Mid-Cycle Evaluation Report

submitted to the

Northwest Commission on Colleges and Universities

by

Lake Washington Institute of Technology

September 4, 2014

Table of Contents

Mission fulfillment is a "meta assessment" of institutional effectiveness. Describe/ explain your process of assessing mission fulfillment. Who is involved in the assessment? Is the Board of Trustees involved?

Over the past two years Lake Washington Institute of Technology (LWTech) has worked via a collaborative process to determine that mission fulfillment means achieving a minimum threshold of core theme outcomes. As such, each core theme has outcomes mapped directly back to specific core theme language. The Institutional Planning and Effectiveness Committee (IPEC) identified key indicators that allow the college to measure achievement of each outcome. When viewed together it is the expectation of the college that it would achieve at least 75% of the targets for all core theme outcomes (and no single core theme with zero met) in order to claim mission fulfillment (Appendix ME1).

Since the college used the 2013-2014 academic year to identify the baseline data and select targets for the 2014-2015 academic year, we cannot claim mission fulfillment at this time. However, based on our work we believe the college has made substantive progress in evaluating core theme fulfillment and looks forward to examining progress towards mission fulfillment in the next academic year.

The Institutional Planning and Effectiveness Committee directs most campus assessment efforts. Chaired by the Director of Research and Grants, IPEC comprises staff and faculty from across the campus. Membership was created when three separate committees were combined into one larger committee: Strategic Planning Steering Committee, Strategic Planning Design Team, and the Institutional Effectiveness Committee.

- Steve Ater, Applied Design faculty
- William Bricken, Math faculty
- Sharon Buck, Instructional Dean
- Lauren Budrow, Funeral Services faculty
- Cathy Copeland, Director of Research and Grants (chair)
- Deborah Debeauchamp, Controller (retired, Spring 2014)
- Nancy Dick, Instructional Dean
- Doug Emory, Instructional Dean
- Monta Frost, Dental Hygiene coordinator (faculty)
- Christina Harter, Assistant Director of Student Development
- Ruby Hayden, Dean of Students
- Sally Heilstedt, Coordinator of Assessment and Development
- Jim Howe, Computer Security and Network Technician faculty
- Lynette Jones, Board of Trustees
- Nolan Koreski, Automotive faculty
- Dennis Long, Vice President of Student Services

- Bob Mandy, Architectural Graphics faculty
- Kevin McCarthy, Vice President of Instruction
- Pat McPherson, Child Care Manager faculty (retired, Spring 2014)
- Andrea Olson, Special Assistant to the President for College Advancement & Entrepreneurship
- Liudmilla Pit, Associated Student Government Finance Officer (left ASG, Spring 2014; replaced by Jeremy Posey, ASG Vice President Summer 2014)
- Mike Potter, Chief Information Officer
- Greg Roberts, Executive Director of Human Resources (left the college, Spring 2014)
- Richie Savedo, Associated Student Government President (left ASG, Spring 2014; replaced by Tammie Bennett, ASG President, Summer 2014)
- Marcia Somer, Associate Dean of Instruction

The committee submits regular reports via Andrea Olson, Special Assistant to the President for College Advancement and Entrepreneurship, to the Board of Trustees. Additionally, the Board has access to data dashboards organized around data streams used for documenting mission fulfillment and strategic plan progress (Appendix ME2).

LWTech's collaboratively created core themes are:

PATHWAYS: Lake Washington Institute of Technology is accessible to the community by providing multiple entrance points and educational pathways. The college is a conduit for students to upgrade their skills, transition into new careers, or further their education and training.

STUDENT ACHIEVEMENT: At Lake Washington Institute of Technology, students gain the skills and knowledge needed to achieve their educational goals and participate in the workforce.

EXTERNAL ENGAGEMENT: Lake Washington Institute of Technology forms partnerships with governmental and community organizations, educational institutions, business, and labor in order to support the Institution's mission.

COLLEGE COMMUNITY: Lake Washington Institute of Technology provides a safe, supported, and engaging learning environment for students and work environment for faculty and staff.

As part of Standard One, LWTech created a comprehensive matrix of the core themes, relevant outcomes, indicators, and measures that collectively describe progress toward mission fulfillment for the college. Informing the matrix are baseline data from 2013/2014 and targets for 2014/2015. The 2014/2015 actuals will be entered over summer 2015 making possible a comprehensive review of mission fulfillment. The IPEC will re-evaluate these targets annually.

