, as well as an effective program review process (five year rotation) which are informed by program advisory committees and data from OIRE;
- BTC uses two digital platforms--Courseleaf and WIDS--to manage curriculum development and assessment of student learning outcomes;
- Assessment of student learning is well-understood and supported by faculty and is used to improve curriculum;
- BTC is using several tools to improve its co-curricular offerings;
- The college's processes and methods of assessing student learning reflect good practice;
- BTC collects extensive data regarding student success, persistence, retention, and employer satisfaction which are used for a variety of purposes (one example is helping to close equity gaps among BTC students);
- The college has strong leadership at all levels and embraces a shared governance model;
- BTC has the facilities and equipment to support its educational programs;
- The college has effectively managed its financial resources;
- Adequate financial resources are available from the college's primary funding sources--state, property tax, and tuition--to support its current and future operations;
- Assessment data is linked to the budgeting process; and,

- The college has an inclusive, strategic planning effort which guides its educational and other activities.

In conclusion, Blackhawk Technical College is a vibrant institution with high levels of satisfaction among students, employees, and employers which meets all Core Components and is dedicated to its students, communities, and employees to achieve its mission, vision, values, and strategic plan in a diverse environment.

## **Overall Recommendations**

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### **Criteria For Accreditation**

Met

### **Sanctions Recommendation**

No Sanction

### **Pathways Recommendation**

Not Applicable to This Review

*No Interim Monitoring Recommended.*

# INTERNAL



## Institutional Status and Requirements (ISR) Worksheet

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### Review Details

**Institution:** Blackhawk Technical College, Wisconsin

**Type of Review:** Standard Pathway - Mid-Cycle Review

**Description:** Year 4 Comprehensive Evaluation. Specific review of compliance with faculty qualifications requirements solely for dual credit faculty has been suspended until the first evaluation occurring on or after September 1, 2025.

**Review Dates:** 05/08/2023 - 05/09/2023

No Change in Institutional Status and Requirements

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### Accreditation Status

**Status:** Accredited

No Change

Recommended Change:

**Degrees Awarded:** Associates

No Change

Recommended Change:

**Reaffirmation of Accreditation:**

Year of Last Reaffirmation of Accreditation: 2018 - 2019

Year of Next Reaffirmation of Accreditation: 2028 - 2029

No Change

Recommended Change:

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### Accreditation Stipulations

**General:**

The institution is approved at the following program level(s): Associate's

The institution is not approved at the following program level(s): Bachelor's, Master's, Specialist, Doctoral

- No Change
- Recommended Change:

**Additional Locations:**

Prior HLC approval required.

- No Change
- Recommended Change:

**Distance and Correspondence Courses and Programs:**

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

- No Change
- Recommended Change:

**Competency-Based Education:**

- No Change
- Recommended Change:

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**Accreditation Events**

**Pathway for Reaffirmation of Accreditation:** Standard Pathway

- No Change
- Recommended Change:

**Upcoming Reviews:**

Comprehensive Evaluation Visit - 2028 - 2029

Federal Compliance Review - 2028 - 2029

- No Change
- Recommended Change:

**Upcoming Branch Campus or Additional Location Reviews:**

No Upcoming Reviews

No Change

Recommended Change:

**Monitoring**

**Upcoming Monitoring Reviews:**

No Upcoming Reviews

No Change

Recommended Change:

**Institutional Data**

**Academic Programs Offered:**

<b>Undergraduate Programs</b>		
Associate Degrees:	41	<input type="checkbox"/> No Change <input type="checkbox"/> Recommended Change:
Baccalaureate Degrees:	0	<input type="checkbox"/> No Change <input type="checkbox"/> Recommended Change:
<b>Graduate Programs</b>		
Master’s Degrees:	0	<input type="checkbox"/> No Change <input type="checkbox"/> Recommended Change:
Specialist Degrees:	0	<input type="checkbox"/> No Change <input type="checkbox"/> Recommended Change:
Doctoral Degrees:	0	<input type="checkbox"/> No Change <input type="checkbox"/> Recommended Change:
<b>Certificate Programs</b>		

Certificates:	35	<input type="checkbox"/> No Change <input type="checkbox"/> Recommended Change:
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**Contractual Arrangements:**

No Contractual Arrangements

- ✓ No Change
- Recommended Change:

**Off-Campus Activities**

**Branch Campuses:**

No Branch Campuses

- ✓ No Change
- Recommended Change:

**Additional Locations:**

BTC Advance Manufacturing Training Center, 15 Plum Street, Milton, Wisconsin 53563  
 UNITED STATES

Monroe, 210 Fourth Ave, Monroe, Wisconsin 53566 UNITED STATES

- ✓ No Change
- Recommended Change:



