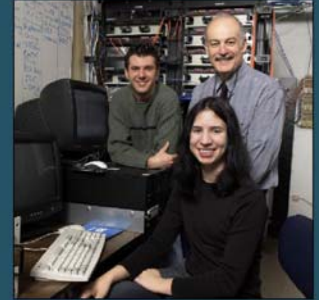
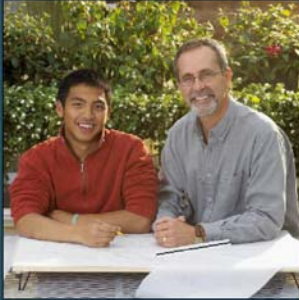


Strategic Plan



2007-2012

Preparing students for *today's careers* and *tomorrow's opportunities*

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MISSION AND VISION STATEMENTS

MISSION

*To prepare students for today's careers and
tomorrow's opportunities*

VISION

*To be the regional college of choice
for workforce education*

INTRODUCTION TO THE PLAN

PURPOSE

The purpose of the Strategic Plan is to articulate a clear vision for Lake Washington Technical College's (LWTC) desired future and to serve as a guide and framework as the College sets priorities, assigns resources, and takes actions to create that future.

The Plan defines a set of broad "Strategic Directions" that the College will pursue and also identifies specific, measurable "desired results" within each Strategic Direction. These desired results are the outcomes that will be achieved as the College moves successfully in the direction of the future it wants.

The time horizon for the plan is 5-10 years, but this does not imply that the plan will remain untouched during that time. On the contrary, if the plan is to serve as an effective guide for decision-making, it must continually be reviewed and fine-tuned as new opportunities and challenges emerge within the college's dynamic external and internal environments.

In short, the five objectives of this plan are to:

- Affirm the mission or purpose of the College.
- Affirm a vision of our future.
- Describe the broad Strategic Directions we must pursue to achieve success.
- Identify LWTC's near-term objectives and actions.
- Establish the metrics for evaluating progress.

HOW WAS THE PLAN DEVELOPED?

Setting a Course

A Steering Committee, drawn from across the College, worked with the consultant team of Strategic Learning Resources, Inc. to decide the best approach for achieving their strategic planning objectives. With input from the College leadership, the process objectives were set:

Inclusive Draw in people from all across the college, with every Division and at every level.

Credible Build trust and engagement in the plan and link it ultimately to budget development.

Clear Use a well-defined and well-understood process and plan.

Efficient Use participants' time well.

Follow-through Assure specificity of goals and ways of monitoring progress so the Plan leads to action.

Future Search Conference

The Steering Committee decided to pursue a Future Search Conference as the first step in a planning process that would meet those process goals. Over 3 days in early March, a Future Search Conference was held, which involved more than 80 diverse stakeholders in three key steps of Strategic Planning:

- Exploring and understanding the environment in which the organization is working;
- Developing a common vision; and
- Identifying broad strategies for change.

The outcomes of the conference became the drivers and framework for the Strategic Plan. The full conference proceedings are included in the Appendices.

Refinement of the Plan with Community Input

Following the Search Conference, an 11-member planning team (with members representing faculty, students, administrative services, instructional services, student services, classified staff, prof techs, and Executive Cabinet) came together to guide the process of refining and strengthening the plan with broad community input.

Using the framework developed in the Search Conference, the planning team met in March to develop a first draft of the plan, then shared that draft and information about the Search Conference with the campus community through an open house with poster displays. Concurrently with the open house, the whole campus community was invited to give feedback on the first draft of the plan through an online survey. 235 students, employees, and external stakeholders shared their opinions and offered suggestions through that survey.

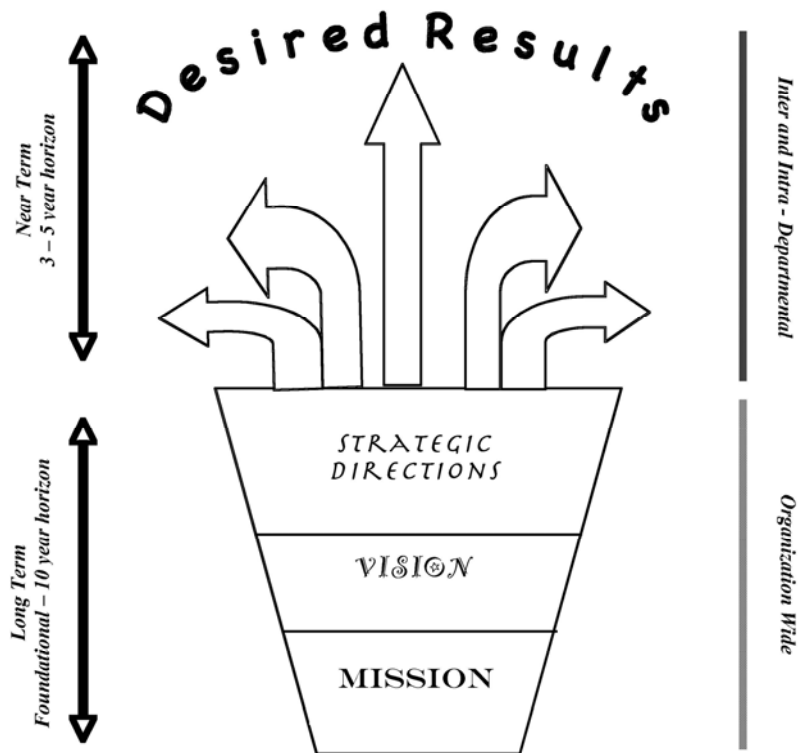
In April, the planning team carefully considered the feedback from the college community and used it to simplify and clarify many elements of the plan. This second draft of the plan was shared with the college community through a second online survey, which invited another round of feedback. This second and shorter survey was responded to by 387 members of the college community!

The planning team met for a last time in early June to discuss and reflect on what they had learned from the community review and make a final round of refinements to the language of the plan. Guided in their decision-making by the tone and spirit of the Search Conference, the planning team thoughtfully weighed the different opinions expressed by the survey respondents and used their considered and collective judgment about the strategic priorities of the College as a whole to make final choices about the Plan.

