WSU TECH
STRATEGIC PLAN

Academic Years 2021-2023

Prepared by

**Public Policy and
Management Center
Wichita State University**

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STRATEGIC PLAN
WSU Tech

Overview

Introduction

WSU Tech engaged students, faculty, staff and community members in a planning and visioning process resulting in a comprehensive three-year strategic plan. The strategic plan was an inclusive planning process, allowing for the creation of an organizational plan that establishes a vision for the organization, and goals and strategies to accomplish that vision. The strategic plan provides a road map for WSU Tech leaders with milestones and performance indicators to track progress over the next three years.

Acknowledgments

The Public Policy and Management Center (PPMC) at Wichita State University appreciates the opportunity to assist WSU Tech with the development of the strategic plan. The PPMC wants to specifically acknowledge the leadership and assistance of Dr. Sheree Utash, President; Marlo Dolezal, Vice President of Finance & Administration; and Andy McFayden, Executive Director of Strategic Communications.

WSU Tech Mission, Vision, & Values

The Mission

The Mission of WSU Tech is to provide quality higher education and leadership in workforce training that supports economic development for a global economy.

The Vision

To be one of the nation's most innovative and impactful two-year colleges.

Guiding Principles

1. Provide our students an opportunity to a better life through education and training.
2. Provide a highly educated and trained workforce for our community to be globally competitive.
3. Ask ourselves as we make decisions, is it in the best interest of our students, employees and community.

VALUES BASED CULTURE

As a valued member of the WSU Tech team,
you strive to adhere to these values in everything you do.

SAME TEAM
One Role, One Goal:
Unite and include many diverse perspectives to achieve our mission.

- I Collaborate for Maximum Impact.
- I give and accept constructive feedback through open communication.
- I foster a fun and healthy environment that encourages relationship building.
- I recognize and celebrate achievements of co-workers and students.
- I advocate for an inclusive and diverse environment that allows all employees and students to thrive.

PEOPLE FIRST
Treat everyone consistently with compassion, respect, and kindness.

- I listen first to understand.
- I approach all interactions with empathy and respect.
- I serve others with helping hands and a positive attitude.
- I remain receptive to new ideas and approach situations with an open mind.
- I assume good intentions and respond rather than react.

INTEGRITY
Uphold the highest standards in all our actions.

- I exhibit ethical behavior by doing the right thing, even when no one is watching.
- I build open and honest relationships.
- I make my intentions clear.
- I strive to earn trust, loyalty, and respect every day.
- I utilize human, financial, and physical resources wisely.

VISIONARY
Future focused. Redefining education by inspiring innovative ideas, bold explorations, and continuous curiosity.

- I take educated risks to remain relevant, nimble and responsive to ever-evolving needs of our communities.
- I am resilient when faced with rapid change and challenges.
- I support innovation and remain open minded to bold, new ideas.
- I demonstrate commitment to life-long learning and personal development.

LEADERSHIP
Leadership is an activity, not a position. Anyone can lead, anytime, anywhere.

- I take initiative and do what needs to be done.
- I am generous in sharing my knowledge.
- I empower others to resolve problems at the first opportunity.
- I am responsible for communicating and cascading needed information throughout the college.
- I demonstrate good judgment in decision making.

SERVICE TO ALL
Provide exceptional experiences to all that we serve.

- I anticipate the needs of each individual and take a solutions-oriented approach.
- I model excellence through accountability to myself and others.
- I aspire to exceed expectations.
- I am committed to providing exceptional experiences.
- I act with an attitude of selflessness in all interactions.

6-2020

People and Culture

Recruit and Retain a Competitive Talent Advantage

- **Goal 1:** Attract and retain quality employees who can advance the mission of WSU Tech through innovative, adaptable, and leading-edge practices.

   OWNER: Executive Director, People & Culture

- **Goal 2:** Build a culture of care and concern that is evident in the actions and behaviors of WSU Tech employees to facilitate effective communication and cross departmental collaboration.

   OWNER: Executive Director, People & Culture

- **Goal 3:** Develop opportunities to support lifelong learning, professional and personal growth, and innovative thinking that allows WSU Tech to lead in the higher education community.

   OWNER: Executive Director, People & Culture

Goal 1: Strategies

Strategy 1 – Improve diversity of staff and faculty to ensure all voices and ideas are represented in decision-making.

Strategy 2 – Implement intentional recruitment strategies to attract employees who enhance the culture and are service oriented.

Strategy 3 – Commit to the principle of cultural competency and inclusive excellence to help create an environment where employees of all backgrounds and abilities can thrive.

Strategy 4 – Create an exceptional employee experience through diversity and inclusion initiatives, wellness, engagement, and recognition efforts.

Strategy 5 – Implement alternative and flexible work options for employees to develop a competitive advantage in recruitment and retention.

KPIs & Metrics
- **Employee Demographic Metrics**

Goal 2: Strategies

Strategy 1 – Integrate the guiding principles of the College in everything we do and decisions we make.

Strategy 2 – Develop education and training programs for faculty and staff to communicate and reinforce the Values Based Culture of the College.

Strategy 3 - Encourage and demonstrate a culture of open communication and accountability.

Strategy 4 – Build trust among employees so that constructive conversations can lead to an effective identification of the best outcomes for students, employees and the community.

KPIs & Metrics
- **Employee Surveys**

Goal 3: Strategies

Strategy 1 – Create and implement opportunities that encourage, promote and support employee professional development.

Strategy 2 – Develop succession plans to provide long-term sustainability in the organization.

Strategy 3 - Design an organizational structure that will provide opportunities for employees to develop through targeted professional development opportunities and career paths within the College.

Strategy 4 – Create opportunities for cross-functional collaboration and innovation amongst faculty, staff and students. (i.e. cross-functional work groups to solve challenges and/or improve efficiencies.)

KPIs & Metrics
- **Employee Surveys**
- **Internal Reports**

Student Success

Create access and opportunities to prepare more students for next steps toward economic prosperity

- **Goal 1:** Recruit and retain more students to positively impact their personal and economic potential by attending WSU Tech.
  OWNER: Vice President, Student Services

- **Goal 2:** Ensure WSU Tech students have a quality academic experience to prepare for a more prosperous future.
  OWNERS: Vice President of Aviation, Manufacturing & Institutional Effectiveness;
  Interim Vice President of General Education & Skilled Trades;
  Interim Vice President of Health Sciences & Grant Management

Strategy 1 – Recruit underrepresented populations and target new markets for potential students.

Strategy 2 – Be the number one source of transfer students to Wichita State University.

Strategy 3 – Increase the conversion and graduation rate of high school students from Excel in CTE and JumpStart.

Strategy 4 – Implement innovative marketing tools, resources and strategies to recruit students and to promote academic programs.

Strategy 5 – Create integrated "career pathways" for students by interconnecting classroom instruction and work-based learning, bolstered by advising and other services to support students from high school to the world of work.

KPIs & Metrics
- **Applications**
- **Adult & HS Enrollment (CH, HC)**
- **Shocker Pathways**
- **Enrollment Demographics**

Goal 2: Strategies

Strategy 1 – Identify and implement solutions mitigating barriers to student success.

Strategy 2 – Enhance student success opportunities through continuous quality improvement processes.

Strategy 3 – Enhance student preparedness through rigorous, leading-edge quality programs and industry relevant training.

Strategy 4 – Advance work-based learning opportunities through expansion and development of new programs and partnerships.

Strategy 5 – Increase program agility to meet changing industry needs.

KPIs & Metrics
- **Student Retention;**
- **Workforce Skills Attainment;**
- **Completions;**
- **Annual Placement;**
- **Student Surveys**

Community Partnerships

Develop Transformational Partnerships to Meet Community Workforce Needs

- **Goal 1:** Be a leading provider of workforce educational needs in the community, region and beyond.