SEPTEMBER 20, 2023

# INFORMATION/DISCUSSION

➤ Financial Statement



# INFORMATION/DISCUSSION ITEM A.

## BLACKHAWK TECHNICAL COLLEGE Summary of Revenue and Expenditures as of August 31, 2023

<u>COMBINED FUNDS</u>	2023-24 CURRENT BUDGET	2023-24 ACTUAL TO DATE	2023-24 PERCENT INCURRED	2022-23 ACTUAL TO DATE	2022-23 PERCENT INCURRED
<b>REVENUE &amp; OTHER RESOURCES:</b>					
Local Government	\$ 17,123,043	\$ 64	0.0%	\$ -	0.0%
State Aids	15,738,449	1,085,342	6.9%	1,073,408	6.7%
Statutory Program Fees	6,243,050	3,550,171	56.9%	3,304,216	58.8%
Material Fees	343,000	197,545	57.6%	173,505	55.7%
Other Student Fees	860,750	472,669	54.9%	430,369	56.5%
Institutional	2,898,618	754,274	26.0%	260,219	9.9%
Federal	7,638,607	-	0.0%	-	0.0%
Other Sources (Bond/Transfer from Other Fund)	<u>7,026,000</u>	<u>5,463,962</u>	77.8%	<u>76,000</u>	1.4%
Total Revenue & Other Resources	<u>\$ 57,871,517</u>	<u>\$ 11,524,027</u>	18.8%	<u>\$ 5,317,717</u>	9.4%
<b>EXPENDITURES BY FUNCTION:</b>					
Instruction	\$ 18,575,033	\$ 1,676,085	9.0%	\$ 1,520,590	7.6%
Instructional Resources	1,713,978	246,697	14.4%	260,797	18.1%
Student Services	11,688,989	476,957	4.1%	500,453	4.3%
General Institutional	9,017,692	1,495,462	16.6%	1,565,606	18.6%
Physical Plant	19,138,244	2,459,403	12.9%	607,011	4.1%
Auxiliary Services	422,865	266,569	63.0%	248,570	68.5%
Other Uses (Transfer to Other Fund)	<u>226,000</u>	<u>-</u>	0.0%	<u>-</u>	0.0%
Total Expenditures & Other Uses	<u>\$ 60,782,801</u>	<u>\$ 6,621,173</u>	10.9%	<u>\$ 4,703,027</u>	8.3%
<b>EXPENDITURES BY FUNDS:</b>					
General	\$ 30,784,785	\$ 3,593,971	11.7%	\$ 3,338,233	11.3%
Special Revenue	1,668,168	188,112	11.3%	251,929	11.8%
Capital Projects	9,314,563	2,443,188	26.2%	738,306	11.4%
Debt Service	10,033,553	59,550	0.6%	-	0.0%
Enterprise	142,865	8,346	5.8%	2,091	2.0%
Internal Service	280,000	258,223	92.2%	246,479	94.8%
Trust & Agency	8,332,867	69,783	0.8%	125,989	1.5%
Other Uses (Transfer to Other Fund)	<u>226,000</u>	<u>-</u>	0.0%	<u>-</u>	0.0%
Total Expenditures	<u>\$ 60,782,801</u>	<u>\$ 6,621,173</u>	10.9%	<u>\$ 4,703,027</u>	8.3%
Fund Balances, Beginning	\$ 46,093,917	\$ 46,093,917		\$ 41,529,293	
Change in Fund Balance	<u>(2,911,284)</u>	<u>4,902,854</u>		<u>614,690</u>	
Fund Balances, Ending	<u>\$ 43,182,633</u>	<u>\$ 50,996,771</u>		<u>\$ 42,143,983</u>	

<b>Debt Service Detail</b>					
Principal Payments	8,025,000	-	0.0%	-	0.0%
Interest Payments	1,903,553	-	0.0%	-	0.0%
Other Debt Service Expenses	<u>105,000</u>	<u>59,550</u>	56.7%	<u>-</u>	0.0%
Total Debt Service Payments	<u>\$ 10,033,553</u>	<u>\$ 59,550</u>		<u>\$ -</u>	





SEPTEMBER 20, 2023

## CONSENT AGENDA

- Draft August 16, 2023, District Board Regular Meeting Minutes
- Current Bills
- Training Contracts



**REGULAR DISTRICT BOARD MEETING  
WEDNESDAY, AUGUST 16, 2023  
5:00 P.M.**

**MINUTES**

**CALL TO ORDER**

The Blackhawk Technical College District Board regular meeting was held on Wednesday, August 16, 2023, at the Central Campus, 6004 S County Road G, Janesville, in the Administration Building.

**Board Members Present:** Barbara Barrington-Tillman, Chairperson; Eric Thornton, Vice-Chairperson; Rich Deprez, Secretary; Suzann Holland; and Mark Holzman.