While re-evaluating targets, IPEC will make critical decisions for every indicator. For example, does improvement translate into measurements that remain level, increase, or decrease? Under College Community 1A and 1B LWTech's target may eventually include decreasing the total number of support systems by consolidating all learning labs/tutoring centers into one office to improve student's awareness and understanding of tutoring options available and, in parallel, expect to see an increase in student usage of that single office.

Core theme outcomes and indicators are listed in the matrix below. **Footnotes explain college rationale on target selection not growth oriented.**

Is the institution satisfied that the core themes and indicators selected are providing sufficient evidence to assess mission fulfillment and sustainability? If not, what changes are you contemplating?

This is the first year after finalizing outcomes and indicators for use in assessing core theme achievement and, in turn, mission fulfillment. Initial data suggest the college is making strong progress towards core theme and mission fulfillment. In order to observe data over time and to support the college's transition to data-driven decision-making and governance, LWTech will hold the outcomes and indicators stable for a minimum of one additional year (though July 2015) before identifying changes that might improve the system by which mission fulfillment and institutional sustainability are assessed.

Core Theme: Pathways

Lake Washington Institute of Technology is accessible to the community by providing multiple entrance points and educational pathways. The college is a conduit for students to upgrade their skills, transition into new careers, or further their education and training.

LWTech is accessible to the community via multiple entrance points				
Indicator	Measure	Baseline 13/14	Target 14/15	Final 14/15
1.A LWTech uses intake systems, each of which has adequate support services to make multiple entrance points available to the community	Quantitative measures of intake support services based on alignment of number of people going through an intake process compared against available resources :			
	Outreach: Events Attended vs. Not Attended (i.e. Career fairs, HS college nights, etc.)	77 / 53	85/45	
	Admissions: Average Processing Time [1]	3 Days	3 Days	
	Transcript Evaluations: Average Processing Time [1]	7 Days	7 Days	
	Advising: Average Wait Time for Drop-In [1]	14 minutes	15 minutes	

LWTech provides multiple educational pathways relevant to the college mission in order for students to upgrade their skills, transition to new careers, or to further their education.				
Indicator	Measure	Baseline 13/14	Target 14/15	Final 14/15
2.A Multiple educational pathways exist at LWTech	Count of degree and certificate options:[2]			
	Bachelor Degrees	1	3	
	Baccalaureate level certificates	2	2	
	AAS Degrees	27	26	
	AAS-T Degrees	11	11	
	DTA/MRP Degrees	6	5	
	Certificates of Proficiency	33	34	
	Certificates of Completion	52	53	
	High School Diploma/Equivalency Options	4	4	
2.B Opportunities for transitions exist between identifiable educational endpoints	Available transitions between: [2]			
	Stackable certificates (one per program)	12	12	
	Certificates to associate degrees (one per program)	26	25	
	Associate Degrees to LWTech Bachelor degrees	5	19	
	Associate Degrees to other Baccalaureate Institutions based on formal articulation agreements	14	18	

---

[1] The college believes the identified baseline showcases these areas to be a strength of the college

[2] These targets are based on anticipated or recently completed program closures or new approvals

2.C The structure of educational pathways supports student persistence and progression	Representative cohorts from Fall 2013 measured for:			
	Fall to Fall persistence (n=1,082 students in Fall 2013)	425 (39.8%)	45%	
	Transitions rate of fall cohort from basic skills and dev ed to college-level coursework (n=100 basic skills/dev ed in Fall 2013)	49 (49%)	55%	
	Average time to associate degree (Spring 2014 used as largest graduating quarter n=119) [3]	Average of 10 quarters	Maintain average of 10 quarters	
2.D Educational pathways at LWTech are utilized according to the institutional plan	Total enrollment per degree, certificate, or non-degree options, as reflected by annualized FTE plan, are within ranges set by the LWTech Strategic Enrollment Management Committee	Yes	Yes	
2.E Pathways lead to outcomes relevant to today's careers and tomorrow's opportunities	College alumni overall satisfaction with Educational Experience (8 or higher on a 1-10 scale; 2012 data) (Appendix ME3)	78.8 %	80%	
	Advisory committee members responses (Appendix ME4) to "The college keeps up-to-date with trends, standards, and practices in my industry/occupation" (mean score on a 1-5 scale; 2012 data)	3.88	4.0	
	Percent of professional-technical programs leading to locally in demand or balanced employment. Employment data retrieved from: https://fortress.wa.gov/esd/employmentdata/reports-publications/industry-reports/employment-projections	King Cnty: 95% Sno. Cnty: 97.5% WA: 97.5%	95% for all	

Core Theme: Student Achievement

At Lake Washington Institute of Technology, students gain the skills and knowledge needed to achieve their educational goals and to participate in the workforce.

