



**OGDEN-WEBER**  
TECH COLLEGE

**STRATEGIC PLAN  
OVERVIEW**

**FY 2009 – FY 2013**

Initial Approval – May 22, 2008

Approved – April 23, 2009

Approved – April 22, 2010

Approved – April 28, 2011



**UCAT**

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# STRATEGIC PLAN

## TABLE OF CONTENTS

1.	Message from the President .....	4
2.	Authority to Operate .....	5
	• Legislative Statute .....	5
	• Utah College of Applied Technology Mission, Guiding Principles, and Vision Statements .....	5
3.	Executive Summary .....	6
	• Background .....	6
	• Strategic Planning Process .....	7
	• Vision Statement, Mission Statement, and Guiding Principles .....	7
	• Diversity Statement .....	8
	• Critical Issues and Objectives .....	9
	• Strategies for Implementation .....	10
	• Evaluation .....	10
4.	Appendix A: Environmental Assessment .....	11
5.	Appendix B: Major Issues .....	25

## **STRATEGIC PLAN**

### MESSAGE FROM COLLETTE MERCIER, PRESIDENT

Strategic planning is an essential step in positioning the Ogden-Weber Applied Technology College (college) to anticipate and meet employer, student, agency, school district, and employee needs over the next five years.

The Strategic Plan is future-oriented, identifying the key issues facing the college over the next three to five years and the objectives that will assist us in addressing these challenges. The Strategic Plan provides direction for the college's annual planning process which identifies specific strategies and addresses the local market, program operations, and resources available to the institution.

With college-wide input, the Strategic Planning Team strengthened the college's Vision and Mission Statements and Guiding Principles important not only to the institution, but to each staff member. This planning activity has helped the college to focus on its unique role and will provide overall direction for the future.

The Strategic Planning Team has worked diligently in the review and formulation of the Strategic Plan. My compliments go to the team members and to those individuals across the state that provided us with their insight and suggestions.

## **STRATEGIC PLAN Authority to Operate**

### UTAH COLLEGE OF APPLIED TECHNOLOGY (UCAT) LEGISLATIVE STATUTE

The Utah College of Applied Technology (UCAT) was established by the Utah State Legislature in 2001 under HB1003 - Applied Technology Education Governance. The Ogden-Weber Applied Technology College (college) is one of eight institutions which operate under the auspices of the UCAT, the tenth institution of higher education under the Utah State Board of Regents.

In 2009, the Utah State Legislature modified state statute through HB15 – Career and Technical Education Amendments to give the UCAT Board final authority for UCAT rather than the Utah State Board of Regents.

### UCAT MISSION, GUIDING PRINCIPLES, AND VISION STATEMENTS

#### Mission

The mission of the Utah College of Applied Technology (UCAT) is to meet the needs of Utah’s employers for technically skilled workers by providing market-driven technical education to both secondary and adult students.

#### Guiding Principles

Through its college campuses, UCAT prepares students to enter, re-enter, upgrade or advance in the workplace, which contributes to economic development and improves the quality of life for Utah citizens. The UCAT mission is accomplished through competency-based education and training programs, which may be long-term, short-term, apprenticeship, or custom-designed for individual employer needs. Most of the programs are offered in a flexible open-entry, open-exit format.

#### Vision

The Utah College of Applied Technology will be recognized as a world-class provider of technically skilled workers needed for the 21<sup>st</sup> century workforce.

## **STRATEGIC PLAN**

### **Executive Summary**

#### BACKGROUND

The college has grown exponentially over the past 39 years by focusing on meeting the market needs of our customers. Currently, over 10,000 students each year are enrolled at the college with the support of over 400 local companies that understand and value the technical focus of the college's educational process.

Notwithstanding this stellar past and strong current position, the college knows it must continually progress and address the dynamic marketplace, student populations, advancing technology, and educational environment. The technical education programs offered by the college help students immediately contribute and enhance the equity of their employers. The college is viewed as a value-added tool in the general economic development of Weber County.

The college strives to develop a technically-skilled work force which is responsive to local employer needs. Evolving from a commitment to help people in need of employment, the college has grown from 100 students in 1971 to over 10,000 students in 2009. In the past 39 years, more than 195,000 students have learned job skills at what has been known as the Utah Skills Center North, Skills Center North, Weber State College Skills Center, the Ogden-Weber Area Vocational Center, Ogden-Weber Applied Technology Center, and now the Ogden-Weber Applied Technology College.

Today this legacy continues as the college strengthens its partnerships with local business and community agencies to fulfill the technical education and employment needs for both students and local employers. The college is an aggressive partner in building Weber County's future. As a critical link in economic development, local businesses work with the college to identify the technical and workplace skills that will keep the work force competitive.

