



FINAL RECOMMENDATIONS

WACTC STRATEGIC ENROLLMENT TASK FORCE

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Introduction

Washington state set a goal through the Washington Student Achievement Council (WSAC) 2013 Road Map to achieve a 70 percent postsecondary attainment rate for adults.¹ To meet this goal requires 380,000 new credential holders by 2023.² The key strategies to accomplish this goal include closing the achievement gap for underserved students, improving postsecondary recruitment, retention, and completion, and addressing affordability issues.

Washington's community and technical college system is well-positioned to play a major role in meeting this goal but faces challenges similar to those at institutions across the nation with respect to retention and completion. Enrollment in the state's community and technical colleges has declined 21 percent in the past 15 years while tuition has doubled. Interestingly, full-time equivalent enrollments (FTES) have increased approximately seven percent in the same time period. This suggests a change in the population of adults who are attending college now. The number of high school graduates is flat and more of the recent graduates (traditional-aged students) are attending four-year institutions.³ These trends make clear that our efforts to meet the state's goals will require recruiting and engaging students who have not historically participated in higher education (e.g. adults with some college but no credential). Current conditions suggest this is an optimal time to engage in a thoughtful strategic enrollment management plan.

In fall 2017, the Washington Association of Community and Technical Colleges (WACTC) authorized the formation of the WACTC Strategic Enrollment Task Force to build a stronger enrollment base for community and technical colleges. Over a two-year period, the Task Force worked to identify state-level and institutional strategies that will improve access and retention system-wide and to incorporate those strategies into an adopted Strategic Enrollment Work Plan. The Task Force conducted monthly four-hour meetings beginning Oct. 30, 2017, and concluding April 24, 2019, and sought feedback from councils and commissions throughout the process. Participants in the Task Force included presidents from the Washington Association of Community and Technical Colleges (WACTC) and representation from WACTC commissions and other key system groups including instruction, student services, Chief Diversity and Equity Officers (CDEO), research and planning, public information, business affairs, information technology; faculty leadership (AFT, AHE, FACTC), and student groups. Additional college personnel and partner stakeholders (K-12, community organizations, and workforce) were consulted in this work as needed. SBCTC Education Division staff also contributed their time and perspectives.

As the Strategic Enrollment Task Force developed and implemented the work plan, the following guiding principles were adopted:

- Equity – increasing enrollment and completion of students from underserved populations – is integral to the work of the Task Force.
- The number of students pursuing and completing a postsecondary credential needs to be

¹ <http://www.wsac.wa.gov/strategic-action-plan>

² DuPree, D. (2015). CTC role in WSAC roadmap goals: Issue brief. Retrieved from <https://www.sbctc.edu/colleges-staff/research/reports/socioeconomic-research.aspx>

³ Education Research and Data Center High school feedback reports <http://www.erdccdata.wa.gov/hsfb.aspx>

increased while minimizing competition between colleges in our system.

- Outreach, onboarding, retention, and completion are key considerations.
- The Task Force work will strengthen partnerships with K12, universities, employers, and community organizations.
- The work plan will include system-level and college-level strategies, and have clear prioritization.

In year two of the project, the Task Force reviewed data metrics, identified focus areas, determined goals/outcomes, and finalized strategies to be implemented in the community and technical college system during the 2018-2019 academic year. The four focus areas, K-12 alignment, adult reengagement, onboarding/entry, and retention/persistence, were assigned objectives that focused both on measurable goals and the following overarching project goals:

1. Increase overall system enrollments.
2. Eliminate the retention and completion gap among all student groups, including underserved students.

With these overarching project goals in mind, Task Force members developed the work plan strategies based on the following criteria:

- Can the strategy be measured?
- Once implemented, how impactful will the strategy be? Will it significantly increase enrollment targets?
- Can the strategy reasonably be implemented during the 2018-2019 academic year?
- What resources will be needed to implement the strategy? Will they be cost prohibitive?
- Which student groups will be impacted? Does the strategy support students from underserved populations?
- Does the strategy align with the Task Force guiding principles?

