



2014-2017 Equity, Diversity, and Inclusion Plan
Lake Washington Institute of Technology
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Statement from the President

Dear Colleagues and Members of the Lake Washington Tech Community,

I am so pleased to share with you our College's 2014-2017 Equity, Diversity, and Inclusion Plan. This work represents nearly two years' worth of planning, cross-campus discussions, surveys, extensive and inclusive dialogues, and professional development. The culminating plan reflects months of feedback from the college community regarding our current climate, recognition of widely-accepted shifts in industry and higher education practices, and aspirations for making our college even more inclusive and equitable. This plan also represents the commitment that Lake Washington Tech has to ensure that *every* student succeeds and that all faculty and staff members *are* included as integral parts of the college community.

This plan also allows us to clearly align ongoing diversity work that began publically in February 2014 with the College's 2013-2017 Strategic Plan, accreditation work, and completion initiative. Not only is the infrastructure outlined in this plan aligned with the goals and strategies in the strategic plan, completion initiative, and accreditation benchmarks, the implementation of this diversity plan is a *critical component* to realizing our current planning efforts.

Moreover, our institution's commitment to diversity and equity by students, faculty, and staff alike will continue to build upon our passion for student success and creating a large, inclusive atmosphere. This commitment will allow us to better prepare our students for a globalized workplace within our rapidly diversifying Eastside community and state.

Now more than ever, our students need faculty and staff to help them prepare to succeed in the diverse and global workplace by ensuring that our college's global outcomes are integrated throughout our instructional and students services divisions. Preparing our students to be culturally competent as they complete their certificates and degrees is a powerful combination for sustained student and institutional success. Conversely, without a thoughtful, intentional, and vocal commitment to diversity and equity, we will fall short of realizing our vision as a workforce education provider of choice.

For all of these interconnected reasons, I am energized by this thoughtful and strategic Equity, Diversity, and Inclusion plan that builds on our past successes, strengthens our mission, challenges us to live our institutional values, and doubles down on our commitment to ensuring the success of every student.

I look forward to walking this path forward with you.

Sincerely,



Dr. Amy Morrison Goings
President

Alignment with Current College Strategic Plan and Initiatives

Preface: The Equity Diversity and Inclusion Plan (EDIP) aligns directly with the College's mission statement, vision, vision narrative, current five-year strategic plan, accreditation benchmarks, and completion initiative. The summary below outlines the direct connections to diversity, equity, and inclusion in the College's current Strategic Plan (Fall 2013-Fall 2017) as well as our current accreditation benchmarks, and our completion initiative. In addition, the EDIP will sunset at the same time the current Strategic Plan sunsets in order to allow the College to develop its next Strategic Plan in concert with the next phase of diversity, equity, and inclusion needs and goals of the campus.

Mission

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

Vision

To be the college of choice for workforce education

Vision Narrative (emphasis added on values applicable to equity, diversity, and inclusion)

Lake Washington Institute of Technology is recognized by students, business, community, and peer organizations as the choice for innovative workforce education because we:

- ***Value diversity and welcome students from all backgrounds and levels of educational attainment.***
- ***Create educational opportunities and support for students to achieve success and prepare for life-long learning.***
- *Distinguish ourselves by offering creative, cutting-edge, hands-on education.*
- *Offer students choices to achieve their education goals through applied, pathway-based education from basic education and certificate programs to baccalaureate degrees.*
- *Teach using the latest industry standards and cross-discipline approaches to prepare students for immediate and future employment.*
- ***Empower faculty and staff to reach their potential in a supportive environment that values collaboration, transparency, respect, and integrity.***
- *Work in partnership with business and industry as well as local and global organizations to foster economic vitality and create prosperous communities.*
- *Thrive in state-of-the-art facilities that use the latest learning and business technologies to enhance the delivery of education and our internal operations.*
- *Implement innovations that result in a financially-sustainable organization.*

Diversity and Equity Components of the Current Strategic Plan

Student Achievement, Goal 2: Increase cultural competency to prepare students for the global workforce.

Strategy 2: Train faculty to teach cultural competency and the Global Outcome of Intercultural Appreciation and ensure that students demonstrate these skills.

Strategy 4: Foster interaction among students of diverse backgrounds.

Strategy 5: Create international experiences for employees and students to compete and succeed in the global economy.

College Community, Goal 3: Create a culture of collaboration, respect, integrity, transparency, and recognition.

College Community, Goal 4: Develop a campus culture that fully integrates and operationalizes equity and diversity work.

