

FUTURE 2013

**We
Deliver
the Future**

**Laying the Foundation
for the Next 100 Years**

Strategic Directions



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Strategic Directions

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DISTRICT PROFILE

District History

Northeast Wisconsin Technical College is a publicly supported, high technology college working closely with businesses, residents and students to provide the education and services that keep Northeast Wisconsin strong.

Wisconsin's Technical Colleges (WTCS) were founded to educate and train the workforce. In the early 1900s, most workers learned both job skills and academic skills from their apprenticeship employer. In order to standardize young workers' skills in reading, writing, and math, the State of Wisconsin promoted the creation of city vocational schools. Schools were opened in Green Bay and Marinette in 1913, followed in 1941 by Sturgeon Bay, serving working boys and girls ages 14-18. The schools eventually grew to serve adults of all ages, whether or not they were employed or apprenticed.

In 1968, the three schools joined to become a single district in the Wisconsin Technical College System, serving part or all of nine counties. Since then, NWTC has become a leader in the WTCS, both academically and financially.

Today, NWTC offers over 70 associate degree and technical diploma programs, plus certificates, contracted business services, personal enrichment and continuing education. Due to increasing demand, the College has increased the size of its facilities by 40%, occupying over 1,000,000 square feet of space throughout the district. Over the last decade the full-time equivalent student enrollment has increased by 56% to 6,504 at the end of the 2007-2008 academic year. Each year NWTC through its three campuses and five regional learning centers serves over 40,000 people as they enter the workforce, change careers, gain high-tech new skills, start a business, or meet personal or workplace goals.

Campuses and Regional Centers

Green Bay Campus

NWTC-Green Bay is the main campus, featuring the District offices and specialized learning centers in business and information technology, health occupations, public safety, construction trades, manufacturing and more.

- The Business and Information Technology Center provides education in business services, graphic design, digital media technology, software applications, computer networking, computer repair, and more.
- The General and Basic Education Division provides courses in communication, math, physical sciences, and social sciences ranging in rigor from pre-college to first and second year baccalaureate level.
- The Health Sciences Center houses state-of-the-art equipment in nursing, dental, and allied health specialties. The newly-opened N.E.W. Clinic site at NWTC allows the College to admit more health sciences students, address the growing health care worker shortage and support health care for the uninsured.
- The Manufacturing Technology Center offers flexible space where students and area employees can work with interconnected electrical, electronic and mechanical systems. Both classroom and self-paced formats are available.
- The Business Assistance Center offers entrepreneurs training, support, counseling,

information, and access to resources to assist in small business success. Eight partners, including NWTC, UW-Green Bay, the Green Bay Chamber Advance Business Incubator, SCORE, Urban Hope and more, all work collaboratively to help the businesses grow.

- The new Landscape Horticulture Learning Center features one of the Midwest's few landscape construction labs. It opened in 2007 at the Green Bay Botanical Garden and won a 2007 city beautification award for environmental design.
- The Public Safety Training Center offers specialized training for police, firefighters, EMTs and other emergency responders. The Tactical Training Center allows multidisciplinary, scenario-based training in a fully customized environment. The Cinetronic Range helps police and corrections officers train in effective communications, tactics and least-force response. The three-story burn tower allows firefighters to practice fire-fighting and lifesaving techniques in blinding smoke and temperatures above 400 degrees.

Sturgeon Bay Campus

The Sturgeon Bay campus is a 60,000 square foot facility in beautiful Door County. The campus is home to the Diesel and Heavy Equipment Technician technical diploma and Diesel Equipment Technology associate degree programs. Thanks to our industry partners, many of the Diesel students are attending NWTC on scholarship.

NWTC's Sturgeon Bay campus also offers the Hotel and Restaurant Management associate degree program which is designed to make the most of its location in Door County, the Midwest's number one tourist destination. Students learn technical, management, financial, and other skills necessary to run a successful lodging, convention, or food service business. Culinary courses are offered to program students and area residents.

The campus offers the Practical Nursing technical diploma and Nursing-Associate Degree programs. Other programs include Nursing Assistant, Leadership Development and Office Assistant.

Basic education assistance is available morning, afternoon, and evening to provide that extra help when needed, and to prepare individuals for the GED Tests and HSED. Diagnostic tools are provided to help students meet entry requirements for all NWTC programs.