  OWNERS: Interim Vice President of General Education & Skilled Trades; Executive Director, Strategic Innovations

- **Goal 2:** Establish a comprehensive approach to workforce development in partnership with industry and other community partners.

  OWNER: Interim VP, Gen Ed & Skilled Trades

Goal 1: Strategies

Strategy 1 – Grow our non-credit and continuing education division. Explore innovative ways to integrate credit and non-credit education.

Strategy 2 – Identify and implement an intentional customer service approach to better engage employers to increase training opportunities and student placement success.

Strategy 3 – Expand and strengthen collaboration between faculty and industry to ensure quality program outcomes that meet/exceed industry expectations with the re-engineering of industry Advocate Teams and strategic employer engagement opportunities.

Strategy 4 – Create the platform to share transformational student and community success stories locally, regionally and nationally.

KPIs & Metrics
• Develop Progress Report

Goal 2: Strategies

Strategy 1 – Create cutting edge, collaborative processes with industry through the cycle of workforce development: recruitment, education, work-based learning, and placement.

Strategy 2 – Partner with community organizations to develop innovative business and education partnerships for work-based learning, education and employment

KPIs & Metrics
• Develop Progress Report

Continuous Improvement

Improve Internal Efficiencies to Assist Student Learning and Customer Experiences

- **Goal 1:** Create efficiencies in work processes that improve quality of overall services to students, employees, and industry partners.
    OWNER: Vice President, Finance & Administration

- **Goal 2:** Enhance student success and student experience through quality education and administrative services.
    OWNER: Vice President, Student Services

GOAL 1: STRATEGIES

Strategy 1 – Develop and implement a system for reporting process improvement needs, prioritizing projects, and communication on status.

Strategy 2 – Align with People and Culture strategy (Goal 3, Strategy 4) where cross-functional integration and collaboration is utilized in developing internal efficiencies.

Strategy 3 – Implement system to educate and inform faculty and staff of existing resources available. Maximize capacity usage of existing technology whenever possible.

KPIs & METRICS
- **Develop Progress Report**

GOAL 2: STRATEGIES

Strategy 1 – Improve WSU Tech transfer technical process to have a smooth transition for students.

Strategy 2 – Enhance assessment of new and existing programs to ensure quality levels are appropriate.

Strategy 3 – Identify and implement the technology, network, and data structure needed to provide students with industry ready training.

Strategy 4 – Expand systems and data analysis to more precisely and insightfully monitor student progress to ensure best practices are identified and implemented for early intervention measures.

Strategy 5 – Create and/or expand support services and opportunities to boost student success for first generation college students.

KPIs & METRICS
- **Students enrolled in Shocker Student Experience**
- **Student Survey Data**

Financial Sustainability

Ensure Financial Sustainability

- **Goal 1:** Implement a financial sustainability model for the purpose of providing visibility to key sustainability drivers.
  - **OWNER:**   Vice President, Finance & Administration

- **Goal 2:** Identify and implement new financial resources.
  - **OWNER:**   Vice President, Finance & Administration

- **Goal 3:** Create a strategic approach to ensuring affordability to our community while aligning with financial sustainability needs.
  - **OWNER:**   Vice President, Finance & Administration

Goal 1: Strategies

Strategy 1 – Explore affiliation efficiencies that leverage resources at both organizations.

Strategy 2 – Review financial planning process to improve outcomes for financial resiliency.

Strategy 3 – Align financial resources to strategic priorities. Verify the alignment through processes and reporting.

KPIs & Metrics
- Tuition Revenue Compared to LY & Budget
- State Funding Compared to Budget
- Quarterly Financial Reporting

Goal 2: Strategies

Strategy 1 – Identify new sources of revenue through grants, innovative programs and partnerships.

Strategy 2 – Grow WSU Tech Foundation through new sources of funding.

Strategy 3 – Identify new sources of revenue through the development of non-credit and continuing education innovation.

KPIs & Metrics
- Quarterly Financial Report

Goal 3: Strategies

Strategy 1 – Develop and implement wrap around services to help remove barriers to education.

Strategy 2 – Develop and implement financial assistance programs that provide alternatives to traditional debt options and remove financial barriers to education.

Strategy 3 - Advocate at the Federal and State level to ensure a voice in how current and future funding would impact WSU Tech student opportunities.

KPIs & Metrics
- Develop Progress Report

Influencing Factors

Purpose and Background

WSU Tech Leadership reviewed the data provided in this Influencing Factors report to guide the development of a strategic plan. To assist in these efforts, the Public Policy and Management Center at Wichita State University has prepared this report to guide decision makers and advisors as WSU Tech's desired future is considered.

Protocol

Attention was given to the impact of several areas including: 1) demographics and labor market trends; 2) financial needs and trends; and 3) long-term, trending issues. To assist in defining the impact of these areas, data was collected from a wide variety of sources including federal and state government, local governments, and other research/data collection agencies.
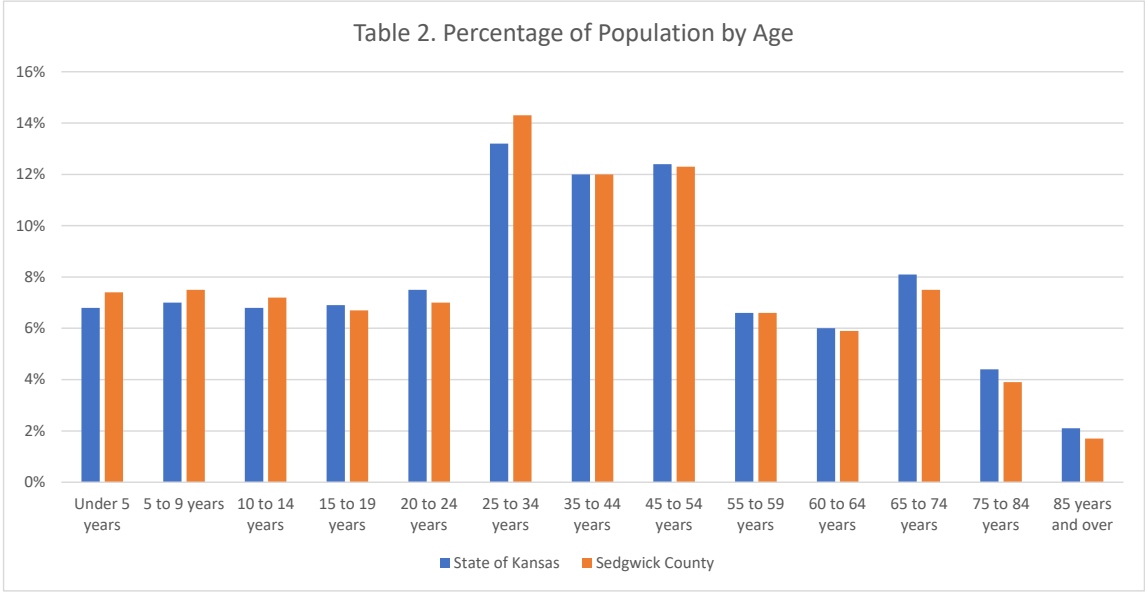
Population

Sedgwick County is an area of growth within Kansas, with population trends on the rise from an estimated 498,358 in April 2010 to an estimated 513,607 in July 2018 (3.1% increase). Going forward, continued growth is anticipated, with the Community Investments Plan 2015-2035 outlining a baseline rate of 0.83% and accelerated growth rate of 1.25% for annual population growth.

The Urban Institute forecasts even more growth, with Institute numbers indicating that sustained average birth, death and migration rates would result in a nearly 17% increase in the Wichita area's population between the years 2010 and 2030. Higher or lower fluctuations in any of these rates will obviously have an impact, but growth trends are expected to continue. These trends include notable growth in Hispanic and "Other" racial sub-populations, as well as adults ages 20-49 and adults ages 65+.