The SBCTC research director and research analysts supported the work plan goals by developing enrollment dashboards available on the SBCTC website ([Enrollment Dashboard](https://www.sbctc.edu/colleges-staff/research/data-public/enrollment-data-dashboard.aspx)⁴; [Strategic Enrollment Dashboard](https://www.sbctc.edu/colleges-staff/research/data-public/strategic-enrollment-dashboard.aspx)).⁵ An exhaustive literature review and [issue brief](https://www.sbctc.edu/resources/documents/colleges-staff/research/research-briefs/strategic-enrollment-management-for-community-and-technical-colleges.pdf)⁶ provided researched examples of exemplary work conducted around strategic enrollment nationwide. The Task Force recommended to WACTC that data-informed statewide targets be adopted as a guideline for measuring work plan objectives. These targets were approved at the July 27, 2018, WACTC meeting.

During the 2018-2019 academic year, the Strategic Enrollment Task Force formed workgroups around each focus area (K-12 alignment, adult reengagement, onboarding/entry, and retention/persistence) and monitored the various strategies, many of which were being carried out

⁴ <https://www.sbctc.edu/colleges-staff/research/data-public/enrollment-data-dashboard.aspx>

⁵ <https://www.sbctc.edu/colleges-staff/research/data-public/strategic-enrollment-dashboard.aspx>

⁶ <https://www.sbctc.edu/resources/documents/colleges-staff/research/research-briefs/strategic-enrollment-management-for-community-and-technical-colleges.pdf>

through WACTC councils and commission work plans. Outside of the two-year sector entities, such as the Office of the Superintendent of Instruction (OSPI) and the Washington Student Achievement Council (WSAC) were also engaged in this work.

Focus Area: K-12 Alignment

Washington state has a strong history over the past 25 years of offering a robust dual enrollment program for academic transfer known as the Running Start program. High school students can earn college credit, including an associate degree, at the same time they earn a high school diploma. This program serves thousands of high school students throughout the state every year. While this program serves many students, it does not serve all students. It is important to grow dual enrollment opportunities so all students can take part in this opportunity to earn college credit. In coordination with the Office of Superintendent for Public Instruction (OSPI), the SBCTC Education Division staff are actively working on implementing a dual enrollment program for career and technical students. In the past, this type of partnership had been referred to as “tech prep articulations”. These articulations are outdated and being retired this year. In its place will be the career / technical education dual credit program. This program will help raise the participation rates in dual credit overall and will result in increased matriculation to the local community or technical college. This direction also aligns with the federal legislation of WIOA and Washington state’s governor’s initiatives.

In addition to expanding the population of students accessing dual credit coursework, we need to find ways to engage the significant percentage of Washington high school graduates not currently going on to higher education immediately after high school. The recent passage of [HB 1599](#)⁷ defining an array of pathway options for high school juniors and seniors has created an opportunity for the community and technical college and K-12 systems to align more closely and serve these students more effectively. By strengthening partnerships with the Office of the Superintendent of Instruction (OSPI), the Educational Service Districts (ESDs), and regional consortia like the Washington Alliance for Better Schools (WABS) and the Five Star Consortium, the community and technical college system can help more students achieve the educational credentials they need for their life and career goals.

Objectives and Strategy Development

The K-12 Alignment Workgroup identified two objectives on which to focus its work:

1. Increase the number of high school students participating in dual credit programs.
2. Increase the number of high school graduates enrolling in higher education directly after high school.

