Support Process | Student and other Stakeholders' Needs
--- | ---
**Library services** | • Research assistance  
• Resources available when students need them  
• Excellent customer service  
• Convenient hours of operation

**Wellness**, including Community Nursing Clinic, Fitness Center, gym, health fairs, Dental Hygiene Clinic, Wellness Committee, Heart Healthy Waukesha initiative. | • Health care services available to students on campus  
• On-campus gym and workout room  
• General health information resource

**Safety** and security, including on-campus police. | • Safe, secure facility that supports student learning

**Administrative Support Processes**

**Technology**, including Omni Tech open computer lab, TIC, Blackboard support, Help Desk, Computer-assisted Instruction (CAI) network/lab techs, distance learning, wireless network, media services, portal, student e-mail, net storage, shared courses, ITV/video courses, video conferencing. | • Reliable equipment  
• Labs have convenient hours of operation  
• Flexibility to work anywhere  
• Use of IT network to provide proven instructional technologies

**Human resources** | • Student employment opportunities  
• Opportunities for students to apply skills learned in school on the job

**Financial services and accounting** | • Clear billing procedures  
• Excellent customer service

**Facility services**, including free parking, equipment updating. | • Well-maintained facilities that support student learning  
• Secure and parking that is close by

**College marketing** | • Timely and accurate information  
• Communication received via student portal, college website, direct mailings received in homes

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6C2 Key support services reinforce Helping Students Learn and Other Distinct Objectives

Figure 6-2 identifies key administrative and support service processes performed by the College that describe how these processes help students learn and help WCTC accomplish other distinctive objectives. These services provide the infrastructure that is critical to helping students achieve their goals and be successful.

**Processes**

6P1 Identifying key student support service needs

The College identifies student support service needs in a variety of ways. The College Advancement staff conducts satisfaction and climate surveys with students, graduates, and employers. The student recruitment staff and others on campus use evaluation and survey instruments to identify needs. Verbal and informal feedback is received from students, instructors, employers, advisory committees, and others on areas that are working well or on areas that need improvement. At least every five years, each academic program goes through a Quality Review Process (QRP) to determine strengths and areas for program improvement. These evaluations include a review of support service needs and available resources. Student government is very active on campus, as well. Periodically, they conduct surveys with the students to seek their opinions on pertinent topics and issues.

WCTC also uses various testing instruments to assess the student’s skill levels and to determine whether or not any remediation services are necessary in order for the student to succeed. These include Compass and TABE testing. The students are referred to the appropriate support services based on their needs. These may include the Learning Place; various specialized labs such as speech, reading, and writing; interpreter services; basic education/remedial training; services to students with disabilities, and others. Annually, WCTC gets a report card from the WTCS for services to special population students (2R1). Many of these support services are funded through state and federal grants such as Perkins and Department of Vocational Rehabilitation.
### Figure 6-2 Administrative and Support Services