**Board Members Absent:** Rachel Andres, Rob Hendrickson, Rick Richard, Treasurer, and Kathy Sukus.

**Staff Present:** Julie Barreau; Kathy Broske; Jim Nemeth; Liz Paulsen; Dr. Tracy Pierner; Dr. Karen Schmitt; and Dr. Jon Tysse.

**Student Representative:** None.

**Guests:** None.

Chairperson Barrington-Tillman called the Blackhawk Technical College District Board meeting to order at 5:01 p.m. Chairperson Barrington-Tillman called for Public Comments. There were no comments.

**SPECIAL REPORTS**

Chairperson Barrington-Tillman called for Special Reports.

- A. Dr. Jon Tysse presented on the Labor Market Report.

**INFORMATION/DISCUSSION**

Chairperson Barrington-Tillman called for Information/Discussion items.

- A. Jim Nemeth reviewed the July Financial Statement and Quarterly Report with the District Board members.
- B. Dr. Tracy Pierner presented his monthly report to the District Board members.
- C. The Finance Committee did not meet in August: no report or recommendations.
- D. The Personnel Committee did not meet in August: no report or recommendations.
- E. Staff changes consisting of new hires, new positions, resignations, and retirements were reviewed.
- F. Chairperson Barrington-Tillman reviewed the Personnel and Finance Committee membership with the District Board members.

**CONSENT AGENDA**

Chairperson Barrington-Tillman called for the Consent Agenda. It was moved by Mr. Thornton and seconded by Mr. Holzman to approve the consent agenda, which includes the following:

- A. Draft July 10, 2023, District Board Annual and Regular Meeting Minutes.
- B. Current Bills – The July bills include (Starting Check: #00297958 and Ending Check: #00298100):

Direct Deposit Expense Reimbursements	\$ 1,053,144.99
Payroll	\$ 948,205.35
Payroll Tax Wire Transfers	\$ 516,704.76
Other Wire Transfers	\$ 68,834.80
WRS Wire Transfers	\$ 167,948.49
P-Card Disbursements	\$ 44,206.20
Bond Payment	\$ 0.00
Health Insurance Wire Transfer	\$ 311,644.14
<i>Grand Total for the Month</i>	<i>\$ 3,110,688.73</i>

C. Training Contracts – Report Totals:

Number Served	Estimated FTEs	BTC Cost Formula	LAB Cost Formula	Actual Contract Cost
218	1.86	\$68,918	\$57,296	\$69,918

D. Confirmation of Instructional Employment Contract issued to Milton Bond, Mathematics Instructor.

E. Confirmation of Instructional Employment Contract issued to Jonathon Kelley, Communications Instructor.

F. Confirmation of Instructional Employment Contract Issued to Charles Quince, Marketing Instructor.

G. Confirmation of Instructional Employment Contract Issued to Heather Varez, Accounting Instructor.

**All in favor. Motion carried.**

**POLICY REVIEW**

A. Dr. Tracy Pierner reviewed revised Policy F-100 – Naming of College Facilities with the District Board members.

It was moved by Mr. Thornton and seconded by Mr. Deprez to approve the revised Policy F-100 – Naming of College Facilities. **All in favor. Motion carried.**

**ACTION ITEMS**

Chairperson Barrington-Tillman called for Action Items.

A. Renovations to the District Office (DO) Administration Building’s Upper Level are needed to support the manufacturing programs moving to Central Campus. The remodel of the DO Upper Level will: Create an instruction classroom by enlarging the existing District Board Room; adding additional restrooms in the northwest corner of the DO Upper Level that will be accessible to staff and students using either the DO or the I-MEC; and repurpose the remaining office space to house the Manufacturing, Apprenticeship, Transportation, and Technology (MATT) Division Dean, faculty, and support staff.

It was moved by Mr. Thornton and seconded by Mr. Holzman to approve the Adoption of the Resolution of the District Office Upper-Level Remodeling Project upon Wisconsin Technical College System Board (WTCSB) Approval and to Request WTCS Approval of the Project. **All in favor. Motion Carried.**

B. Renovations to the District Office (DO) Administration Building’s Lower Level are needed to support the manufacturing programs moving to Central Campus. The remodel of the DO Lower Level will: Create an open space by removing non-structural support walls from the DO Lower Level for a Heating, Venting, Air Conditioning, and Refrigeration Technician (HVAC/R) lab; add an elevator in the existing vestibule to provide ADA accessibility to the DO Lower Level as well



as the I-MEC buildings mezzanine; accommodate material storage needs for the manufacturing programs; remove the attached garage to reduce the risk of fire and improve emergency exit routes; expand the mechanical room.

It was moved by Mr. Deprez and seconded by Mr. Holzman to approve the Adoption of the Resolution of the District Office Lower-Level Remodeling Project upon Wisconsin Technical College System Board (WTCSB) Approval and to Request WTCS Approval of the Project. **All in favor. Motion Carried.**

- C. It was moved by Ms. Holland and seconded by Mr. Thornton to approve the Stage in the Central Campus Courtyard Remodel Funded with Capital Fund Balance. **All in favor. Motion Carried.**

#### *Finance Committee Action Items*

- A. No Action Items.