The college operates open-entry/open-exit, competency-based, career, and technical education programs. With an emphasis on hands-on, personalized instruction, college programs foster student success, build self-confidence, and encourage individual achievement which results in job placement.

It is estimated that seven of ten future jobs in Utah will require technical education according to Division of Workforce Services reports. In addition, rapid changes in technology demand higher technical and literacy skills for all workers. We will also begin to see retirements of the baby boom generation. With this strong demand for skilled workers, technical training and retraining will become even more critical in strengthening the competitive edge of the American work force.

For the college and the state of Utah, the next decade will be a time of educational challenges. To prepare for these challenges and the opportunities they bring, a Strategic Planning Team

reviews the college's current Strategic Plan annually. The team refines the Strategic Plan to clarify future direction, establish priorities, focus college-wide efforts, build teamwork, and provide the flexibility to deal with rapidly changing circumstances.

**STRATEGIC PLANNING PROCESS**

The Strategic Planning Team—comprised of representatives from the college's divisions--met during February and April 2010 to review and update the plan.

The team updated the external and internal environment assessments; reviewed the issues facing the college; and reworked the objectives the college will address in the next two to three years. Findings of the Strategic Planning Team are summarized in this report.

**VISION STATEMENT, MISSION STATEMENT,  
GUIDING PRINCIPLES, AND DIVERSITY STATEMENT**

The Mission Statement, Vision Statement, Guiding Principles, and Diversity Statement remain essentially the same and continue to clearly define the role and scope of the College.

**VISION STATEMENT**

To be an essential driving force for economic prosperity in our community.

**MISSION STATEMENT**

The college is a leader in developing a world-class, technically-educated work force. We are committed to meeting the needs of employers and strengthening business and industry competitiveness while providing an excellent return on taxpayer investments.

Through partnerships with employers, students, educators, and sponsors, we continually improve programs and services to meet their needs for technical education. The college is a pathway for students as they prepare for a new career, advancement opportunities, or further education.

**GUIDING PRINCIPLES**

How we accomplish our mission is as important as the mission itself. Fundamental to the success of our mission are these guiding principles:

- **Students are the focus of everything we do:** We value student success. We help students move along their chosen pathway, whether it be job placement, upgrade training, or lifelong learning. We enhance the quality of students' lives. We are committed to helping our students build competency and reach their potential. We value and embrace diversity and are responsive to the needs and concerns of our students.
  
- **Excellence is essential:** We strive for quality in everything we do. Continuous improvement is critical to our success. Regardless of any prior successes, we believe we can improve.

- **Employers are our primary customer:** One of our unique strengths is employer involvement which determines program quality and enhances our credibility. We are market-driven, striving to be flexible and responsive to needs of the local economy. Employer advisory teams provide the critical link between the college, employers, and students. We customize programs and services to meet employer needs.
- **Employee involvement is our way of life:** We are a team. Teamwork involves everyone working together to achieve common goals. This environment provides an opportunity for creativity to flourish as we participate in goal setting, problem solving, and decision making. We are committed to a work environment that promotes a sense of achievement and teamwork while recognizing the dignity and value of each employee.
- **Integrity is never compromised:** We maintain the highest levels of honesty and credibility in all relationships, both as individuals and as an organization. Our actions must command respect and provide positive contributions to society. We set a high standard of leadership for our industry, students, and community.
- **We are a learning community.** We seek to acquire and transfer knowledge, and strive to incorporate Lean principles to modify systems, processes, and behaviors to reflect new knowledge and insights. We build our personnel resources at all levels by fostering professional development for all staff members. We help students learn how to learn and instill the discipline of lifelong learning.

<b>DIVERSITY STATEMENT</b>
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The college is an inclusive campus dedicated to embracing, celebrating, and valuing the diversity of its community. The college seeks to create an environment that supports equal access to employment and technical education for all students, faculty, and staff through a strong commitment to recruitment, retention, and integration into the college community.

## CRITICAL ISSUES AND OBJECTIVES

The strategic planning process includes an assessment of the college's environment with respect to current conditions, emerging and future trends, and assumptions. A complete review of the college's environment--external and internal--is located in Appendix A.

As a result of the environmental review, the Strategic Planning Team identified issues and objectives facing the college during the next three to five years. A list of the major issues is located in Appendix B.

The major issues were further discussed, summarized, and prioritized. The most critical of these issues and objectives to address the issues are listed below. The critical issues and objectives will drive the annual Business Plan.

### **Issue: Enrollment/Retention**

#### **Objectives:**

1. Expand the community's overall awareness of the college, promoting the institution and technical education as "different, a great starting point, and the best choice for many" to attract students to technical fields of study and prepare them to work in high-skilled technical careers.
2. Increase student completion, licensure, and placement by ensuring that students possess the skills and capabilities, e.g., academic readiness, life skills, job skills, work ethic, that will allow them to be successful in their chosen programs and occupations.