<table>
<thead>
<tr>
<th>Administrative and Support Service Processes</th>
<th>Helping Students Learn</th>
<th>Accomplishing Other Distinctive Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student support services</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student recruitment</strong>, including prospective student events and activities.</td>
<td>Provides awareness of and access to WCTC programs and services by reaching out to potential new and current students.</td>
<td>Recruitment of future workforce.</td>
</tr>
<tr>
<td><strong>Admissions</strong>, including assessment testing.</td>
<td>Provides assessment to ensure student placement into the correct programs.</td>
<td>Student goals are met and/or exceeded.</td>
</tr>
<tr>
<td><strong>Counseling and advising</strong>, including career planning, AODA referrals, suicide intervention, case management.</td>
<td>Assists students in clarifying educational goals and identifying learning opportunities; provides career, academic, and personal counseling and referral services.</td>
<td>Provide a support system to enable students to be successful and which is open to the public.</td>
</tr>
<tr>
<td><strong>Registration</strong>, including on-line, web, phone, priority registration, on-line course information, schedule of classes, catalog, self-service, student records, transcripts.</td>
<td>Allows students to get enrolled in the necessary courses to achieve their learning goals.</td>
<td>Ability to complete an education within a desired timeframe. Documents students' educational attainment to employers.</td>
</tr>
<tr>
<td><strong>Student financial assistance</strong>, including financial aid, scholarships, grants, roommate/ housing assistance, veterans' services, college work study.</td>
<td>Provides financial resources to student.</td>
<td>Allows students to obtain desired education. Removes/reduces barrier to educational services.</td>
</tr>
<tr>
<td><strong>Student life activities</strong>, including student clubs, leadership opportunities, picnics, student government, and student lounge.</td>
<td>Provides opportunities for students to enhance their leadership skills and ability to work together to achieve common goals.</td>
<td>Enhances leadership skills and Critical Life Skills (CLS) such as teamwork, communication, etc.</td>
</tr>
<tr>
<td><strong>Learning support services</strong>, including the Learning Place, reading, writing, math, and science labs, ELL labs, services for students with disabilities, speech lab, faculty mentors, peer tutoring.</td>
<td>Provides support services so students acquire skills to enter and succeed in programs.</td>
<td>Enable students to be successful in their educational endeavors.</td>
</tr>
<tr>
<td><strong>Bookstore</strong></td>
<td>Provides the study tools required for courses and successful learning.</td>
<td>Provide students and public with a sense of community.</td>
</tr>
<tr>
<td><strong>Food service</strong>, including The Hub (a cybercafé), vending, catering, and Classic Room (Culinary student-run restaurant).</td>
<td>Classic Room provides a training venue for culinary arts students. Other services provide students and staff an opportunity to network with others during breaks and lunch.</td>
<td>Enables culinary students to practice their skills. Hub provides a community gathering place.</td>
</tr>
<tr>
<td><strong>Employment services</strong>, including job search, co-op opportunities, job fairs, employment services, Tech Connect, student employment.</td>
<td>Ability to find employment and to use skills learned in the classroom.</td>
<td>On-the-job experience leading to a well trained workforce. Community resource.</td>
</tr>
<tr>
<td><strong>Child care services</strong></td>
<td>Allows for day care services that are close by and meet students' scheduling needs. Also provides a cooperative education/internship site for Early Childhood Ed. degree students</td>
<td>Removes/reduces barrier to educational goals.</td>
</tr>
<tr>
<td><strong>Library services</strong>, including group study rooms, sample test databases, reference and research support, WISPALS (Wisconsin Project for Automated Libraries) consortium, print and electronic collections, reference and research support.</td>
<td>• Provides materials and services for success in the classroom. • Provides quiet, comfortable environment for studying. Provides shared access to an integrated library system.</td>
<td>• CLS strengthened. • Community resource.</td>
</tr>
<tr>
<td><strong>International programs</strong>, including writing across the curriculum, faculty and student exchange programs, international services for students.</td>
<td>• Exposes the student to the global world around them. • Offers special seminar education programs (e.g. Great Decisions).</td>
<td>• International exposure and experience. • Community learning resource.</td>
</tr>
</tbody>
</table>
### Administrative Support Services

<table>
<thead>
<tr>
<th>Administrative Support Services</th>
<th>Helping Students Learn</th>
<th>Accomplishing Other Distinctive Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Wellness</strong>, including Community Nursing Clinic, Fitness Center, gym, health fairs, Dental Hygiene Clinic, Wellness Committee, Heart Healthy Waukesha initiative.</td>
<td>Promote lifestyle changes and awareness to students and staff.</td>
<td>Healthier workforce.</td>
</tr>
<tr>
<td><strong>Safety</strong> and security, including on-campus police, Safety/Security Committee, violence prevention training, AEDs on site, CPR training, policies, procedures.</td>
<td>Provides a secure and safe environment for students.</td>
<td>Reduction of stress and ability to concentrate on educational goals.</td>
</tr>
</tbody>
</table>
| **Technology**, including Omni Tech open computer lab, TIC, Blackboard support, Help Desk, Computer-assisted Instruction (CAI) network/lab techs, distance learning, wireless network, media services, portal, student e-mail, net storage, shared courses, ITV/video courses, video conferencing. | • Provides the tools and support necessary for student to be successful.  
• Provides options for students with various learning styles.  
• Provides options for communicating with students. | • Better and easier accessibility for students and information.  
• Omni-Tech – Computer lab open for community use. |
| **Facility services**, including master facilities planning, off-site class locations, janitorial, free parking, equipment updating. | Provides for a physical campus that meets the educational training needs of its students. | Physical resources available to meet student needs. |
| **RTA Education Center**, including customized training for business and industry, internal and external events and activities. | Provides conference center facilities to meet training needs of business and industry. | Increased community awareness of WCTC’s programs and services. |

