

Washburn Institute of Technology Progress Report
submitted by Washburn University to the Higher Learning Commission

June 6, 2011



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PROGRESS REPORT

Introduction

In May 2008, Washburn University participated in a comprehensive institutional review as part of continuing accreditation by the Higher Learning Commission. The consultant-evaluators recommended the institution submit a progress report on the implementation of the affiliation with Kaw Area Technical School. As a result of the affiliation which occurred July 1, 2008, Kaw Area Technical School changed its governance reporting structure from the Topeka Public School USD 501 Board to the Washburn University Board of Regents. The technical institute retained separate administrative and budgetary structures; however, the intent was for their academic programming to be integrated into Washburn's academic administrative structure to ensure seamlessness for students who begin their academic career at the technical college and then continue their education at Washburn University. Implicit in this governance change was the expectation that the combination of strengths between Washburn and the technical institute would result in enhanced options for workforce development for the greater Topeka/Northeast Kansas region. The Director of the technical institute was given the title of Dean and now reports to the Washburn University Vice President for Academic Affairs, establishing a reporting structure which mirrors the existing Washburn academic reporting structure.

Subsequent to the visit, as a part of the ongoing efforts of affiliation, the institution's name was formally changed to Washburn Institute of Technology also known as Washburn Tech. Therefore, in this progress report, the institution will be referred to as Washburn Institute of Technology or Washburn Tech. The consultant-evaluators identified four areas to be addressed: stability of the institution's income, integration of the assessment of student learning into Washburn's assessment program, transition of faculty to Washburn employment, and the effectiveness of the administrative structure.

Stability of Income

Washburn Institute of Technology is a dynamic institution and, as the budget summary [Appendix One] shows, has experienced strategic growth in the time period covered by this progress report. The key factors for economic stability and growth are: stable participation by K-12 partners; state support for technical education; stable and relevant programs that are able to attract, retain and graduate students; robust continuing education initiatives; and strategic management of program development.

- The administration of Washburn Tech, with the support of Washburn University administration and Board, has been effective in maintaining the existing relationship with K – 12 partners. Participating school districts are represented on the General Advisory Council [Appendix Two]. This structure ensures both operational and strategic concerns have a forum for open discussion and resolution. This work has resulted in a commitment from 16 school districts to continue the educational affiliation with Washburn Institute of Technology. This commitment establishes a stable secondary student population for designated programs and the concomitant income stream to support institutional endeavors.
- Even though there is increasing emphasis on technical education at the national level, there is growing uncertainty for technical education funding in Kansas. While certain factors are encouraging, such as the recently approved modifications to the funding of state technical education, the 2% drop in vocational state aid has been a cause for concern. However, increases in enrollment and continuing education have offset the reduced state funding. The budget information provided in Appendix One demonstrates Washburn Tech's revenue increased by 3.27% between FY08 and FY09.
 When Washburn Tech affiliated with Washburn University the decision was made to end the budgeting of all reserves as revenue and to move the vast majority of the reserves into a reserve pool which is consistent with the budgeting guidelines employed by Washburn University. The reserves budgeted as revenue have been reduced to the current level of \$1,500,000 and will be reduced to \$775,000 in FY12. In FY13 this amount will be reduced further to \$750,000 where it will remain. This amount will agree with the budgeted amount for Regents contingency which will be used only for emergencies or unforeseen circumstances. Approval by the Washburn Board of Regents is required to use these contingency funds.
 Between FY10 and FY11, revenue funds decreased from participating secondary institutions, state aid, interest on investments, and Perkins grant funds. The majority of these decreases were a direct result of the poor economic conditions within the state and the nation. However, a significant increase in tuition from increased enrollment offset these revenue reductions.
- Washburn Institute of Technology continues to evaluate the workforce development needs of the community and has modified existing programs to meet the needs of its stakeholders and provide a solid financial foundation.

- Since 2009 the following programs have been modified [See Appendix Three for Details]:
 - Professional Cooking Emphasis Changed to Culinary Arts
 - Graphic/Printing Technology Emphasis Changed to Graphics Technology
 - Electronics focus Changed to Biomedical Electronics
 - Industrial Maintenance Technology Curriculum Realigned
 - Horticulture Short Certificate Added
 - Heating Ventilation and Air Conditioning Short Certificate Added
 - Certified Logistics Technician Short Certificate Added
 - Emergency Medical Technician Program Added (Moved from Washburn University)

As a result of these modifications, enrollment at Washburn Tech has increased by approximately 34% from FY09 to FY11 [Appendix Four]. In addition to the program modifications, Washburn Tech is looking to the future and is considering the addition of the following programs:

- Biomedical Equipment Repair Technician
 - Short Certificate in Plumbing
 - Short Certificate in Robotics
- Washburn Tech has also created venues to address workforce development through promotion of technical careers to potential students, creation of an institutional advisory board, and submission of workforce development grants.
 - Summer Camps. Washburn Tech has provided summer camp opportunities for the past 2 years with the specific purpose of introducing middle school aged students to programs lacking gender diversity and the associated career opportunities. These camps have been supported by Carl D Perkins Program Improvement Funds. This year an expanded version of the summer camp will be offered which will allow Washburn Tech to serve more middle-school students.
 - Business and Industry Advisory Boards. Program changes have always been informed by local advisory boards that support each program. In 2011, an institutional advisory board comprised of 19 local business, industry, and community leaders was formed by President Farley. The purpose of this board is to assist Washburn Tech in:
 - evaluating and responding to community workforce needs
 - offering specific training required by companies and
 - designing training for future work force needs.

- Grants. Several major grant applications have been pursued focusing on the programs that support local industry including industrial maintenance, electronics and construction. These include Federal grants from the Department of Justice and the Department of Labor as well as state grants from the Kansas Department of Commerce. Both a Perkins Reserve and a work force solutions grant were obtained in 2009-10 and three federal grants are currently pending.
- Continuing Education has been another area of growth that resulted in increased revenue of approximately \$100,000 in FY2011. [See Appendix One] This growth was enhanced by the relocation of the majority of Washburn University's Continuing Education initiatives to the Washburn Tech campus. As a part of Washburn Institute of Technology's strategic plan, the institution will continue the development of Continuing Education with specific attention to business and industry collaborations that will result in stable revenue streams.
- Strategic program development and improvements make certain Washburn Tech's programs play an essential role in regional economic vitality resulting in a robust post-secondary student population. Examples that illustrate this point are the change from Graphic/Printing Technology to Graphics Technology and the addition of a Heating Ventilation and Air Conditioning Certificate, both of which occurred in consultation with the advisory board and reflect a responsiveness to regional work force needs. [Appendix Three].