Marinette Campus

NWTC-Marinette is located on the south edge of the city of Marinette. The Marinette campus offers a variety of full- and part-time programs, plus convenient scheduling options for students with diverse needs.

Associate degree and diploma programs are offered in Fire Protection Engineering Technology, Applied Engineering, Computer Support Specialist, Accounting, Automotive Technology, Administrative Assistant, Leadership Development, Nursing, Machine Tool Technics (Tool & Die Making), Automotive Technician, Computer Support Technician, Office Assistant, Welding, Nursing Assistant, and Emergency Medical Technician-Basic.

Basic education assistance is available morning, afternoon, and evening to provide that extra help when needed, and to prepare individuals for the GED Tests and HSED. Diagnostic tools are provided to help students meet entry requirements for all NWTC programs.

In the summer of 1999, the construction of a Wisconsin Job Center was completed on the Marinette campus. The Marinette Job Center offers job placement services, career development and planning, and guidance on occupational education and training opportunities.

NWTC Regional Learning Centers

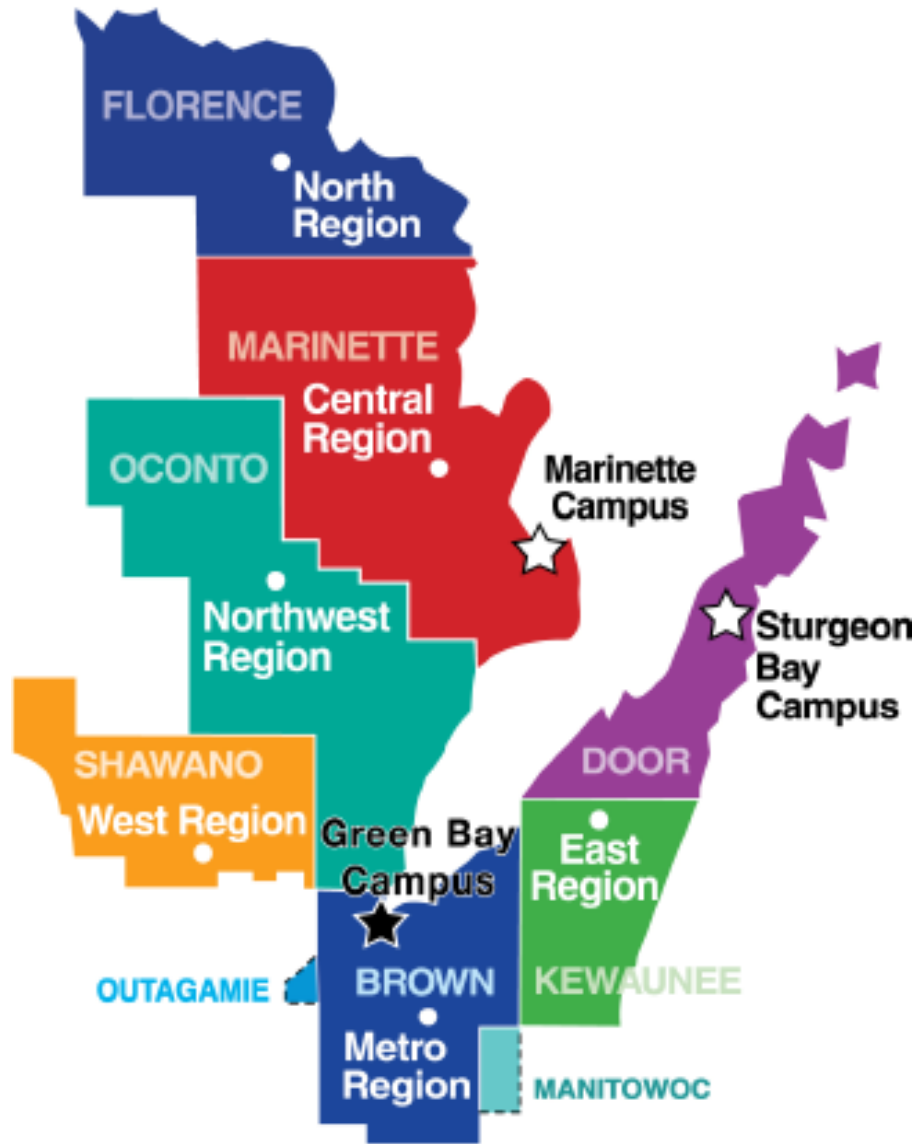
The Regional Learning Centers are 5,000-square-foot facilities equipped and staffed to provide credit and non-credit opportunities close to home. They offer a wide range of programs, courses and services. Central is located in Crivitz, East in Luxemburg, North in Niagara, Northwest in Oconto Falls, and West in Shawano.