Several academic programs are specifically accredited by other accreditation agencies. As part of the accreditation process, a review is made of the support service needs of the program and students and available services. This is another way the College identifies student needs.

#### 6P2 Identifying key administrative support needs

The College conducts periodic climate surveys to assess administrative support service needs of faculty, staff, and administrators. Employer surveys and environmental scans are also conducted to determine the needs of other key stakeholder groups. Additionally, WCTC uses a strategic planning process that identifies long-term and short-term goals. Within these goals are the identified needs that have emerged from individual division and program plans and through the work of cross-functional teams.

Further, WCTC uses cross-functional quality teams, task forces, and committees to look at processes and process improvements. These groups have focused on issues facing the college, identified needs of the college, and sought solutions to these problems and needs.

One of the areas WCTC is focusing greater attention to is its labor-management relations. This is an area that, in the past, has needed improvement, and has been identified frequently in surveys and through feedback. One of the AQIP action project teams is focusing on communication to help address this issue (5I2). The efforts of the Joint Issues Teams and the Negotiations Teams have resulted in smoother contract negotiations and a settled contract this fall 2007 (4R2).

As needs are identified, the College offers a wide array of professional development opportunities for its faculty and staff in order to maintain the high quality of services offered at the college (4P4). Due to the age of many faculty and staff, WCTC is in the process of developing succession plans to address the “brain drain” that will be occurring over the next few years and the need to recruit and train new employees to fill those openings (5P8).

#### 6P3 Managing processes to meet daily needs

In order meet the needs of student and key stakeholder groups, managers and supervisors meet regularly with their staff to analyze how specific areas and processes meet students’ and other stakeholders’ daily needs. WCTC has a
number of cross-functional committees and work teams that have been created to work on specific needs, issues, and process improvements.

A successful process improvement that meets the day-to-day needs of students and internal stakeholders began in 1996 when WCTC implemented a fully integrated management information system (Banner Enterprise Information System). The College has been utilizing the majority of the information modules, including many of the self-service features through the web, and created customized modules and reports to help with effectiveness and efficiencies.

A specific example of how feedback is used to make changes and improvements stems from both students, via climate surveys, and staff, via climate surveys, Conversation Day, and its resulting “provocative proposals.” This feedback caused WCTC to examine its electronic communication systems and design a useful improvement. To that end, in 2006, the College implemented a web portal providing access to various technology applications through a single sign-on system. The portal allows electronic communication with employees and students. It provides new and expanded access to information and tools for staff through an employee portal and for students through a student portal.

### 6P4 Using information and results for improvement

Key student and administrative support areas use information and results to improve services in the following ways:

- **On a day-to-day basis**
  - Ongoing monitoring of data by departments and division staff
  - Work teams to plan and implement process improvements
  - Solicited and unsolicited stakeholder feedback, i.e. students, parents, employers (see 6P5 for specific measures collected and analyzed)

- **On a summative basis**
  - All components of an integrated planning system resulting in a systematic Strategic Plan
  - Academic program and service unit reviews/evaluations including state technical college, WCTC, and specific program or unit indicator review

### 6P5 Measures of student and administrative support service processes

Key measures of student and administrative support service processes are collected and analyzed within various WCTC departments. Figure 6-3 highlights those measures.