One of the challenges for the future is determining a source for funding as new programs are developed. Specifically, who will pay for speculative training costs in attracting new businesses. At this time, Washburn Tech is discussing a partnership model involving local businesses, the Topeka Chamber of Commerce, Washburn University, and Washburn Institute of Technology.

Assessment of Student Learning

The assessment of student learning on both campuses continues to be strengthened and integrated.

- The curriculum review and academic program structure is appropriate to the institution and compatible with the structure in place within the various academic units of Washburn University. The position of Associate Dean for Curriculum Instruction was created at Washburn Tech. This

person has primary responsibility for ensuring that academic standards are maintained, assessment plans are in place, and curriculum development is strategic . In addition, a Curriculum Committee with representation from all programs has been established to maintain academic standards and to ensure the review process is consistent.[Appendix Six]

- Washburn University’s assessment effort is guided by the university assessment committee, so it was essential that membership of this committee be changed to include a representative of Washburn Institute of Technology. The Associate Dean for Curriculum Instruction at Washburn Tech is now a member of the university assessment committee. Both institutions benefit from the sharing of expertise. For example, Washburn Tech has shared how they design and assess curriculum using technical program skills while Washburn University has shared our expertise in defining and assessing less tangible student learning outcomes such as critical thinking. Our articulation agreements pre-date the merger, so it was always important for both institutions to share assessment results. The formal structure put in place as a result of the merger augments our ability to positively impact student learning.
- The other important institutional change with regard to assessment was to ensure that the annual program review process for Washburn Institute of Technology documented the shared commitment to the assessment of student learning. [Appendix Five]. Analysis of the two institutional assessment plans provides evidence that fundamental tenets of Washburn University’s Assessment Program are implemented in the assessment of student learning at Washburn Tech. At both institutions, programs have clearly stated student learning outcomes, have aligned methods of assessment to these learning outcomes, are collecting data according to an approved assessment calendar, and are completing an analysis of assessment results to ensure continuous improvement.
- Washburn Institute of Technology was successfully integrated into the university administrative information system in 2009. A significant part of this integration was the student module. As a result of this implementation, student data including assessment test scores are

available and are being used for analysis and continuous improvement. Examples of student data being used in this manner are provided in Appendix Seven.

Transition of Staff to Washburn University Employment

The transition of faculty to Washburn University employment was accomplished with relatively few problems and efforts to integrate the two campuses are ongoing. However, the organizational structure is in place, and this structure ensures the ability of staff and students to work and learn. [Appendix Eight]

- Prior to the affiliation deadline, the Washburn University Human Resources staff and the Washburn Tech administration worked to ensure instructors and classified staff were able to make appropriate decisions regarding employment. The options provided were: (1) remain with the USD 501 P-12 school district, (2) retire, or (3) transition to Washburn University employment. Human Resources staff provided information regarding advantages and disadvantages of the options to each individual Washburn Tech staff member. Initially, 14 classified staff and 18 certified staff remained with USD 501. To date, an additional 7 employees have transferred from USD 501 to Washburn University, 6 employees have retired, and 6 employees have transferred to USD 501. Currently 3 USD 501 employees are on staff at Washburn Tech. The transition period ends June 30, 2012, at which time all Washburn Tech staff will either be Washburn University employees or will have returned to the school district. [Appendix Nine]
- A representative from Washburn Tech now serves on the University Staff Council which is the advisory body to the office of the President on matters affecting eligible administrative and classified employees.
- Washburn Tech staff are routinely invited to Washburn University campus events and university faculty are invited to Washburn Tech campus events. The longstanding annual Washburn University faculty/staff giving campaign has been expanded to the Washburn Tech campus and funds generated are provided to the respective campuses.
- Efforts to encourage shared faculty development activities are ongoing. Effective use of the technology tools available to support teaching and

learning was identified as the most important need at Washburn Tech and has been the primary focus for faculty development. A Washburn Tech web portal has been developed and instructors are using the Washburn Student Information System to record grades. A major accomplishment has been the introduction and utilization of Angel, the Washburn campus Learning Management System, by Washburn Tech faculty. Currently, approximately 200 courses are utilizing the Angel LMS environment at Washburn Tech. Angel training is now a regular component of faculty development activities, and the standard technical support via email and telephone is available to the Washburn Tech instructors [Appendix Ten].

Administrative Structure

The motivation for the administrative changes at Washburn Institute of Technology was to implement a structure that supports student learning, to provide instructors and staff with the support required to be successful in their work, and to ensure appropriate support for growth and development of the institution while retaining fiscal autonomy. The success of these administrative changes is documented by the strength of the institution ably led by an administration which is talented, knowledgeable, and above all committed to student success.

- Oversight is provided by the Washburn University Vice President for Academic Affairs who is responsible for maintaining the fiscal and academic integrity of all academic units reporting to the President and the Washburn Board of Regents. The Washburn Institute of Technology Dean meets regularly with the Vice President and participates in the meetings of the Washburn University academic leaders. This structure supports the consistent, timely, and appropriate exchange of information between the two campuses. In addition, a member of the Washburn University Board of Regents serves as a liaison to Washburn Tech and has been charged with the responsibility of informing the remaining members of the Board about Washburn Tech initiatives.
- Washburn University has implemented approved business practices at Washburn Tech in the areas of facilities services, campus police, budgeting, and finance.
 - Washburn University is responsible for ensuring the Washburn Tech administration maintains the campus facilities

- Police presence at Washburn Tech is provided by the Washburn University Police Department
- Washburn Tech submits annual operating budget, capital improvement, equipment, and technology requests through the established Washburn University budgeting process
- The Washburn University Administrative Information System has been implemented at Washburn Tech with a separate chart of accounts allowing for the following financial activities to occur:
 - Required items are ordered, received and invoices paid efficiently
 - Time sheets and leave time are reported to Washburn University and paychecks are written as part of the University payroll since Washburn Tech staff are Washburn University employees
 - Washburn Tech fixed assets are maintained and depreciated by Washburn University
 - Washburn University provides monthly reporting to the Washburn Tech General Advisory Council (GAC). The GAC is comprised of the superintendents of the 16 secondary school districts participating in the consortium
 - Washburn Institute of Technology financial information is incorporated into reports generated for the Washburn University Board of Regents, the President, and administrative officials and is provided to University auditors

Planning for the Future

In 2010, the Washburn University Board of Regents approved a strategic plan that articulated the following initiatives to move our institutions to the next stage of affiliation:

- Work force development
- Expanded opportunities for students to matriculate from Washburn Tech programs to Washburn University degree programs
- Continued curriculum alignment
- Consideration of the implementation of an associate degree option for additional existing and future certificates

The Washburn Institute for Technology Strategic Plan [Appendix Eleven] establishes institution-specific goals to ensure success in attaining this shared vision.