### **Issue: Internal Effectiveness**

#### **Objectives:**

1. Streamline internal processes to reduce costs and complexity while offering customers what they want (flexibility, customization, etc.) and maintaining a cost-effective and viable business model (optimal staffing levels, course schedules, instructional delivery methods, etc.).
2. Increase funding from sources other than tuition and state appropriations (e.g., donations, grants).

### **Issue: Market Responsiveness**

#### **Objectives:**

1. Stay current with industry trends to support equipment, staffing, instructional, and technology infrastructure needs.

2. Educate employers about the value of technical education and that the benefits of hiring Ogden-Weber students with certificates/certification are an advantage in a competitive job market.

**Issue: Staffing**

**Objectives:**

1. Address compensation to retain highly competent and skilled employees and attract qualified employees in light of reduced or restricted state funding.
2. Ensure that faculty and staff have the technological expertise to remain current with the ever-growing demand of future technology

**STRATEGIES FOR IMPLEMENTATION**

A draft of the Strategic Plan Overview was presented to the Board of Directors for formal adoption on April 22, 2010.

The Strategic Plan Overview critical issues and objectives will direct the development of the annual Business Plan. The annual Business Plan identifies the specific strategies to be implemented in FY11 to address Strategic Plan Overview objectives.

**EVALUATION**

Strategies for evaluating progress toward achieving objectives are identified in the annual Strategic Plan Outcome Measures document. This includes the Strategic Plan Overview objective, the senior administrator responsible for the objective, quarterly benchmark dates, specific actions, and desired outcome measures. Progress toward achieving the Strategic Plan Overview objectives is reported to the college Board of Directors quarterly.

## ***APPENDIX A***

Ogden-Weber Applied Technology College  
Strategic Plan Overview

### **Environmental Assessment**

#### **EXTERNAL ENVIRONMENT**

##### **ECONOMIC**

The college serves the businesses and employees of Weber County and Northern Utah. Weber County's economy has a foundation in the manufacturing, health care, defense, and service sectors. Weber County has felt the impact of the national recession over the past two years in all industries. Construction and manufacturing were hardest hit during the recessionary period. Job growth has declined, and unemployment reached 7.6 percent at the end of December 2009.

The effects of the recession continue to impact Weber County. However, there are small signs of recovery locally and at the state level. The worst may be over with slight improvements expected in 2010 and moderate gains in 2011. In projections for Utah's economic indicators, Utah's Revenue Assumption Committee indicates that job openings have increased over the past few months at double that of a year ago. In addition, companies are hiring temporary workers which is an indication of employers' increased willingness to add to their workforce. Weber County is also the only region in northern Utah where consumer spending increased last year which may be an indicator that the economy is improving.

Hill Air Force Base, the state's largest single employer, will continue to have a significant impact on employment and the economic development of Weber County and Northern Utah. Falcon Hill is the name given to a partnership between the U.S. Air Force, the State of Utah, and local governments to bring private industry into the region. Ultimately, there will be approximately 1.8 million square feet of commercial office and lab space available for businesses. Work on the first commercial buildings began in August 2009. As this work continues and businesses move into Falcon Hill, it will have a major impact on employment and economic development in northern Utah. The impact will be felt in the construction industry as well as the various industries that move into Falcon Hill.

Although the demand for employees has declined, it is anticipated that a highly skilled workforce will still be required to meet the needs of business so they can maintain and increase their competitive edge. As the climate improves, it is critical that the college attract qualified students into programs that will prepare them to meet industry demands for technically skilled employees in manufacturing, construction, business, information technology, and health industries. The college should also be prepared to continue to provide state-of-the-art upgrade training for employees of Weber County businesses.

\*Data gathered from: Utah Department of Workforce Services; "Commercial Real Estate Solutions – Utah's Economy" newsletter summarizing the February meeting of Utah's Revenue Assumption Committee; Utah Data Guide, Governor's Office of Planning and Budget, winter 2010.

## Assumptions

- The short-term economic outlook remains soft with a moderate recovery beginning in 2010.
- Job losses will slow with companies hiring at an increased rate.
- The construction industry will remain slow; however, new home construction permits are increasing.
- The available workforce will increase in the next five years due primarily to an increase of people moving into Utah, the gradual increases in high school graduating classes, and individuals delaying retirement because of the economic downturn.
- Employers will continue to need employees with high-level technical skills.
- Demand for training will increase as more individuals upgrade their skills to make themselves more marketable for high-skilled jobs. The question is whether the college can respond in light of reduced budgets and resources.
- The presence of a diverse and highly-skilled workforce is important to economic growth. As the economy improves and more jobs become available, the job market will be very competitive. This is due to the increase in the pool of skilled workers who have lost their jobs through layoffs.
- Employers will continue to require upgrade training for their workforce.
- The health industry is projected to become the largest employment sector by 2012.
- The United States is currently operating under a war economy. Northern Utah has many defense-oriented employers though some have diversified.
- Hill Air Force Base will continue to have a significant impact on the economic environment in Northern Utah.