All of the Regional Learning Centers offer video conference classrooms, large classrooms with SmartBoard Technology, computer labs, free high speed wireless access, student study areas with computers, office/reception areas, and adult skills classrooms.

The Regional Learning Centers cover the broad spectrum of college services for potential and current students. When students want help with choosing a program, assessment, scheduling, registration, financial aid or tuition processing, the Regional Learning Centers are ready and convenient. All staff works closely with the campuses to see that students receive the assistance and services they need.

Business training services for local companies are also hosted at the Regional Learning Centers. Seminars and customized training programs in the facilities bring quality employee education to local businesses. From Customer Service and Conflict Resolution to Excel and Leadership Development, the Regional Learning Centers offer opportunities for learning and continued career development.

District Map and Boundaries



The Northeast Wisconsin Technical College District is officially described as follows: Brown County less the portions of the Brillion Public School District and the Kaukauna Area School District; Door, Kewaunee, Oconto, Florence, and Marinette Counties; plus the portion of the School District of Denmark in Manitowoc County, and the portion of the School District of West De Pere in Outagamie County; the Gillett School District, the School District of Bonduel, and the Shawano-Gresham School District in Shawano County; and the Pulaski Community School District in Outagamie and Shawano Counties.

Northeast Wisconsin Technical College

VISION STATEMENT

We will provide all learners the highest quality, life-long learning opportunities that are

- what they want
- when they want
- where they want, and
- how they want them

so they may continue their learning and successfully engage in a career that enhances their quality of life in a global community.

MISSION STATEMENT

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

Northeast Wisconsin Technical College Board of Trustees' End Statements

The Board of Trustees has determined that by virtue of the fact that Northeast Wisconsin Technical College exists, the following conditions within the District will occur:

- ❖ A vibrant workforce that receives good paying jobs will exist
- ❖ Incumbent workers will have the ability to gain new skills that help them progress in their chosen career or retrain for a new career.
- ❖ People who do not meet college entry-level benchmarks or are under- prepared learners will be able to achieve the benchmarks and the level of preparedness needed to succeed at NWTC.
- ❖ Learners will be able to successfully transfer to another two or four-year institution of higher education.
- ❖ District residents can enroll in enrichment courses that improve their quality of life.

NORTHEAST WISCONSIN TECHNICAL COLLEGE

VALUE STATEMENTS

1. **Customer Focus** – We are committed to satisfying our customers in meeting their service and learning goals – this is our #1 commitment.
2. **Learning** - We are committed to energizing and fostering transformative change in the learner.
3. **Accountability** – We are committed to personal responsibility for achieving results and optimizing resources through customer-focused, proactive, and accountable actions.
4. **Sense of Ownership** – We are committed to a personal investment and passion in providing service and learning opportunities for our customers.
5. **Integrity** – We are committed to ethical and honest behavior.
6. **Collaboration** – We are committed to the power of teamwork, partnership, cooperation, and support.
7. **Well Being** - We are committed to fostering a mentally and *physically* healthy environment through trust, respect, courtesy, optimism, open communication, celebration, humor, and a sense of belonging.
8. **Taking Initiative** – We are committed to thinking continually beyond the norm, seeking to change the status quo, breaking the barrier of past expectations, and creating new and improved types of learning opportunities and services.
9. **Risk-Taking** – We are committed to supporting new ideas, proactive thinking, and continual improvement. We will not be deterred by those who say “it can’t be done.”
10. **Everyone Has Worth** – We are committed to value the diversity of our community, a place for all people, a nurturing and respectful environment, which is devoted to intellectual and personal discovery.

**Future 2013:
Strategic Directions
Laying the Foundation for the Next 100 Years**

Northeast Wisconsin Technical College will lay the foundation over the next four years in preparation for entrance into its next one hundred years of existence in the fall of 2013. Following a year of extensive study of the external and internal environmental conditions and an understanding of the college's strengths, weaknesses, opportunities, and threats, this document summarizes the environmental conditions that were found to exist and the strategic goals established to address those conditions.