Table 1. Sedgwick County Growth Projections
Source: 2017 Census, 2015-2035 Community Investments Plan
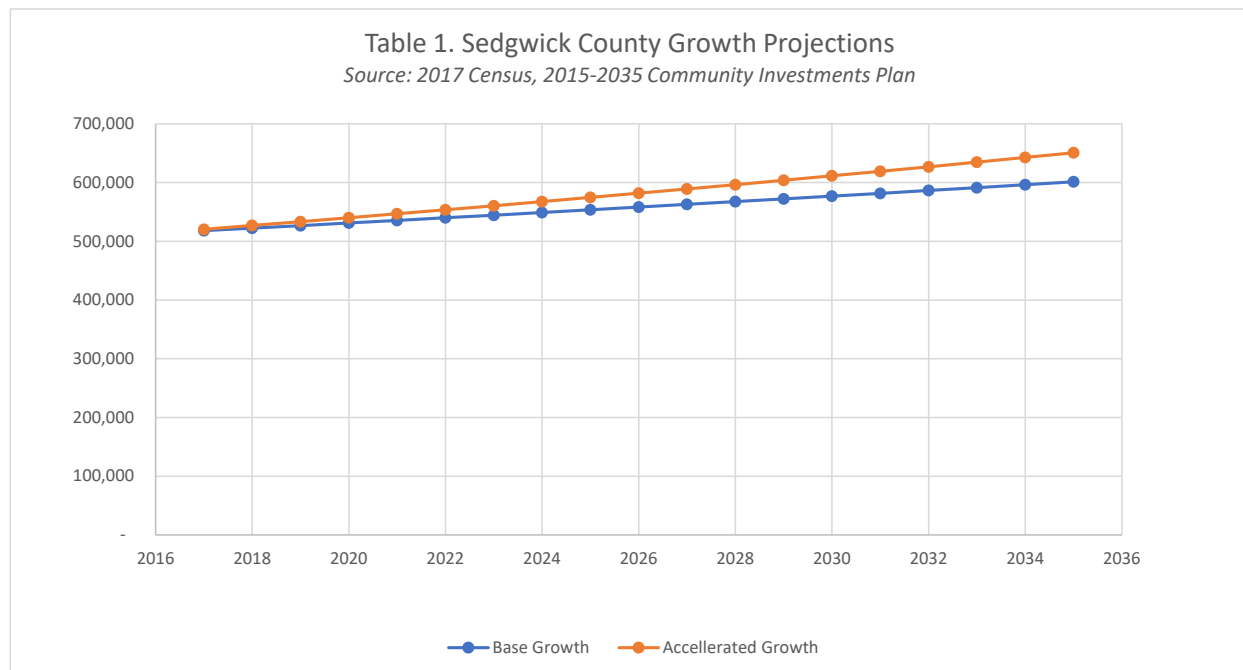
Age

Sedgwick County's median age is 35, up slightly from 34.2 in 2009. The largest portion of the population is working-aged adults ages 25 to 54 (36.6%). An additional 28.8% of the population is age 19 and under, 7% are in their early adult years (ages 20-24) – a slight increase from 6.7% in 2009, 12.5% are in their later working years (ages 55 to 64) – an increase from 10% in 2009, and a steady 13.1% are seniors ages 65 and over.

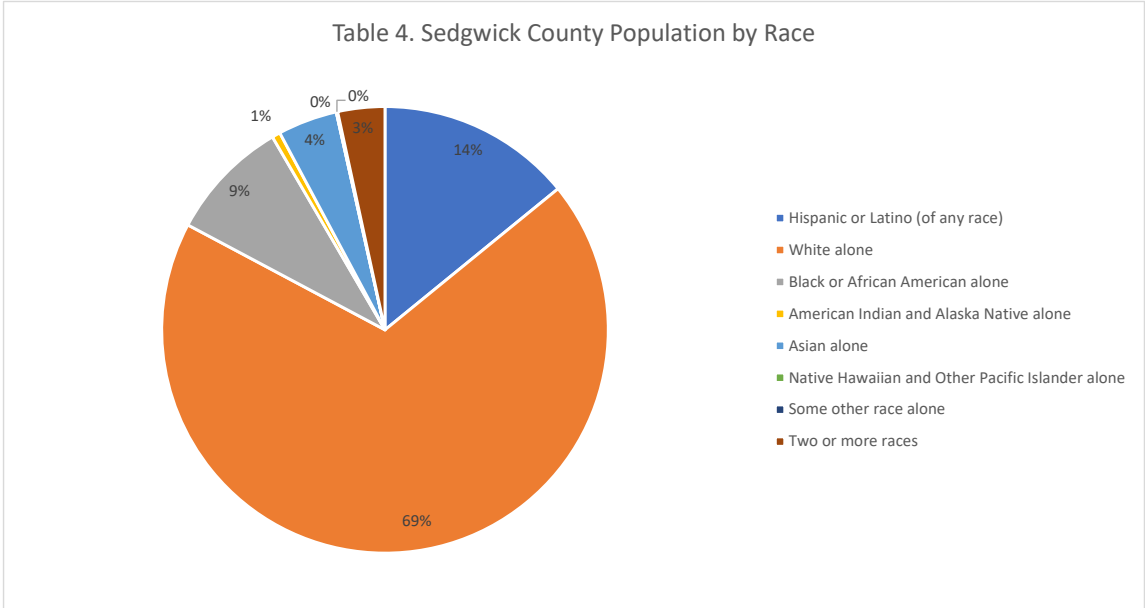

Table 2. Percentage of Population by Age

Gender

The 2017 American Community Survey identifies a population of 376,362 individuals age 18 and older, of which 184,063 are male and 192,299 are female for a total ratio of 95.7 males per 100 females. The total senior population (65+) is estimated at 67,517, including 29,935 males and 37,582 females, for a ratio of 79.7 males per 100 females.
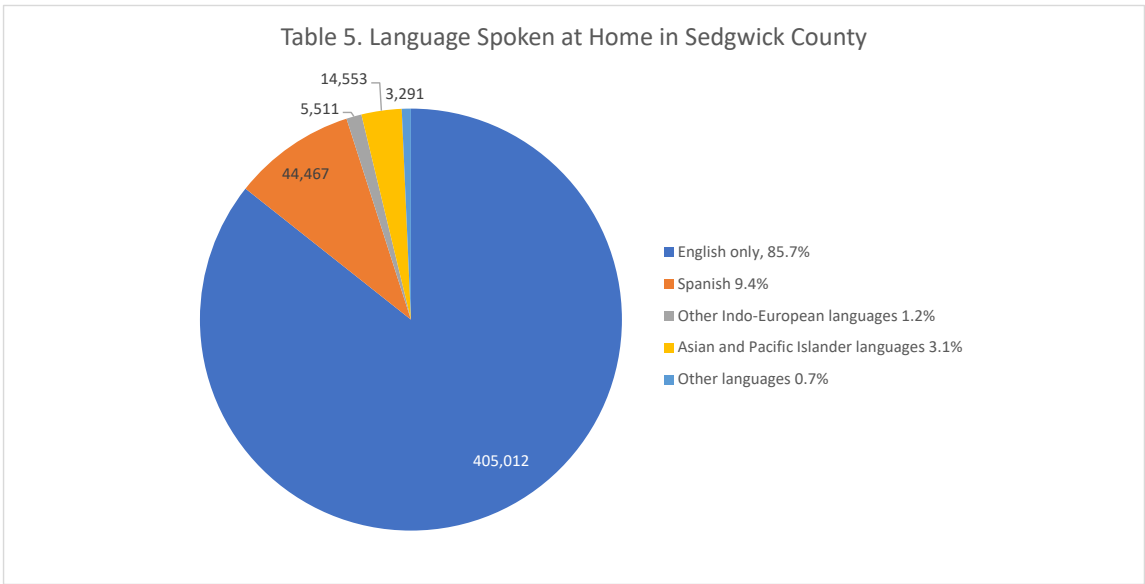