#### *Personnel Committee Action Items*

- A. No Action Items.

### **WTCS CONSORTIUM UPDATES**

Chairperson Barrington-Tillman called for WTCS Consortium updates. There were none.

### **FUTURE AGENDA ITEMS**

Chairperson Barrington-Tillman called for Future Agenda Items. The District Board's Treasurer has resigned effective immediately. Ms. Barreau will reach out to our District Board members for interest in the Treasurer position.

### **CLOSED SESSION**

It was moved by Mr. Thornton and seconded by Mr. Deprez to adjourn to a closed session pursuant to Wis. Statutes 19.85 (1) (c) for the purpose of considering employment, promotion, compensation, or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility. No action will be taken during the closed session. Any action that might result from the closed session will be taken upon reconvening in open session, scheduled for action in open session at the next regular meeting, or scheduled for action at a special meeting called on notice.

The roll was called. The following members voted affirmatively: Ms. Barrington-Tillman, Mr. Deprez, Ms. Holland, Mr. Holzman, and Mr. Thornton. **All in favor. Motion Carried.**

All staff were excused from the closed session except for Julie Barreau, Kathy Broske, Jim Nemeth, and Dr. Tracy Pierner.

It was moved by Mr. Thornton and seconded by Mr. Deprez to adjourn the closed session at 5:47 p.m.

The roll was called. The following members voted affirmatively: Ms. Barrington-Tillman, Mr. Deprez, Ms. Holland, Mr. Holzman, and Mr. Thornton. **All in favor. Motion Carried.**

Chairperson Barrington-Tillman called the meeting to order in open session at 5:47 p.m.

### **ADJOURNMENT**

It was moved by Mr. Thornton and seconded by Mr., Deprez to adjourn the meeting at 5:47 p.m. **All in Favor. Motion carried.**

Richard Deprez

Secretary



# CONSENT AGENDA ITEM B.

Blackhawk Technical College

## BILL LIST SUMMARY

Period Ending August 31, 2023

Starting Check Number           00298101  
Ending Check Number           00298348     Plus Direct Deposits

### PAYROLL TAXES

Federal	319,899.62	
State	<u>56,702.52</u>	376,602.14

### PAYROLL BENEFIT DEDUCTIONS & FRINGE PAYMENTS

Retirement	-	
Health and Dental Insurance	20,434.46	
Miscellaneous	<u>25,349.52</u>	45,783.98

### STUDENT RELATED PAYMENTS

25,020.34

### CURRENT NON CAPITAL EXPENSES

598,424.83

### CAPITAL

4,588,422.84

### DEBT

49,300.00

### TOTAL BILL LISTING AND PAYROLL TAXES

5,683,554.13

### PAYROLL-NET

938,769.86

### SUB TOTAL BILL LISTING AND PAYROLL

6,622,323.99

### PLUS OTHER WIRE TRANSFERS

52,397.25

### PLUS WRS WIRE TRANSFERS

171,938.72

### P-CARD DISBURSEMENTS

120,278.07

### WIRE FOR LAND PURCHASE

-

### PLUS BOND PAYMENT

-

### HEALTH INSURANCE WIRES

299,437.36

### GRAND TOTAL FOR THE MONTH

7,266,375.39



## CONSENT AGENDA ITEM C.

### CONTRACT TRAINING REPORT SEPTEMBER 2023

The following training contracts have been negotiated since the last District Board Regular Meeting.

Customized Instruction Contract Detail						
Contract #	Business/Industry	# Served	Est. FTEs	BTC Cost Formula	LAB Cost Formula	Actual Contract Amount
2024-1024	<b>Kerry</b>	12	0.04	\$ 1,268	\$ 766	\$ 1,268
	<i>Excel</i>					
2024-1026	<b>TA Services</b>	34	0.1	\$ 2,638	\$ 1,016	\$ 2,638
	<i>Real Colors</i>					
2024-1035	<b>Sto Trailers/Scot Forge</b>	13	0.36	\$ 7,089	\$ 6,401	\$ 7,089
	<i>Electrical Training</i>					
2024-1039	<b>Kerry</b>	6	0.02	\$ 977	\$ 711	\$ 977
	<i>Excel</i>					
2024-1041	<b>TA Services</b>	34	0.96	\$ 14,973	\$ 11,380	\$ 14,973
	<i>Leadership</i>					
		99	1.48	\$ 26,945	\$ 20,274	\$ 26,945
Technical Assistance Contract Detail						
Contract #	Business/Industry	# Served	Est. FTEs	BTC Cost Formula	LAB Cost Formula	Actual Contract Amount
2024-1022	<b>Rock Co Public Works</b>	1	NA	\$ 3,999	\$ 3,821	\$ 3,999
	<i>CDL - 80 hours</i>					
2024-1029	<b>Blackhawk Transport</b>	1	NA	\$ 2,000	\$ 955	\$ 2,000
	<i>CDL - 20 hours</i>					
2024-1031	<b>Beloit Health</b>	4	NA	\$ 4,160	\$ 4,775	\$ 4,775
	<i>Lab Assessment</i>					
2024-1033	<b>Beloit Public Works</b>	1	NA	\$ 3,039	\$ 2,866	\$ 3,039
	<i>CDL - 60 hours</i>					
2024-1037	<b>Bernatello's Pizza</b>	1	NA	\$ 6,460	\$ 5,732	\$ 6,460
	<i>CDL- 120 hour</i>					
2024-1043	<b>Stateline CDL Testing</b>	0	NA	\$ 3,600	\$ 3,651	\$ 3,651
	<i>CDL Testing</i>					
		8	0	\$ 23,258	\$ 21,800	\$ 23,924

