District Board Members:

- Andrew Bosshard (Vice Chair)
- Carrie Buss (Treasurer)
- Dan Hanson (Secretary)
- Dave Laehn
- Angie Lawrence (Chair)
- Ed Lukasek
- Ken Peterson
- Michelle Greendeer-Rave
- Dennis Treu

Goal Setting 2017-2019
Instructions for District Board Members:

The Advance will be facilitated through an aggressive plan to cover a lot of ground in a short period of time. Please review this packet in its entirety and complete the worksheet labeled “Pre-Work” before October 30th. Please bring this packet and your completed worksheet with you to the Advance. Your commitment to this will result in robust discussion and outcomes.
Agenda

Welcome and Purpose

Overview of Glossary of Terms and Strategic Plan Refresh Process

Western’s DRAFT Student Success Metrics

President Priorities 2017-2019

Western’s Experience 2025 Strategic Directions

Board Commitments

Board Goal Identification – Small Group Reflection and Brainstorming

Break

Top 4 Goals – Large Group Sharing

Multi-Voting

Measurement Identification (Dashboard)

Wrap Up, Reflection, and Focused Feedback
Glossary of Terms

*Strategic Plan*
A high level document that is broadly distributed to convey the longer-term focus of an institution – typically 4-5 years.

*Strategic Direction*
A focus area that guides system, process, and resource alignment to achieve the strategic plan.

*Strategic Goal*
The measurable desired outcome of the strategic direction. It is a statement that adds clarity to and sets expectations for the work and outcomes in the strategic plan.

*Strategy*
An intentional set of actions designed to help an institution realize a strategic goal. Strategies typically have a start and end time and go beyond normal day-to-day work or normal practices already in place.

*Measure*
A specific metric (data element or information) that indicates whether or not the strategic goal is being met.

*Dashboard*
A tool used to convey progress on measures. Used as a “signal” for celebration and to identify when additional data or information is needed to understand a current situation or trend.

*Visual Management*
A continuous improvement technique that emphasizes the clear and efficient communication of information and data. Visual management typically incorporates physical or tangible artifacts such as scorecards, dashboards, and whiteboards that convey progress and performance. When fully deployed, visual management is present at multiple levels of the institution and aligned with a strategic plan.

*Stand-Up Room*
A physical location used to present and process information and data. A conference room in the Administrative Center has been dedicated to this purpose. Weekly “stand-up” meetings are facilitated.

*Stand-Up Meeting*
A 30 minute weekly meeting that includes discussion of significant calendar events, presentation of data, and recognition of individual accomplishments.

Recommendations for Board Goal Setting

1. Align District Board goals with the Strategic Directions of the College.
2. Identify measures for goals that leverage data that is already collected.
3. Where possible, connect to the high-level metrics established for Western’s strategic plan.
4. Limit the number of measures used to determine progress or performance.
Strategic Plan Refresh 2018 (Revised 10-20-17)

Assumptions

The strategic plan is:

1. Anchored in Western’s mission, vision, and values
2. Grounded in continuous improvement philosophy
3. Driven by a desire to see students succeed
4. Focused on the next 3-5 years
5. Jointly created with broad engagement
6. Powered by data and evidence analysis
7. Measured for progress and impact
8. Agile and iterative
9. Used to inform
   o Unit plans (each VP)
   o Department/division plans
   o Program/service plans
   o AQIP Action Projects
   o Allocation of resources

Strategic directions within the strategic plan are:

1. Grounded in a well-researched documented philosophy (position paper)
2. Clarified through strategic goal statements
3. Measured through formative and summative measures that are longitudinal and comparative (dashboard)
4. Deployed through documented strategies and AQIP Action Projects
5. Sponsored by a vice president or president
6. Used to inform “unit” and “master” plans
7. Available for broad “unveiling” in August 2018

Types of Planning

1. Strategic Planning – 4 year collaborative/iterative/agile cycle (The What)
2. Action/Operational/Unit/Master Planning – Annual (The How)
3. Financial Planning – (The How Much)

New Structures

1. Strategic Planning Core Team
2. Environmental Scan Task Force
3. Engagement Facilitation Task Force
4. Data Summit Team
5. Frontline Forum
Existing Structures

1. SLT
2. Management Forum
3. District Board
4. Regional Learning Center Forums
5. Program Advisory Committees
6. Program Chairs
7. Professional Days
8. Visual Management Team
9. PDCA

Theoretical Frameworks

1. Continuous Quality Improvement
2. Agility Principles
3. Systems Thinking

Resources

Strategic Plan Refresh

Mission Reinvigoration

Environmental Scan and Data and Evidence Analysis
(Desired State and Strategic Objectives)

Stakeholder Input

Improvement Opportunity Analysis
(Gap Analysis)

Solution Identification
(High Level Strategies)