Table 3. Sedgwick County Population by Gender
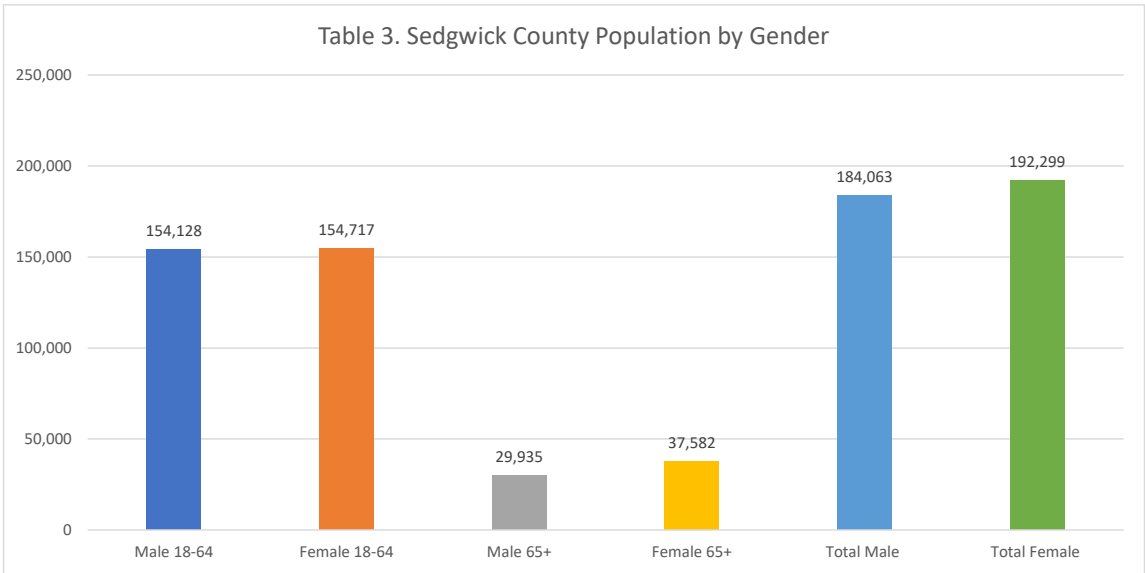
Race

Sedgwick County's racial makeup is primarily white but is growing more diverse. In 2000, approximately 8% of the population was Hispanic or Latino. This notably increased to 13% in 2010 and has continued to grow, with those of Hispanic or Latino origin totaling an estimated 14.1% of the 2018 population. In 2000, the Black or African American population was 9.1%. This grew slightly to 9.3% in 2010 and 10.9% in 2018.

Table 4. Sedgwick County Population by Race

- Hispanic or Latino (of any race)
- White alone
- Black or African American alone
- American Indian and Alaska Native alone
- Asian alone
- Native Hawaiian and Other Pacific Islander alone
- Some other race alone
- Two or more races

Language Spoken at Home

In 2010, an estimated 87.2% spoke only English at home, which dropped to 85.7% in 2017 estimates. At-home speakers of Spanish/Creole increased from 8.1% in 2010 to 9.4% in 2017. At-home speakers of languages from Asia and the Pacific Islands have held steady at 3.1%. There has been slight growth in other languages spoken at home.

Table 5. Language Spoken at Home in Sedgwick County

- English only, 85.7%
- Spanish 9.4%
- Other Indo-European languages 1.2%
- Asian and Pacific Islander languages 3.1%
- Other languages 0.7%

Educational Attainment

Of an estimated 358,320 people over the age of 18, 27.4% have a high school degree or equivalency as their highest level of education. The vast majority of the population have some type of higher education: some college but no degree (26.2%), an associate's degree (8.5%), a bachelor's degree (19.1%), or a graduate/professional degree (10.0%). Fewer than one in 10 (8.9%) have less than a high school education.

Table 6. Educational Attainment
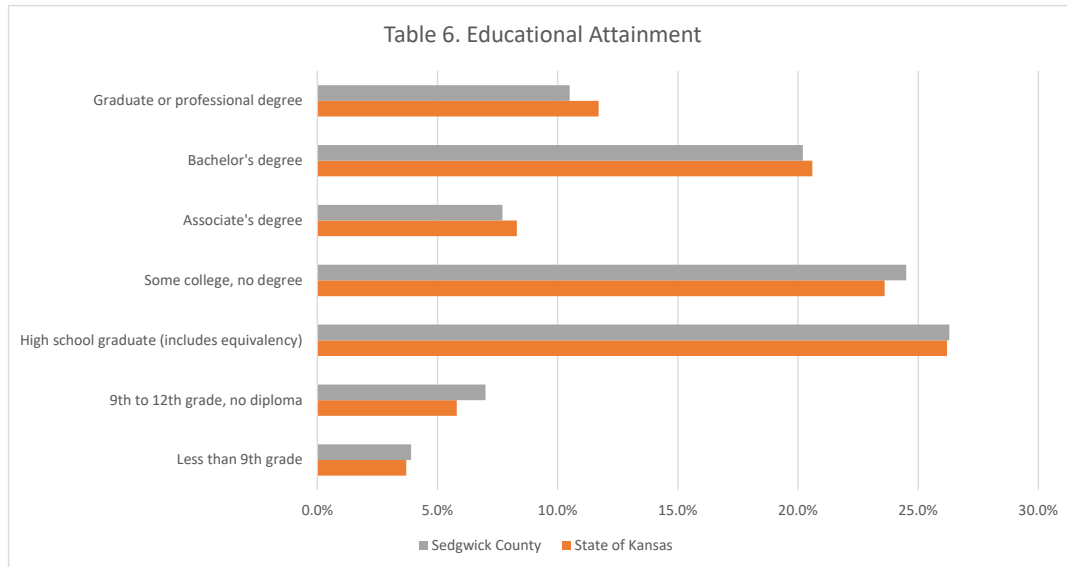
Labor Market Information

The Kansas Labor Information Center (KLIC) reports the Sedgwick County unemployment rate for September 2019 was 3.2%. There are 246,592 eligible participants in the Labor Force with 238,818 employed and 7,774 unemployed. In the Wichita, Kan., Metropolitan Statistical Area there are 295,995 employed with the average hourly wage of $25.03 or $52,052 annually. According to the Bureau of Labor Statistics, Occupational Employment Statistics (OES), the median wage for all occupations in Sedgwick county is $36,097 annually or $17.35 hourly. Sedgwick County makes up 18.8% of the state's income according to the U.S. Bureau of Economic Analysis.

Table 7. Employment in Sedgwick County
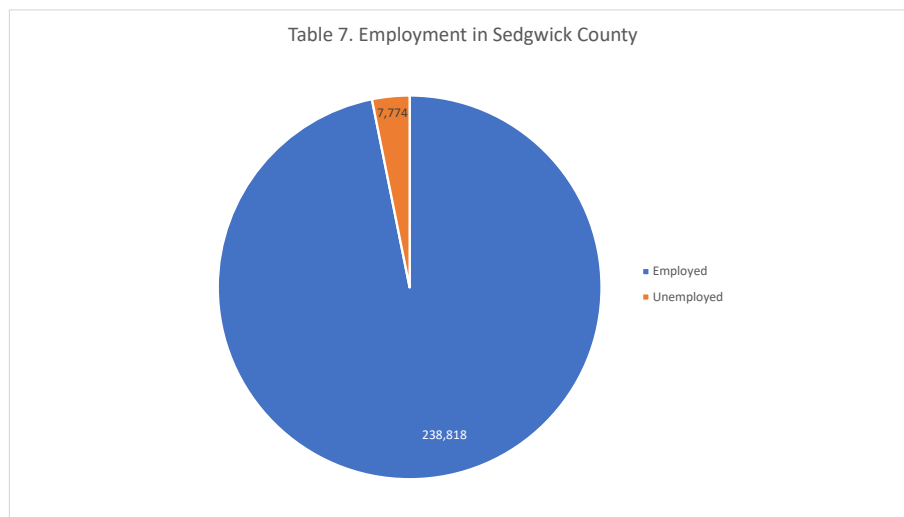
Job Availability and Industry

KLIC reported on Oct. 20, 2019 there were 7,851 jobs open in Sedgwick County. Of those, 1,704 reported some type of educational requirement: 1,106 required a high school diploma or equivalent and 588 jobs (35%) required post-secondary education.