Strategy 1: Create a system of collecting and analyzing data from a diversity and equity perspective on students who are stop-outs/non-persisters/non-completers.

Strategy 2: Conduct a Comprehensive Cultural Audit of the campus which provides strategic direction for a Diversity Plan.

Strategy 3: Hire a consultant to assist in assessing the “diversity and equity climate” on campus to determine what specific steps need to be initiated to reach the desired goal in five years or less.

College Community, Goal 5: Create an employment environment that supports employee achievement and growth.

Strategy 1: Increase professional development opportunities for faculty and staff to better serve students.

Strategy 2: Develop employee training, support, and recognition systems to attract and retain high quality diverse workforce.

Diversity and Accreditation

Preface: As part of the accreditation process, the college must showcase how it achieves mission fulfillment. Since we have articulated what mission fulfillment will look like (as articulated above), accreditation reports will need to clearly identify what we did to implement this vision; the EDIP is the ideal mechanism for this. Within the accreditation process, LWTech

must demonstrate alignment with standards defined by our accrediting agency, the Northwest Commission on Colleges and Universities (NWCCU).¹ Applicable standards that relate to the work of the EDIP include:

2.A.22 The institution advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution, including its dealings with the public, the Commission, and external organizations, and in the **fair and equitable treatment of students, faculty, administrators, staff, and other constituencies**. It ensures complaints and grievances are addressed in a fair and timely manner.

2.B.3 The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities.

Diversity and Completion

Preface: In January 2014, President Goings convened a taskforce to examine student completion through the lens of national best practices. The task force developed a multi-year plan for the College with recommendations to improve current completion rates. Many of these task forces have incorporated diversity, inclusion, and equity foci into their year one goals. The Completion Recommendation Task Forces include:

- Consistent Course Offerings
- Mandatory Advising
- Instructional Delivery
- Professional Development
- Intake and Exit Processes
- Tutoring
- Funding for Students
- Student Email
- Campus Environment

Completion on the National Agenda

Completion is on the national higher education agenda and institutions are no longer judged solely on providing access to students but on what the students achieve. Metrics for success vary, with the Lumina Foundation's setting a goal of 60% of the nation's population to have a

¹ NWCCU (2015). Accreditation Standards. Retrieved from <http://www.nwccu.org/Standards%20and%20Policies/Accreditation%20Standards/Accreditation%20Standards.htm>

higher education certificate by 2025.² This is in addition to the White House aiming for America to once again have the highest proportion of college graduates in the world by 2020.³

In order for our nation to meet the associate degree attainment goal, the United States will need to graduate an additional 8 million community college graduates. Research conducted by Thomas Bailey, who runs the Community College Research Center at Columbia University outlines some of the many ways in which community colleges are crucial to meeting this mark:⁴

- The lag in the U.S. of postsecondary degrees is almost entirely due to the deficiency in sub-baccalaureate degree completion
- There are millions of students in community colleges who do not graduate
- A rapid increase in two-year-degrees is more feasible and economically realistic than an equivalent increase in four-year-degrees
- Low-income, first-generation college students, immigrants and minorities, especially Hispanics, are over-represented in community colleges and any increase in college attainment will positively impact these groups

Completion on Washington State's Agenda

The Washington Student Achievement Council (WSAC) has set the goal of at least 70% of Washington adults, ages 24-44, to have postsecondary credential by 2023.⁵ A focus on diversity and inclusion is especially important when we consider that the state will see declining enrollment from “traditional” students, increased enrollment of adults 25 and older, and an increase of underrepresented population who will be less academically prepared showing up at the colleges’ door.⁶

These changing demographics will require LWTech to serve a new, more diverse student body. We recognize this impact and are addressing it by connecting diversity and completion initiatives and pointing out significant findings and statewide and national data.

Equity, Diversity and Completion

According to WSAC’s report on *Diversity and Equity in Washington State Higher Education*, it is not that students of racial/ethnic minorities are uninterested in or incapable of being successful

² Lumina (2015). Goal 2025. Retrieved from http://www.luminafoundation.org/goal_2025

³ White House (2015). Higher Education. *Education: Knowledge and Skills for the Jobs of the Future*. Retrieved from <https://www.whitehouse.gov/issues/education/higher-education>

⁴ Bailey, T. (2011). Can Community Colleges Achieve Ambitious Graduation Goals? *American Enterprise Institute for Public Policy Research*. Retrieved from <http://nas-sites.org/communitycollegesummit/files/2011/11/Can-Community-Colleges-Achieve-Ambitious-Graduation-Goals-by-Thomas-Bailey.pdf>