High School Customized Instruction Contract Detail						
Contract #	Business/Industry	# Served	Est. FTEs	BTC Cost Formula	LAB Cost Formula	Actual Contract Amount
2024-1032	Milton High School	8	0.53	\$ 6,946	\$ 7,156	\$ 7,156
	<i>CNA</i>					
2024-1034	CareerTek	8	0.53	\$ 4,446	\$ 4,800	\$ 4,800
	<i>CNA</i>					
2024-1036	Brodhead/Monticello HS	13	1.00	\$ 7,970	\$ 3,679	\$ 7,970
	<i>Med Term</i>					
2024-1038	Evansville/Edgerton HS	9	0.90	\$ 6,460	\$ 9,893	\$ 9,893
	<i>CNA</i>					
		38	2.96	\$ 25,822	\$ 25,528	\$ 29,819
WAT Grant Customized Instruction Contract Detail						
Contract #	Business/Industry	# Served	Est. FTEs	BTC Cost Formul	LAB Cost Formula	Actual Contract Amount
		0	0	\$ -	\$ -	\$ -
Combined Contract Totals						
		# Served	Est. FTEs	BTC Cost Formul	LAB Cost Formula	Actual Contract Amount
		145	4.44	\$ 76,025	\$ 67,602	\$ 80,688
High School At Risk Detail						
Contract #	Business/Industry	# Served	Est. FTEs	BTC Cost Formul	LAB Cost Formula	Actual Contract Amount
Transcribed Credit Contract Detail						
Contract #	Business/Industry	# Served	Est. FTEs	BTC Cost Formul	LAB Cost Formula	Actual Contract Amount
		0	0	\$ -		\$ -
	<b>All Contracts</b>	145	4.44	\$ 76,025	\$ 67,602	\$ 80,688

### Contract Training Approved By The District Board

Quarter	Month	FY 2019-20		FY 2020-21		FY 2021-22		FY 2022-23		FY 2022-23	
		Month's \$	YTD \$	Month's \$	YTD \$	Month's \$	YTD \$	Month's \$	YTD \$	Month's \$	YTD \$
1st	July	\$306,616	\$306,616	\$0	\$0	\$34,748	\$34,748	\$54,931	\$54,931	\$28,725	\$28,725
	August	\$93,966	\$400,582	\$16,389	\$16,389	\$79,603	\$114,351	\$41,084	\$96,015	\$69,918	\$98,643
	September	\$51,844	\$452,426	\$17,532	\$33,921	\$63,394	\$177,745	\$96,205	\$192,220	\$80,688	\$179,331
2nd	October	\$18,826	\$471,252	\$29,073	\$62,994	\$22,313	\$200,058	\$69,654	\$261,874		
	November	\$75,772	\$547,024	\$59,156	\$122,150	\$52,930	\$252,988	\$47,449	\$309,323		
	December	\$54,312	\$601,336	\$18,026	\$140,176	\$54,656	\$307,644	\$34,393	\$343,716		
3rd	January	\$50,873	\$652,209	\$30,791	\$170,967	\$12,501	\$320,145	\$34,793	\$378,509		
	February	\$103,533	\$755,742	\$31,829	\$202,796	\$48,571	\$368,716	\$63,011	\$441,520		
	March	\$75,337	\$831,079	\$48,171	\$250,967	\$60,958	\$429,674	\$37,786	\$479,306		
4th	April	\$2,663	\$833,742	\$26,869	\$277,836	\$26,321	\$455,995	\$68,919	\$548,225		
	May	\$2,464,616	\$3,298,358	\$1,675,805	\$1,953,641	\$1,637,142	\$2,093,137	\$57,853	\$606,078		
	June	\$70,739	\$3,369,097	\$27,698	\$1,981,339	\$29,771	\$2,122,908	\$1,451,081	\$2,057,159		
	<b>YTD TOTAL</b>		<b>\$3,369,097</b>		<b>\$1,981,339</b>		<b>\$2,122,908</b>		<b>\$2,057,159</b>		<b>\$179,331</b>