Summary

Washburn University and Washburn Institute of Technology will continue to create an environment that provides students, faculty, and staff with the resources required to meet the academic missions of both institutions. Further, we recognize our obligation to serve the educational needs of the community and will continue to be good citizens and committed community partners.

APPENDICES

APPENDIX ONE – BUDGET INFORMATION

SUMMARY OF BUDGETED REVENUES AND EXPENDITURES						
Fiscal Years 2007-08 and 2008-09						
	2007-08		2008-09	Difference		Increase (Decrease)
Revenues						
Tuition and Fees	\$ 625,000		\$ 693,000	\$ 68,000		10.88%
Tuition - Participating Districts	1,863,616		1,943,971	80,355		4.31%
Vocational State Aid	2,646,291		2,650,681	4,390		0.17%
Vocational Capital Outlay	140,318		139,618	(700)		-0.50%
Vocational Aid - Perkins	250,000		175,000	(75,000)		-30.00%
Interest on Investments	235,000		175,000	(60,000)		-25.53%
Special Project Aid	20,000		25,000	5,000		25.00%
Other Sales and Services	143,116		315,000	171,884		120.10%
Sub-total E&G	5,923,341		6,117,270	193,929		3.27%
Reserve Funds - E&G	3,706,324	(1)	1,640,000	(2,066,324)		-55.75%
Total Revenues	\$ 9,629,665		\$ 7,757,270	\$ (1,872,395)		-19.44%
Expenditures						
Instruction	\$ 3,345,816		\$ 3,377,302	\$ 31,486		0.94%
Academic Support	308,591		308,591	-		0.00%
Student Services	524,228		534,214	9,986		1.90%
General Institutional	182,883		182,833	(50)		-0.03%
Facilities Services	1,732,910		1,541,726	(191,184)		-11.03%
Benefits	716,947		887,604	170,657		23.80%
Perkins Federal Program	125,410		175,000	49,590		39.54%
Sub-total E&G	6,936,785		7,007,270	70,485		1.02%
Reserve Funds - E&G	2,692,880		750,000	(1,942,880)		-72.15%
Total Expenditures	\$ 9,629,665		\$ 7,757,270	\$ (1,872,395)		-19.44%

APPENDIX ONE - BUDGET INFORMATION
SUMMARY OF BUDGETED REVENUES AND EXPENDITURES
Fiscal Years 2009-10 and 2010-11

	2009-10	2010-11	Difference	Increase (Decrease)
Revenues				
Tuition and Fees	\$ 952,000	\$ 1,168,697	\$ 216,697	22.76%
Tuition - Participating Districts	1,990,826	1,915,112	(75,714)	-3.80%
Vocational State Aid	2,397,202	2,342,553	(54,649)	-2.28%
Vocational Capital Outlay	135,242	135,000	(242)	-0.18%
Vocational Aid - Perkins	175,000	150,000	(25,000)	-14.29%
Interest on Investments	75,000	50,000	(25,000)	-33.33%
Special Project Aid	25,000	25,000	-	0.00%
Other Sales and Services	373,145	375,000	1,855	0.50%
Sub-total E&G	6,123,415	6,161,362	37,947	0.62%
Reserve Funds - E&G	1,500,000	1,500,000	-	0.00%
Total Revenues	\$ 7,623,415	\$ 7,661,362	\$ 37,947	0.50%
Expenditures				
Instruction	\$ 3,208,149	\$ 3,108,442	\$ (99,707)	-3.11%
Academic Support	317,606	388,280	70,674	22.25%
Student Services	544,969	546,533	1,564	0.29%
General Institutional	179,780	153,380	(26,400)	-14.68%
Facilities Services	1,596,886	1,411,186	(185,700)	-11.63%
Benefits	851,025	993,541	142,516	16.75%
Perkins Federal Program	175,000	175,000	-	0.00%
Transfer - Capital Outlay	-	135,000	135,000	***
Sub-total E&G	6,873,415	6,911,362	37,947	0.55%
Reserve Funds - E&G	750,000	750,000	-	0.00%
Total Expenditures	\$ 7,623,415	\$ 7,661,362	\$ 37,947	0.50%

APPENDIX ONE – BUDGET INFORMATION

Continuing Education Revenue Washburn Institute of Technology

	FY09		FY10*		FY11 (as of April 2011)
\$	26,567	\$	412,799	\$	512,340

*First year Washburn University Continuing Education moved to Washburn Institute of Technology

APPENDIX ONE - BUDGET INFORMATION

**Washburn Institute of Technology
General Fund**

	<u>Budget FY10</u>	<u>Actual FY10</u>	<u>Budget FY11</u>	<u>Actual As of 7/7/11 FY11</u>	<u>Budget FY12</u>
Beginning Reserves		\$ 3,617,530		\$ 3,369,559	
Total Revenues	\$ 6,123,415	6,516,344	\$ 6,161,362	6,729,984	\$ 6,836,523
Budgeted Use of Reserves	1,500,000	-	1,500,000	-	775,000
	<u>\$ 7,623,415</u>	<u>\$ 6,516,344</u>	<u>\$ 7,661,362</u>	<u>\$ 6,729,984</u>	<u>\$ 7,611,523</u>
Total Expenditures	(6,873,415)	(5,868,424)	(6,911,362)	(6,020,295)	(6,861,523)
Regent's Contingency	(750,000)	-	(750,000)	-	(750,000)
	<u>\$ (7,623,415)</u>	<u>\$ (5,868,424)</u>	<u>\$ (7,661,362)</u>	<u>\$ (6,020,295)</u>	<u>\$ (7,611,523)</u>
Allocation of Reserves to Capital Projects		(895,891)			
Ending Reserves		<u><u>\$ 3,369,559</u></u>		<u><u>\$ 4,079,248</u></u>	

APPENDIX TWO – GENERAL ADVISORY COUNCIL MEMBERSHIP

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Washburn University

APPENDIX THREE – SUMMARY OF PROGRAM CHANGES

Professional Cooking to Culinary Arts – Approved by Kansas Board of Regents/HLC

The program change is a direct response to a lack of enrollment in the existing program as well as a lack of demand from local and regional employers for students who were graduating from the program. Input from regional employers and regional trends show a growing demand for skilled employees in the food service areas, but not with the skills that are the focus of the current program. The revised program is focused on preparing students to work under the supervision of a chef rather than working in an institutional kitchen. 4 students graduated in the professional cooking program in May 2010. The pre-enrollment for the new program is 30 students, 6 fulltime and 24 part-time.