The conditions and goals can be sorted into six broad categories: pre-college level preparation, access and success at NWTC, core and STEM (science, technology, engineering, and math) skill development, a shortage of skilled workers, education after the associate degree or diploma, and the viability of the college as an institution.

I. Pre-College Level Preparation

Environmental Conditions

- A. There will be a decreasing PK-12 population in rural areas. Rural schools face:
 - 1. Declining enrollments
 - 2. Limitations to curriculum opportunities
 - 3. Loss of staff due to aging, compensation, social isolation, funding
 - 4. Low family income
 - 5. Limited community infrastructure (ex. transportation, libraries, bandwidth)
 - 6. Loss of quality employment in community

- B. Urban areas experience an increasingly diverse PK-12 population
 - 1. 11 Green Bay schools are majority minority. It is predicted that the entire school system will be majority minority within 10 years (Nerad).
 - 2. "White flight" to areas outside Green Bay
 - 3. Demand for resources to address language and cultural issues

- C. Persistent PK-12 funding challenges reduce vocational education preparation and fail to keep pace with the increasing demand for science, technology, engineering, and math (STEM) skills.
 - 1. The performance achievement gap among socioeconomic groups persists
 - 2. The performance achievement gap among cultural groups persists
 - 3. Persistent lack of STEM skills is reflected in high remedial education needs of NWTC students
 - 4. Rural schools have greatest trouble in meeting vocational preparation courses
 - 5. Performance achievement gap is the highest among minorities and low socioeconomic groups

Strategic Goals

- A. Grow and expand technical occupational experiences for students while they are in the secondary school system
 - 1. Work with employers to engage them in schools
 - 2. Work with employers to provide occupational experiences i.e. tours, internship, etc.

3. Creating student to student experiences i.e. TC students to HS students
- B. Grow and expand partnerships with the secondary school system to accomplish the following:
1. Provide information and tools to guidance counselors and teachers that allow them to help students determine their readiness for college-level technical education
 2. Provide opportunities for high school students to earn college credit
 3. Provide technical assistance to PK-12 in the development and offering of STEM skills and technical education
 4. Provide ways for PK-12 to maximize resources and course offerings

II. Access and Success at NWTC

Environmental Conditions

- A. District minority population will increase significantly
1. Brown County has the 5th largest Hispanic population in WI (mostly from Mexico).
 2. 37% of students in the Green Bay School System are culturally diverse.
 3. 11 Green Bay schools are majority minority. It is predicted that the entire school system will be majority minority within 10 years (Nerad).
 4. College is experiencing rapid growth in need for English Language Learner (ELL), workplace Spanish
- B. Demographically the district's older worker and retirement population will increase faster than the rest of the population.
- C. The demand for equal access to post-secondary education will intensify regardless of time, place, financial condition, cultural diversity, and academic readiness.
1. Students are assuming more debt as costs are increasingly shifted to students.
 2. Post-secondary education is becoming more financially inaccessible.
 3. A performance achievement gap persists within the high schools.
 4. Rising gasoline prices makes transportation to campuses prohibitive for some.
 5. Residents increasingly face time constraints as they must work more hours to make financial headway.
 6. 50% of the district population which resides outside of Brown County is primarily rural in nature.

Strategic Goals

- A. Ensure that the non-English speaking population of the district have the opportunity to successfully complete a degree or diploma
1. Provide a sufficient level of ELL instruction to meet the needs of the district
 2. Advance students from ELL instruction into degree and diploma programs
- B. Ensure that there is no significant statistical differentiation in the success rate among populations of students based on gender, ethnicity, or (dis)ability
- C. Ensure that all students are "ready to succeed" in degree and diploma programs
1. Increase the percentage of students who successfully transition from basic education and successfully complete degree/diploma programs

2. Provide GED and HSED completion programs
 3. Reduce attrition due to lack of academic success in degree/diploma programs
 4. Increase percentage of students that complete their basic education or remedial program
- D. Maximize geographical access by taking the education to the student whenever practical
1. Provide ability for students to complete a significant portion of the degree or diploma without having to come to a campus
 2. Maximize the use of Regional Learning Centers
 3. Maximize use of technology in the delivery of off-campus education
- E. Reduce costs of attaining a degree/diploma
1. Minimize the amount of time needed to spend learning to achieve a degree/diploma
 2. Reduce costs of non-tuition, educationally-related costs (books, tools, transportation, materials)
 3. Triple non-federal, non-state financial aid
 4. Increase deferred payment options
- F. Establish a robust set of courses and programs that appeal to older workers or retirees that wish to continue working and/or start a new career
1. Promote “encore” careers
 2. Partner, develop, and/or support Learning in Retirement programs
- G. Have degree completion rates among the top two within the Wisconsin Technical College System