#### Historical Reference

FY 2019-20	FY 2020-21	FY 2021-22	FY 2022-23	FY 2023-24
WAT Grants: \$123,702	WAT Grants: \$145,703	Customized Instruction: \$234,389	Customized Instruction: \$279,252	Customized Instruction: \$88,423
TC w/HS: \$2,464,616*	TC w/HS: \$1,652,700	Technical Assistance: \$221,718	Technical Assistance: \$226,705	Technical Assistance: \$60,089
HSED w/HS: \$15,082	HSED w/HS: \$13,788	High School Customized Instruction: \$62,817	High School Customized Instruction: \$107,368	High School Customized Instruction: \$29,819
		WAT Grants: \$39,864	WAT Grants: \$52,024	WAT Grants: \$0
		High School At Risk: \$8,752	High School At Risk: \$21,595	High School At Risk: \$0
		Transcribed Credit: \$1,637,142	Transcribed Credit: \$1,382,463	Transcribed Credit: \$0

\* The Transcribed Credit dollar total has been updated to reflect \$2,464,616 due to it inadvertently being left out.





SEPTEMBER 20, 2023

# ACTION ITEMS

- Designation of the Wisconsin Technical College District Boards Association Board of Director Delegate
- Modifications to the Fiscal Year 2022-23 Budget
- Modifications to the Fiscal Year 2023-24 Budget

## *Finance Committee Action Items*

- No Action Items

## *Personnel Committee Action Items*

- No Action Items



# **ACTION ITEMS ITEM A.**

## **The Naming of the Wisconsin Technical College District Boards Association Delegate and Committee Representatives**

### **Designation of Board of Director Delegate (*Action*)**

The Board of Directors of the Wisconsin Technical College District Boards Association (DBA) is divided into two (2) groups, resulting in eight (8) members being elected each year for two (2) years. The Association's bylaws specify that each district board selects a representative to serve as the delegate to the District Boards Association. The delegate votes on behalf of the District. There is no limit on terms served on the Board of Directors.

The Board of Director Member/Delegate should plan to attend the Annual Planning Meeting and regular Board meetings in conjunction with DBA quarterly meetings, with this year's board meetings are scheduled for the following dates:

- Fall Meeting: October 25-28, 2023 (WCTC/Pewaukee)
- Winter Meeting: January 2024 (Madison College)
- Spring Meeting: April 2024 (TBD)

District Board Member Rick Richard had served as Blackhawk's delegate until he resigned from the District Board in August of 2023. A BTC District Board member must be selected to fill this board of directors' seat beginning July 20, 2023, for a two-year term.



## ACTION ITEMS ITEM B.

<b>Proposed Modifications to the FY 2022-23 Budget</b>			
		<b>Expenditures &amp; Other Uses</b>	<b>Revenues &amp; Other Sources</b>
<b>General Fund</b>			
<b>1</b>	Adjust budget for Transcribed Credit Revenue and Contract Service Accruals		
	Increase Function 1 Instruction Expenditures	179,970	
	Increase Institutional Revenue		179,970
	<b>Total - Amendment 1</b>	<b>179,970</b>	<b>179,970</b>
<b>2</b>	Adjust revenue to actual		
	Increase Student Fees Revenue		49,209
	Increase Institutional Revenue		209,279
	Increase Federal Revenue		3,000
	Increase State Aid Revenue		83,600
	Increase Program Fees Revenue		305,188
	Increase Material Fees Revenue		23,692
	Increase Transfers to Reserves and Designated Fund Balances	673,968	
	<b>Total - Amendment 2</b>	<b>673,968</b>	<b>673,968</b>
<b>3</b>	Transfer of funds between functions		
	Increase Function 1 Instruction Expenditures	61,087	
	Decrease Function 3 Student Services Expenditures	(61,150)	
	Increase Function 6 General Institutional Expenditures	63	
	<b>Total - Amendment 3</b>	<b>-</b>	<b>-</b>
<b>4</b>	Adjust budget to actuals		
	Decrease Function 1 Instruction Expenditures	(450,000)	
	Decrease Function 2 Instructional Resources Expenditures	(210,000)	
	Decrease Function 3 Student Services Expenditures	(190,000)	
	Decrease Function 6 General Institutional Expenditures	(478,000)	
	Decrease Function 7 Physical Plant Expenditures	(50,000)	
	Increase Transfers to Reserves and Designated Fund Balances	1,378,000	
	<b>Total - Amendment 4</b>	<b>-</b>	<b>-</b>
<b>5</b>	Transfer surplus to capital projects fund		
	Decrease Transfers to Reserves and Designated Fund Balances	(2,000,000)	
	Increase Transfers Out	2,000,000	
	<b>Total - Amendment 5</b>	<b>-</b>	<b>-</b>
<b>Special Revenue Fund</b>			
<b>6</b>	Record transfer of Grant Aid to Capital		
	Decrease Function 3 Student Services Expenditures	(5,000)	
	Decrease Federal Revenue		(5,000)
	<b>Total - Amendment 6</b>	<b>(5,000)</b>	<b>(5,000)</b>