## Issues

- Continuing to build strong partnerships and strengthen ties with Weber County businesses to meet their needs for skilled workers.
- Working toward the vision of being recognized as an essential driving force for economic prosperity in our community.
- Researching and anticipating future industry training needs, and preparing programs and instructors to meet those needs.

- Increasing training resources to meet the growing demands for skilled, educated employees in the health sector now that new facilities are under construction.
- Identifying effective means of attracting students to technical fields of study to prepare them to work in high-skilled technical careers.
- Maintaining and improving employee and customer loyalty to grow our customer base.
- Continuing to build and refine our relationship with Hill Air Force Base.

## **SOCIAL**

Utah has several demographic factors that affect the college. First, Utah boasts the nation's youngest population. This presents special challenges for the public education system but also creates a strong workforce that is attractive to companies. Less than five years ago, the college had flat enrollments due to low unemployment, a dip in the number of high school senior-aged students, and changes that made it more difficult for high-school students to attend during senior year. That trend reversed in dramatic fashion when the economy changed. In addition to the economy shifting, a bubble of students is now coming through the secondary school system and is entering college, leading to expanding enrollments. More people are interested in the tech college's message, but capacity is now limited by increased demand and budget cuts.

There are other noteworthy changes in northern Utah's demographics that also impact the college. The first is the increase in numbers of Hispanics in the community. Ogden School District currently has a minority population of over 50 percent, and many struggle with English language proficiency. A higher percentage of these students do not graduate from high school. Another change is that the baby boom generation has just started to retire which, when the economy rebounds, may leave many openings in skilled positions across industries. However, following hits to the market, many boomers may work longer than they had anticipated. When tech college positions become available, the college should actively recruit individuals into positions at the college which will accurately mirror the community's demographic.

Meeting the education and training needs of the community's diverse population and employers is often difficult because of the way the traditional education system is structured and perceptions in the community:

- **Barriers:** Many decisions in recent years have sacrificed the strength of technical education in favor of academic readiness. These decisions include increasing graduation requirements and pressuring high school students to stay in high school CTE courses rather than attending the tech college. Initiatives such as No Child Left Behind give schools less flexibility. In an attempt to help struggling students, the system has imposed more of the same. There are also financial barriers that provide an incentive for high schools to keep students there. There are, however, some opportunities such as creating strong career pathways and partnering with charter high schools.
- **Cost:** The cost of obtaining a four-year degree has dramatically outpaced real incomes. Given the high school-aged dependency ratio, many family incomes cannot support four-

year tuition costs for college-aged children. Therefore, many people need a low-cost alternative to learning skills that lead to good-paying jobs.

- **Changes in communication and media:** The college must remain abreast of changes to the way people live, work, and communicate. Social media such as Facebook, YouTube, and other communications methods such as texting are revolutionizing the way young people interact with each other. At the same time, reaching target audiences through traditional methods has become increasingly more difficult as young people tune out advertising messages and use less in traditional media sources. More media options exist than ever before, so it is harder to reach large audiences through any one channel. The importance of generating referrals and positive word of mouth through influential channels such as agencies, high schools, churches, and social networks has never been greater.
- **Social pressure to obtain a four-year degree:** Parents and students today believe they need a four-year degree in order to be successful. This is in spite of the fact that only 20-25 percent of the jobs in Utah require a 4-year degree, and many technical jobs pay better than degreed ones. Students and parents also still believe that occupations such as those in manufacturing are low-paying and have poor working environments. This is far from the truth as most Weber County manufacturing jobs are clean, high-tech, and provide great benefits and pay--\$1,000 more per month, on average, than jobs in other industries (Source: Department of Workforce Services). Still, the perceptions persist.

### Assumptions

- The economic recovery will be slow, prolonging pressures on our capacity--more students and less funding to accommodate them.
- It will become increasingly difficult for high school students to attend the tech college while they are in high school.
- Unemployment will recover slowly, making it more difficult for graduates to find work upon graduation.
- The Hispanic population will continue to grow.

## Issues

- Handling the large bubble of high school graduates now entering college.
- Creating offerings that appeal to minorities and employers of a Spanish-speaking workforce.
- Recruiting diverse employees into positions at the college so our workplace accurately reflects the community's demographic.
- Finding ways around systemic barriers within education that prevent high school students from attending while in high school.
- Participating in new media and technologies to reach prospective students and serve existing ones.
- Overcoming the social pressure for students to obtain four-year degrees or else nothing.
- Reaching prospective students and generating word of mouth through channels, publicity, and social networks.
- Strengthening the message that technical education provides excellent career opportunities to dispel the misperceptions about CTE and the tech college.