Students demonstrate gains in skills and knowledge.				
Indicator	Measure	Baseline 13/14*	Target 14/15	Final 14/15
1.A Students demonstrate year to year increases in achievement of threshold steps in progressing toward academic goals	After adjustment for enrollment, point increases in the following State of Washington Student Achievement Initiative (SAI) areas (growth of 2.5%):	*12-13 Data used as the SBCTC year-end numbers for 13-14 are not yet available*		
	Basic skills transition	2,863	2,934	
	College readiness transition	1,151	1,179	

---

[3] The college determined 10 quarters (2.5 years) to be in line with average completion rates in local/national research.

	15 college credits	1,317	1,349	
	30 college credits	1,083	1,110	
	Year-to-year retention	1,934	1,982	
1.B Students demonstrate satisfactory results on college-recognized formative assessments	Faculty indicate that students meet selected course and program outcomes measures as identified by program, college, and industry assessments that include:			
	Global Outcomes: Percentage of students who demonstrate gains based on assessment of learning using standardized rubrics	78.5%	80%	
	Program Outcomes Guide Assessments: Percent of programs using results of program outcome measures to inform/enact changes that support student learning related to program outcomes	100% (50% of programs have submitted data to date)	100% (100% of programs should submit data)	
	Industry certification examinations: Average pass rates for programs with available data	91%	95%	

Students achieve educational goals.				
Indicator	Measure	Baseline 13/14	Target 14/15	Final 14/15
2.A Students demonstrate year to year increases in achievement of academic goals	After adjustment for enrollment, point increases in State of Washington Student Achievement Initiative (SAI) areas that indicate achievement of major educational goals (growth of 2.5%):	*12-13 Data used as the SBCTC year-end numbers for 13-14 are not yet available*		
	College math point	1,388	1,422	
	45 credit point (academic or prof tech)	1,151	1,179	
	Completion point	714	731	
2.B Students complete certificates and/or degrees at a rate comparable to state and national averages for similar colleges	Student IPEDS[4] completion rates in comparison to specific benchmark colleges:			
	LWTech vs. Clover Park Technical College (another technical college)	21.6% versus 34%	23%	
	LWTech vs. Cascadia Community College (closest 2-year college)	21.6% versus 27.6%	23%	
	LWTech vs. South Seattle Community College – South Campus (college with closest program mix)	21.6% versus 12%	23%	
	LWTech vs. National Scorecard rate for definition of high performing colleges (national benchmark)	21.6% versus 40%	23%	

[4] The completion initiative work at LWTech determined IPEDS is not an appropriate measure of completion at the college and it is anticipated the college will select a more comprehensive measurement for degree/certificate completion in the next academic year.

	Implement data related strategies from the Completion Initiative (Appendix ME5)	N/A	Implementation	

Students demonstrate the potential to participate in the workforce.

Indicator	Measure	Baseline 13/14	Target 14/15	Final 14/15
3.A At completion, students perceive they are well-prepared to enter the profession for which they have studied	Student responses on the degree or certificate (DOC) survey indicate confidence in workforce preparedness			
	At LWTech I learned general skills and knowledge that adequately prepared me to achieve my career goals.	97.87 % strongly agree or agree	95%	
	At LWTech I learned the technical skills necessary to achieve my career goals.	95.7 % strongly agree or agree	95%	
3.B Students pass licensing and industry examinations at rates indicating preparedness for the workforce and meeting accreditation standards when applicable	Students pass licensure or certification examinations at required or improving rates as designated at the program level (Appendix ME6)	91%	95%	
3.C Faculty and/or industry representatives assess students as meeting workplace expectations on internship and/or clinical placements	Pass rates for program-designated work-based courses (all courses with internship, externship, co-op work experience, and final clinical rotations) (Appendix ME7)	896/989 or 90%	90%	
3.D State workforce or locally-generated employment data indicates that graduates obtain employment in their field of study	State workforce data, indicates that students gain employment related to their field of study (2012 data; average of all graduates across programs). Data retrieved from: Data Linking Outcomes Assessment. SBCTC	81.8%	83%	

Core Theme: External Engagement

Lake Washington Institute of Technology forms partnerships with governmental and community organizations, educational institutions, business, and labor in order to effectively support the Institution's mission.