⁵ WSAC (2013). Educational Attainment for All. Retrieved from <http://www.wsac.wa.gov/sites/default/files/2013.09.11%20Educational%20Attainment%20for%20All.pdf>

⁶ WICHE (2012). Knocking at the College Door. Retrieved from <http://www.wiche.edu/info/publications/knocking-8th/knocking-8th.pdf>

in college. Rather, students of color are more likely to be first-generation college students, English language learners (ELL); enrolled in low-resourced schools; or come from families with low socio-economic status. Despite aspirations to pursue a college degree, the factors above may lead to poor academic preparation, lack of social capital, and higher sensitivity to rising tuition costs.⁷

In addition, the Center for Community College Student Engagement's Special Report *Aspirations to Achievement – Men of Color and Community Colleges* concludes that not only is there is a persistent gap separating men of color from other student groups on measures of academic progress and college completion but that Colleges need to make a conscious choice of focusing on "building cultural competence (defined as honoring the cultures of the students...especially incorporating understanding of cultural difference into one's own attitudes and behaviors) so that all faculty, staff, and administrators intentionally welcome all types of students."⁸ This is the exact path LWTech is pursuing.

Finally, the Educational Opportunity Gap Oversight Accountability Committee (EOGOAC – authorized by RCW 28A.300.136 makes policy recommendations for closing opportunity gaps in Washington public schools) made the recommendations to enhance the cultural competence of current and future educators and classified staff; analyze the opportunity gap through deeper disaggregation of student demographic data; and invest in the recruitment, hiring, and retention of educators of color.⁹

Equity, Diversity and Completion at LWTech

Graduation rates are closely related to race and socioeconomic status (SES). According to a recent report published by Washington State Board for Community and Technical Colleges, community and technical colleges (CTC) are the major post-secondary entry point for students of color and have the lowest SES. Data reveals that these students have a greater tendency to enroll in training in low-wage fields, have lower two-year completion rates, which results in lower earnings when they graduate.¹⁰

LWTech publishes an annual and quarterly reports on enrollment and completion. In fall of 2013, the Board of Trustees (BOT) reviewed the quarterly report published in conjunction with the Strategic Enrollment Management (SEM) committee (Table 1, following page).¹¹ The

⁷ WSAC (2013). Educational Attainment for All: Diversity and Equity in Washington State Higher Education. Retrieved from http://www.wsac.wa.gov/sites/default/files/Diversity_Report-2013.pdf

⁸ CCSSE (2014). *Aspiration to Achievement – Men of Color and Community Colleges*. Retrieved from http://www.ccsse.org/docs/MOC_Special_Report.pdf

⁹ EOGOAC (2014). Recommendations from the 2014 Annual Report. Retrieved from <http://www.wsac.wa.gov/sites/default/files/05.3-EOGOAC-StacyGillett.pdf>

¹⁰ SBCTC (2013). *Equity Challenges for Community and Technical College Programs and Students*. Retrieved from http://www.sbctc.ctc.edu/college/education/equity_challenges_feb2014.pdf

¹¹ Board of Trustees (2014). Lake Washington Institute of Technology. Retrieved from http://www.lwtech.edu/directory/board_of_trustees/board_meeting_archives/default.aspx

enrollment numbers vary slightly from quarter-to-quarter and year-to-year but have remained in the range published in Table 1 over the past 5 years.

Overall Enrollment	
By Gender	
Males	39%
Females	61%
Gender Not Reported	0.11%
By Race	
White	58.48%
Asian Pacific Islander (API)	13.21%
Hispanic	9.18%
African American	2.92%
Native American	1.04%
Other Race	2.22%
Race Not Reported	7.8%
International	1.5%

Table 1

LWTech also reviews employment data as part of our on-going efforts to better serve students. As we aim for mission fulfillment throughout all operations, we often focus on high-wage (defined here as >\$15/hour), high-demand programs. Using data from the Washington State Career Bridge, the Office of Instruction reviews median hourly wage and student demographics.¹² As shown in Table 2, high-wage, high-demand program enrollments over the past three years are largely composed of students who are white and male.