## POLITICAL

In 2009, the Utah State Legislature modified state statute through HB15 – Career and Technical Education Amendments to give the UCAT Board final authority for UCAT rather than the Utah State Board of Regents.

Political considerations extend beyond how the college is viewed and impacted by the legislature. Issues with the Utah System of Higher Education (USHE) as well as within UCAT will affect the college during the next several years.

Within the legislature, aside from the changes in elected public officials and their feelings about higher education, the main political issue facing the college is funding.

While the economic outlook in Utah is better than the rest of the nation, economic recovery will be slow. Budget reductions and one-time funds were prevalent in FY09 and FY10. FY11 brought some relief to recent reductions, but ongoing budgets are still down approximately 13 percent since the start of FY09. FY12 may be another challenging budget year for the state. Limited funds for growth may not be available until FY13.

Other political issues include UCAT's separation from the Utah State Board of Regents. The strength and success of the technical colleges over the years has been due primarily to their regional focus and work with local employers. UCAT can now re-focus on regional efforts and development at the individual college level.

### Assumptions

- Utah's economy, while better than the national picture, will experience very slow-growth over the next few years. However, availability of a skilled workforce may continue to affect economic growth.
- Declines in state revenue and very slow recovery will limit funding for several years.

### Issues

- Determining how to meet student and employer needs with decreased funding levels.
- Determining how to keep tuition at a level that allows all qualified students access to a technical education.
- Determining how to increase funding from sources other than tuition and state appropriations (e.g., donations, grants).
- Strengthening UCAT's unique operating characteristics and role as a system of technical colleges now that we are no longer under the Utah State Board of Regents.

### TECHNOLOGICAL

Technology is the "practical application of knowledge." This practical application can take the form of new processes, methods, equipment, or software to accomplish tasks. Advancements in technology continue to impact virtually every aspect of daily life.

Business and industry have used new technologies to improve efficiency, provide better products and services, and lower costs. Educational institutions have used technology to improve internal processes, enhance classroom learning, and broaden the delivery of instruction to a much wider audience of learners.

As an employer-driven technical education institution, the college attempts to mirror the technological advancements that occur in business and industry on a daily basis. This has resulted in an increased investment in human resources, equipment, hardware, software, and infrastructure to support this technology.

### Assumptions

- The college needs to continually maintain and enhance a state-of-the-market technology infrastructure.
- The college will provide employers with properly trained and skilled workers to fill the new job openings anticipated due to replacement needs and business recovery in the next two to three years.
- The college will advance the effective use of technology as an integral component of educational delivery in conjunction with local businesses.

- The college will improve its integrated information technology infrastructure to assure that students, staff, sponsors, and potential customers can access applicable information efficiently and effectively through our campus computer network.
- The college will integrate systems to improve effectiveness and efficiency of internal processes such as enrollment, assessment, payment, scheduling, and tracking attendance and progress.
- The college will expand its repository of information placed on its InfoNet and website to encompass all information on campus for staff and have a module for students to access information such as financial aid, campus maps, student handbook, etc.
- The college will evaluate and incorporate new instructional technologies.

### Issues

- Obtaining sufficient funding above existing budgets or reallocating existing resources to alleviate current deficiencies and adequately meet the college's technology infrastructure and staffing needs.
- Developing a process within the college that will integrate technology priorities within obtainable budgets to better support the increasing demand for blended learning (combination of in-class and online instruction).
- Utilizing business and industry partners to assess new technological trends as well as evaluate existing training program equipment.
- Determining the technological needs of students to ensure they have the current skills required for entry-level employment opportunities.
- Assuring the best utilization of the college's existing technologies. Making the most of technological resources that will enhance the educational experiences of all students.
- Implementing and continuously improving instructional technologies such as online and mobile learning, smart classrooms, and evolving web/internet uses.
- Assessing the technological expertise of faculty and staff and ensuring professional development for them to remain current with the ever growing demand of future technology.

## **COMPETITORS**

The college's challenge is to recognize the strengths of its competitors and capitalize on the advantages that the college possesses that its competitors do not. Prospective students have multiple choices in terms of career and technical education (CTE) and postsecondary education. The college is also challenged with the misperception that a four-year degree is the only true guarantee to career success.

Public post-secondary competitors include Weber State University (WSU) and the Davis Applied Technology College (DATC). Both have the ability to pull from Weber County and have many similar career and technical education programs. Local proprietary schools, such as Stevens-Henager, CCI, Utah Career College, and Eagle Gate College are strong competitors in the area of health, information technology, and business.

While the college partners with Ogden School District to provide some of its in-house CTE programs, the Weber School District has a large offering of its own CTE programs. Additional changes to core high school graduation requirements have resulted in fewer opportunities for students to access CTE courses, and decreased secondary enrollment at the college.