Jobs by Occupation Group Table: this table shows the distribution of the number of job openings advertised online in Sedgwick County, Kansas by occupation group on Oct. 20, 2019 (Jobs De-duplication Level 2).

Rank	Occupation Group	Job Openings
1	Healthcare Practitioners and Technical Occupations	852
2	Food Preparation and Serving Related Occupations	749
3	Sales and Related Occupations	532
4	Management Occupations	461
5	Office and Administrative Support Occupations	430
6	Transportation and Material Moving Occupations	322
7	Production Occupations	286
8	Computer and Mathematical Occupations	220
9	Installation, Maintenance, and Repair Occupations	207
10	Healthcare Support Occupations	174
11	Business and Financial Operations Occupations	160
12	Architecture and Engineering Occupations	155
13	Education, Training, and Library Occupations	116
14	Personal Care and Service Occupations	91
15	Building & Grounds Cleaning & Maintenance Occupations	85
16	Arts, Design, Entertainment, Sports, and Media Occupations	84
17	Protective Service Occupations	63
18	Construction and Extraction Occupations	63
19	Community and Social Services Occupations	42
20	Life, Physical, and Social Science Occupations	39
21	Legal Occupations	6
22	Farming, Fishing, and Forestry Occupations	2
23	Military Specific Occupations	1

*Source:* Online advertised jobs data. Downloaded: 10/21/2019 3:49 PM

Top Ten Industries by Advertised Jobs Table: this table shows industries with the highest job openings advertised online in Sedgwick County, Kansas on Oct. 20, 2019 (Jobs Deduplication Level 2).

Rank	Industry	Job Openings
1	Accommodation and Food Services	978
2	Health Care and Social Assistance	930
3	Retail Trade (44-45)	661
4	Manufacturing (31-33)	604
5	Administrative and Support and Waste Management and Remediation Services	452
6	Educational Services	419
7	Finance and Insurance	248
8	Professional, Scientific, and Technical Services	217
9	Public Administration	191
10	Wholesale Trade	182

Source: Online advertised jobs data. Downloaded: 10/21/2019 3:45 PM

Families with Incomes Below Poverty Level

The 2013-2017 American Community Survey 5-Year Estimates found that 10.8% of all families had incomes below the poverty level in the past 12 months. This includes 32.1% of families with female householders and 44.2% of households headed by a female with related children under 5 years of age. Poverty impacts racial minorities at a higher rate, including Black or African American (30.9%); Hispanic or Latino Origin (24.5%); American Indian and Alaska Native (22.1%); other races (20.2%); and Asian (12.5%). The White population had 12.4% with incomes below the poverty level.

Table 10. Sedgwick County Families in Poverty

Category	Percentage
All families	10.8%
Female householder with related children under 5	44.2%
Families with female householder	32.1%
Black or African American	30.9%
Hispanic or Latino	24.5%
American Indian and Alaska Native	22.1%
Other Races	20.2%
Asian	12.5%
White	12.4%
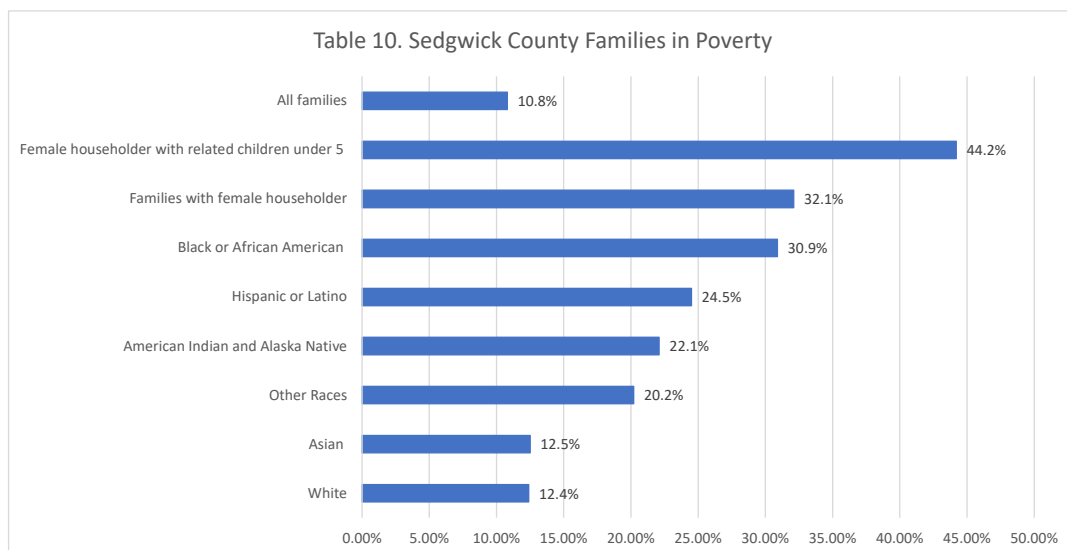
American Workforce Policy Advisory Board

Dr. Sheree Utash, WSU Tech President, was appointed to the American Workforce Policy Advisory Board in February 2019. The board works directly with the National Council for the American Workers to design and implement strategies, campaigns and training programs that can be used to tackle labor issues on a national level and help employers meet their changing workforce needs. The mission of the board is to: Ensure all Americans can benefit from the nation's historic economic boom and record low unemployment rates. We seek to bring more Americans off the sidelines and into the workforce by improving jobs data transparency and skills-based hiring and training, advancing opportunities for lifelong learning, and promoting multiple pathways to family-sustaining careers.

GOALS:
- Develop a Campaign to Promote Multiple Pathways to Career Success
- Increase Data Transparency to Better Match American Workers with American Jobs
- Modernize Candidate Recruitment and Training Practices
- Measure and Encourage Employer-led Training Investments

More information can be found at www.commerce.gov.

Wichita Promise and Wichita Promise Move

The Wichita Promise scholarship program is in its third year and as of November 2019 has awarded over $1.4 million in scholarships to 860 participants. Wichita Promise is a scholarship program that assists in removing barriers that prevent job seekers from pursuing training. This workforce initiative offers tuition-free training in high demand occupations in the region and guarantees participants an interview with local employers. Wichita Promise is funded by multiple public and private organizations, and the number of scholarship recipients is anticipated to top 1,000 during the 2019-20 academic year.

In 2018, WSU Tech launched Wichita Promise Move. This program is similar to the Wichita Promise program, with a key difference being its focus on brining students from other communities to Wichita to complete training in Aviation Sheet metal Assembly and Process Mechanic Painting. These programs were selected due to labor market needs in the region. Like Wichita Promise, tuition is covered by scholarships and provides individuals with cost of relocation assistance, housing, and cost of living for the duration of the program. Additionally, Wichita Promise Move students are guaranteed a job interview with a local employer upon completion of the program. This program was funded by the Wichita Community Foundation in order to expand the Wichita Promise program outside Wichita.

COVID-19

In March 2020 WSU Tech shifted in person classroom instruction to online instruction due to COVID-19 also known as the Coronavirus. Following this action, the state of Kansas ordered all education institutes to cease in person instruction. WSU Tech continued online instruction for the remainder of the semester.