MAKING THE STRATEGIC PLAN A LIVING AND DYNAMIC DOCUMENT

The Plan is in a three-ring notebook so that it can be easily added to and refined as it is used. It is expected to sit on the desk of every manager and leader in the College and be the guidepost for making resource and program decisions. It is hoped that managers will annotate it, add useful information, and make it theirs.

The Strategic Plan applies to the College as a whole and to different programs, departments or Divisions. As shown in the following picture, the foundation of the plan - namely the mission, vision, and strategic directions - serve as a long-term guide for the College in its entirety. The desired results have a nearer-term focus and serve as guides for specific departments and for intra-departmental efforts.



By Spring 2008, each Strategic Direction will have a set of action plans and a budget that will drive the implementation of the detailed priorities and activities set by the Plan. Processes for monitoring progress and learning from the successes and mistakes will be tied to the action plans.

CRITICAL ISSUES

The Strategic Plan was crafted in response to a set of critical issues identified by Search Conference participants and is best understood in the context of these issues. (See also “Trends of Greatest Concern” in the Future Search Conference Proceedings, in the Appendices.) Written comments from the College community in response to the two drafts of the Strategic Plan also confirmed and filled in the understanding of these issues.

The critical issues for the college can be organized into four groups:

- National and international trends,
- State and regional trends,
- Student needs and expectations, and
- Organizational dynamics.

The issues and trends and their possible impact on the College are summarized in the following.

National and International Trends

Trend	Impacts
Rapid changes in technologies and fuels	<ul style="list-style-type: none"> – Curricula become outdated more quickly. – New strategies for ensuring that students have access to current technologies (in the classroom and in the workplace) are required. – Pressures on faculty to stay current increase. – Closer relationships with industry partners and increased capacity to respond quickly to industry demands are required. – The best areas for College investment become increasingly difficult to judge. – The number of working students wanting re-training is growing. – Employers increasingly demand interdisciplinary skill sets.
Globalization	<ul style="list-style-type: none"> – The ability to work with people of diverse backgrounds is now a critical job skill. – More students are non-native speakers (both recent immigrants and students retaining citizenship in other countries) who require different services and supports. – New, international markets are opening for technical

Trend	Impacts
	education. – The balance between a local and a global focus is an area of tension and debate within the college community.
Environmentalism	– Interest in sustainable energy sources is expanding. – New opportunities are emerging to take the lead in environmentally sustainable technologies.

State and Regional Trends

Trend	Impacts
Inadequate and inequitable State funding system	– The college is compelled to advocate for technical college equity at the State level. – Aggressive pursuit of diverse funding streams is required. – The “underdog” psychology of the college community is reinforced.
Increased cost of living on the Eastside	– Most members of the college community cannot afford to live near the college. – Commuter faculty has less flexibility of time and energy. – Students are more isolated from each other. – Both faculty and students are more pressed for time.
Increased competition with other schools and industry training programs	– It is more difficult to differentiate LWTC from other colleges and the need for a powerful brand/image is more acute. – Students have more options, demand higher quality, and go where education is most accessible. – The need to focus on unique strengths, not duplicate competitors’ offerings, is more critical. – The inequitable funding system becomes a more glaring barrier. – Strengthened recruiting functions are needed to draw appropriate students to LWTC. – Future-oriented (not problem-oriented) policies and decision-making are more strategically vital to the College.

Student Needs and Expectations

Trend	Impacts
Consumer driven culture/customer mentality	<ul style="list-style-type: none"> – Many students have a self-concept as “consumers” or “customers” rather than “partners in learning.” – Demands for individualized “customer service” and personally tailored programmatic offerings are increasing. – Demands for constructive avenues for expression of student needs and preferences are rising. – Demands for responsiveness to student needs and preferences are rising.
Diverse student needs/high student needs	<ul style="list-style-type: none"> – Student services are stretched to address multiple high-need populations with very different needs. – Unmet student needs create pressures on faculty and staff. – Unmet student needs impact student capacity to learn, retention, and program completion. – The need for cultural sensitivity among all members of college community is increasing.
Diverse student goals	<ul style="list-style-type: none"> – Pressure to define and support different educational pathways is increasing. – The need for student guidance is growing, with an expanded emphasis on matching offerings to individual goals. – Pressure to increase flexibility of curriculum is growing.
Lifelong learning	<ul style="list-style-type: none"> – “Terminal degrees” are perceived as less attractive and less useful by many. – More students come with existing degrees and want only specific parts and pieces. – Demands for transferable coursework are rising. – Demands for interface with industry certifications are rising. – Students want everything to “count” now and in the future.

Trend	Impacts
Busy, time-pressured students	<ul style="list-style-type: none"> – Speed and access become pivotal concerns as students try to work, raise families, and squeeze in education, too. – Demands for flexible scheduling and distance learning options are rising. – Students look for “one-stop-shopping” for a wide range of support services. – Students are less patient with inefficiencies and uncertainties. – Students are impatient with other students when they impede learning. – Some students resist rigor; want quick and easy. – Many students are impatient with coursework that is not perceived as immediately relevant.
Competitive job market	<ul style="list-style-type: none"> – Recognizing the competitive nature of the workplace, some students want higher standards, more rigorous education, and better preparation for long-term success. – Students push for more career guidance, job placement, and job-procurement skills.

Organizational Dynamics

Trend	Impacts
Use of part- time faculty	<ul style="list-style-type: none"> – Questions of equity, belonging, and consistency of instructional quality are more visible. – New tensions between faculty groups have emerged.
New and rising student needs and demands	<ul style="list-style-type: none"> – Pressures on faculty and staff to meet those demands increases. – Demands for resources to support students increases.
Unresolved trust issues	<ul style="list-style-type: none"> – Accountability, open communication, and transparency of decision-making by college leadership is called for. – Interest in establishing ways to involve college stakeholders in decisions that impact them is expanding. – Results in poor morale. – Constructive, ongoing dialogue is needed.