Graphic/Printing Technology to Graphics Technology – Approved by Kansas Board of Regents/HLC

The change is a result of input from the advisory board and a change in technologies from traditional printing methods to a greater emphasis on digital printing in the industry. The change will include closing a second program--Photographic Technology. The decision to close the photographic technology program was made because there are few employment opportunities for students who only have photography skills. The employment opportunities that exist are generally low wage. ONET indicates that the job prospect is low as is the median wage. The outlook for offset press operators is also poor, with a negative growth rate predicated (-5%) and the lowest median wage of the three areas. The essential skills and competencies from the photography program have been incorporated into the redesigned Graphics Technology program. ONET indicates a state and national increase in need for graphics designers of (+13%).

Electronics – Approved by Kansas Board of Regents

This was a minor change that included adjusting the credit hours of two courses and changing the name of one course from Computer Hardware Repair to Robotics.

Industrial Technology – Approved by Kansas Board of Regents

This was a minor change to reduce the credit hours in Basic Electricity and increase the credit hours in the application by adding another course in Electrical Control Systems.

Horticulture -Landscaping – 22 credit hours – Approved by Kansas Board of Regents

A short certificate was added with an emphasis in Landscaping. This program will be offered on the Washburn Tech campus starting in Spring 2011 for the day program.

Heating Ventilation and Air Conditioning Certificate – 24 credit hours – Approved by Kansas Board of Regents

This short certificate was added as the first step in separating our Heating, Ventilation and Air Conditioning program and Electricity programs to align with other programs in the state and meet the needs of our local industries.

Certified Logistics Technician – 4 credit hours –Approved by Kansas Board of Regents

This is a short, stand alone program to train the new generation of warehouse employees. Manufacturing Skills Standards Council (MSSC) certification at two levels can be obtained by those who complete the classes.

Emergency Medical Technician – 9 credit hours – Approved by *Kansas Board of Regents*

This stand alone program was moved from the traditional campus to the Washburn Tech campus effective August 2010.

APPENDIX FOUR – STUDENT ENROLLMENT

Washburn Tech Program Enrollment as of Fall Census

Head Count	Automotive Tech	Building Technology	Business Adm Tech	Commercial Const	Comm/Heavy Const	Cabinet & Millwork	Cert. Medication Aide	Cert. Nursing Aide	Child Care	Collision Repair	Computer Rep & Ntwrk	Culinary Arts	Diesel Mechanics	Electricity & HVAC	Electronics Technology	Emergency Medical Tech	Graphics & Printing	Horticulture	Health Care Technology	Home Health Aide	Industrial Technology	Industrial Tech - hybrid	Legal Office Prof	Machine Tool Tech	Medical Office Spec	Photo Tech	Practical Nursing	Pre-Nursing	Professional Cooking	Surgical Technology	Technical Drafting	Welding Technology	Ind Health Occ Courses (3-12 hr)	Totals
Fall 2008																																		
Secondary	47	0	12	22	0	8	0	18	18	19	18	22	7	13	0	5	14	5	5	7	0	35	12	0	11	16	0	314						
Postsecondary	34	16	14	0	12	4	11	4	9	38	6	15	8	11	4	8	6	11	14	12	55	1	1	11	9	13	0	327						
TOTAL 2008	81	16	26	22	12	12	0	11	22	27	57	0	24	37	15	0	24	4	0	0	13	0	20	16	19	19	55	36	13	11	20	29	0	641
Fall 2009																																		
Secondary	43	0	13	24	0	10	0	0	18	14	12	20	22	10	6	37	0	7	7	4	5	11	0	6	0	8	16	0	293					
Postsecondary	37	20	10	0	18	8	14	24	3	13	45	8	25	13	8	0	0	20	9	6	11	14	72	0	12	13	13	0	416					
TOTAL 2009	80	20	23	24	18	18	14	24	21	27	57	0	28	47	23	0	14	0	37	0	27	0	16	10	16	25	72	0	6	12	21	29	0	709
Fall 2010																																		
Secondary	55	1	6	20	0	7	0	0	28	13	15	12	21	17	8	0	16	38	0	4	0	11	4	3	0	0	3	11	0	293				
Postsecondary	34	22	9	0	16	11	21	64	3	14	49	11	10	30	15	11	18	0	6	18	5	12	6	14	73	12	13	15	53	565				
TOTAL 2010	89	23	15	20	16	18	21	64	31	27	64	23	31	47	23	11	34	0	38	6	22	5	23	10	17	0	73	0	0	12	16	26	53	858

Note: These numbers exclude the Business and Industry and Continuing Education enrollments.

APPENDIX FIVE – PROGRAM REVIEW GUIDELINES

Washburn Institute of Technology - PROGRAM REVIEW NARRATIVE

I. MISSION: to deliver innovative educational and training opportunities for individuals to strengthen the communities we serve.

II. PROGRAM DESCRIPTION

Administrative

1. Washburn Institute of Technology administrative structure consists of a dean who reports to the VPAA at Washburn University. The dean is supported by the associate dean for instruction and the associate dean for student services.
2. Each program at WIT is involved with the program alignment process across the state and each has an advisory board that consists of at least 6 members from local businesses and industry. Advisory board meetings are held twice a year for each program. Since many of the programs only have one instructor, WIT recently created divisions of similar programs to encourage discussion across related curricula. Program revisions are reviewed in division meetings or advisory board meetings and approved by the curriculum committee
3. Annual goals are established by each program.
4. The administration assigns an annual budget for each program based on prior history, anticipated enrollment, and equipment needs. Perkins funds are distributed according to needs with special attention being paid to accreditation.

Program Specific Information

Faculty/Staff

1. List instructors along with their credentials. Complete form in Appendix II for each instructor.
2. Provide a list of adjunct instructors who have taught in your program over the last four years, including the courses and number of semesters taught.
3. Provide a qualitative description of the credit hours taught by each instructor and class size summary data and describe how it is an appropriate student to staff ratio.

Students

1. Identify program admission criteria for students, procedures for student recruitment, and expectations to be met to remain in the program.
2. (If applicable) Provide student results for licensure, certification, and/or exit exams, etc., for the past four years (include pass rates, percentiles, etc.)
3. Describe awards, honors or recognitions received by your students in the last four years.
4. Describe how the program responds in a timely manner to complaints, particularly those of students. Provide evidence when possible.

Conclusion

Describe how your program is:

- a. Future-Oriented
- b. Learning-Focused
- c. Connected to industry
- d. Aligned to other programs in the state

III. HISTORICAL DATA FOR EACH OF THE PAST FOUR YEARS

See attached sample format. Actual data will be provided by Student Services for program.