Program of Study	Median Hourly Earnings	Highest % Students Enrolled by Race	Highest % Students Enrolled by Gender
Dental Hygiene	\$43.01	76% White	95% females
Nursing	\$28.58	64% White	79% females
Engineering Graphics	\$20.80	80% White	79% males
Fitness Specialist/Personal Trainer	\$20.01	76% White	52% females
Diesel & Heavy Equipment Technician	\$18.63	86% White	97% males
Computer Science Network Technician	\$18.56	79% White	86% males

¹² Washington Career Bridge (2015). Retrieved from <http://www.careerbridge.wa.gov/>

Program of Study	Median Hourly Earnings	Highest % Students Enrolled by Race	Highest % Students Enrolled by Gender
Dental Assistant	\$17.29	74% White	97% females
Welding Technology	\$16.43	86% White	92% males
Medical Assistant	\$16.00	72% White	90% females
Electronics Technology	\$15.62	73% White	86% males
Architectural Graphics	\$15.88	76% White	68% males
Business Technology	\$15.70	70% White	75% females
Motorcycle, Marine & Power Equipment	\$15.10	90% White	92% males

Table 2

As noted earlier, the campus launched a campus completion initiative in fall of 2013. With the overarching goal of student success, the campus developed a multi-year plan to increase completion rates for students enrolled at LWTech. Table 3, shown below, presents 12-year completion rates for nearly 37,000 students who enrolled from 2000-2001 to 2012-13. Of these students, 6,754 earned a degree or certificate on our campus.¹³

Overall Completion	18.32%
By Gender	
Male	15.36%
Female	20.98%
Not Reported	5.00%
By Race	
White	22.38%
People of Color (aggregate of the 5 categories below)	12.55%
African American	19.72%
Asian Pacific Islander (API)	16.47%
Native American	16.33%
Hispanic	6.71%
Other	12.30%
Not Reported	13.23%

Table 3

¹³ Strategic Enrollment Management Committee (2015). Lake Washington Institute of Technology. Retrieved from <http://intranet.lwtech.edu/Committees/StrategicEnrollmentManagement/Pages/Planning.aspx>

The opportunities to better serve students are many. LWTech's Equity, Diversity and Inclusion Plan (EDIP) clearly addresses our needs, goals and actions to meet the needs of our changing student population and to attain our completion goals for all students.

Being Responsive to Changing Demographics

Preface: Lake Washington Institute of Technology now serves a more diverse group of students that reflect the changing demographics of the region and Washington State. As noted above, there are significant opportunities to serve this new student body. At the same time, LWTech must work to ensure our service to the larger community.

- *Eastside and statewide demographics:* According to the American Community Survey (an ongoing survey run by the Census Bureau), nearly 80% of all residents in Kirkland and the overall state of Washington identify as White. In Kirkland, the only underrepresented group to make up more than 10% of the population are residents who identify as Asian.¹⁴

Kirkland is also home to many immigrants and non-native English speakers. Foreign-born residents make up nearly 20% of Kirkland's population (compared to just over 13% of Washington) and almost 23% speak a language other than English at home.¹⁵

- *Student demographics over time:* In 2013-14, underrepresented students made up over 25% of the student body. From 2006-07 to 2013-14, the student body at LWTech shifted from nearly 63% percent White to just under 54%.¹⁶ During the same time, LWTech served a smaller percentage of Hispanic students. In line with changing demographics in Kirkland, a greater percentage of Asian students attended LWTech. We also recognize the opportunity to ensure consistent data collection procedures in place as at least 13% of students do not report their race/ethnicity. Implementing new procedures to incentivize this reporting could help us serve students in the future.
- *Workplace diversity over time:* A survey conducted by Deloitte in 2014 found that one of the most desired skills to have is global cultural agility and the ability to manage diversity and inclusion-related work.¹⁷ This skill is required for changing workplaces that mirror the ever-changing demographics of Washington and beyond.

To that end, the LWTech has a faculty body that is representative of the diversity of the surrounding region. In fall of 2014, faculty of color (defined as African American, Hispanic, or Asian/Pacific Islander) made up 21.4% of all full-time faculty (18/84). This is

¹⁴ American Fact Finder (2015). Kirkland, WA. Retrieved from <http://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=bkmk>

¹⁵ Census Quick Facts (2015). Kirkland, WA. Retrieved from <http://quickfacts.census.gov/qfd/states/53/5335940.html>

¹⁶ LWTech (2015). Research and Data. Retrieved from www.lwtech.edu/data

¹⁷ Deloitte Press (2014). Global Human Capital Trends 2014. Retrieved from http://dupress.com/wp-content/uploads/2014/04/GlobalHumanCapitalTrends_2014.pdf

an increase from 15.2% in fall of 2013 (12/79). A recent report from the SBCTC also shows LWTech as one of the colleges with the largest 5-year gain in percent of full-time faculty of color (+6.2%) behind only South Seattle College. This represents an increase from 9 to 15 faculty members, rounded from full-time equivalents from fall of 2009 to fall of 2013.