III. Core and STEM Skill Development

Environmental Conditions

- A. The demand for core skills/general education increases in importance in relation to the demand for technical skills.
1. Technical content must be aligned with rigorous academic standards.
 2. There is an increased need for STEM (science, technology, engineering, math) competency for all students.
 3. More emphasis on core skills is necessary for workers to function - written and oral communication, professional work attitude, critical thinking and problem solving, and reading comprehension
 4. Workers need to be able to understand and adapt to change.
 5. Workers must be able to think, create, and innovate across disciplines.
 6. Basic life skills, work ethic, and interpersonal skills are essential to function in the team environments in today’s workplaces.
- B. Automation and sustainable resource (“green”) technologies are emerging as core skills as they become ubiquitous among all occupations (trades, health, business, public safety, and education).
1. Advisory committees almost unanimously are interested in incorporating “green” concepts in curriculum and in members’ businesses.

2. Across the board, advisory committees speak to the automation that is occurring in every occupational area and that it will be an integral part of increasing productivity and reducing cost.

Strategic Goals

- A. Contextualize basic and general education courses, consistent with the degree/diploma in which each student is enrolled without creating technical degree-specific general education courses
- B. Retool core skills in light of the 21st Century Skill Standards as well as sustainability and entrepreneurship (Appendix A)
- C. Integrate core skill development and general education skills within the instruction of technical courses and programs
- D. Provide student life opportunities that develop core skills, provide opportunity to develop leadership skills, and broaden experiences in the arts and humanities
- E. Incorporate authentic service learning experiences in every degree/diploma
- F. General education courses in the associate degree programs will maintain first or second year baccalaureate level rigor
- G. Provide students and staff international experiences and education
- H. Ensure students are functionally literate

IV. Shortage of Skilled Workers

Environmental Conditions

- A. A shortage of skilled workers will intensify as baby boomers retire.
 1. Baby boomer retirements will peak in 2014 and continue until 2030.
 2. In 2012 more people will retire than enter the workforce.
 3. Areas experiencing the impact of retirements earliest include:
 - a. Manufacturing
 - b. Health care
 - c. Trades
- B. Employer demand for skilled workers is out- stripping the supply of graduates provided by NWTC in 42 out of 60 programs (70%).
 1. To meet 60% of demand from existing programs need to graduate 1,229 additional students in 2009 (based on Wisconsin Department of Workforce Development data and NWTC job order data)
 - a. 78% of the programs in business and information technology, 59% in health sciences, 74% in trades, and 100% in education are not meeting demand
 2. Growing need for 'Middle Skill Jobs' – require specific technical skill training beyond high school, require less than a baccalaureate degree, require basic employability and technical skills in multiple areas

- C. It is expected that NWTC will prepare students for jobs that will foster economic development in new areas as New North seeks to diversify its economic base.
 - 1. New North expects that the educational systems will provide the necessary education to attract and retain
 - a. Advanced Manufacturing
 - b. Renewable And Sustainable Technologies
 - c. Construction
 - d. Health Care
 - e. Finance/Insurance/Real Estate (FIRE)
 - 2. New economy jobs in fields such as
 - a. Nano-technology
 - b. Bio-informatics
 - c. Robotics
 - d. Artificial Intelligence
 - 3. Importance of entrepreneurship in the development of new businesses
 - a. Arts and Entertainment
 - b. Business Services

Strategic Goals

- A. Provide the education and skills necessary to create micro-businesses with an emphasis on rural areas of the district
 - 1. Provide the education in entrepreneurship to start and successfully maintain a home-based business
 - 2. Provide sufficient education/skills to offer and sell
 - a. Business services
 - b. Locally produced art/craft
 - 3. Explore Junior Achievement Model and Farm Management instructional models
- B. Recruit and expand new or under-utilized sources of skilled workers such as older workers, immigrants, under-employed, under-skilled, substance abusers, dislocated workers, and ex-convicts
- C. Provide a minimum of 60% of the needed technical workforce with an emphasis on manufacturing and health-related occupations
- D. Create career ladders within programs allowing for multiple exit points
- E. Create programs to support emerging occupations in energy and sustainability, digital technologies, and gerontology
- F. Be the premier contract trainer in the district
- G. Be an essential partner in the economic development of the district and New North developing and tailoring programs and services as needed