1. Describe enrollment trends for program over the past four years.
2. Compare graduation rates to number of students enrolled and explain any discrepancies.
3. Describe appropriate established retention strategies in courses with high withdrawal rates.

4. Discuss graduation rates for the last four years, graduate employment rates and/or the percentage of graduating students' continuing education.
5. If available, provide evidence regarding projections for employment for graduates of each program in the program for the next decade, both regionally and nationally.

IV. LEARNING/EFFECTIVE TEACHING

1. Submit competency sheet for your program.
2. Submit student learning outcome assessments.
3. Summarize continuous improvement accomplished over the four-year program review cycle. This is an opportunity to highlight significant results described in the program's annual assessment reports.
4. Describe how the program assures faculty and administrator(s) review both assessment outcomes and assessment tools to make improvements.

VI. ACQUISITION, DISCOVERY, APPLICATION OF KNOWLEDGE

Provide evidence that:

1. The program demonstrates **through students, faculty, and staff** that it values lifelong learning.

VI. ENGAGEMENT AND SERVICE

Provide evidence that:

1. Program learns from constituencies (such as advisory board members) it serves and analyzes its capacity to meet needs and expectations.
2. Program has capacity and commitment to engage with identified constituencies and communities such as clinical sites, internships, and off-site work.
3. Program demonstrates responsiveness to those constituencies that depend on its services. (For instance, advisory board minutes, industry visits, and guest speakers).

VII. SUMMARY OF RESPONSE TO PREVIOUS PROGRAM REVIEW (WHEN APPLICABLE)

1. Provide a summary statement concerning the success of the program in meeting the objectives identified **in the previous program review**. If budgetary recommendations were made by the Program Review Committee, please include in your summary whether those recommendations have been implemented since the previous program review.
2. Provide a summary statement concerning the success of the program in responding to concerns raised by the Program Review Committee as a result of previous program review.

VIII. PROGRAM STRENGTHS, WEAKNESSES, and STATUS (All Programs)

1. Identify program strengths (including unique, distinctive features of program and differences from others in our area).
2. Identify program weaknesses.
3. Describe program status (professional accreditation and comparisons with similar programs).

IX. PROPOSALS FOR CHANGE (All Programs)

1. Recommendations to correct weaknesses.
2. Recommendations to strengthen existing program programs.
3. Recommendations for new programs to meet identified needs or opportunities with projected costs.

X. FUTURE PROGRAM GOALS, OBJECTIVES, AND ASSESSMENT

METHODS *Based on review of I-IX above and may be for a time period up to four years (All Programs)*

1. Goal 1:
 - a. Objectives for Goal 1

- b. Assessment Methods (for Goal 1 objectives)
- 2. Goal 2:
 - a. Objectives for Goal 2
 - b. Assessment Methods (for Goal 2 objectives)
- 3. Additional Goals

APPENDIX I.

QUALIFICATIONS AND RESPONSIBILITIES OF FACULTY AND/OR PROFESSIONAL STAFF MEMBERS (All Programs)

- 1. Individual faculty/staff resumes – Please use the form provided

APPENDIX II.

PREVIOUS PROGRAM REVIEW COMMITTEE SUMMARY

WASHBURN UNIVERSITY - PROGRAM REVIEW NARRATIVE

(Included for comparison-See Section IV of each guideline for assessment review)

I. PROGRAM MISSION *in 250 words or less* (All Units)

1. Share the unit's mission statement.
2. Indicate when the most recent version of the mission statement was written as well as dates of review (from writing to present).
3. Describe how the unit assures the mission statement is understood and supported by members of the unit.

II. UNIT DESCRIPTION (All Units)

Administrative

1. Describe the unit's administrative structure and how it supports effective leadership, communication, and collaborative processes in order to fulfill its mission.
2. Describe how the unit's actions (and curricula for academic programs) have responded within your discipline to societal and economic trends, such as technology, demographic shifts, and globalization. (HLC)
3. Describe how the unit continually establishes and assesses unit goals and how evidence is used for continuous improvement.
4. Describe the unit's resource base, how resources are used to achieve quality outcomes.

Faculty/Staff

1. Describe how the unit upholds and protects its integrity through appropriately qualified faculty/staff and documented professional development. Also indicate responsibilities of each faculty/staff member. (Include faculty/staff curriculum vitae using identified format.)
2. Provide a list of adjuncts who have taught in your department/unit over the last five years, including the courses and number of semesters taught (see example below; F = Fall, S = Spring, SU = Summer, and last two digits of the year).

Susie Smith	BK104	F05, F06, F07
	BK105	S05, S06, S07

3. Provide a qualitative description of the provided faculty load and class size summary data and describe how it uses human resources effectively.

Students

1. Identify unit admission criteria for students, procedures for student recruitment and expectations to be met to remain in the program once admitted.
2. (If applicable) Provide acceptance rates for entry into each academic program for the past five years (include the number of applicants, the number accepted, and the number of accepted students who actually enrolled in the academic program.)
3. (If applicable) Provide student results for licensure, certification, and/or exit exams, etc. for the past five years (include pass rates, percentiles, etc.)
4. Describe awards, honors or recognitions received by your students in the last five years.
5. Describe unit procedures for academic advising.
6. Describe how the unit responds in a timely manner to complaints, particularly those of students. Provide evidence when possible.

Conclusion (HLC)

Describe how your unit is...

- a) Future-Oriented
- b) Learning-Focused
- c) Connected
- d) Distinctive

III. HISTORICAL DATA FOR EACH OF THE PAST FIVE YEARS

See attached sample format. Actual data will be provided by Institutional Research. Data to be provided for each unit and for each program within a unit (e.g., one report for the School of Business and separate reports for accounting, marketing, etc.)

1. Describe enrollment trends for each program in the unit over the past five years.
2. Compare graduation rates to number of majors in each program and explain any discrepancies.

3. Describe appropriate established retention strategies in courses with high withdrawal rates.
4. Discuss graduation rates for the last five years, graduate employment rates and/or the percentage of graduating seniors accepted to graduate schools.
5. If available, provide national/regional degree conferral rates in the unit's programs over the past five to ten years and compare with your unit's program conferral rates.
6. If available, provide evidence regarding projections for employment for graduates of each program in the unit for the next decade, both regionally and nationally.
7. Identify other public universities in the state offering a similar program and compare and contrast your unit's program with these programs.
8. If the unit provides required courses (including general education) for other programs on campus, please identify the program(s) and/or courses taught for the program(s).