The Department of Education correctly notes that “a post-secondary degree or credential is no longer just a pathway to opportunity for a talented few; rather, it is a prerequisite for the growing jobs of the new economy.”¹⁸ By working to ensure all members of the community are welcome on our campus, we will serve the many, not the few, and ensure our students are prepared for today’s careers and tomorrow’s opportunities

EDIP Year One Summary of Accomplishments [Winter 2014-April 2015]

Preface: The Executive Cabinet has heard many in the college community express great pride in the ongoing commitment to diversity and therefore we included as part of this Equity, Diversity, and Inclusion Plan (EDIP) a great deal of work that took place throughout 2014 and early 2015. Below is a summary of accomplishments from the first year of our College’s comprehensive engagement in the work of diversity, equity, and inclusion:

1. Hired nationally recognized consultants to facilitate comprehensive equity and diversity climate assessment with final recommendations toward the College’s final EDIP.
2. Hired Interim Diversity Program Coordinator to facilitate the conclusion of the climate assessment and the vetting of the proposed EDIP.
3. Implemented comprehensive Human Resources changes including the establishment of the college-wide Human Resources Advisory Committee, as well as hiring committee training to address bias, succession planning, onboarding, and retention.
4. Formed a Title IX task force to educate students, staff, and faculty about the federal changes to Title IX legislation.
5. Met all required changes during 2014 Office of Civil Rights audit.
6. Provide Google translate for college website materials.
7. Worked with Five Star consortium of Human Resources professionals to host a diversity hiring affair.
8. Developed a comprehensive mentorship program with the Leadership Team.
9. Included diversity essay for nursing selective admissions program.
10. Expanded President’s Advisory Council to represent diverse communities and industries as well as focused quarterly meetings on the College’s work around employee diversity, recruitment, retention, onboarding.
11. Provided engaging offerings for students and staff alike around various cultural celebrations, cultural recognitions, and thought-provoking speakers.

¹⁸ White House (2015). Higher Education. Retrieved from <https://www.whitehouse.gov/issues/education/higher-education>

EDIP Year Two Goals [April 2015-Fall 2015]

1. Define key terms related to equity, diversity and inclusion.
2. Ask all prospective employees and applicants to selective admission programs a question related to how they will help LWTech enhance its commitment to diversity.
3. Develop specific practices to convey a sense of welcome to all members of the community.
4. Establish a teaching and learning center with appropriate leadership.
5. Support the development of a tiered aspirational leadership development program.

EDIP Year Three Goals [Fall 2015-Fall 2016]

1. Establish a visually obvious main point of entry to campus and main buildings to ensure that it is physically and otherwise accessible to all.
2. Further refine and expand marketing efforts to signal in all materials that valuing diversity is core to our institutional identity.
3. Provide skills and related training to foster academic and employment success of all.
4. Provide professional development to foster aspirational academic and employment success of all.
5. Establish a *Cabinet level* position responsible for diversity and equity.
6. Establish a Multicultural Center.
7. Establish a student, faculty, and staff ombudsperson/s position.

EDIP Year Four Goals [Fall 2016-Fall 2017]

1. Establish a Diversity Council (DC) as part of the shared governance structure.
2. Incorporate 360 degree evaluations of the President and Executive Cabinet members.
3. Establish an external Multicultural Advisory Committee, led by the Cabinet level, diversity and equity position, and supported by the President.
4. Task lead diversity personnel with developing college competencies related to equity, diversity, and inclusion.

Markers of Success

1. Begin to narrow equity gaps and increase completion rates for underrepresented and historically marginalized students.
2. Demonstrate increases in employee satisfaction.
3. Develop infrastructure that embodies the institutional Equity, Diversity, and Inclusion (EDI) commitment, including Executive Cabinet level diversity position, establishing the Multicultural Center, and developing an ombudsperson position(s) for staff, faculty, and students.

4. A range of engagement opportunities, events, and trainings exist for community members to practice or enhance the knowledge, skills, and awareness needed in the diverse and globalized workforce.
5. Conceptual underpinnings are established for skill-building around the overlapping areas of intercultural skills and EDI-related skills.
6. Relevant college EDI competencies have been established.