Trend	Impacts
Real and perceived structural barriers	<ul style="list-style-type: none"> – Structural and perceptual barriers between faculty and staff, between departments, and between technical and academic programs impede open communication, flexibility, and collaborative problem solving.
Change and resistance to change	<ul style="list-style-type: none"> – Changes in employer and student expectations, technologies, and curricula create uncertainties around identity and capacity to deliver excellence. – A range of responses to uncertainty is present in the organization, including: anxiety, anger, resistance, passivity, curiosity, heightened need for communication and information, and constructive adaptation. – Strengthened leadership strategies for communication and change management are needed. – Frustration with resistance to change is growing.
Limited economic resources	<ul style="list-style-type: none"> – A psychology of scarcity limits some community members' sense of possibility. – Demands for effective budgeting and wise judgment on resource use become louder. – Employees increasingly demand a say in how resources are used. – Many community members have concerns about their ability to deliver excellence within limited resources. – Employees have concerns about being overworked and undervalued. – Many wear multiple hats and express a sense of being stretched too thin.
Accountability and measurement	<ul style="list-style-type: none"> – Demand for effective data-acquisition and management are growing. – The visibility of issues and challenges increases. – Insistence on fair, clear expectations can heighten. – Unresolved trust issues can heighten. – The accreditation process requires organizational changes. – The need for well-articulated academic standards and rigor is heightened.

STRATEGIC DIRECTIONS

OVERVIEW

1. ***Strategic Direction: Educational Pathways***
LWTC will provide students with multiple pathways to skill enhancement, workforce entry, higher education, and career advancement.
2. ***Strategic Direction: Learning Environment***
LWTC will develop an accessible learning environment that rewards innovation, anticipates future trends and needs, and sustains excellent, integrated programs aligned with current industry standards.
3. ***Strategic Direction: Student Success***
LWTC will create and sustain high-quality services and supports that promote student success.
4. ***Strategic Direction: Faculty and Staff***
LWTC will support its diverse employees by creating a work environment that promotes quality, innovation, professional growth, and employee satisfaction.
5. ***Strategic Direction: Shared Decision-Making***
LWTC will create a work environment that fosters communication, collaboration, and shared, transparent decision-making.
6. ***Strategic Direction: Recruiting and Marketing***
LWTC will implement innovative and continually-updated student recruitment and marketing processes, which produce enrollment growth and promote continuous improvement of college offerings.
7. ***Strategic Direction: Financial Success***
LWTC will establish financial stability by developing diversified funding, achieving greater financial equity with other state funded institutions of higher learning and decreasing dependence on state support.
8. ***Strategic Direction: Institutional Effectiveness***
LWTC will implement a system of continuous quality improvement that provides, uses, and integrates data from all aspects of the college to improve student learning.

1. EDUCATIONAL PATHWAYS

LWTC will provide students with multiple pathways to skill enhancement, workforce entry, higher education, and career advancement.

Rationale:

The current job environment demands that workers be life-long learners, able to change and adapt as job requirements shift and as they move up within their fields. As a leader in workforce education, LWTC must address the needs of young adults who are entering the workforce for the first time, and also the needs of adults seeking to enhance their job skills, or re-tool for a second career. Both groups of students are best served by courses and programs that prepare them with the job, learning, and life skills they need today, and also serve as a pathway to further education.

The College has built a foundation on which to offer multiple educational pathways. This includes more than 40 courses that transfer and 12 active articulation agreements. Improved two- and four-year pathways will increase financial aid opportunities for students who do not currently qualify for aid and will remove many existing roadblocks for students. Emphasizing alignment with company and industry certifications will further expand possibilities for graduates. This strategic direction is one major component of an overarching goal of growing LWTC enrollment and supports the principle of life-long learning.

1. Desired Results:

- 1.1. By 2010, the College has identified and removed the barriers to incorporating student's industry-recognized certifications and work-experience into LWTC certificates and degrees.
- 1.2. By 2010, there are well-defined and supported multiple entry and exit points.
- 1.3. By 2012, the College will have a well-defined process for assessing community needs for continuing education and will expand offerings to meet those needs.
- 1.4. Over the next 5 years, we will continue to forge articulation agreements and transfer opportunities with appropriate colleges and universities.
- 1.5. The College will continue working towards higher education opportunities such as a Bachelors of Applied Technology degree program.

2. LEARNING ENVIRONMENT

LWTC will develop an accessible learning environment that rewards innovation, anticipates future trends and needs, and sustains excellent, integrated programs aligned with current industry standards.

Rationale:

As a technical college, it is imperative that LWTC attracts, prepares, and enriches students and serves as a model for both industry and community. Being the best in workforce education is a core part of our identity and we must continually reaffirm that identity.

As the industries, which employ our graduates, continuously change and adapt in relation to a global marketplace, the LWTC learning environment must also change and adapt. Our students must have access to cutting edge technical education, which is closely in tune with the technologies and skills needed in tomorrow's workplaces. These educational experiences must be facilitated by faculty who themselves are in tune with industry needs and standards and who are skilled educators.

To be successful in today's technical careers, our graduates also need a firm grounding in the academic skills, which will enable them to be excellent problem-solvers, collaborators, and communicators. The Commission also recommends that the College establish a process for documenting the results of educational outcomes assessments and provide evidence that its assessment activities lead to the improvement of teaching and learning. This rigorous academic foundation will prepare LWTC graduates to continue learning and adapting as they advance within their careers and pursue further education.

As we focus on innovation, relevance, and excellence within the LWTC learning environment, we must also ensure that diverse students can access that environment. Many of our students juggle jobs, families, and school and these demands create barriers to accessing classes and programs offered on traditional schedules and in traditional formats. Where possible and instructionally appropriate, LWTC must seek to expand accessibility by broadening the times and places (both real and virtual) our courses and programs are offered.

As we revitalize our learning environment and broaden its accessibility, our reputation and image as a 'cutting-edge' leader in workforce education will continue and expand.

2. Desired Results:

- 2.1. By 2010, technical and related academic curriculum will emphasize rigorous standards and incorporate global outcomes (which are critical thinking, communication, teamwork, technology/information literacy, and global/cultural awareness).
- 2.2. By 2010, LWTC will model what we teach by training students with equipment and technology that reflect current industry needs and by emphasizing industry-validated curriculum.
- 2.3. By 2010, related academic curriculum will be aligned with the needs of the technical programs and will ensure that students are proficient in basic skills needed for technical coursework and careers.
- 2.4. By 2010, enhanced industry partnerships will enable LWTC to predict future needs, offer unique learning opportunities, and improve funding of programs.
- 2.5. By 2012, student work-place experience, guidelines, procedures, and systems will be strengthened to increase the number of opportunities available.
- 2.6. The College will increase participation and investment in professional development opportunities that result in increased quality of instruction.
- 2.7. LWTC will model what we teach by incorporating principles of sustainability into both our operations and our curriculum.
- 2.8. LWTC graduates will be employable in today's job market and prepared to adapt as the job market changes.
- 2.9. LWTC will assess opportunities to increase access to learning such as distance learning, flexible scheduling, and multiple campus sites.