The college has consistently conducted employer, faculty, and student surveys. This information is gathered in an effort to identify areas in which the college needs to improve the services it provides for students and businesses. Survey results indicate that the school has excellent faculty but that faculty resources should be increased. Funding reductions have resulted in instructional capacity limits for many programs. The ability for students to access classes any hour of the day or evening is and likely will continue to be limited.

The student surveys also identified the need for on-line registration and more evening programs to accommodate ongoing enrollment demands.

## **Assumptions**

- WSU will continue to market four-year degrees as well as one-year institutional certificates and two-year associate degree programs to the community. In addition, training for businesses will continue to grow through the WSU Continuing Education department.
- Tuition will continue to be lower than WSU's and proprietary schools; however, the college's tuition will continue to increase.
- DATC and Bridgerland Applied Technology College (BATC) will continue to provide programs that are similar to the college's.
- Proprietary schools are going to continue to pour money into their marketing and promotional efforts with the message that students get good value even though the cost is high.
- Secondary enrollment will continue to decline at the college unless there are specific policy and perception changes concerning technical education.

- Competition within industries and ever-changing technological advances will continue to cause businesses to require training for their employees. Customized training will be necessary to upgrade employee skills for specific businesses and jobs. Much of this customized training will be in-house.
- The demand for high-skill technical training will continue as displaced workers and those new to the workforce look to be competitive in a very tight job market.

### Issues

The strength of the college's technical education programs will need to reside in three distinct areas. One is the skill, experience, and dedication of the instructional staff. The second is ensuring equipment and tools meet the requirements of the profession. The third is the ability of the college to place students in their chosen field. Based on the above assumptions, the competitive position of the college should be:

- Expanding the community's overall awareness of the tech college in a tight market.
- Increasing faculty's ability to maintain their cutting edge knowledge and skills in current and future technology within their programs.
- Clarifying stakeholder, partner, and customer expectations of the college with respect to our "college" status.
- Promoting the value of a technical education as "different, a great starting point, and the best choice for many."
- Marketing the college programs to parents and potential students emphasizing the value of a technical education.
- Developing processes to promote customer loyalty throughout the community.
- Increasing resources to meet the growing employment needs for the health care industry.
- Address ability to acquire and maintain relevant training equipment during lean fiscal years.
- Reviewing degree of enrollment flexibility. While open-entry enrollment is a unique benefit of the college, it can also make for confusing processes that are cumbersome for employees and students.

## **CUSTOMERS**

The college is unique in its perspective that local employers are its primary customers. The institution's product is a highly-trained workforce that gives employers a global competitive advantage. Students are also primary customers. In addition to employers and students, the college serves agencies, high schools, and the taxpayers. The college meets the needs of its customers by training students for the jobs available in northern Utah in the shortest time and least expensive way possible.

Before the recession while unemployment was at historic lows, many businesses in northern Utah experienced shortages of skilled workers. Today, businesses have cut back and many workers have become unemployed and have thus enrolled at the college in record numbers. This new dynamic has created several needs. First, to serve these increases and make room in full classes, we must find ways to be more efficient, creating resources to accommodate more students with less state funding. Second, we should encourage students to complete their certificates so their skills can be as sharp as possible when the job market rebounds. Third, it is important to ramp up placement efforts to help students have the best opportunities for employment. Fourth, we will maintain a base level of recruitment and marketing efforts even though we are experiencing growth without it because we have a unique opportunity for our message to resonate with individuals that were not interested in education when the economy was good. Finally, we must keep the perspective that this recession is part of a cycle that will end. When it does, we will have served our customers by preparing as much of the workforce as possible for shortages of skilled workers that are likely to come as more baby boomers retire.

We have a unique opportunity to serve our customers by capitalizing on the silver lining of the recession--when individuals are out of work or are nervous about their jobs, they get more post-secondary education. That training will pay dividends for northern Utah for years to come, as those skills help raise the standard of living of graduates and increase the productivity and competitiveness of the companies that employ them.

In addition, the college must always meet the needs of its student customers by ensuring that it meets their expectations. Those expectations include providing an education that will prepare them for a better job quickly and affordably. Students must always be treated with respect, encouragement, and efficiency so they can be successful.

Finally, the college serves the taxpayers, various agencies, and community organizations. It must provide each of these partners a return on their investments in the college. This return happens when students receive better employment, require fewer services, pay taxes, and boost the productivity of the economy.

## **Assumptions**

- Unemployment is high and will not ease during 2010.
- Recovery from the recession may still be a year or two away and is likely to be slow.
- The economy will eventually recover, and after it does, there will again be shortages of skilled workers created by the baby boomer generation retiring.

