When thinking about the past year at Western Iowa Tech Community College, I asked myself, "What do our community partners, supporting agencies, accrediting bodies, business owners, student body, and donors need to know in this year's report?" What I came up with was quite simple – our students come first.

Our business model is centered around the student experience. A positive experience will lend itself to higher successes embedded within the College, including higher enrollment, higher revenue, and higher graduation rates. WITCC contributes to a more positive student experience through the following:

- Fostering a safe, supportive, and comfortable learning environment
- Developing top-notch programs led by quality staff and faculty
- Investing time and energy into student program completion
- Providing students with technological advances available in their field

I hope you will discover for yourself our commitment to our students as you read through this report.

Thank you for your support.

Sincerely,
Terry A. Murrell, Ph.D.
KENDRA BERGENSKE
Director of Arts and Sciences
Humanities
“The students have always been my primary concern. I ensure our faculty is well-trained and receive the support and resources they need to provide the best educational experience to our students.”

SIMA DABIR
Director of Arts and Sciences
Math and Sciences
“My team works together to create a friendly, caring environment, so we can identify problems and find solutions in order to better help our students in the classroom. I work every day to directly impact our students’ learning in a positive way.”

JESSICA GARCIA
Director of Denison Campus & Southern Service Area
“Having attended a community college, I understand the importance of a community college education. We offer our students the opportunity to receive their education on an individualized basis with instructors who care about their success. My position here is to assist the students in ensuring their education is all they expect it to be.”

TALENTED TEAM LEADERS

STEPHANIE PENCIL
Instructional Program Coordinator
Pharmacy Tech
“I appreciate the opportunity to enhance our students’ learning by promoting student involvement and by building stronger relationships within the community. Upon completion of our program, students obtain the training necessary to become a successful pharmacy technician.”
ANDREA ROHLENA
Director of Marketing & Publications

“Students are the energy behind this college. We strive to provide the very best for them with our campus, technology, and passionate faculty. I am honored to be able to tell WITCC’s story, build our brand, and help connect students with their desired future.”

RODNEY TYO
Instructional Program Coordinator
Welding (Denison)

“My work experience in the welding field makes a significant difference in the classroom and in the program. Being able to give firsthand knowledge, offering ideas on how to do something better, and sharing safety tips is something that makes my students better welders.”

BRENDA WIMMER
Instructional Program Coordinator
Nursing & CNA (Denison)

“We have thriving nursing programs on the branch campuses. It is a benefit to have a face-to-face liaison and support person available to Denison and Cherokee students and faculty. It has been exciting to meet and interact with students and help them progress toward their goals.”

As our staff and faculty continue to grow and improve, we never lose sight of the fact that the only reason we are here at WITCC is for the benefit of each and every student.
Western Iowa Tech Community College has been recognized as an Apple Distinguished School for 2017-2019. Apple Distinguished Schools are centers of innovation, leadership, and educational excellence that use Apple products to inspire creativity, collaboration, and critical thinking. They showcase innovative uses of technology in learning, teaching, and the school environment and have documented results of academic accomplishment.

WITCC received this award by integrating technology into the learning environment and providing students the technology needed to be successful in the workforce. One major component of the project was putting technology directly into the hands of the students. Every student was provided a MacBook loaded with program specific curriculum. They have the ability to access technology 24/7, which is especially important to non-traditional students who are balancing school, work, and home life.

All students, regardless of their location in Sioux City, Denison or Cherokee, are interconnected through virtual classrooms. Instructors are no longer tied to teaching at a lecturn, and they are free to roam around the classroom.

One-to-one technology helped bridge the economic digital divide that many of our lower income students experienced in the past. All students now have access to the same level of hardware and software.

VIDEO GAME DESIGN PROGRAM RANKED #3 FOR BEST GAME DESIGN SCHOOLS AND PROGRAMS AT 2-YEAR COLLEGES BY THE COMMUNITY FOR ACCREDITED ONLINE SCHOOLS.

Video Game Design is not just about designing futuristic video games. Students in this program move into positions in marketing, computer science, computer programming, media stations, architecture, video game studios, and start-up tech companies.

“Students are working on real-world projects in a real-world environment. They work to better themselves both professionally and personally,” says Craig Barnes, Video Game Design Instructor.

The classroom is tailored like a company, where students are given a project that involves a myriad of skills such as modeling, programming, technical knowledge, and artistry. “Our goal is to build a good overall foundation. Students are not just learning one aspect — they learn everything. They acquire an array of skills they can present in the workforce,” says Barnes.

Students are provided with industry standard software and computers. Instructors maintain relationships with design companies and exchange information about software trends. “We try to accommodate software needs as much as possible so our students are as prepared as possible when they graduate. These kids are ready to work when they graduate. This is more than just a program. It’s a family. These students are a product of our passion,” says Barnes.
AUTO REPAIR PROJECT FEATURED ON WORLD-WIDE STAGE

“We found a 1966 Chevy Truck for sale on Craigslist and purchased it for our class,” says Tim Hardyk, Automotive Collision Repair Technology Instructor. “The goal was for students to take it apart, refurbish it, and then put it back together.”