3. STUDENT SUCCESS

LWTC will create and sustain high-quality services and supports that promote student success.

Rationale:

An increasingly diverse student population requires a greater array of services and supports, which promote their success. Faculty and staff are stretched to provide services to a greater number of students across a more demanding and complex landscape of needs and circumstances. These conditions require a clear understanding of what services and supports are most likely to produce student retention and success; the degree of flexibility needed to address changing demographics; and the resources needed to sustain these supports.

In their accreditation review, the Northwest Commission on Colleges and Universities recommends that the College “develop and fully implement policies and procedures which guide the placement of students in courses and programs based upon their academic and technical skills. Such placement should ensure a reasonable probability of student success (as supported by research, best practices, and institutional data) and facilitate advising and student persistence.”

3. Desired Results:

- 3.1. By 2008, incoming students will be guided to the most appropriate entry points via an individualized assessment, placement, and success-planning process. The guidance process will include specialized assessments and supports for students for whom English is a non-native language.
- 3.2. By 2010, the College will strengthen resources to faculty and staff who serve Academy students so that Academy students are supported and successful in balance with other student groups.
- 3.3. By 2010, the College will design and implement a plan for a strengthened service and support system for LWTC students. The plan will address such issues as:
 - 3.3.1. Student diversity of all kinds,
 - 3.3.2. Students' accountability as partners in learning,
 - 3.3.3. Student retention,
 - 3.3.4. Need for accommodations,
 - 3.3.5. Access to scholarships and other financial supports,
 - 3.3.6. Career advising and employment guidance,

- 3.3.7. Assistance with personal issues that are barriers to success,
- 3.3.8. Clarification of student support roles and relationships of faculty and staff,
- 3.3.9. Student empowerment, and
- 3.3.10. Student success and marketability across a global community.

4. FACULTY AND STAFF

LWTC will support its diverse employees by creating a work environment that promotes quality, innovation, professional growth, and employee satisfaction.

Rationale:

LWTC currently has concerns about employee turnover, competitive compensation, high workloads, and inadequate resources to fully support professional development and innovation in teaching and curriculum. These conditions represent serious risks to the quality of the education provided and impede the ability of employees to perform to their fullest ability.

In their accreditation review, the Northwest Commission on Colleges and Universities recommends that the College “develop and periodically assess a policy addressing the employment of part-time faculty in relationship to the mission and goals of the institution.”

4. Desired Results:

4.1. By 2009, a plan is in place for all campus employees which:

- 4.1.1. Addresses reasonable workloads;
- 4.1.2. Defines measurable professional development targets and provides resources to support them;
- 4.1.3. Responds to the need for fully staffed departments;
- 4.1.4. Provides strategies to achieve competitive compensation;
- 4.1.5. Clarifies job expectations for each type of position and defines how employees are held accountable; and
- 4.1.6. Defines employee recognition and advancement opportunities.

4.2. By 2009, a faculty recruitment and retention plan is in place that is consistent with accreditation standards and which:

- 4.2.1. Addresses faculty workload issues;
- 4.2.2. Identifies and correct inequities between full-time tenured, full-time non-tenured, and part-time faculty;
- 4.2.3. Identifies and explain target ratios of full-time tenured, full-time non-tenured, and part-time faculty;
- 4.2.4. Provides remedies for salary disparity issues between LWTC faculty and faculty at other colleges;

- 4.2.5. Provides strategies to attract and retain quality faculty for all positions;
- 4.2.6. Responds to the need for fully staffed departments; and
- 4.2.7. Reflects the complexity of teaching through multiple venues (off-site, distance learning, multiple campuses, labs, classrooms, etc.).

5. SHARED DECISION-MAKING

LWTC will create a work environment that fosters communication, collaboration, and shared, transparent decision-making.

Rationale:

LWTC employees are committed to providing excellent service and education, but are often 'out-of-the-loop' related to decisions that affect how they do their work. Most employees are unaware of how department and financial decisions are made or the context of the decision-making. College departments most often operate in isolation of other departments, limiting their effectiveness, their ability to fully meet the needs of students or staff, and their ability to make the greatest use of the College's scarce resources.

In their accreditation review, the Northwest Commission on Colleges and Universities recommends "that the College effectively enhance and utilize the institution's already established system of governance to ensure that there is more open and frequent communication and shared decision-making among the senior administration, deans, faculty, and staff."

5. Desired Results:

- 5.1. Reflects the complexity of teaching through multiple venues (off-site, distance learning, multiple campuses, labs, classrooms, etc.).
- 5.2. By 2008, the college community has developed, affirmed, and effectively communicated a set of organizational principles and practices, which support effective communication, collaboration, and organizational learning.
- 5.3. By May 2008, the leadership, in collaboration with the college community, will develop and implement policies and procedures for participative priority-setting; shared financial decision-making involving programs and budgets; and clear and open communication of financial and programmatic decisions.
- 5.4. By 2010, the College will be supported by user-friendly technology, which facilitates communication across the College community.
- 5.5. By 2012, employees will report an increased sense of belonging to and sharing a common vision of the LWTC community.
- 5.6. By 2012, there are cross-departmental initiatives reflective of new collaborations and improved communication.

6. RECRUITING AND MARKETING

LWTC will implement innovative and continually-updated student recruitment and marketing processes, which produce enrollment growth and promote continuous improvement of college offerings.

Rationale:

LWTC has experienced decreasing enrollment, which directly decreases program funding. This Strategic Direction speaks to two inter-related processes – marketing and recruitment – which must be strengthened to support our enrollment and financial goals.