IV. LEARNING/EFFECTIVE TEACHING

1. Submit matrix of student learning outcomes.
2. Submit matrix of student learning outcome assessments.
3. Provide the link to the unit's Annual Assessment reports and summary provided by the Assessment Committee.
4. Summarize continuous improvement accomplished over the five-year program review cycle. This is an opportunity to highlight significant results described in the unit's annual assessment reports.
5. Describe how the unit assures faculty and administrator(s) review both assessment outcomes and assessment tools in order to make needed improvements to the curriculum, to create effective learning environments, and support learning and effective teaching.

VI. ACQUISITION, DISCOVERY, APPLICATION OF KNOWLEDGE (All Units - HLC)

Provide evidence that:

1. The unit demonstrates **through students, faculty, and staff** that it values a life of learning
2. The unit demonstrates that acquisition of breadth of knowledge and skills and exercise of intellectual inquiry are integral to its programs

3. (Academic Units Only) The unit assesses usefulness of curricula to students who will live and work in a **global, diverse, and technological** society
4. The unit provides support to ensure that **students, faculty, and staff** acquire, discover, and apply knowledge responsibly, including IRB compliance.

VI. ENGAGEMENT AND SERVICE (All Units - HLC)

Provide evidence that:

1. Unit learns from constituencies it serves and analyzes its capacity to serve needs and expectations
2. Unit has capacity and commitment to engage with identified constituencies and communities
3. Unit demonstrates responsiveness to those constituencies that depend on its services
4. Internal and external constituencies value services the unit provides
5. Unit supports other units within the institution in fulfillment of their missions
6. Unit (academic) encourages faculty involvement in service activities appropriate to their seniority

VII. SUMMARY OF RESPONSE TO PREVIOUS PROGRAM REVIEW

1. Provide a summary statement concerning the success of the unit in meeting the objectives identified **in the previous program review**. If budgetary recommendations were made by the Program Review Committee, please include in your summary whether those recommendations have been implemented since the previous program review.
2. Provide a summary statement concerning the success of the unit in responding to concerns raised by Program Review Committee as a result of previous program review

VIII. UNIT STRENGTHS, WEAKNESSES, and STATUS (All Units)

1. Identify unit strengths (including unique, distinctive features of unit and differences from others in our area)
2. Identify unit weaknesses

3. Describe unit status (professional accreditation and comparisons with similar units)

IX. PROPOSALS FOR CHANGE (All Units)

1. Recommendations to correct weaknesses
2. Recommendations to strengthen existing unit programs
3. Recommendations for new programs to meet identified needs or opportunities with projected costs

X. FUTURE PROGRAM GOALS, OBJECTIVES, AND ASSESSMENT METHODS *Based on review of I-IX above (All Units)*

1. Goal 1:
 - (a) Objectives for Goal 1
 - (b) Assessment Methods (for Goal 1 objectives)
2. Goal 2:
 - (a) Objectives for Goal 2
 - (b) Assessment Methods (for Goal 2 objectives)
3. *Additional Goals*

APPENDIX I.

EXECUTIVE SUMMARY (follow format provided)

APPENDIX II.

QUALIFICATIONS AND RESPONSIBILITIES OF FACULTY AND/OR PROFESSIONAL STAFF MEMBERS (All Units)

1. Individual faculty/staff resumes – Please use the form provided

APPENDIX III.

PREVIOUS PROGRAM REVIEW COMMITTEE SUMMARY

APPENDIX SIX – ACADEMIC CURRICULUM REVIEW STRUCTURE

Curriculum Committee Charter

Mission: This mission of this team is to advise the associate dean for instruction in support of the strategic element of Washburn Institute of Technology (WIT) to deliver superior and rigorous technical programs offered by outstanding technical instructors building on their industry specific experience.

Purposes/Goals:

The purpose of the curriculum committee is to

1. Assure that all courses, programs and certificates are of uniformly high quality with current and valid course content;
2. Evaluate and approve new courses and programs
3. Evaluate and approve all program revisions
4. Suggest additions, deletions or modifications to course content and/or course and program syllabi
5. Assist with the incorporation of Advisory Committee input in the enhancement of program and certificates
6. Set high standards of performance for both teaching and learning;
7. Serve as a communications link for all changes and updates related to the curriculum;
8. Make recommendations to the Associate Dean for Instruction concerning instructional and curricular matters.
9. Develop and manage the program review process

Membership: One instructor member from each department shall serve for a term of one year. Members may only serve two consecutive years.

Sponsor: Dean, WIT

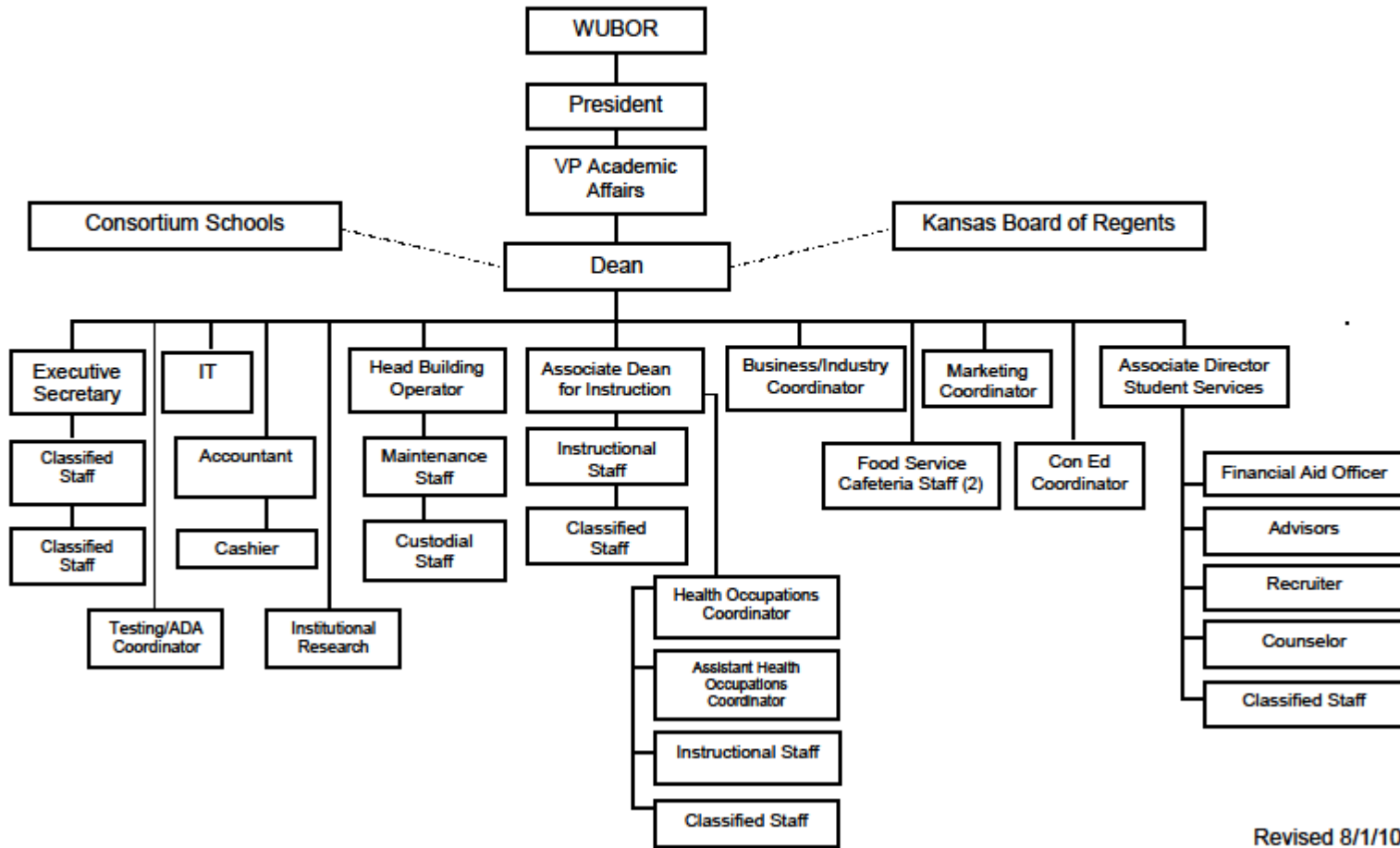
Coach and Facilitator: Associate Dean for Instruction, WIT