V. Education after the NWTC Degree/Diploma

Environmental Conditions

- A. Lifelong learning is a necessary condition for economically satisfying employment.
- B. The percentage of students wishing to obtain a higher degree after having received a degree or diploma at NWTC will continue to grow (now at 25%).
- C. The ability for students to use credits and/or degrees earned at NWTC to partially meet the requirements of a baccalaureate degree is a necessity for NWTC to be able to maintain its competitive position in the educational marketplace.

Strategic Goals

- A. A post-associate degree educational ladder will be developed for each associate degree program.
 - 1. All associate degree graduates with a GPA of 2.5 or higher will be able to complete a bachelor of applied studies.
 - 2. Each associate degree will have a defined articulation path into a content related bachelor's degree.
 - 3. Transfer opportunities into the University System of Wisconsin will be expanded and maximized.
- B. Every graduate will have the requisite skills to continue his/her learning in a variety of venues in a variety of ways.
- C. Expand opportunities for professionals to earn Continuing Education Units (CEU) and certifications

VI. Viability of the College as an Institution

Environmental Conditions

- A. Competition among post-secondary institutions will intensify.
 - 1. Demand for higher skill levels increases market for training
 - 2. Success in the market breeds competition
 - a. Rasmussen
 - b. ITT
 - 3. Competition grows with UW two year colleges
 - a. Need for UW colleges to develop sustainable funding base
 - b. Strong separation between liberal arts skills and technical skills is disappearing
 - c. Overlap with technical colleges as job market requires stronger general education and core skills to be a part of technical training
 - d. Movement into adult market through its Grow Wisconsin initiative
 - 4. Private sector entrepreneurs increasingly see the delivery of training as a growth industry with strong financial returns
- B. The College faces an aging internal workforce.
 - 1. Median age of NWTC benefitted employees is 50 (51 for faculty and 58 for Executive Leadership Team)

2. By 2013 311 (49%) of employees will be over the age of 55 with (148) being over the age of 61.
 3. Average age of retirement at College is 61
 4. 40% of retirees return to work at College in some fashion
 5. Difficult to fill positions mirror external labor market
 - a. Nursing, radiography, and DMS
 - b. Many of the trades
 - c. Leadership positions
- C. The pressure to reduce costs to the taxpayer will intensify in the face of increased demand for additional skill training.
1. As an increasing number of property tax payers move to fixed incomes, the willingness/ability to pay more taxes will decline.
 2. One half of all newly created jobs require more than a high school education and less than a four year college education.
 3. "Middle skill" jobs will produce the highest demand as baby boomers retire.
 4. Increasing call for universal education through grade 14

Strategic Goals

- A. Reduce the proportionate share of the revenue stream that comes from property taxes
- B. Maximize productivity at all levels incorporating "Lean" principles
- C. Create a culture of evidence using a business intelligence system
- D. Be on the leading edge in terms of cost efficiency, program development and delivery, employee relations, and customer service
- E. Reduce the carbon footprint of the college by 25%
- F. Be "Top of Mind" when district residents businesses think of post-secondary education
- G. Create a learning culture among the NWTC workforce
 1. Provide a leadership development track
 2. Promote continuing education including, but not limited to, graduate level degree attainment
 3. Ensure that all employees have the requisite technical skills to take full advantage of the technology at their disposal
- H. Increase the number of employees who elect to defer retirement or to return to work at NWTC following retirement

Next Steps

In each of the next four years starting on July 1, 2009 the annual operational and budget plans of the College will reflect the Future 2013 Strategic Directions. The annual plans of the Executive Leadership Team; each Division, campus, and Regional Learning Center; and each College team will identify measurable objectives and actions that will be undertaken in order to significantly move the College in the strategic directions identified in this document. The NWTC Board of Trustees will assure that the plans are in alignment with the Board end statements and will receive quarterly reports on progress made in achieving the annual plans, providing guidance and direction as necessary. Annual budgets will be crafted to support the objectives and actions undertaken by the College.

On an annual basis, at its scheduled retreat, the Board of Trustees will review this document and amend it as needed.