Currently at LWTC, there is some confusion about the distinction between marketing and recruiting functions. Marketing functions include activities supporting branding and core messages, such as delivering those messages through our web presence, advertising and other materials. Recruiting functions, however, refer to the person-to-person process of connecting individual prospects with the opportunities that LWTC can offer them. Clearly, these functions interact in important ways and must be in conversation with each other to be successful, but they also require distinct approaches and plans.

As the demographics of our prospective students change, we must shift how we reach out to potential students and how we communicate who we are and what we offer. Our adult students experience the high cost of living and many juggle family and work responsibilities as well as school. They share a desire to move up in the world of work and to prepare for continued expansion of their opportunities in the future.

At the same time, recruitment of young adult students has become more challenging as high schools have moved away from any vocational preparation and the pool of prospective students has become more diverse. Also, many parents of high school students still have the perception that LWTC offers only “terminal degrees.”

We must craft targeted marketing messages and recruitment strategies that are compelling to the varied populations we serve and that speak to the specific benefits of our programs for students and their future employers.

As we reach out to students through recruiting efforts and market our programs through a range of strategies, we can also be gathering important information about the needs and preferences of our prospective students. The recruitment and marketing process should function as a ‘window to the world’ for LWTC, serving as an important part of the continuous improvement and organizational learning cycle.

It is important to note that one particular recruitment strategy - recruitment of international students - is currently a source of significant tension within the college community. While some express strong support for the ways in which students from abroad enrich campus life and broaden all students' learning experiences, others express a perception that the cost of recruiting and supporting international students is too high.

6. Desired Results:

- 6.1. By 2009, LWTC will develop, communicate, and implement a recruiting process which:
 - 6.1.1. Sells LWTC programs in innovative ways to relevant target audiences;
 - 6.1.2. Enables the College to connect with potential students, determine their goals, and design programs or approaches to meet those goals;
 - 6.1.3. Enrolls employees in the 'selling' of the College;
 - 6.1.4. Increases and strengthens pathways into LWTC from local high schools (examples: Running Start and tech prep);
 - 6.1.5. Produces enrollment growth; and
 - 6.1.6. Attracts diverse enrollment to ensure better institutional financial stability.
- 6.2. By 2009, LWTC will develop, communicate, and implement a marketing process which:
 - 6.2.1. Articulates and emphasizes LWTC's unique strengths;
 - 6.2.2. Demonstrates that the college is aligned with the needs of both prospective employers and prospective students;
 - 6.2.3. Aids the College in identifying a realistic and focused set of products;
 - 6.2.4. Defines an effective mechanism for communicating back to the College about what students most want and what industry most needs;
 - 6.2.5. Produces enrollment growth;
 - 6.2.6. Attracts diverse enrollment to ensure better institutional financial stability; and
 - 6.2.7. Develops strategies for using alumni as a communications resource.
- 6.3. In 2012, LWTC will have a reputation of:
 - 6.3.1. Helping all graduates be successful in the workplace;

- 6.3.2. Being student-centered;
- 6.3.3. Having strong and effective connections to industry;
- 6.3.4. Offering students innovative and cutting-edge learning opportunities;
- 6.3.5. Being a cost-effective and rigorous pathway to both education and career opportunities (One important mechanism for measuring progress towards this goal will be the 2012 Branding Study);
- 6.3.6. Preparing students for the global and community marketplace; and
- 6.3.7. Embracing sustainable practices.

7 FINANCIAL SUCCESS

LWTC will establish financial stability by developing diversified funding, achieving greater financial equity with other state funded institutions of higher learning and decreasing dependence on state support.

Rationale:

Current funding formulas at the State level, which are used to allocate funds to community and technical colleges, do not differentiate between the resource needs of small, specialized, hands-on technical courses, and those of larger, more generalized academic courses. One of LWTC's greatest strengths and defining characteristics is its emphasis on small, hands-on courses with opportunities for learners to experience and apply what they are learning. The majority of our courses fit this profile.

By contrast, most community colleges are structured differently. The majority of the courses they offer are larger academic classes, which financially offset the smaller number of technical courses they provide. Thus, in the current State funding system, one of LWTC's greatest strengths becomes a financial liability in terms of its ability to compete with community colleges.

The scarcity of financial resources and the financial position of the College relative to other institutions of higher learning contributes to low morale, makes it difficult to provide the overall level of excellence desired, and encourages the College to be reactive rather than proactive. Decisions about the financial allocations are not driven by an overall plan or by instructional programs and efforts to raise grant funding are often opportunistic rather than intentional.

In their accreditation review, the Northwest Commission on Colleges and Universities recommends that the College's financial planning "includes a minimum of a three-year projection of major categories of income and specific plans for major categories of expenditure." This three-year budget or financial plan should be developed in a participatory manner and directly support the different elements of the Strategic Plan.

7. Desired Results:

- 7.1. LWTC will establish financial stability by maximizing its share of state higher education funding, developing diversified funding, achieving greater financial equity with other state funded institutions of higher learning and decreasing dependence on state support.
- 7.2. By 2008, the College has a focused, sustainable, well-communicated financial plan which:

- 7.2.1. Ties Division priorities to the Strategic Plan;
 - 7.2.2. Defines structures of accountability;
 - 7.2.3. Aligns funding with student success and industry needs;
 - 7.2.4. Addresses accreditation recommendations regarding the library;
 - 7.2.5. Includes an equipment replacement plan;
 - 7.2.6. Includes a preventive maintenance plan;
 - 7.2.7. Includes a three-year projected budget;
 - 7.2.8. Reflects collaborative opportunities with industry, labor, alumni and other stakeholders;
 - 7.2.9. Reflects analysis of opportunity costs and benefits; and
 - 7.2.10. Identifies strategies for increasing investments in the College by industry partners.
- 7.3. By 2009, financial planning will be carried out through participatory and transparent decision-making processes called for in the *Shared Decision Making Strategic Direction*.
 - 7.4. By 2010, supports for grant seekers and oversight processes for grants awarded are in place, and grant dollars represent a larger portion of total budget dollars.
 - 7.5. By 2012, improved funding equity with other institutions of higher learning in Washington State is achieved.

8. INSTITUTIONAL EFFECTIVENESS

LWTC will implement a system of continuous quality improvement that provides, uses, and integrates data from all aspects of the college to improve student learning.