LWTech forms partnerships with governmental, community, educational, business, and labor organizations in order to effectively support the Institution's mission.				
Indicator	Measure	Baseline 13/14	Target 14/15	Final 14/15
1. The college maintains partnerships that support the college mission.	Annual value of select partnerships and college initiatives:			
	Amount raised at annual Benefit Breakfast	$65,000	$75,000	
	Amount raised for Annual Campaign	$0	Implement	

	Amount raised for Employee Campaign	$0	Implement	
	Amount raised for Major Gifts Program	$0	Implement	
	Amount raised for Planned Giving Program	$0	Implement	
	Time commitment from advisory committee members (community, business, labor)	Not Tracked	Implement	
	Dollar amount of grants received (government, business)	$2,229,501	$2,340,976 (10% increase)	
	Enrollment generated from contract training (community, business)	47.41 FTE	48.60	
	Number of events attended by college recruiter (community, education)	77	85	
	Prospective student contact info / enrollment yield from annual open house (community, education)	299 / 18%	350/20%	
	Number of transfer articulation agreements (education)	14	18	
	Number of Facebook - main college page likes and Twitter - main college account followers (community)	1793 / 355	2689/532	

Core Theme: College Community

Lake Washington Institute of Technology provides a safe, supported and engaging learning environment for students and work environment for faculty and staff.

LWTech is a safe, supported, and engaging learning environment for students.				
Indicator	Measure	Baseline 13/14	Target 14/15	Final 14/15
1.A LWTech is a safe learning environment for students.	Percentage students agree or strongly agree on annual student survey; 2012 data (Appendix ME8)			
	I feel safe on campus	92.5%	93%	
	Safety and security officers are accessible and responsive	68.84%	75%	
	I understand my role in the event of an emergency on campus	58.63%	70%	
	Safety of students indicated by campus crime statistics (annual Cleary report) 2012/2013 data	6 reported violations	5 reported violations	
1.B LWTech is a supported learning environment for students.	CCSSE – Student perception of frequency of use, satisfaction with service, and importance of service (Average of 6 services; scale 1-3) (full data in Appendix ME9)			
	How often you use the following services?	1.54	1.6	
	How satisfied you are with the services?	2.20	2.3	

	How important the services are to you?	2.29	2.3	
	Number of student support systems/activities on campus.	26	27	
	List of select student support systems/activities including student headcount (duplicated) of utilization rates			
	Counseling	115	130	
	TRiO Learning Lab	4562	5246	
	ROAR (Orientation) Attendance	254	300	
	Library	82,032	84,083	
	Tutoring Center	938	961	
	Writing Center	1210	1240	
	Math Lab	740	759	
	Computer Lab	Not Tracked	Track Data	
1.C LWTech is an engaging learning environment for students.	SENSE[5] questions aimed directly at student engagement in the first quarter(1=never, 4=four or more times) (Appendix ME10):			
	Ask questions in class or contribute to class discussions	2.96	3.0	
	Prepare at least two drafts of a paper or assignment before turning it in	2.35	2.4	
	Participate in supplemental instruction	1.45	1.5	
	Work with other students on a project or assignment during class	2.66	2.7	
	Work with classmates outside of class on a class projects or assignments	1.64	1.7	
	Participate in a required study group outside of class	1.28	1.3	
	Participate in a student-initiated (not required) study group outside of class	1.38	1.4	

LWTech is a safe, supported, and engaging learning environment for faculty and staff.

Indicator	Measure	Baseline 13/14	Target 14/15	Final 14/15
2.A LWTech is a safe learning environment for faculty and staff.	Percentage staff/faculty agree or strongly agree on annual employee survey (Appendix ME11)			
	I feel safe on campus	88.8%	90%	
	Safety and security officers are accessible and responsive	77.4%	80%	
	I understand my role in the event of an emergency on campus	86.6%	90%	

---

[5] The college intentionally selected very small levels of improvement as it has not used SENSE data well in the past and believe we must inclusively discuss this tool during the initial year of the Completion Initiative (2014-15).