Strategy Prioritization

Strategic Plan Refresh

Unit Planning and Budgeting

January 2018

College Day

April 2018 – May 2018

Broad College Participation

All Instruction Day

Management Forum

Frontline Forum

Open Sessions

District Board

Student Government

May 2018 – June 2018

Management Forum

Program Chairs

June 2018 – July 2018

August 2018

District Board

Senior Leadership Team
Proposal on Student Success Metrics – Revised 10-9-17

Recommendations from Data Team Based Input from SLT, Pillar 2 Leads, and Deans (September 2017)

The following metrics are proposed as a measurement of student success:

1. **Transition to Credit Programming (to be defined)**
   a. Past five years
   b. Disaggregated by gender, age, race/ethnicity

2. **C or Better Course Completion in All Courses (WTCS Student Success Dashboard)**
   a. Past five years
   b. Comparison to similar WTCS colleges
   c. Disaggregated by program, gender, age, race/ethnicity, aid code, academic and technical

3. **Term-to-Term Retention (WTCS Student Success Dashboard)**
   a. Past five years
   b. Comparison to WTCS colleges
   c. Disaggregated by program, gender, age, race/ethnicity

4. **2nd Year Retention (WTCS Student Success Dashboard)**
   a. Past five years
   b. Comparison to WTCS colleges
   c. Disaggregated by program, gender, age, race/ethnicity, aid code

5. **3rd-Year Graduation (WTCS Student Success Dashboard)**
   a. Past five years
   b. Comparison to WTCS colleges
   c. Disaggregated by program, gender, age, race/ethnicity, aid code

6. **Transfer to four-year institution within 1 year (WTCS Student Success Dashboard)**
   a. Past five years
   b. Comparison to WTCS colleges
   c. Disaggregated by program, gender, age, race/ethnicity, aid code, and graduate status

7. **Job Placement at 6 months (WTCS Student Success Dashboard)**
   a. Past five years
   b. Comparison to WTCS colleges
   c. Disaggregated by program

8. **Student Learning (Local Data and (WTCS Student Success Dashboard)**
   a. Aggregated
   b. Basic Skills Gains
   c. Exit Learning Outcomes (Program, Core Abilities, TSA)
Example of Goal Setting for Student Success Metrics

C or Better Course Completion – All Courses

A. Increase from 83.12% in 2017 to 87.87% in 2021. This represents a 1.39% increase each year using the exponential growth formula (initial amount, growth rate, time, final amount) based on 4-year history. Would finalize goal when Client closes in September.

B. Place in top 25% of WTCS colleges for both technical and academic course completion by 2021. (Currently in 6th place for 2017 data)

<table>
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<tr>
<th>Year</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
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<td></td>
<td>83.12%</td>
<td>84.28%</td>
<td>85.46%</td>
<td>86.66%</td>
<td>87.87%</td>
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</table>

Notes: key is checking and adjusting.

Source: WTCS QRP Data Cube. Percent of courses successfully completed by program-declared students with a C or Better. Includes all courses – even those not tied to the official program curriculum. Includes pass, fail, withdraw. Does not include transcripted credit, CPL, or courses transferred in.

2017-2018 President Priorities

- Take personal ownership of student success
- Take personal ownership in improving clarity and consistency
- Take personal ownership in growing relationships with employers

Western’s Experience 2025 (DRAFT ONLY)

Strategic Directions for the next 3-4 years:

- Student Success
- Exceptional Service
- Workforce and Community Engagement

Crucial to the success of the strategic plan is a personal commitment to:

- deliver on The Essential Experience brand promise
- act with clarity and consistency
- demonstrate resiliency
- drive action through data intelligence
District Board Commitments

The board made the following commitments on September 19, 2017:

1. We will agree on policy and practice for board-president-staff interactions and communication flow (being clear and more intentional about asking questions and seeking information; avoid board members assigning staff work).
2. We will embrace the college mission, vision, values, practices, and culture fully as the board’s own and determine how the board will do this.
3. We will work with president and leadership team to assess and shape new college goals, results, and measures. Vision 2020 has served us well but needs to be reassessed and refreshed. We see this as being led by the president and team with board support, partnership and endorsement.
4. We will explore effective board policy models. We will clarify the distinctions between, and the ownership, maintenance and approval of, district board policies (A) and college policies (B, C, D).
5. We will explore opportunities for board training on the college’s culture of accountability and personal behavior that is above and not below the line.
6. We will express opinions at the table with respect and clarity to everyone present at the table and all parties speaking. In the end, we stand with one unified voice.
7. We will not continue to bring up the past and focus on the present and future in order to achieve student, college and community success.
8. We will work with the president to define the data necessary to make informed and educated decisions.
9. We commit to maintaining an objective college-wide view as we serve the entire region.
Pre-Work (Bring a completed version to the meeting)

Consider Western’s Mission, Vision, Student Success Metrics, President Priorities, Strategic Directions, the Achieving the Dream ICAT Results, and the 9 District Board Commitments:

*What are the most important and impactful focus areas for the District Board through July of 2019?*

*What high-level data or information would tell you that you are successful in these areas?*
Measure Setting Examples

Board Goal:
Serve as high level champions to improve year-to-year student success.