Team leader: Rotates between members on a monthly basis.

Note Taker: Rotates between members on a monthly basis.

APPENDIX SEVEN – ORGANIZATIONAL CHART

2010-11
Washburn Institute of Technology



Revised 8/1/10

APPENDIX EIGHT – EXAMPLES OF ASSESSMENT DATA BEING COLLECTED

**Washburn Tech
Surgical Tech
Graduate Survey**

Annual report date	class	Cohort	Total Graduates	Surveys distributed	Surveys returned	Return rate (Benchmark 50%)	Satisfactory surveys	Graduate Rating (Benchmark 85%)
8/5/05	16	2003-2004	8	8	8	100%	8	100%
3/28/07	17	2004-2005	9	9	9	100%	8	88%
4/29/08	18	2005-2006	5	5	5	100%	4	80%
4/17/09	19	2006-2007	9	9	9	100%	9	100%
9/30/10 revised	20	2007-2008	8	7	6	85.71%	6	100%
Total			39	38	37	97.37%	35	94.59%

Graduate Job Placement

Annual report date	class	Cohort	Total Graduates	Employed within 6 mo	Graduate Placement Rate (Benchmark 80%)	Comments
8/5/05	16	2003-2004	8	6	75%	See action plan
3/28/07	17	2004-2005	9	8	88.89%	One student incarcerated
4/29/08	18	2005-2006	5	4	80%	One chose not to seek employment, she moved to Columbia
4/17/09	19	2006-2007	9	8	88.89%	Four are also continuing education
9/30/10 revised	20	2007-2008	8	7	87.5%	
Total			39	32	82.05%	

Employer Satisfaction

Annual report date	class	Cohort	Total Graduates	Surveys distributed	Surveys returned	Return rate (Benchmark 50%)	Satisfactory surveys	Employer Rating (Benchmark 85%)
8/5/05	16	2003-2004	8	5	5	100%	5	100%
3/28/07	17	2004-2005	9	7	6	85.71%	6	100%
4/29/08	18	2005-2006	5	4	4	100%	3	75%
4/17/09	19	2006-2007	9	8	6	75%	6	100%
9/30/10 revised	20	2007-2008	8	7	7	100%	7	100%
Total			39	31	28	90.32%	27	96.4%

PAE GIVEN THIS YEAR

CST Analysis

Objective	2007=2008		2008-2009		2009-2010	
	School Ave group score	Nat'l Ave Score	School Ave group Score	Nat'l Ave Score	School Ave group score	Nat'l Ave Score
Pre-op Care			25.14	22.34	23.20	22.11
Intraop Procedures			49.86	48.19	48.2	43.93
Postop			7.57	8.09	7.6	7.0
Administrative & Personnel			4.57	3.91	3.7	2.98
Equipment sterilization and Maintenance			9.86	10.59	11.3	11.05
A & P			22.14	19.53	23.4	21.91
Microbiology			8.29	7.16	8.2	7.59
Surg. Pharmacology			7.00	6.44	9.1	7.77
All objective areas average (benchmark 70%)			77%	72%	77%	71%
Percentage of passing scores (benchmark 70%)			86%	69%	100%	68%
# of students passed			6	32	10	44

Example 2:

NCLEX Pass Rates

Year	2008	2009	2010
# of students	51	52	58
# who passed first time	47	49	54
total # who passed	50	52	56
Overall pass rate	98%	100%	97%

APPENDIX NINE – HUMAN RESOURCE TRANSITION SUMMARY
WASHBURN INSTITUTE OF TECHNOLOGY
 Affiliated July 1, 2008
(4-year transition period ending July 1, 2012)

As of July 1, 2008:

Staff	Status
16 Classified Staff	Transferred to WU from USD 501
26 Certified Staff	Transferred to WU from USD 501
14 Classified Staff	Remained as a USD 501 Employee working at WU
<u>18 Certified Staff</u>	“ “ “
74	Total Staff

After July 1, 2008 to Present:

Staff	Status
5 Certified Staff	Retired
1 Classified Staff	“
4 Certified Staff	Transferred from USD 501 to WU
3 Classified Staff	“
3 Certified Staff	Transferred from Washburn Tech to USD 501
3 Classified Staff	“ “ “
2 Certified Staff	USD 501 Employees currently working at Washburn Tech
1 Classified Staff	“ “ “
22	Total Staff

APPENDIX TEN – ANGEL LEARNING MANAGEMENT SYSTEM SUMMARY

As of January 11, 2011

ANGEL COURSES

Beginning Spring 2010 all Washburn Tech courses were coded to use ANGEL. Instructors enable their own courses (make them available to students) if and when they feel they are ready. Thus, not all instructors/courses utilize ANGEL.