During this time WSU Tech stayed connected to their students and community through an aggressive social media campaign, as students and staff became more accustom to online communication WSU Tech's Advising department increased their meeting with students by 46% seeing 1119 students in May 2020 compared to 768 in May of 2019, June is on track to see similar increases. This has assisted in closing the projected enrollment gap down to 6.8%. WSU Tech provided personal protective equipment such as face masks to first responders and increased the availability of their food pantry program, seeing 346 people over 10 weeks and collecting 600lbs of food from WSU Tech employees and community members.

FINANCIAL TRENDS

Budget

WSU Tech's 2020 budget focus will target three main areas:
- Longer-termed sustainability into FY2021
- Targeted focus on funding Operating Reserve
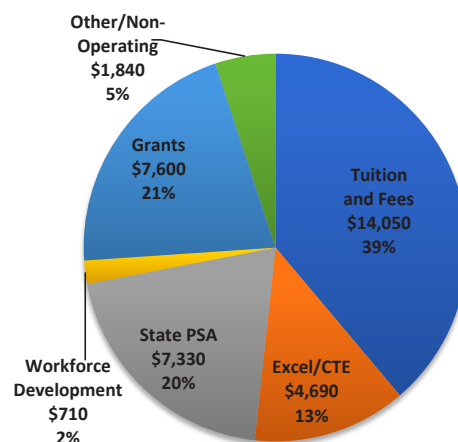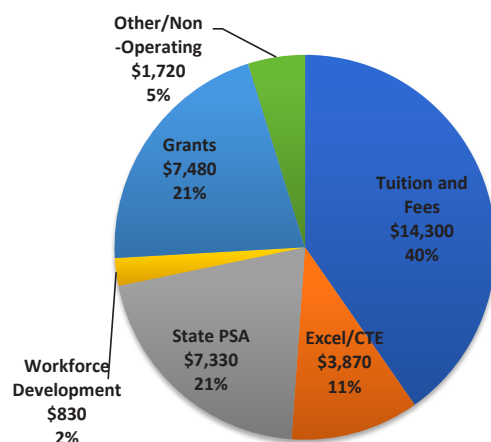- New Programs and Expanded Applied Learning

Fiscal Year 2020 (FY20) revenues ended at $37,140,000, which is a 2% decrease from Fiscal Year 2019 (FY19). Expenses are anticipated at $31,730,000, an increase of 3% from FY19.

Sources of funds

FY20 Budget $35,530,000   vs.   FY20 Forecast $36,210,000

Other/Non-Operating $1,720 5%
Grants $7,480 21%
Tuition and Fees $14,300 40%
Workforce Development $830 2%
State PSA $7,330 21%
Excel/CTE $3,870 11%

Other/Non-Operating $1,840 5%
Grants $7,600 21%
Tuition and Fees $14,050 39%
Workforce Development $710 2%
State PSA $7,330 20%
Excel/CTE $4,690 13%

WSU Tech saw earnings before depreciation of $5,400,000 or an increase of 6% for FY20.

For FY20 WSU Tech realized a funding increase of $1,610,000 from budget, driven by growth within Excel in CTE (state program) and Non-Operating Income. WSU Tech experienced cost favorability of $1,890,000 from budget for FY20. This is partly a result of lower expenditures in professional services, instructional supplies, and other variable expenses as a result of campus closures from COVID-19 as well as lower equipment expenditures due to higher than anticipated capitalized purchases throughout the year.
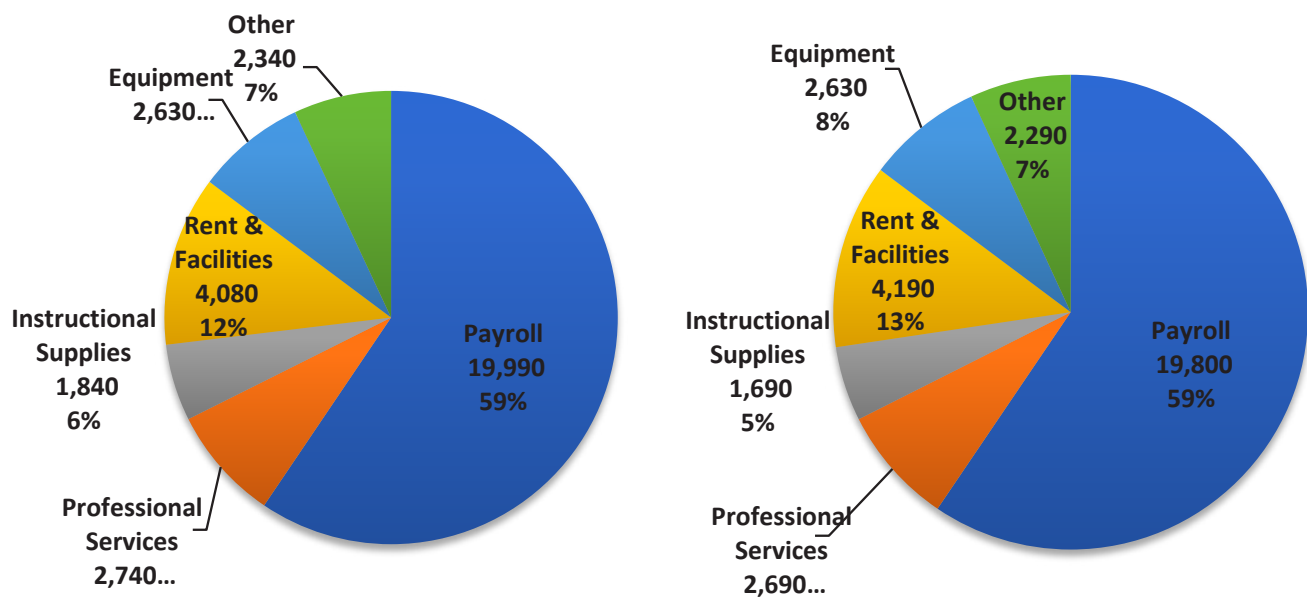

Operating Reserve Plan: $7.3 million

At the beginning of FY20 WSU Tech had cash reserves of $4.4 million. The target goal is to reach $7.2 million, which is three months of operating expenses. WSU Tech achieved 93% of it's target goal by the end of FY20.

Operating Cash Reserve - January 31, 2020

$4.4M

$0

$7.2M
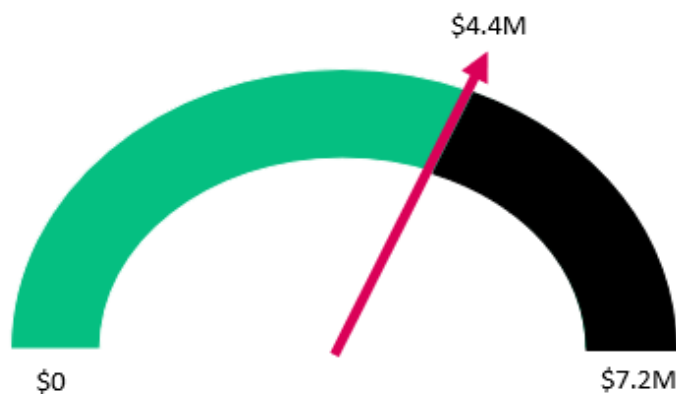
Decrease in Federal Workforce Funds