	Safety of faculty and staff is indicated by campus crime statistics ([annual Cleary report](#)) – 2012/2013 data	6 reported violations	5 violations reported	
2.B LWTech is a supported learning environment for faculty and staff.	Percentage staff/faculty agree or strongly agree on annual employee survey ([Appendix ME11](#)) [6]			
	My supervisor treats me with respect	84.4%	89%	
	Employees are praised for outstanding performance	48%	70%	
	Number of opportunities for professional development (workshops and employees in credit classes)	131	137	
2.C LWTech is an engaging learning environment for faculty and staff.	Percentage staff/faculty agree or strongly agree on annual employee survey ([Appendix ME11](#)) [4]			
	I have opportunities to participate in campus-wide decision making	77%	82%	
	The input I provide helps shape the future of LWIT	47.2%	70%	
	There is effective communication between my department and other departments	49.2%	70%	
	In my department there is effective communication between individuals	71.3%	76%	
	College leadership shares information regularly with faculty and staff	65.9%	70%	
	College leadership is approachable	62.9%	70%	
	Utilization rates for professional development opportunities (workshops and employees in credit classes)	1331	1397	
	Number of faculty and staff who participate on committees (25 committees, not including staff meetings or tenure committees, [Appendix ME12](#))	198 (unduplicated)	208	
	Percent of committees that post meeting notes to [intranet](#) (25 committees, not including staff meetings or tenure committees)	48%	70%	

---

[6] Targets were selected to be minimally 70% or higher, with an increase of 5% for baselines already above 70%

The institution will provide representative examples of how it has operationalized its mission and core themes progressing from objectives to indicators to outcomes to mission fulfillment. These examples should be from your core theme focused on student learning.

As described above, LWTech has not yet "closed the loop"— that is identified objectives (outcomes) and indicators, evaluated the data, set targets, used the data to plan interventions or modify targets, and then determined mission fulfillment— on any one core theme. Instead the college has focused on selecting outcomes/indicators/measures that are most likely to allow for closing the loop in the 2014/2015 academic year. Using the core theme of Student Achievement as an example, a taskforce within the Accreditation Committee (comprised of faculty, staff, and administrators):

- Wrote outcomes mapped directly back to core theme language to ensure measurement of all core theme elements.
- Selected robust indicators allowing the institution to learn, grow, and improve.
- Identified measurements (data sources) that would support the selected outcomes and indicators and provide meaningful data that college staff and faculty could use to make improvements.

The Accreditation Committee and the Institutional Planning and Effectiveness Committee (IPEC) then reviewed and approved this work. A small committee subgroup of staff, faculty, and administrators reviewed the selected choices for clarity and workload impact and suggested revisions later adopted by both committees.

The IPEC compiled relevant data at the end of the 2013/2014 academic year and set targets for the next year based on this data and feedback from relevant departments. In some cases the committee determined it was in the best interest of the college to maintain the established baseline, in others to improve it, and in other categories to decrease.

Information about baseline data and targets was broadly shared with the college community allowing for departmental input on targets impacting their areas. It also provided executive leadership appropriate time to plan interventions designed to help the college meet targets.

At the end of the next academic year, the IPEC will use the mission fulfillment framework to determine if 75% of the established targets were met for each core theme (and no core theme with zero met targets) to determine overall mission fulfillment. This process will effectively "close the loop" and open the door for a continuous process of collecting data, using data to make improvements, and re-evaluating the data.

Specifically, the Student Achievement core theme description states: *At Lake Washington Institute of Technology, <u>students gain the skills and knowledge</u> needed to <u>achieve their educational goals</u> and to <u>participate in the workforce</u>.*

Outcome 1: Students demonstrate gains in skills and knowledge.

Are your indicators proving to be meaningful?

Indicators selected for this outcome are:

- 1A: Students demonstrate year to year increases in achievement of threshold steps in progressing toward academic goals.
- 1B: Students demonstrate satisfactory results on college-recognized formative assessments.

These indicators reflect how students arrive at a variety of educational levels and that attaining an educational goal requires a number of steps. Indicator 1A uses the Washington State Student Achievement Initiative (SAI) as its framework. The SAI was redesigned in spring quarter 2012 after Columbia University's Community College Research Center conducted an evaluation. It was improved in 2013-2014 to place additional emphasis on retention and completion. Using SAI offers a number of advantages because it:
- Is a vetted system.
- Aligns with career ladder and pathways themes that guide much of LWTech's strategic thinking.
- Provides easily-accessible data without increasing institutional research requirements.