Spring 2010

- 307 total sections - both AM and PM so around 154 different courses
- 23 shells contain course objects (may or may not have been enabled)

Fall 2010

- 349 total sections - around 175 different courses
- 66 enabled

Spring 2011

- 410 total sections - around 205 different courses
- 40 shells contain lesson objects at this point
- 27 enabled so far
- 2 instructors using merged courses

ANGEL TRAINING

- Around 20 hours of scheduled group training provided (basic and advanced)
- Around 4 hours of planning meetings
- 3 or 4 hours of individual training sessions with advanced users

OTHER

- Standard technical support via phone and e-mail
- Worked on using ANGEL for attendance but still need solution

APPENDIX ELEVEN – WASHBURN INSTITUTE OF TECHNOLOGY STRATEGIC PLAN

May 2010

Mission: To deliver innovative educational and training opportunities for individuals to strengthen the communities we serve.

Strategic Element I - Programs

Deliver superior and rigorous **technical programs** offered by knowledgeable (technical) instructors building on their academic credentials and/or industry specific experience.

Goal 1: By 2012 increase enrollment to 1500 FTE in career programs over current (Fall 09) (overall including day, evening etc)

<i>Action Items</i>	<i>Criteria</i>	<i>Action Taken</i>	<i>Responsibility</i>
Increase the number of scholarships for our students.	10% increase		Dean
Increase support and encouragement of non-traditional students <ul style="list-style-type: none"> • Tutoring in more of programs • Peer tutoring (work study funds) • Consider Grant applications i.e. Title IV • Resource Center • Review of retention data to determine impact of personnel change in center 	Plan by August 2010		Associate Director of Student Services (ADSS)
Increase advertising and PR focused on individual programs	Plan by May 2010		Marketing Coordinator

Goal 1 continued			
<i>Action Items</i>	<i>Criteria</i>	<i>Action Taken</i>	<i>Responsibility</i>
Expand current emphasis on and add new programs with “green” influence based on input from faculty and advisory groups	10% increase annually		ADI, Faculty, Admin team
Create dedicated fund to aid in creation of new and revision of existing program	FY 12		Dean
Goal 2: All programs by 2012 will have curriculum offered in an online format in order to develop flexible, non-traditional schedules that include evenings, weekends and summers.			
<i>Action Items</i>	<i>Criteria</i>	<i>Action Taken</i>	<i>Responsibility</i>
Define a “quality” online class	Rubric developed December 2010		ADI
Certify and train Online instructors	Develop Certification Process by May 2011		ADI
Train Faculty to teach online	30% per year		ADI
Develop more course offerings <ul style="list-style-type: none"> • Short courses • Supplements for updating skills 	20 per year 30% of programs per year		ADI, Coordinator of Continuing Education and Coordinator of Business and Industry
Goal 3: By 2012 our programs will be revised, relevant and responsive the needs of our communities.			

<i>Action Items</i>	<i>Criteria</i>	<i>Action Taken</i>	<i>Responsibility</i>
<p>“Develop” instruction to improve quality</p> <ul style="list-style-type: none"> • Continuing Education • Professional Development • Keep up certifications • Rich, rapid feedback 	<p>By May 2011</p> <ul style="list-style-type: none"> • All Instructors complete self-evaluation • Develop instructor training • Instructor survey needs assessment • Track Certifications 		ADI
<p>Increase the number of customized training students served</p>	<p>10% by June 2011 and 10% per year subsequent</p>		B&I Coordinator

Goal 3 continued

<i>Action Items</i>	<i>Criteria</i>	<i>Action Taken</i>	<i>Responsibility</i>
<p>Improve Relevance</p> <ul style="list-style-type: none"> • Advisory Board input • Seek new advisory board members for each program after evaluation of current membership • Visiting Industries • Align programs with current and target industry guidelines • State alignment participation and flex credits to meet industry's needs • Internships 	<p>By May 2011</p> <ul style="list-style-type: none"> • Evaluate Advisory board membership • Faculty Job Shadowing • Develop more robust program review process • Document 		<p>ADI Instructors</p>
<p>Improve responsiveness</p> <ul style="list-style-type: none"> • Student and employer follow-up • Identify and address future targeted industry needs 	<p>May 2011</p> <ul style="list-style-type: none"> • Student survey • Survey of employers/industry 		<p>ADI, Instructors</p>
<p>Create a school-wide industry advisory board to obtain input on all aspects of current and potential programs</p>	<p>By December 2010</p> <ul style="list-style-type: none"> • Identify industry representatives for membership • Hold initial meeting 		<p>Dean, ADI, ADSS, Instructors</p>
<p>Develop and implement new high demand technical programs</p>	<p>Plan created by October 2010 to include:</p> <ul style="list-style-type: none"> • Method and means to track requests for specific programs and skill sets • Determine the cost 		<p>Administration and faculty</p>

	and feasibility for initiating new programs <ul style="list-style-type: none"> • Examine sources of funds to support new programming. 		
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Strategic Element II - Students			
Recruit, retain, and graduate a diverse student body composed of traditional age students, transfer students, adult students, and returning learners.			
Goal 1: Increase enrollment to 1500 FTE by 2012 including day, evening and weekend programs			
<i>Action Items</i>	<i>Criteria</i>	<i>Action Taken</i>	<i>Responsibility</i>
Review and revise admission policies and procedures annually	June 2010 and annually		ADSS
Review admissions testing and related policies	Formalized by June 2010 and annually		Dean, ADSS, ADI
Increase recruitment and outreach efforts	Plan created by August 2010, ongoing	Started Fall 2009	ADSS, Advisors, Recruiter, Marketing Coordinator
Create Virtual tour of campus	Plan created by September 2010		Marketing Coordinator, ADSS
Update Marketing Materials	Annually		Marketing Coordinator
Develop Test-out policy	February 2010	Developed and implemented	ADI

Develop plan for remediation services	Plan created December 2010		ADI, ADSS
Expand child care services	Implement August 2010		Dean, ADSS, ADI, Child Care Director
Increase number of off-site courses	Plan formalized and implemented August 2010	Initiated spring 2010	Dean, ADI, ADSS
Increase program Headcount	5% per year		ADSS, ADI, Dean
Develop collaborations with middle schools in Shawnee County to recruit potential students and change the perception of technical education	Plan and Implement by September 2010 – <ul style="list-style-type: none"> • Determine number of schools to target • Determine best way to deliver message • Determine schedule for activities 		ADSS
Host 1-2 open house events per year	Hold two open houses in 2010-2011 (October, April)	Two open houses held 09-10 (October, March)	Dean, ADSS

Goal 1 continued			
<i>Action Items</i>	<i>Criteria</i>	<i>Action Taken</i>	<i>Responsibility</i>
Increase/expand capacity in high demand programs that focus on targeted industry	By October 2010 plan to: <ul style="list-style-type: none"> • Identify programs • Identify alternative locations/time • Identify resources (teachers, equipment, etc) 		Dean, ADI, ADSS, Admin team