According to a budget report provided to the board of the Workforce Alliance of South Central Kansas, federal funding for the Workforce Innovation and Opportunity Act (WIOA) Title One programs have continued to decline for the state of Kansas. For program year 2019 (July 1, 2019 to June 30, 2020), Kansas will receive $13.178 million – down 7% from program year 2018. In Local Area IV, which covers Sedgwick County and five other counties, annual allocations were reduced by $408,670 – dropping their allocation to $2.112 million, which is the lowest WIOA allocation in 16 years.
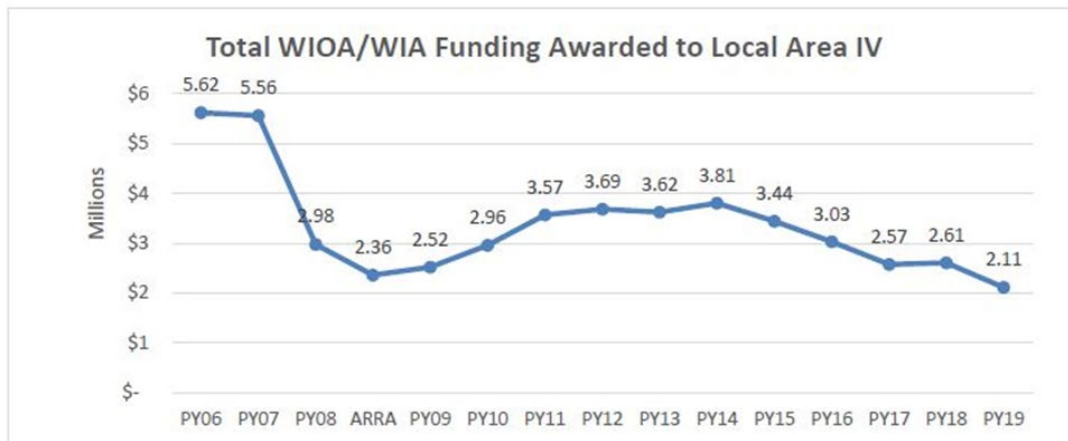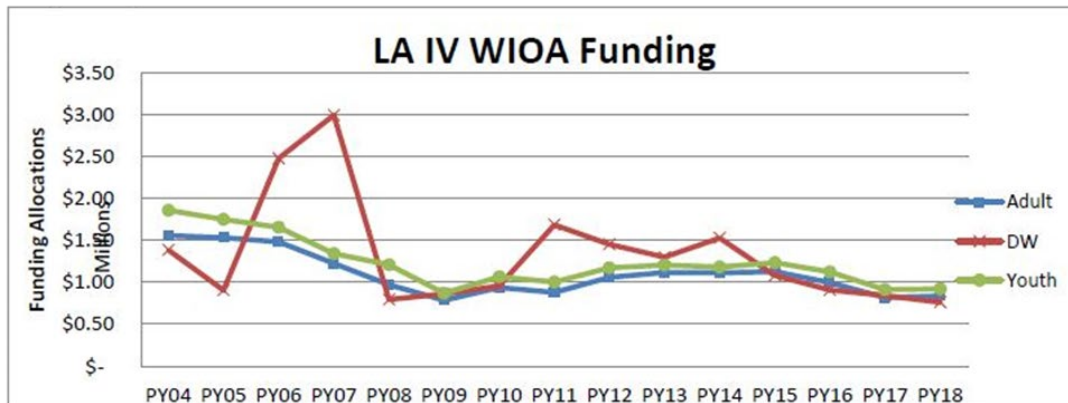
Other funding streams managed by the Workforce Alliance and the Kansas Department of Commerce that provide funding for job training programs in the region have declined over the past five years. WSU Tech has seen fewer students and revenue streams from these programs as well.

Short Term Pell Grants

A critical issue for community and technical colleges is the availability of federal financial aid, specifically Pell Grants for students. WSU Tech provided many short-term training certificates that are not eligible for Pell grants; which are only available for training

programs as short "as 600 hours or 16 semester credit hours over a minimum of 15 weeks of instructional time, or less than two-thirds of an academic year that are more than 15 weeks long." (Whistle, 2019)

There is movement nationally to change this and allowing Pell grants to be accessed for short-term programs. In the article, Q&A: Expanding Pell Grants to Shorter-Term Programs, Wesley Whistle and Lanae Erickson write, "Advocates for expanding Pell Grants to programs less than 15 weeks in length point to demand from both potential students and employers for training programs that could quickly equip someone for a high-skill, high-wage, in demand job. These kinds of programs could be particularly attractive to working adults in low-skill jobs looking for the next step in their career, or to those who might have lost their job after years working in a given career or industry, such as a retail worker in a rural community where the business has closed or a manufacturing worker whose job has been replaced by automation." (Whistle, 2019)

Economic Impact

WSU Tech invested in an economic impact study by Emsi, which studied FY 2016-17. This study identifies three takeaways for WSU Tech to share with its stakeholders:

1. My Institution generates more tax dollars than it takes.
When your institution's taxpayer benefit/cost ratio is greater than one, it creates more tax revenue than it takes. For every dollar that state and local taxpayers give to WSU Tech, the college returns $11.60 to government coffers. This $11.60 represents a larger future tax base from students' higher income, which has been discounted back to the present.

2. My institution retains and creates wealth
Income, or value added, is just another way of talking about the extra money generated in the region even after subtracting costs of production and leakages (most money spent on computers in Kansas, for example, leaves Kansas for Seattle to pay Microsoft). The remaining funds for the region are wages, profits and other forms of income: money that otherwise wouldn't exist in the region if your institution didn't exist. The institution also creates wealth by educating students who add to their businesses' output. This alumni impact would never have come to exist if the college hadn't existed.

3. My institution performs better than the stock market
The S&P 500 has delivered an average return of 10.1% over the last 30 years. If your institution has higher rates of return to its shareholders (students and taxpayers), then it's a safer and stronger alternative to the stock market.

This study found that WSU Tech's overall impact to the local business community was $280.4 million. This amount was calculated by looking at income, operational spending, construction spending, student spending and alumni impact. It is approximated at 1% of Sedgwick County's Gross Rating Point or GRP.

TABLE 1: Impacts created by WSU Tech in FY 2016-17

	ADDED INCOME	JOBS
Operations spending impact	$21.4 million	585
Construction spending impact	$192.8 thousand	3
Student spending impact	$6.1 million	109
Alumni impact	$252.6 million	4,163
Total impact	$280.4 million	4,860

TABLE 2: Top industries impacted by WSU Tech

	TOTAL INCOME (MILLIONS)	JOBS
Health Care & Social Assistance	$111.9	2,798
Manufacturing	$89.3	600
Professional & Technical Services	$10.8	157
Administrative & Waste Services	$10.3	194
Government, Non-Education	$7.4	86
All other industries	$50.7	1,025
Total impact	$280.4	4,860

Emsi provided an analysis of the investment by three stakeholder groups: students, taxpayers and society. Through their analysis, it was clear that WSU Tech is a benefit to the local area economy verses a drain in government resources. "As shown (Table 3), students receive great value for their educational investment. At the same time, the investment made by state and local taxpayers to the college creates a wide range of benefits to society and returns more to government budgets than it costs."

TABLE 3: Summary of investment analysis results

	STUDENT PERSPECTIVE	TAXPAYER PERSPECTIVE	SOCIAL PERSPECTIVE
Present value benefits (thousands)	$181,067	$99,590	$1,111,489
Costs (thousands)	$31,304	$8,570	$49,113
Net present value (thousands)	$149,763	$91,020	$1,062,376
Benefit-cost ratio	5.8	11.6	22.6
Rate of return	19.5%	25.3%	N/A*

* The rate of return is not reported for the social perspective because the beneficiaries of the investment are not necessarily the same as the original investors.

Future of Education

Industry's use of technology continues to evolve daily, and educational institutions face challenges in keeping up with and predicting emerging technologies. Use of artificial intelligence has also grown cross-industry. Career pathways that were once not in sync are pairing up, such as HVAC and Information Technology with "smart" systems. While technology has been available for years, it has now become financially accessible to the masses – thus creating a skills gap within industry and an opportunity for technical schools to fill the pipeline of skilled workers.