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**Figure 6-3 Student and Administrative Support Service Measures**

<table>
<thead>
<tr>
<th>Process</th>
<th>Measure</th>
<th>Process</th>
<th>Measure</th>
</tr>
</thead>
</table>
| Recruitment | - Number/types of events  
              - Event satisfaction rate  
              - Number admission applications  
              - Demographics of attendees | Technology | - Help Desk calls  
              - Omni Tech usage  
              - TIC usage  
              - Number on-line courses |
| Admissions | - Number admission applications by program and term  
              - Demographics of students | Library    | - Number patrons  
              - Number searches  
              - Number collections  
              - Satisfaction rates |
| Counseling | - Number served  
              - Participation rates  
              - Employment rates  
              - Outcomes met  
              - Customer demographics  
              - Number of individuals served by service type  
              - Number of special population clients using grant-funded career services  
              - Student satisfaction rates | Child care | - Fill rates  
              - Customer mix  
              - Receivables outstanding  
              - Profit margin  
              - Customer satisfaction |
<table>
<thead>
<tr>
<th>Process</th>
<th>Measure</th>
<th>Process</th>
<th>Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Registration</strong></td>
<td>• Enrollment trends</td>
<td><strong>Accounting</strong></td>
<td>• Receivables outstanding</td>
</tr>
<tr>
<td></td>
<td>• FTE trends</td>
<td></td>
<td>• Number accounts in collections</td>
</tr>
<tr>
<td></td>
<td>• Number on waitlist</td>
<td></td>
<td>• Collection rate</td>
</tr>
<tr>
<td></td>
<td>• How and when students registered</td>
<td></td>
<td>• Bond rating</td>
</tr>
<tr>
<td></td>
<td>• Number of students registered</td>
<td></td>
<td>• Various financial ratios</td>
</tr>
<tr>
<td></td>
<td>• Number classes cancelled</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Financial assistance</strong></td>
<td>• Amount disbursed</td>
<td><strong>Facility services</strong></td>
<td>• Work order satisfaction rate</td>
</tr>
<tr>
<td></td>
<td>• Amount of needs</td>
<td></td>
<td>• Energy report</td>
</tr>
<tr>
<td></td>
<td>• Number of students receiving assistance</td>
<td></td>
<td>• Utilization rate</td>
</tr>
<tr>
<td><strong>Support services</strong></td>
<td>• Graduation rates</td>
<td><strong>Printing/marketing</strong></td>
<td>• Problem identification</td>
</tr>
<tr>
<td></td>
<td>• Retention rates</td>
<td></td>
<td>• Preventive maintenance plan</td>
</tr>
<tr>
<td></td>
<td>• Number of special population students</td>
<td></td>
<td>• Copier usage</td>
</tr>
<tr>
<td></td>
<td>• ABE state scorecard</td>
<td></td>
<td>• Facility rentals</td>
</tr>
<tr>
<td></td>
<td>• Follow up reports</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Client reporting data/grant compliance data</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Bookstore</strong></td>
<td>• Profit margin</td>
<td><strong>Human resources</strong></td>
<td>• Tuition reimbursement usage</td>
</tr>
<tr>
<td></td>
<td>• Type and amount of sales</td>
<td></td>
<td>• Training sessions held/participation rates</td>
</tr>
<tr>
<td><strong>Food service</strong></td>
<td>• Commissions received</td>
<td><strong>Staff development</strong></td>
<td>• Number hires</td>
</tr>
<tr>
<td></td>
<td>• Customer satisfaction rates</td>
<td></td>
<td>• Number grievances</td>
</tr>
<tr>
<td><strong>Student life</strong></td>
<td>• Student participation rates</td>
<td><strong>International</strong></td>
<td>• Number applications received</td>
</tr>
<tr>
<td></td>
<td>• Club membership</td>
<td></td>
<td>• Student success rates</td>
</tr>
<tr>
<td></td>
<td>• Student activities per year</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Crime statistics</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Student complaints</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Wellness</strong></td>
<td>• Fitness Center memberships</td>
<td><strong>Research/evaluation</strong></td>
<td>• Number program evaluations</td>
</tr>
<tr>
<td></td>
<td>• Insurance rates</td>
<td></td>
<td>• Number program investigations</td>
</tr>
<tr>
<td></td>
<td>• Reduction in medical costs</td>
<td></td>
<td>• Number follow up studies</td>
</tr>
<tr>
<td></td>
<td>• Employee sick days used</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Participation rates</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Safety/security</strong></td>
<td>• Police report summary</td>
<td><strong>RTA center</strong></td>
<td>• Usage rates</td>
</tr>
<tr>
<td></td>
<td>• Accident reports</td>
<td></td>
<td>• Percentage mix – internal/external usage</td>
</tr>
<tr>
<td></td>
<td>• Training participation rates</td>
<td></td>
<td>• Profit margin</td>
</tr>
<tr>
<td></td>
<td>• Work order feedback</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Employment services</strong></td>
<td>• Job Fair attendance</td>
<td><strong>Partnerships</strong></td>
<td>• Number articulation agreements</td>
</tr>
<tr>
<td></td>
<td>• Employer participation rates</td>
<td></td>
<td>• Number transcripted credit agreements</td>
</tr>
<tr>
<td></td>
<td>• Number positions posted/filled</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Job placement rates</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Co-placements satisfaction rates</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Results