## Issues

- Meeting the needs of our customers by maintaining capacity during budget cuts and increased enrollments.
- Helping students find jobs after they complete.
- Getting our message out while the economy has made people receptive to it.
- Changing public perceptions that we are a college, and that a technical education is a different choice, and the best choice for many.
- Taking advantage of the recession to increase the skills of Northern Utah's workforce, a "silver lining" benefit that will pay dividends for years to come.

## STAKEHOLDERS/PARTNERS

The list of stakeholders has varied little over the years. Stakeholders include employees, local employers and business community, taxpayers, community agencies, Advisory Council, school districts, college and UCAT boards, UCAT central administration, legislature, local governments, and the media.

There is also little change in what is needed or wanted--market-driven programs, pool of skilled workers, good employment opportunities, local responsiveness and flexibility, competitive employers, economic development, and return on investment.

## Assumptions

- Technically-skilled workers who can adapt and learn new technology are essential to economic vitality and growth. This applies to new workers entering the marketplace as well as current employees.
- State financial resources will be limited. This has a twofold implication: 1) The college must continue to become more effective in its use of limited state resources to produce results (return on investment); and 2) college results (market-driven programs and skilled employees) must enhance employer competitiveness which improves the state's economic base resulting in increased tax revenues.

## Issues

- Strengthening ties with local employers to remain current and leading edge.
- Improving the process for identifying and starting new courses or programs to respond to local market needs.
- Refocusing local efforts on workforce development to ensure a supply of skilled, qualified workers to meet local employment needs.

- Adapting to emerging changes in the workplace to meet regional needs.

## INTERNAL ENVIRONMENT

**Organizational Structure:** The internal structure at the college is division-based with a vertical reporting hierarchy. There is a vice president (VP) responsible for each of the three divisions with directors or managers with line authority and responsibility reporting to the functional VP who reports to the president.

**Personnel:** The college employs a talented workforce. Personnel are selected, retained, and promoted primarily on the basis of evidence of appropriate levels of technical knowledge and skills, related industry experience, and effective teaching and training. The instructional staff has practical, related work experience and recognized professional credentials for their discipline and teaching level. Many employees hold advanced degrees, professional certification, and licensure. Employee performance is evaluated on an annual basis. Policies and procedures have been adopted by the college Board of Directors and are used to guide employee actions.

The college continues to struggle with identifying and employing a diverse workforce. Increased efforts to address this void will be a focus of our recruitment and retention activities.

**Customer Service:** The college is in a service sector that relies upon three key channels to maintain services levels with its internal and external customers.

1. Direct communication with employers: The faculty works with local employers on a regular basis to continually be aware of the changes that occur in the marketplace to ensure that the college's technical education meets business requirements.
2. Direct communications with students: The administration and faculty of the college are focusing on improving methods and timing of communicating effectively with students. Consistency in information and attitudes from all parties is critical in the success of the school. The students receive a daily message when they log into their computers. Text messaging and student email capabilities will be investigated to evaluate the benefit for the students.
3. Information gathering and maintenance: As we implement a new SIS that is based on a SQL platform, we have the opportunity to bring various information sources together. We should then create processes for analyzing and disseminating that information to follow up with prospects, track customer service issues, and make more informed decisions.

**Decision Making:** Decisions inside the college are made in various manners, but all are based on the best interest of the students and employers. Some policies and decisions are dictated by governing bodies such as UCAT while most decisions are made by individuals directly related to the function and role. Managers and staff take a high level of ownership in their areas and develop and enforce policies and procedures for their areas. College administration welcomes

and encourages input from various employee committees/teams on topics which will directly impact its personnel.

**Cross-functional Processes:** There is a renewed understanding of the interdependence of all departments inside the college. Nearly all tasks or projects accomplished by employees at the college require some type of significant support from other departments or functions. All college managers and directors have joined to create the Process Improvement Team to communicate and implement interdepartmental objectives. In addition to this team, sub-committees have formed to address specific issues. College administration continues to encourage all groups to seek assistance when making decisions.

**Feedback from Internal Customers:** As noted above, nearly all actions taken by employees of the college relate to other groups at the school. As reciprocal customers, it is imperative that all employees be open minded and seek and accept the positive and negative feedback necessary to improve. There are always expectations of other departments that must be openly communicated to close the loop.

**Information Sharing:** Nearly all division-wide meetings have recorded minutes. Board meetings are open to the public. Each month, the president meets with college employees to provide updates and feedback from the Board of Directors meeting. Department meetings occur weekly and/or monthly to address issues and keep staff informed. The Process Improvement Team and sub-committees are working on ways to improve internal communication. The Instructional Design Department hosts luncheons and other events to provide useful services and resources to faculty.