The workgroup developed three strategies to achieve these objectives:

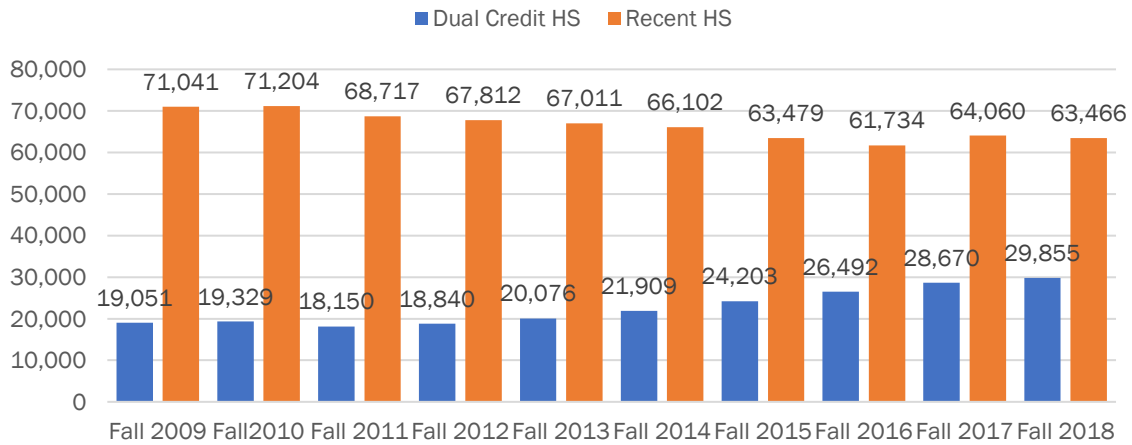
- A. Eliminate common barriers for historically underserved populations entering Running Start and College in the High School programs.
- B. Expand Career and Technical Education, Running Start, and College in the High School through the mapping of additional Career and Technical Education courses to high school graduation requirements and utilizing the 2018 Career Connect Washington: Strategic Plan.
- C. Establish a Community Engagement Framework that helps organizations identify common

⁷ <https://app.leg.wa.gov/billsummary?BillNumber=1599&Year=2019&Initiative=false>

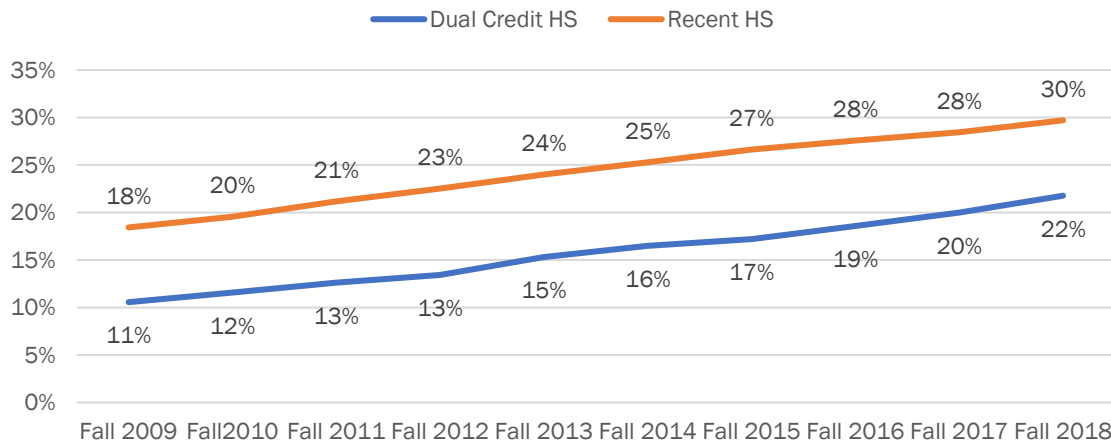
goals and methods that leverage shared governance to achieve and measure these goals. Community Engagement Frameworks are commonly used in public health with emphasis on historically underserved populations.