Rationale:

In their accreditation review, the Northwest Commission on Colleges and Universities recommends that the College “develop and implement a written college-wide institutional effectiveness plan. The plan should clearly define its institutional evaluation and planning processes, ensure that they are ongoing and systematic, and ensure that assessment results influence resource allocation to improve its instructional programs, institutional services, and activities.” The Commission also recommends that the College “establish a process for documenting the results of educational outcomes assessments and provide evidence that its assessment activities lead to the improvement of teaching and learning.”

Effective organizations have ‘no fault’ cultures, are solution-driven, and promote continuous learning. Clear measures, institutionalized methods of monitoring and providing feedback, the use of data to drive decisions while supporting innovation, and collaborative learning from successes and mistakes are all part of a learning organization.

8. Desired Results:

- 8.1. By June 2007, the institutional effectiveness plan is documented and implementation has begun.
- 8.2. By January 2008, critical measures of the effectiveness of LWTC, such as job placement, are identified and aligned with the Strategic Plan across the College.
- 8.3. By January 2008, the initial strategic directions’ dashboard — a mechanism for assuring that the monitoring of effectiveness is transparent, accessible, and understood — will be implemented.
- 8.4. By May 2009, LWTC can demonstrate to potential students, funders, and industry the excellence and effectiveness of its programs.
- 8.5. By 2008, students and alumni will participate in giving feedback to the college that results in continuous improvements in the services students receive.
- 8.6. By 2008, a plan for assessing student success is in place and results are reported.

APPENDICES



GLOSSARY OF TERMS

GLOSSARY OF TERMS USED IN THE STRATEGIC PLAN

<i>Critical Issue</i>	<p>Issues that must be addressed if the College is to be successful in the long term. These inform the Strategic Directions.</p> <p>Baldrige describes them as “Those pressures that exert a decisive influence on an organization’s likelihood of success.”</p>
<i>Departments</i>	<p>An administrative office responsible for one or more college operations.</p>
<i>Desired Result</i>	<p>Goals or outcomes that will push the College in the Strategic Direction. Most have a focus of 1-3 years and all will action plans attached to them that describe what needs to happen to achieve the Desired Result. Desired Results may apply to specific Divisions, Departments or Programs – may apply to more than one.</p> <p>NWCCU says that goals [desired results] provide “directions to all its educational activities, to its admission policies, selection of faculty, allocation of resources”</p>
<i>Diversity</i>	<p>A value of the College which reflects a belief that a student body, faculty and staff who vary by age, gender, color, ethnicity, gender, religion, disabilities, socio-economic status, sexual orientation, and national origin offer the College unique perspectives or outlooks and a variety in group and individual interactions that contribute to the College as a learning organization.</p>
<i>Divisions</i>	<p>An operational branch of the college led by a vice president and typically consisting of a group of programs and/or departments.</p>
<i>Faculty Workload</i>	<p>The essential functions and occupational effort required of faculty employees.</p>
<i>Marketing</i>	<p>The set of strategies that make the College, its purpose and opportunities, and message visible in its communities. Marketing sets the stage for recruitment. Marketing tools may include TV ads, open houses, newspaper articles, the logo, and the website.</p>
<i>Mission</i>	<p>The core purpose of the College – why it exists.</p> <p>NWCCU says the mission “Describes its [the College’s] particular philosophic stance and serves as guide for education planning...operates as a frame of reference for decisions.”</p>
<i>Programs</i>	<p>A systematic, usually sequential, grouping of courses, forming a considerable part, or all, of the requirements for a degree or a credential.</p>
<i>Recruiting</i>	<p>The person to person interaction of engaging potential students and helping them see the benefit or value of attending LWTC.</p>

<i>Shared Decision-Making</i>	A value called out in a Strategic Direction, that reflects a belief that people who are affected by a decision and/or who have expertise to lend to it should have some role in making the decision. Exactly how decision-making is shared depends on the issue at hand and processes established by the College. It might for example take place as an opportunity to provide input and receive feedback, or as participation in a consensus building process.
<i>Strategic Direction</i>	<p>Answers the question “What do you want to achieve, change, or create over the long-term?” They are overarching and encompass a group of goals or desired results. Strategic Directions apply to and affect the organization as a whole.</p> <p>Baldrige describes them as “... what an organization must achieve to remain or become competitive and ensure long-term sustainability. Strategic Objectives [Directions] set an organization’s longer-term directions and guide resource allocations and redistributions.”</p>
<i>Strategic Plan Data Dashboard</i>	Critical data pieces used by the college to make operational decisions.
<i>Transparency</i>	Making the process and reasons for decisions and actions visible to the people who are affected by the decision and action.
<i>Vision</i>	Describes a future state of the organization and how it wants to be seen by its communities.

FUTURE SEARCH CONFERENCE PROCEEDINGS

FUTURE SEARCH CONFERENCE

MARCH 1, 2 & 3, 2007

***In the changing world of higher education,
who are we and where would we like to lead the college?***



LWTC FUTURE SEARCH CONFERENCE



The LWTC Future Search Conference was an exciting opportunity for people with diverse perspectives on the College to come together and discover shared values, visions, and goals. It was a time to re-energize a sense of community; re-affirm shared passion for the College and its students; and forge a strong foundation for the strategic plan which will guide Lake Washington Technical College over the next 10 years.

The three-day event was held at Camp Berachah, nestled in the hills off of Highway 18 near Auburn. Hard-working days and evenings were balanced by lively after hours games and music making. The Search Conference was facilitated by Ursula Roosen-Runge, Cheryn Weiser, and Sara Saltee from Strategic Learning Resources.

Some Participants' Hopes for the Conference

direction, purpose, unity
honesty, vision, collaboration
introspection, imagination, strategy
internationalization, globalization, synergy
respect, learning, integration
realistic pathway to success
conciliation, clarity, closure
action, accountability, transparency
prioritize teaching and learning
sustainability, innovation, energy
united future plan
mentorship, internal and external customers, communication
regroup, re-energize,
re-prioritize
student focused, data driven, integrity laden
hold nothing sacred

Welcome and Overview

The Future Search Conference began with a welcome by Board of Trustees Chair, Bruce Reid. He explained the key elements of the Board's vision for the College including a new take on the "3 R's": Reputation, Resources, and Responsiveness. Reid also expressed his hopes for the Conference as an opportunity to involve stakeholders from across the campus community in creating a shared strategy for the future.