**Marketing:** The role of marketing and promotion—both on- and off-campus--remains **critical** to success and has been assumed by the marketing team. The focus of the marketing team over the past two years has moved from community awareness of the college to reaching the influencers of prospective students. An extensive “Influencing the Influencers” campaign has been underway with a goal of targeting high school administrators, counselors, and CTE coordinators in raising awareness of possible pathways for high school students in making post-secondary education decisions. The campaign also targets parents, grandparents, friends, and other students to educate and motivate them to use their influence toward high school students as they plan their future career goals.

A secondary campaign has been developed to reach unemployed and underemployed individuals who are looking to improve their job marketability by increasing awareness about the wide variety of career options and training available at the college for skilled training. The college’s website, billboards, and social media sites target this population along with an annual Career Fair. The marketing team is diligent in communicating the need for support from every department on campus and includes faculty and staff in hosting tours, program demonstrations, and participation in other events that bring prospective students to the campus.

**Professional Development:** With the changing demands of the marketplace, greater emphasis is placed on employee upgrade training. All employees are expected to reinforce the learning culture of the college by actively participating in their professional growth and development. Employees are encouraged to take advantage of the numerous professional development

opportunities provided on campus as well as pursue off-campus training opportunities. Lean techniques are encouraged to streamline processes.

### *Assumptions*

- Employers, students, and employees will continue to be the driving force behind the college.
- The growth of programs will be limited by resources and timing of state funds.
- All college employees shall be able to adapt to changes in the environment.
- College administration will provide a safe and healthy working environment for its students and employees.
- The college will pay competitive wages and provide benefits for its eligible employees

### *Issues*

- Working with departments to implement changes in processes and programs.
- Adjusting appropriately to meet changes in internal and educational technology.
- Making and implementing market-driven decisions in a timely manner and communicating better to all parties.
- Recruiting and retaining talented workers who are being sought by other employers.
- Finding alternative ways to address soaring health benefits cost.
- Improving workplace diversity to better reflect the demographics in Weber County.

## ***APPENDIX B***

### Ogden-Weber Applied Technology College Strategic Plan Overview

#### **Major Issues**

##### **Market Responsiveness**

1. Researching and anticipating future industry training needs, and preparing programs and instructors to meet those needs.
2. Increasing training resources to meet the growing demands for skilled, educated employees in the health sector now that new facilities are under construction.
3. Meeting the instructional, technological, space, and equipment needs of employees and customers with decreased funding levels and limited resources.
4. Staying current with industry trends to support equipment, staffing, instructional, and technology infrastructure needs.
5. Developing plans for best utilizing the Roy campus and Barker Health Technology Building, and reorganizing the Business Building.
6. Educating employers about the value of technical education and the benefits that are realized by hiring students with certificates/certification.
7. Strengthening UCAT's unique operating characteristics and role as a system of technical colleges.
8. Preparing for employment transitions that will occur in the workforce as a result of economic conditions and market demand. Adapting to changes in the workplace to meet regional needs.
9. Meeting the needs of customers during budget cuts and increased enrollments.

##### **Enrollment/Retention**

1. Identifying effective means of attracting students to technical fields of study to prepare them to work in high-skilled technical careers.
2. Overcoming the social pressure for students to obtain four-year degrees or else nothing while strengthening the message that technical education provides excellent career opportunities.
3. Addressing systemic barriers within education that prevent high school students from attending while in high school, especially in light of the increasing number of students coming up through the system.

4. Expanding the community's overall awareness of the college; promoting the institution and technical education as "different, a great starting point, and the best choice for many."
5. Marketing the credentials of faculty members, focusing on their cutting-edge knowledge and skills in current and future technology.
6. Developing processes to promote customer loyalty throughout the community.
7. Ensuring that students possess the skills and capabilities, e.g., academic readiness, life skills, job skills, work ethic, that will allow them to be successful in their chosen programs and occupations.
8. Increasing student completion, licensure, and placement.

### **Staffing**

1. Recruiting diverse employees into positions at the college so the workplace accurately reflects the community's demographic and creates an environment that is appealing to and comfortable for various minority populations.
2. Addressing compensation to retain highly competent and skilled employees and attract qualified employees in light of reduced or restricted state funding.
3. Ensuring that faculty and staff have the technological expertise to remain current with the ever-growing demand of future technology.
4. Finding alternative ways to address ever-increasing health benefits cost.

### **Internal Effectiveness**

1. Integrating/updating instructional technology priorities, e.g., blended learning (combination of in-class and online instruction), mobile learning, smart classrooms, evolving web/Internet uses, to better support increasing customer demand.
2. Streamlining internal processes to reduce costs and complexity while offering customers what they want (flexibility, customization, etc.) and maintaining a cost-effective and viable business model (optimal staffing levels, course schedules, instructional delivery methods, etc.).
3. Balancing the degree of enrollment flexibility so that it benefits students but does not cause internal processes to become confusing or cumbersome.
4. Increasing funding from sources other than tuition and state appropriations (e.g., donations, grants).