In the article "Why we need to rethink education in the artificial intelligence age," John Allen of the Brookings Institute explains, "The education and training we provide our youth and workers... will fuel the engines of AI (Artificial Intelligence), and therefore geopolitical success." Education on AI will be the way to prepare the next generation of leaders. The U.S. is falling behind in key technologies, which is why AI will cause a shift in focus and needs for students. Teaching and learning requirements may be re-ordered and change learning dynamics. The concern is that we do not have enough teachers or instructors with knowledge in artificial technologies. Traditional classrooms will need to be reimagined. The artificial intelligence could help in classrooms to track each student's process and see how they are doing. This need is supported by a SIIA 2016 Professional Learning Survey which reports that 42% of "Educators with more than 20 years of experience working in educational institutions are more likely to enroll in online PL courses to receive training on education software/digital products."

Applied Learning and Apprenticeship

Opportunities to connect students with employers continue to be a critical issue for training providers and businesses. WSU Tech has championed applied learning opportunities in the region, connecting short term training programs with critical thinking in real world experiences in the classroom. These efforts have been recognized by local businesses that guarantee interviews to graduates of WSU Tech programs.

Efforts to expand apprenticeship programs in Kansas are growing. In 2018, the Kansas Department of Commerce was awarded $1.2 million from the U.S. Department of Labor to expand Registered Apprenticeships (RA) in Kansas. This was in addition to a $1 million grant received in 2017. The Kansas Registered Apprenticeship Program governs the registration of apprenticeship programs operated within the state.

In 2019, new rules were proposed for the National Apprenticeship Act (NAA) which aim to "establish a process for recognizing Standards Recognition Entities (SREs), which will in turn recognize Industry-Recognized Apprenticeship Programs, (IRAP)" (USDOL). IRAPs work alongside existing Registered Apprenticeship systems throughout the U.S. SREs made up of industry experts work to quickly recognize skills or competencies an employee needs to fill vacant jobs. This expedited process of apprenticeship is designed to quickly close skill gaps for employers while providing on-the-job training and related technical instruction and allowing apprentices earn wages. IRAPs must offer industry recognized credentials as a result of the training. IRAPs can pursue registration through federal and state offices of apprenticeship.

Employer or Union sponsored RA or IRAP programs have choices regarding who provides related technical education to their programs. Technical education may be provided by different types of higher education institutions or by private companies. Both must provide the necessary instruction or degree issuance of industry recognized credentials. Equally important to RA and IRAPs is the employer sponsor, who provides the on-the-job training and applied learning though the apprenticeship.

Educational institutes may also sponsor traditional apprenticeship programs and may form SRE's and establish IRAP programs. Employers sponsors and engagement is key to successful applied learning and apprenticeship programs.

In Kansas there is a State Office of Apprenticeship this office maintains their own guidelines and registration process which includes federal requirements with additional standards or guidelines specific to Kansas.

Kansas has a strong history of success with RA programs, specifically in south central Kansas with the tie to federal workforce funds. Many of these programs are tied to union-sponsored training programs. Opportunities will continue to emerge over the next few years as apprenticeship opportunities grow in Kansas.

Technology

Keeping up with technology continues to be a vital issue for higher education. In a Student Satisfaction Survey conducted by Ruffalo, Noel, Levitz in 2019, WSU Tech scored highly on the availability of technology and access to Wi-Fi on campus. Creating multiple avenues to access programs through virtual technology, online classrooms, online books/study material and increasing the use of mobile devices will be critical.

An article by Meghan Bogardus Cortez, associate editor for EdTech, asserts that being nimble and having a strategic, thoughtful plan on how technology is used is vital to student success. Examples include being proactive in the investment of new classroom equipment in order to compete with four-year institutes; ensuring new software, curriculum or online programs are compatible with mobile technology; and access to high speed Wi-Fi on campus is critical. A suggestion is to strategically upgrade servers and infrastructure every four years to ensure there is 100% coverage in all buildings. Project Wichita also identified growing regional capacity for technology industry and talent as critical to progress in the region and designated this as one of its 10-year vision plan's Economic Prosperity initiatives. This initiative includes three strategies in response to community feedback:

Strategy A: Develop an advocacy and awareness strategy for the continued growth of, and investment in, the region's technological infrastructure

Strategy B: Increase technology-based talent
• Double the total of technology-based professionals in the region over the next 10 years
• Increase technology-based credentialing through local universities, colleges and other educational programs, and other similar activities by 25% over the next 10 years, ensuring educational institutions focus on the forward edge of industry need

Strategy C: Identify opportunities to develop, promote and grow the work of Flagship Kansas Tech (a statewide technology council) and similar organizations

Hybrid Instruction

Advances in technology lends to utilizing multiple instruction methods. Coexisting with COVID-19 will increase the need for alternative instruction methods and access to resources to attend classes. The National Conference of State Legislatures expressed concerns about the quality of online education. Students who are already struggling academically may be the most affected by these changes. Access to technology and internet should be a key concern for those moving to hybrid or online learning (Smalley, 2020).

Technical colleges will need to adapt to meet students needs academically but also socially to ensure that a student is provided a similar experience. Diane Carver provides insight into this in her research, Analysis of Student Perceptions of the Psychosocial Learning Environment in Online and Face-to-Face Career and Technical Education Courses. Designing courses to offer online learners the same experience as in-person learners will be essential to the success of Career and Technical Education (CTE) hybrid learning (Carver, 2014). Student perceptions of their course and learning environment are predictive of their success (Carver, 2014). In fact, research indicates they are more predictive of achievement gains than classroom observations or standardized testing (Carver, 2014). Carver's study analyzed student perceptions of the psychosocial learning environment in online and face-to-face career and technical education courses (Carver, 2014). Findings indicate that online students have a slightly higher perception of instructor support when compared to their in-person counterparts (Carver, 2014). The author's primary recommendation urged CTE professionals to review online course designs to include increased opportunity for student-peer collaboration and communication

Business Partnerships

WSU Tech has strong ties to many employers in the region through the development of industry-driven programs responsive to the area's labor needs. WSU Tech has also arranged guaranteed interviews for many of its programs upon completion. This has increased post-graduation success rates for students. Continuing to build applied learning opportunities through connections with K-12, apprenticeship programs and internships will be critical.

WSU Tech should continue to explore other innovative opportunities that provide partnerships to employers and exposure to students. The U.S. Chamber Foundation reported on Central Piedmont Community College (CPCC) in Charlotte, N.C. A leader in innovative opportunities for students, CPCC has explored alternative solutions to apprenticeship. The college's program called Co-op "...is a short-term, semester-based career exploration opportunity where students work with an employer in a position directly related to their field of study, receiving academic credit either as an elective or as a required class." Employers are able to gain access to talented students who will give them a competitive edge, while students earn college credit and accumulate relevant work experience to prepare for the workforce.

Project Wichita also identified Student Success Partnership as an initiative in its 10-year vision plan's Focus Area of Lifelong Learning. Student Success Partnership focuses on understanding that the region succeeds when our students succeed, developing a model (and/or updating existing models) for community, private sector and educational partnership toward greater awareness, support and workforce development. The Initiative has three strategies:

Strategy A: Develop strategic model for partnership between private industry, community organizations and regional schools' structure to support student success; Establish three-year strategic plan for partnership model to address most critical opportunities

Strategy B: Communicate and engage with community about successes and opportunities of student partnership model

Strategy C: Through the partnership, develop a work-based learning opportunity by researching and implementing a pilot model within a specific industry (e.g. health care services, technology, manufacturing, etc.) to provide opportunities for secondary (high-school) and post-secondary, including non-traditional, students to earn school credit and/or a wage by participating in job skills training programs

Conclusion

The influencing factor discussed in this report provide information on existing conditions, opportunities, trends, and challenges WSU Tech should take into consideration as they plan for the next three years and beyond. This information was researched by the Public Policy and Management Center in coordination with WSU Tech leadership.

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