6R1 Student support service results

One of WCTC’s results for student support service processes occurred when the College Center was constructed. This building includes a centralized location for admissions, registration, and financial aid services for a one-stop-shop concept. The College Center also houses additional student service functions, including a centralized food service cyber cafe, student life, and the library. Remediation services are provided through the Learning Place and various labs such as speech, reading, math, and writing. These are located in the newly remodeled Business building, which is located adjacent (and connected) to the College Center for easy access by students, especially those with disabilities.

Student support services have also shown better results through the improved leadership by student government. As WCTC has increased its enrollment of recent high school graduates, more student activities have resulted in increased student engagement and involvement in clubs and student government.

Year-end results (2006-07) for a sampling of Learning-Student Support Service processes are shown in Figure 6-4.

Figure 6-4 2006-07 End of Year Student Support Performance Monitoring

<table>
<thead>
<tr>
<th>Learning-Student Services Measures</th>
<th>2004/05 Actual</th>
<th>2005/06 Actual</th>
<th>2006/07 Projected</th>
<th>2006/07 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transition services for students with disabilities</td>
<td>91</td>
<td>119</td>
<td>100</td>
<td>139</td>
</tr>
<tr>
<td>Academic support for students with disabilities</td>
<td>113</td>
<td>105</td>
<td>120</td>
<td>123</td>
</tr>
<tr>
<td>Interpreter services—students served</td>
<td>17</td>
<td>16</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>Minority Retention Grant—student served</td>
<td>118</td>
<td>N/A</td>
<td>120</td>
<td>45</td>
</tr>
<tr>
<td>Displaced workers—student served</td>
<td>197</td>
<td>377</td>
<td>225</td>
<td>112</td>
</tr>
<tr>
<td>Comprehensive services for special populations—students served</td>
<td>260</td>
<td>435</td>
<td>N/A</td>
<td>345</td>
</tr>
<tr>
<td>Admissions applications</td>
<td>4,758</td>
<td>4,517</td>
<td>4,500</td>
<td>4,817</td>
</tr>
<tr>
<td>Applicants admitted</td>
<td>(69%) 3,264</td>
<td>(68%) 3,079</td>
<td>3,150</td>
<td>3,306</td>
</tr>
<tr>
<td>Newly Admitted Registered Students</td>
<td>(84%) 2,747</td>
<td>(78%) 2,410</td>
<td>2,583</td>
<td>2,966</td>
</tr>
<tr>
<td>Financial aid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of applications</td>
<td>2,738</td>
<td>2,892</td>
<td>2,900</td>
<td>2,981</td>
</tr>
<tr>
<td>Total aid disbursed</td>
<td>$4,781,542</td>
<td>$5,076,705</td>
<td>$5,500,000</td>
<td>$5,824,102</td>
</tr>
<tr>
<td>Number of Pell grants given</td>