**Proposed Modifications to the FY 2022-23 Budget**

		<b>Expenditures &amp; Other Uses</b>	<b>Revenues &amp; Other Sources</b>
<b>7</b>	Transfer of grant funds between functions		
	Increase Function 6 General Institutional Expenditures	6,750	
	Decrease Function 7 Physical Plant Expenditures	(6,750)	
	<b>Total - Amendment 7</b>	<b>-</b>	<b>-</b>
<b>Capital Projects Fund</b>			
<b>8</b>	Record transfer of Grant Aid to Capital		
	Increase Function 3 Student Services Expenditures	5,000	
	Increase Federal Revenue		5,000
	<b>Total - Amendment 8</b>	<b>5,000</b>	<b>5,000</b>
<b>9</b>	Transfer of funds between functions		
	Decrease Function 2 Instructional Resources Expenditures	(241,000)	
	Increase Function 6 General Institutional Expenditures	241,000	
	<b>Total - Amendment 9</b>	<b>-</b>	<b>-</b>
<b>10</b>	Establish budget for Gifts & Bequests and Advanced Funding on FY24 projects		
	Increase Function 7 Physical Plant Expenditures	409,784	
	Increase Institutional Revenue		6,820,255
	Increase Transfers to Reserves and Designated Fund Balances	6,820,255	
	Increase Transfers from Reserves and Designated Fund Balances		409,784
	<b>Total - Amendment 10</b>	<b>7,230,039</b>	<b>7,230,039</b>
<b>11</b>	Adjust revenue to actual		
	Increase Federal Revenue	1,675	
	Increase Institutional Revenue	60,261	
	Increase Transfers to Reserves and Designated Fund Balances		61,936
	<b>Total - Amendment 11</b>	<b>61,936</b>	<b>61,936</b>
<b>12</b>	Transfer from General Fund		
	Increase Transfers In		2,000,000
	Increase Transfers to Reserves and Designated Fund Balances	2,000,000	
	<b>Total - Amendment 12</b>	<b>2,000,000</b>	<b>2,000,000</b>
<b>Debt Service Fund</b>			
<b>13</b>	Record bond premiums received in FY23		
	Increase to Other Funding Sources		169,711
	Increase Transfers To Reserves and Designated Fund Balances	169,711	
	<b>Total - Amendment 13</b>	<b>169,711</b>	<b>169,711</b>
<b>14</b>	Adjust revenue to actual		
	Increase Institutional Revenue		2,815
	Increase Transfers To Reserves and Designated Fund Balances	2,815	
	<b>Total - Amendment 14</b>	<b>2,815</b>	<b>2,815</b>

**Proposed Modifications to the FY 2022-23 Budget**

		<b>Expenditures &amp; Other Uses</b>	<b>Revenues &amp; Other Sources</b>
<b>Trust Fund</b>			
<b>15</b>	Record increase in employee flex benefit program		
	Increase Function 6 General Institutional Expenditures	20,137	
	Increase Institutional Revenue		20,137
	<b>Total - Amendment 15</b>	<b><u>20,137</u></b>	<b><u>20,137</u></b>
<b>16</b>	Adjust budget to actuals		
	Increase Function 3 Student Services Expenditures	342,090	
	Increase Federal Revenue		342,090
	<b>Total - Amendment 16</b>	<b><u>342,090</u></b>	<b><u>342,090</u></b>