For indicator 1B global outcomes and program outcomes systems have been in place since 2009, so these systems are familiar to the college and instructors. These "college recognized formative assessments" provide descriptive detail about macro information the college obtains from SAI by showing how students perform in relation to specific outcomes in academic and technical classes.

Do you have too many indicators or too few?

Outcome one has the appropriate number of indicators because the college is examining both ongoing in-house assessment work (1B) as well as longitudinal measures from an external agency (1A) to provide benchmarking against a larger sample size. Using a dual assessment approach provides robust measurements in accordance with standard evaluation practices.

What has the institution learned so far and what changes are contemplated?

Since the 2011 accreditation recommendation described the need for a more robust assessment process, the college will:
- Focus on relevant data as opposed to easily accessible data.
- Invest in standardized assessment tools (like SAI) rather than rely on only homegrown assessments.
- Use the college's shared governance systems to vet homegrown assessments (such as Global Outcome rubrics).

In the future LWTech will identify the difference between 2013/2014 baseline data, 2014/2015 targets, and actual data to make improvements to college systems and services.

What has been your progress to date using the data? Do the data tell you what you are looking for?

To date, LWTech has not used the collected data to make changes to the mission fulfillment matrix; that work is anticipated to occur during the 2014/2015 academic year. However, the college has successfully used SAI data (1A) to realign math course sequencing. Additionally, individual faculty routinely use global and program outcome data (1B) when changing assignments and/or instructional delivery methodology.

How are data being collected, analyzed, and utilized and the findings communicated to constituents?

For 1A, data is collected on a quarterly basis through an online access system coordinated by the State Board for Community and Technical Colleges. Data is checked in-house by the LWTech Office of Institutional Research and Grants and a summary is provided to executive cabinet. Next year, that data will be available to the college through online access for specific use by:

- Leaders of the Completion Initiative (Appendix ME5).
- The Strategic Enrollment Management Committee.
- Individual department deans.

For 1B, data is collected quarterly for global outcomes and annually for program outcomes. Both use assessment tools collaboratively developed by faculty and administrators. These assessments allow faculty to close the loop on student learning.

Outcome 2: Students achieve educational goals.

Are your indicators proving to be meaningful?

Indicators selected for this outcome are:
- 2A: Students demonstrate year to year increases in achievement of academic goals.
- 2B: Students complete certificates and/or degrees at a rate comparable to state and national averages for similar colleges.

A majority of students state their reason for attending LWTech is to complete a degree or certificate. The methodology used to evaluate progress on indicator 2A aligns with the methodology used for indicator 1A through alignment with recent revisions made by the state Student Achievement Initiative. Indicator 2B addresses the 2011 visiting team's comment that the college should address graduation rates for all students rather than for selected special populations because the college mission is to assist all students in achieving their educational goals. The college recently established a Completion Initiative to specifically address this issue (Appendix ME5).

Do you have too many indicators or too few?

This outcome has the appropriate number of indicators because the college is addressing both progression towards the end goal (2A) and the completion of this goal (2B). These indicators are aligned with regional and national policy goals associated with higher education completion rates.

What has the institution learned so far and what changes are contemplated?

Since the 2011 accreditation recommendation described the need for a more robust assessment process, the college will:
- Focus on relevant data as opposed to easily accessible data.
- Invest in standardized assessment tools (like SAI) rather than rely on only homegrown assessments.
- Use a cross divisional team for selecting, analyzing, and communicating data to the college and in turn implement new strategies (like the Completion Initiative).

In the future, LWTech will use the difference between the 2013/2014 baseline data, 2014/2015 targets, and actual data to make improvements to the data system.

To date, LWTech has not used collected data to make any changes to the mission fulfillment matrix; that work is anticipated to occur during the 2014/2015 academic year. However, initial data was used to develop the recommendations from the Completion Initiative (Appendix ME5).

How are data being collected, analyzed, and utilized and the findings communicated to constituents?

For 2A, data is collected on a quarterly basis through an online access system coordinated by the State Board for Community and Technical Colleges. Data is checked in-house by the LWTech Office of Institutional Research and Grants and a summary is provided to executive cabinet. For 2B, data related to completion is collected annually and disseminated to the National Center for Education Statistics (IPEDS). Next year, both types of data will be available to the college through online access for specific use by:
- Leaders of the Completion Initiative (Appendix ME5).
- The Strategic Enrollment Management Committee.
- Individual department deans.