<td>726</td>
<td>732</td>
<td>750</td>
<td>831</td>
</tr>
<tr>
<td>Total amount of Pell grants</td>
<td>$1,412,845</td>
<td>$1,472,938</td>
<td>$1,600,000</td>
<td>$1,642,836</td>
</tr>
<tr>
<td>Number of student loans awarded</td>
<td>1,042</td>
<td>1,057</td>
<td>1,200</td>
<td>1,163</td>
</tr>
<tr>
<td>Total amount of student loans</td>
<td>$2,567,433</td>
<td>$2,718,369</td>
<td>$3,000,000</td>
<td>$3,219,254</td>
</tr>
<tr>
<td>Student loan default rate</td>
<td>3.2%</td>
<td>3.2%</td>
<td>3.5%</td>
<td>4.5%</td>
</tr>
<tr>
<td>Career planning &amp; job search—number of adults</td>
<td>2,857</td>
<td>2,931</td>
<td>3,200</td>
<td>3,189</td>
</tr>
<tr>
<td>Youth career planning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K-12 students</td>
<td>2,952</td>
<td>2,451</td>
<td>2,250</td>
<td>2,562</td>
</tr>
<tr>
<td>Parents</td>
<td>375</td>
<td>274</td>
<td>450</td>
<td>206</td>
</tr>
<tr>
<td>Total</td>
<td>3,327</td>
<td>2,725</td>
<td>2,700</td>
<td>2,768</td>
</tr>
<tr>
<td>Walk-in career planning—visitors served</td>
<td>6,359</td>
<td>6,106</td>
<td>6,100</td>
<td>6,334</td>
</tr>
<tr>
<td>Life work planning—customers served</td>
<td>328</td>
<td>338</td>
<td>336</td>
<td>390</td>
</tr>
<tr>
<td>Resume assistance—customers served</td>
<td>2,113</td>
<td>2,099</td>
<td>2,600</td>
<td>2,659</td>
</tr>
<tr>
<td>Interviewing—customers served</td>
<td>118</td>
<td>168</td>
<td>120</td>
<td>191</td>
</tr>
<tr>
<td>On-line job search—customers served</td>
<td>291</td>
<td>346</td>
<td>350</td>
<td>294</td>
</tr>
<tr>
<td>Job search strategies— customers served</td>
<td>114</td>
<td>161</td>
<td>114</td>
<td>167</td>
</tr>
<tr>
<td>Prospect Contacts entered into recruit module</td>
<td>7,584</td>
<td>6,856</td>
<td>7,000</td>
<td>6,325</td>
</tr>
<tr>
<td>Library patron visits</td>
<td>137,128</td>
<td>134,984</td>
<td>142,000</td>
<td>134,075</td>
</tr>
<tr>
<td>Library circulation</td>
<td>39,663</td>
<td>34,728</td>
<td>31,500</td>
<td>29,948</td>
</tr>
<tr>
<td>Filled interlibrary loan transactions</td>
<td>1,488</td>
<td>1,313</td>
<td>1,500</td>
<td>1,390</td>
</tr>
<tr>
<td>Reference services</td>
<td>8,512</td>
<td>8,549</td>
<td>8,600</td>
<td>7,894*</td>
</tr>
<tr>
<td>Library instructional sessions</td>
<td>192</td>
<td>180</td>
<td>175</td>
<td>217</td>
</tr>
<tr>
<td>Attendees-Library instructional sessions</td>
<td>3,009</td>
<td>2,785</td>
<td>2,800</td>
<td>2,693</td>
</tr>
<tr>
<td>Items Added to the Collection</td>
<td>2,327</td>
<td>1,816</td>
<td>1,800</td>
<td>7,761**</td>
</tr>
<tr>
<td>Electronic database logins</td>
<td>43,464</td>
<td>47,055</td>
<td>52,000</td>
<td>59,925</td>
</tr>
</tbody>
</table>

*hours staffed were significantly reduced between January thru March **includes e-book additions