Then, conference participants introduced themselves by sharing three words which conveyed their hopes for the Search Conference.

Who Attended the Conference?

Eighty-four people attended the conference. Participants included employees representing 37 departments and programs; students and alums; and external stakeholders from business, health care, and labor.



WHAT IS FUTURE SEARCH?



A Future Search Conference is a large group planning concept pioneered by Marvin Weisbord and Sandra Janoff. The process is organized around five principles:

1. The **Whole System** participates. That means more diversity and less hierarchy than many working meetings, and a chance for each person to be heard and learn other ways of looking at the task at hand.

2. Future scenarios are put in **Historical and Global perspective**. This feature enhances shared understanding and increases the range of potential actions.

3. People **Self-Manage** their work and use **Dialogue** – not “problem solving” – as the main tool for exploration and evaluation of ideas. That means helping each other do the tasks and taking responsibility for perceptions and actions.

4. **Common Ground** (rather than “conflict management”) is the frame of reference for the Conference. Although real conflicts of opinion and perception are acknowledged as much as possible within the Search Conference, our major focus is finding our common ground. That means discovering and naming our differences rather than necessarily reconciling them.



5. Participants have fun while doing serious work.

- *Ground Rules*
- *All ideas are valued.*
- *Everything on flip charts.*
- *Listen to each other.*
- *Check out your assumptions.*
- *Seek common ground and action, not problems and conflicts.*

FOCUS ON THE PAST: THE CONTEXT FOR OUR SHARED FUTURE



In this segment of the conference, participants told the story of the recent past through three different lenses: Personal, Global, and College. Participants were asked to think back all the way to 1949 (when the College was founded) and to identify milestones and turning points in each decade since then. After the ideas were added to timelines around the room, small groups looked for themes and patterns and considered their implications for the work of the conference.

PERSONAL	COLLEGE AND ITS COMMUNITY	GLOBAL
<ul style="list-style-type: none"> • We see the cycle of life here: birth/death, family, career and education, culture, accomplishment and mobility. • Common values: diversity within commonality and commonality across diversity • Lots of baby boomers here! • This is a community – which means more than just birthday cake; more than just a set of roles and org charts. • Our work here is only part of our whole lives. • We are constantly evolving; a very adaptable group! Does our image match our identity? 	<ul style="list-style-type: none"> • The College has a life-cycle too! We were born into the loving village of Kirkland. When our “mother” died, we were adopted (kidnapped?) by the State. Fighting this helped develop our spine and character. • Now, we are a teenager ready for new responsibility, but we still have a curfew; still need approval from our “parents.” • Our history demonstrates our flexibility and adaptability. We’ve innovated to survive. • The constant is we’ve been “people-based:” always focused on the quality of relationships. • This College has been like a growing tree. Need to feed roots and keep pruning so stalk stays strong and growing. • All the traumas on these maps have produced positive growth. 	<ul style="list-style-type: none"> • Rapid changes in technologies • Big workforce changes: from industrial to post-industrial labor force. • Gender role changes • Changing culture • Changing environment • War, fear, and conflict • The “Wal-mart Effect”: students become “customers,” expecting customized services and offerings. • We can’t control trends, we can put our energies into anticipating change. • We should anticipate, embrace, expect, encourage, and process change – or perish.

*“...the task before us now, if we would not perish,
is to shake off our ancient prejudices, and to build the earth.”
- Pierre Teilhard de Chardin*

TRENDS OF GREATEST CONCERN

External Stakeholders	Students	Manufacturing and Transportation Faculty	Technical Faculty 1	Core Academics Faculty	Prof Techs
<ul style="list-style-type: none"> ▪ affordability ▪ globalization ▪ accessibility ▪ environmentalism ▪ capacity to respond to industry needs 	<ul style="list-style-type: none"> ▪ outdated curriculum, equipment, instructional materials, teaching styles ▪ support the whole student ▪ worker retraining ▪ internships, partnerships, mentoring ▪ don't train to minimum standards ▪ student concerns need voice 	<ul style="list-style-type: none"> ▪ interdisciplinary skills and diverse skill sets needed ▪ energy and fuels are changing ▪ cost of living in Kirkland – produces commuter faculty and students with less time. 	<ul style="list-style-type: none"> ▪ faculty undervalued ▪ lack of supports for students creates pressures on faculty ▪ collaboration and transparency in decision making ▪ tensions among faculty groups (FT/PT, tenured) ▪ workload 	<ul style="list-style-type: none"> ▪ more non-native speakers ▪ more native speakers with low skill levels ▪ students as consumers ▪ core academics undervalued ▪ students more isolated ▪ resistance to change ▪ maintaining standards 	<ul style="list-style-type: none"> ▪ internalize need for constant, active recruitment ▪ no longer K-12 “they will come to us” model ▪ school image/brand ▪ rise of tuition ▪ bureaucracy and funding ▪ increased demand for services

Technical Faculty 2	Instruction	Administrative Services	Student Services	Classified Staff	Administration
<ul style="list-style-type: none"> ▪ rapid technology change ▪ emphasize marketing ▪ competition with other schools ▪ broken funding system ▪ reaching globally, but not delivering locally ▪ new student profiles ▪ faculty identity crisis ▪ workload 	<ul style="list-style-type: none"> ▪ accreditation ▪ assessment ▪ data acquisition & management ▪ resource management ▪ support services ▪ curriculum and programs ▪ distance learning ▪ industry relationships ▪ satellite campuses ▪ articulation 	<ul style="list-style-type: none"> ▪ sustainability ▪ image ▪ regulatory context ▪ technology ▪ lack of communication ▪ resource needs are huge ▪ effectiveness in budgeting ▪ rising costs for students 	<ul style="list-style-type: none"> ▪ integration ▪ internal and external communications ▪ demographic changes ▪ case manager model – whole people bring many needs and issues ▪ orientation into and out of college – pave the way 	<ul style="list-style-type: none"> ▪ Eastside cost of living ▪ environment ▪ customer service models ▪ technology ▪ politics ▪ workload escalation – too many hats ▪ prepare students for global market ▪ attitude and morale 	<ul style="list-style-type: none"> ▪ State Board and legislators are more aware of what a tech college is ▪ but, we are still a minority ▪ small size and under-funding mean we all wear multiple hats

FOCUS ON THE FUTURE: VISIONS AND SCENARIOS

With the current trends of concern on the table, participants moved into mixed small groups to create a vision of the LWTC they would like to see in the year 2017. Then, they were asked to develop a creative way to present a scenario of their vision to the whole group.