Measures:

1. Stakeholders perceive that the District Board provides leadership for student success (ICAT Leadership and Vision Question #3)
2. Stakeholders perceive that the District Board use data to promote the college’s vision for student success (ICAT Leadership and Vision Question #10)
3. Year-to-year retention (Student Success Metric)

Board Goal: (Based on Board Commitment)
Communication with stakeholders and each other is respectful and clear.

Measures:

1. Qualitative and quantitative data collected through regular focused feedback activities or surveys indicates progress.
2. Presenters express comfort with presenting at District Board meetings as evidenced through presenter pulse-checks.

Focused Feedback
Appendix – ICAT – Leadership and Vision Portion Only
The Institutional Capacity Assessment Tool helps colleges to assess their capacity and identify strengths and areas for improvement. Completion of the self-assessment allows Board members, administrators, faculty and staff to evaluate their institution’s level of capacity in relation to what improved capacity could look like. Institutions that complete the assessment tool benefit from: insight on the key capacities for success; engagement of stakeholders from all areas of the college in using a common language to share opinions and discuss perception gaps; prioritization of areas to improve; and the development of strategies to build strength.

This report summarizes the response distribution for each question in the assessment tool. It is a complimentary report to the Institutional Capacity Assessment Results Summary.

Western Technical College
Spring 2017

LEVELS KEY

LEVEL 1
Minimal level of capacity in place with a clear need to build strength.

LEVEL 2
Moderate level of capacity established.

LEVEL 3
Strong level of capacity in place.

LEVEL 4
Exemplary level of capacity in place.

RESULTS SUMMARY (N=325)

<table>
<thead>
<tr>
<th>LEADERSHIP &amp; VISION</th>
<th>DATA &amp; TECHNOLOGY</th>
<th>EQUITY</th>
<th>TEACHING &amp; LEARNING</th>
<th>ENGAGEMENT &amp; COMMUNICATION</th>
<th>STRATEGY &amp; PLANNING</th>
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LEADERSHIP & VISION

The commitment and collaboration of the institution's leadership with respect to student success and the clarity of the vision for desired change.

LEVEL 3  
AVERAGE RATING 3.1

Response Distribution by Question

Total Number of Respondents: 317

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<th>Question</th>
<th>Level 1 (N)</th>
<th>Level 2 (N)</th>
<th>Level 3 (N)</th>
<th>Level 4 (N)</th>
<th>Don't Know (N)</th>
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<td>41</td>
<td>92</td>
<td>176</td>
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<tr>
<td>2. Is the student success vision used to set priorities and direct action?</td>
<td>3</td>
<td>47</td>
<td>131</td>
<td>106</td>
<td>30</td>
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<tr>
<td>3. Does the Board of Trustees provide leadership for student success?</td>
<td>15</td>
<td>14</td>
<td>61</td>
<td>81</td>
<td>146</td>
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<td>4. Does the president actively support efforts to improve student success?</td>
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<td>20</td>
<td>80</td>
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<tr>
<td>5. Does student success drive personnel decisions such as hiring and performance evaluations?</td>
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<td>81</td>
<td>82</td>
<td>80</td>
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<td>6. Do college leaders seek transformational change to improve the student experience?</td>
<td>24</td>
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<td>7. Do college leaders encourage open dialog and risk-taking?</td>
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<td>53</td>
<td>152</td>
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<td>8. Do faculty initiate and lead efforts to improve student success?</td>
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<td>9. Does a culture of shared leadership for student success exist across all levels of the college?</td>
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<td>80</td>
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<td>10. Does the Board of Trustees use data to promote the college's vision for student success?</td>
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<td>10</td>
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<td>12. Is there a climate of accountability and expectation for the use of data for decision-making?</td>
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LEADERSHIP & VISION
The commitment and collaboration of the institution’s leadership with respect to student success and the clarity of the vision for desired change.

Number of Respondents Who Answered "I don't know" by Question and by Role

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<tr>
<th>Question</th>
<th>Administrator (N)</th>
<th>Full-time Faculty (N)</th>
<th>Part-time Faculty (N)</th>
<th>Staff Member (N)</th>
<th>Other (N)</th>
<th>Total (N)</th>
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The commitment and collaboration of the institution's leadership with respect to student success and the clarity of the vision for desired change.

Number of Respondents Who Answered "I don't know" by Question and by Functional Area

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<th>Admin. Services (N)</th>
<th>Cont. Ed./Workforce (N)</th>
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