Outcome 3: Students demonstrate potential to participate in the workforce.

Are your indicators proving to be meaningful?

The indicators selected for this outcome are:
- 3A: At completion, students perceive they are well-prepared to enter the profession for which they have studied.
- 3B: Students pass licensing and industry examinations at rates indicating preparedness for the workforce and meeting accreditation standards when applicable.
- 3C: Faculty and/or industry representatives assess students as meeting workplace expectations on internship and/or clinical placements.
- 3D: State workforce or locally-generated employment data indicates that graduates obtain employment in their field of study.

This outcome was redesigned to focus on indirect measures of workplace preparedness after consideration of the 2011 visiting team's comment that LWTech should avoid setting outcomes and indicators it had only limited capacity to influence. Workplace preparedness is vital to the college mission, but recognition of the difference between "preparedness" and "employment" is key—the college is not a placement service. Therefore the bulk of the assessment was refocused on outcomes the college could control and on data it could gather. State workforce data (3D) has a considerable reporting time lag and is notoriously inexact. However, that data combined with assessments of student perception (3A), faculty evaluation of assignments and activities that approximate work situations (3C), and student performance on industry-sponsored assessments (3B), provides a more complete picture of student preparedness upon exiting the college.

This outcome has the appropriate number of indicators because the college is balancing workforce "preparedness" (3A, 3B, and 3C) and "employment" (3D). When reviewing preparedness the college determined the most meaningful data combined student (3A), faculty (3C), and industry (3B) perspectives.

What has the institution learned so far and what changes are contemplated?

Since the 2011 accreditation recommendation described the need for a more robust assessment process, the college will:
- Focus on relevant data as opposed to easily accessible data.
- Focus on data that informs changes the college wants to make.
- Find multiple data sets which tell a more complete story about the college when used together.

In the future, LWTech will use the difference between the 2013/2014 baseline data, 2014/2015 targets, and actual data to make improvements to the system.

What has been your progress to date using the data? Do the data tell you what you are looking for?

To date, LWTech has not used collected data to make any changes to the mission fulfillment matrix; that work is anticipated to occur during the 2014/2015 academic year. However, many faculty use industry exams for ongoing, program specific accreditation assessment and program review. The college also uses this data to inform writing the annual Perkins grant.

How are data being collected, analyzed, and utilized and the findings communicated to constituents?

For 3A, the survey data is collected on an ongoing basis as students graduate and it is housed in an online survey system. Eventually, this data will be available through online access to the college for specific use by Instruction for program review.

For 3B, data is collected quarterly or annually (depending on individual program needs) by technical program faculty and used for ongoing program specific accreditation work and program review. It is disseminated as needed to the college. Some programs are required to post these results on program webpages.

For 3C, data is collected quarterly via the standard grading process. This is the first year the college has looked at this information as a measure of core theme fulfillment and it is anticipated the information will help inform future program review guidelines and completion efforts.

For 3D, data is disseminated by the State of Washington two years after the student graduates. It also comes with strong limitations related to information sharing (For example, data cannot be shared if a program has less than12 students in a graduating class). Information is publically available on http://www.careerbridge.wa.gov and is used at LWTech for program review.

Moving forward to the Year Seven what will you need to do?

LWTech will need to focus on fully "closing the loop" within each core theme and the strategic planning goals by collecting all named data, analyzing the data, using it to make improvements at the college, communicating the changes to the entire campus, and then repeating the cycle.

For example, within the Student Achievement core theme LWTech will:

Collect all Named Data:
- Under the guidance of the Institutional Planning and Effectiveness Committee (IPEC) appropriate individuals and departments will collect data identified in the mission fulfillment matrix above.

Analyze the data:
- IPEC will analyze the data and share with relevant departments and broadly across the campus in the interest of transparency.

Make relevant improvements:
- Assigned departments will maintain responsibility for using data to make improvements while IPEC will retain oversight of general data accountability.

Communicate the changes:
- IPEC will periodically share with constituents both the data and the changes prompted by the data analysis.

Repeat the cycle:
- IPEC will retain responsibility for ensuring the process becomes central to ongoing work of the college, not just a one-time effort.