Assignment:

Imagine the College as you want it to be in 2017.

Who are the students?

What are they studying and where are they studying it?

What is the relationship of the college to other institutions of higher learning?

How is the College financed?

What is the work environment for employees and faculty?

What is the reputation of the college?

FINDING COMMON GROUND:

BIG IDEAS AND DESIRED RESULTS

Building on all the humor and the hopes expressed in the scenarios, stakeholder groups worked to develop lists of the values, principles, and big ideas they heard in the visions. They also created lists of desired results: those things they would like to see changed or created in the next 3-5 years.



Groups put each big idea and desired result on a card and posted them on the wall. Then, the whole group worked to cluster the cards around topic areas. At the end of the clustering, 14 different possible Strategic Directions had been defined, each with a set of desired results. An additional cluster of cards was formed to address vision and values.



STRATEGIC DIRECTIONS: FIRST CUT

Overnight, the consultants worked to organize the cards one step further, and came back to the group with a proposal for how the 13 directions might be re-grouped into 7. The whole group gathered to look with fresh eyes at how the desired results were beginning to fit together in clusters and had some discussion to confirm meanings and check assumptions.



Some Definitions:

Strategic Direction

Answers the question “What do you want to achieve, change, or create over the long-term?” They are overarching and encompass a group of goals or desired results. LWTC’s Strategic Directions will express 5-10 year focus areas.

Desired Result

Each Desired Result describes a “future condition or performance level that one intends to attainthe ends that guide actions.” The LWTC strategic plan will focus on a 3-5 year window for desired results and will include a cluster of desired results for each Strategic direction.

TALKING WITH PRESIDENT METKE

Before plunging back into small groups to work more deeply with the clusters of Strategic Directions and Desired Results, the whole group took a time out to hear from President Metke who reminded the group of the Board of Trustee’s vision for the future and helped show the linkages between that vision and the directions the Future Search participants were choosing to focus on.

Dr. Metke highlighted reasons why educational pathways in general, and a BAT degree in particular, are so crucial to LWTC’s future. Dr. Metke also explained some of the history and current dynamics of funding and governance at the State level, sharing the current status of efforts toward a BAT degree and the attempts being made to shift the status of LWTC and other technical colleges in State formulas.

Participants found Dr. Metke’s remarks very useful in helping to better understand the context in which LWTC operates, and asked if he would entertain additional questions later in the day. He gladly agreed to continue the conversation over lunch.

REFINING THE STRATEGIC DIRECTIONS

After Dr. Metke's remarks and brief discussion, 2 tables were created for each of the Strategic Directions, and one for vision and values. Participants were asked to select three different directions and work at those tables for 20 minutes at a time to create and refine Strategic Direction Statements, which expressed the core idea of that cluster of desired results. Participants moved to a new table after 20 minutes, so each strategic direction was worked by three different small groups.



Next, the two tables for each Strategic Direction came together to form a joint report to the whole group in which they shared their Strategic Direction statement and the desired results they hoped to achieve in that focus area.

AFFIRMING CONSENSUS

After the presentations of Strategic Directions and Desired Results, the whole group had an opportunity to register the degree to which they were in agreement with those directions.

Areas were created on the floor representing a 1-5 scale and participants were asked to "vote with their feet," moving to the number that best described their level of alignment with the strategy as it had been refined. Individuals expressing a minority view were asked to share what changes might move them toward stronger agreement.

A strong majority of participants were either wholly or strongly aligned with each of the strategic directions. The minority voices added important nuances and considerations for ways to strengthen the language and the content of the *statements*. These comments were captured for future review back on campus by the Planning Team.

Highlight:

During this activity, it was acknowledged that LWTC has a special role to play with students who are perceived as "failures" elsewhere: the many smart young people who fall between the cracks of other systems.

One of LWTC's strengths has historically been its ability to take young people who are not succeeding elsewhere and help them build a career and a life to be proud of.

WHERE FROM HERE?: FUTURE SEARCH IS JUST THE BEGINNING

Outreach to the Community: The first draft of the strategic directions and desired results for the College will be on display in the mall from March 15 – March 23. Staff and students who attended the Conference will be on hand to answer questions and share their experiences at the Conference.

Ursula Roosen-Runge, one of the facilitators of the Future Search Conference, and Sara Saltee will also be giving presentations about the Conference and the draft Plan to the Instructional Council, A team, Student Services, and College Council - among other groups.

Gathering Community Input: Online surveys will be used to gather feedback from the whole college community (including students, employees, and external stakeholders) on both the first and the second drafts of the plan. The feedback from the survey will be compiled together by the consultants and used by the Strategic Planning Team to revise the first draft of the Plan. The summary and the raw data from the survey will also be available in Kathy Gray's office (Instruction) by mid-April for anyone interested in reviewing the details of the input.

Using Community Feedback to Strengthen the Plan: A small but mighty Strategic Planning Team has been formed to refine and improve the plan using the community input. The Strategic Planning Team will meet for just three half days between March and June, but they have a big job to do. They are responsible for holding the vision and intent of the Search Conference, while thinking carefully about how to incorporate the suggestions and concerns of the community.

Planning Team Members

Dave Cunningham, Instructional Services

Suzy Dalgarn, Faculty

Kathy Hanvey, Student

Chris Harter, Student Services

Jim Howe, Faculty

Lulani Iokepa, Classified Staff

Mike Kauffman, Admin Services

Nolan Koreski, Faculty

Sue Kuestner, Faculty

Shawn Miller, Prof Tech

THE SCHEDULE

- Future Search Conference (March 1-3)
- First Draft of Strategic Plan (March 15)
- College-wide review & feedback (March 15 – April 6)
- Second Draft of Strategic Plan (April 30)
- College-wide review and feedback (April 30 – May 4)
- Final Draft of Plan (June)
- Submittal to Board of Trustees (September)