# ACTION ITEMS ITEMS C.

<b>Proposed Modifications to the FY 2023-24 Budget</b>			
		<b>Expenditures &amp; Other Uses</b>	<b>Revenues &amp; Other Sources</b>
<b>General Fund</b>			
<b>1</b>	Adjust outcomes based funding to actual		
	Decrease State Aid Revenue		(34,358)
	Decrease Transfers to Reserves and Designated Fund Balances	(34,358)	
	<b>Total - Amendment 1</b>	<b>(34,358)</b>	<b>(34,358)</b>
<b>2</b>	Decrease property tax levy for increase in grant match requirement		
	Decrease Property Tax Revenue		(2,376)
	Decrease Transfers to Reserves and Designated Fund Balances	(2,376)	
	<b>Total - Amendment 2</b>	<b>(2,376)</b>	<b>(2,376)</b>
<b>3</b>	Transfer of funds between functions		
	Decrease Function 6 General Institutional Expenditures	(45,833)	
	Increase Function 7 Physical Plant Expenditures	45,833	
	<b>Total - Amendment 3</b>	<b>-</b>	<b>-</b>
<b>4</b>	Fund IDEAL Student and Student Ambassador Scholarships for FY24		
	Increase Transfers Out	5,250	
	Decrease Transfers to Reserves and Designated Fund Balances	(5,250)	
	<b>Total - Amendment 4</b>	<b>-</b>	<b>-</b>
<b>Special Revenue Fund</b>			
<b>5</b>	Increase Emergency Grant Fund, ETF Wellness, & WECA Grant to utilize FY23 Fund Balances		
	Increase Function 1 Instruction Expenditures	10,378	
	Increase Function 3 Student Services Expenditures	15,235	
	Increase Function 6 General Institutional Expenditures	600	
	Increase Transfers to Reserves and Designated Fund Balances		26,213
	<b>Total - Amendment 5</b>	<b>26,213</b>	<b>26,213</b>
<b>6</b>	Establish Budgets for State and Federal Grants Awarded and Extended in FY24		
	Increase Function 1 Instruction Expenditures	598,339	
	Increase Function 3 Student Services Expenditures	350,063	
	Increase Function 6 General Institutional Expenditures	10,457	
	Increase Property Tax Revenue		2,376
	Increase State Aid Revenue		857,134
	Increase Federal Revenue		35,958
	Increase Program Fees Revenue		22,329
	Increase Material Fees Revenue		972
	Increase Institutional Revenue		86,344
	<b>Total - Amendment 6</b>	<b>958,859</b>	<b>1,005,113</b>
<b>7</b>	Adjust Grant Revenue for disapproved FY24 WAT Grants		
	Decrease Function 1 Instruction Expenditures	(75,000)	
	Decrease State Aid Revenue		(75,000)
	<b>Total - Amendment 7</b>	<b>(75,000)</b>	<b>(75,000)</b>

<b>Proposed Modifications to the FY 2023-24 Budget</b>			
		<b>Expenditures &amp; Other Uses</b>	<b>Revenues &amp; Other Sources</b>
<b>Capital Projects Fund</b>			
<b>8</b>	Establish a budget for Grant Capital Fund Purchases, Gifts and Bequests, and Annual Capital Carryforward		
	Increase Function 1 Instructional Resources Expenditures	223,849	
	Increase Function 2 Instructional Resources Expenditures	75,000	
	Increase Function 6 General Institutional Expenditures	66,386	
	Increase Function 7 Physical Plant Expenditures	21,062,136	
	Increase Transfers from Reserves and Designated Fund Balances		21,278,522
	Increase Institutional Revenue		124,457
	Increase Federal Revenue		24,392
	<b>Total - Amendment 8</b>	<b>21,427,371</b>	<b>21,427,371</b>
<b>9</b>	Record draw on fund balance for DO remodel		
	Increase Function 7 Physical Plant Expenditures	851,000	
	Increase Transfers from Reserves and Designated Fund Balances		851,000
	<b>Total - Amendment 9</b>	<b>851,000</b>	<b>851,000</b>
<b>10</b>	Reduce FY24 Annual Capital Budget for Advances in FY23		
	Decrease Function 7 Physical Plant Expenditures	(239,614)	
	Decrease Transfers from Reserves and Designated Fund Balances		(239,614)
	<b>Total - Amendment 10</b>	<b>(239,614)</b>	<b>(239,614)</b>
<b>Enterprise Fund</b>			
<b>11</b>	Establish budget for FY24 for the Dental Clinic		
	Increase Function 1 Instructional Resources Expenditures	12,000	
	Increase Institutional Revenue		12,000
	<b>Total - Amendment 11</b>	<b>12,000</b>	<b>12,000</b>
<b>Trust Fund</b>			
<b>12</b>	Establish budgets for Commissions, Flex, and Flex Spending		
	Increase Function 6 General Institutional Expenditures	150,576	
	Increase Institutional Revenue		150,576
	<b>Total - Amendment 12</b>	<b>150,576</b>	<b>150,576</b>
<b>13</b>	Fund IDEAL Student and Student Ambassador Scholarships for FY24		
	Increase Function 3 Student Services Expenditures	5,250	
	Increase Transfers In		5,250
	<b>Total - Amendment 13</b>	<b>5,250</b>	<b>5,250</b>
<b>Agency Fund</b>			
<b>14</b>	Establish a budget for the Stateline Manufacturing Alliance FY24		
	Increase Function 1 Instructional Expenditures	10,000	
	Increase Other Service Revenue		10,000
	<b>Total - Amendment 14</b>	<b>10,000</b>	<b>10,000</b>
<b>15</b>	Increase Medical Imaging budget for prior year revenue		
	Increase Function 3 Student Services Expenditures	5,560	
	Increase Institutional Revenue		5,560
	<b>Total - Amendment 15</b>	<b>5,560</b>	<b>5,560</b>



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