Through a series of uncanny events and a perfect illustration of being in the right place at the right time, Hardyk and fellow instructor Shane Sampson, met with a vendor at the SEMA Car Show in Las Vegas and were later invited to present the truck in the car show in October 2017.

“The students worked on a project that was seen by thousands of people at a world-wide event. It was incredibly inspiring to them knowing their effort was acknowledged by celebrities within the car culture. We saw so many lightbulb moments where the students learned the fundamentals of the trade. They started out green and in 5-6 weeks they were operating a paint gun with real confidence.”

“This project meant more than painting a truck and bringing it to Las Vegas. It’s a recruitment tool. It’s a chance to show students that auto mechanics is a way of life,” says Sampson.

LEARNING TO SAVE LIVES

“One of the things that stands out about our nursing students is their level of commitment and dedication. Many of our students are non-traditional students, and for many of them, it’s their second career. They are following their lifelong dream of nursing,” Kelli Flack, Division Chair of Nursing.

Hands-on learning is an integral component of the program; therefore, the students have access to an open lab, high fidelity simulation, and modalities. “The program is tough and rigorous. Our students have to work hard to succeed. We develop solid curriculum to adequately teach them how to care for multiple people within the entities of the clinical setting.”

Partnering with local community hospitals allows exposure to patients at different stages of their lives with varied health concerns and illnesses. “When it comes to giving them real-life, hands-on experience with available technology-assisted teaching, what our students receive is pretty incredible,” says Flack.
THE PEOPLE BEHIND HUMAN RESOURCES

“At first when they take a Human Resources class, a lot of students don’t realize the class material pertains to us as people. It’s a great opportunity to be creative and find different ways to engage them. They become empowered to be more informed, appreciate their important role in business, and learn to recognize when they are being treated fairly or unfairly,” says Sandra Mueller, Management Specialist Instructor.

Like the Human Resources class, the learners among the student body are becoming more diverse, with over 35% of them identifying themselves as a minority. “With diversity comes different learning styles. You can’t fit everybody into a box as there are some students who won’t respond to the same approach. As our demographics change, we need to keep a variety in our strategies as teachers,” says Mueller.

The technological tools at the students’ disposal provides them with learning experiences that are applicable to what is going on in the industry today. “Technology is not standing still so as instructors, we cannot allow ourselves to be complacent. Our students expect and deserve more,” says Mueller.

CREATING A SKILLED WORKFORCE

The big picture of the economic development team is to create a skilled workforce that meets the industrial needs of our business community.

Last year economic development facilitated training for over 1300 WORKERS, and secured $3.9 MILLION in funding.

The Small Business Development Center has assisted the small business sector in creating 18 BUSINESSES adding over 160 JOBS and contributing $21.6 MILLION into the local economy.

The culmination of work among the Chamber of Commerce, City of Sioux City, surrounding counties, and state agencies, obtained training dollars to meet workforce needs, develop partnerships through state and local entities, and provided targeted training for businesses to be successful.

THE HUMAN RESOURCES DIPLOMA PROGRAM HAS BEEN RANKED #7 IN 2017 BY LEADERSHIP EXCELLENCE AND DEVELOPMENT.
Western Iowa Tech continues to be a good steward of the finances entrusted to carry out its mission. WITCC received an unmodified opinion during its most recent audit, the highest rating possible with no internal control issues. (Audited conducted by Herjes, Conner & Williams, P.C., Certified Public Accountants.)

General Fund Revenue
- Tuition & Fees: $16,711,573
- State Funding: 11,128,240
- Other Revenue: 3,239,711
- Property Tax: 1,651,719
- Total Revenue: $32,731,213

General Fund Expenditures
- Salaries & Benefits: $20,971,143
- Services: 5,237,744
- Materials & Supplies: 2,147,004
- Other Expenses: 4,238,987
- Total Expenditures: $32,594,978
- Change in Fund Balance: $136,235

College Assets
- Current Assets: $45,456,292
- Capital Assets, Net of Accumulated Depreciation: 54,469,856
- Other Assets: 4,420,795
- Deferred Outflows: 1,948,220
- Total Assets: $106,295,263
THANKS FOR CATCHING UP WITH US.


Individuals having questions or complaints related to compliance with this policy should contact the Western Iowa Tech Community College (WITCC) Human Resources Department, Dr. Robert H. Kiser Building, Room A242, (712) 274.6400, or the Director of the Office for Civil Rights, U.S. Department of Education, Citigroup Center, 500 W. Madison, Suite 1475, Chicago, IL 60661, phone number (312) 730.1560, fax (312) 730.1576.