K-12 Alignment Metrics

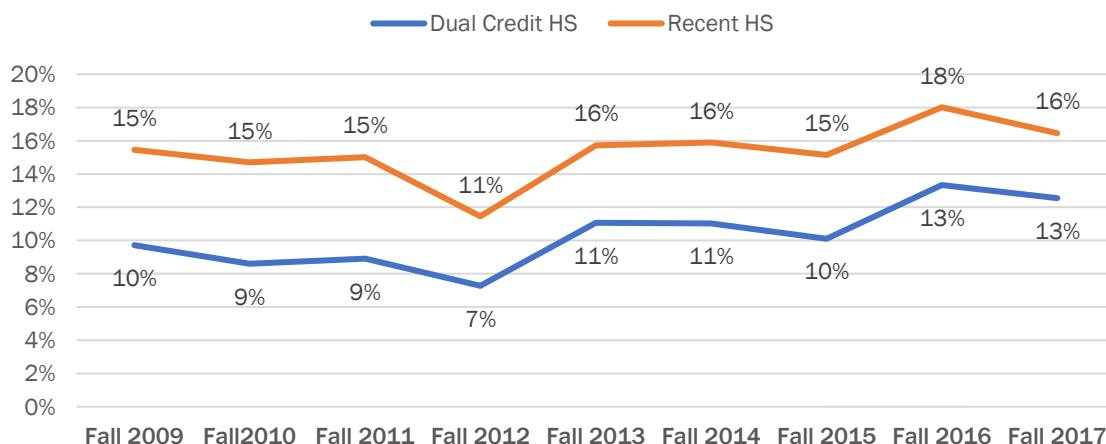
- Number of award-seeking students: dual credit high school students and recent high school students (age 24 or under).



- Percent of award-seeking students identifying as historically underserved (HU) students of color: dual credit high school students and recent high school students (age 24 or under).



- Percent of award-seeking students identified as low income (estimate based on addresses from lowest SES quintile of census block groups): dual credit high school students and recent high school students (age 24 or under).



Strategy A

Eliminate common barriers for historically underserved populations entering Running Start and College in the High School programs.

Whether or not students take advantage of dual credit opportunities in high school often depends on the quality and depth of program information that is available to them. This common barrier is especially impenetrable for historically underserved high school student populations who may not have prior knowledge of or access to information about dual credit programs. Our recommendation is to provide college academic support services to high school students, including advising and guidance on education/career pathways planning, on their high school campuses.

We also recommend that high schools and colleges that are partnered to provide dual credit programs conduct a thorough review of existing dual credit policies between secondary and postsecondary institutions. Furthermore, the policies should be reviewed through an equity lens to uncover whether current policy norms and practices affect enrollment or outcomes for historically underserved students in dual credit programs. Equity impact assessments are a valuable tool to study how different student populations are or are likely to be impacted by a policy. An added benefit to a collaborative review of policies is the opportunity to improve the coordination and division of duties between high schools and colleges in a number of areas, e.g. curriculum, enrollment management, and student services.

Additionally, the workgroup recommends that both high schools and colleges continue to monitor the dual credit completions (as shown above in the K-12 Metrics section) and further disaggregate the data to identify additional opportunities to educate and support historically underserved students.

Strategy B

Expand Dual Credit Career and Technical Education, Running Start, and College in the High School.

One way to expand Career and Technical Education (CTE) opportunities with existing resources is to more broadly implement the recommendations in the 2018 Career Connect Washington: Strategic Plan and increasing the availability of high school work-based apprenticeship programs. It will be

necessary to collect statewide and regionally available workforce participation statistics to identify opportunities for addressing equity gaps and misalignments through enhancing CTE Dual Credit.

Additionally, the Articulation and Transfer Council (ATC) recently developed an ambitious wish list of legislative and policy changes around how Running Start and College in the High School programs are administered and who is eligible to participate. The proposed changes that are also supported by research include:

- Being intentional about inclusion and racial equality at all stages of legislative prioritization and engagement with policy makers.
- Subsidizing dual enrollment costs like registration fees, textbooks, and transportation.
- Allowing 9th grade students to participate in College in the High School courses
- Funding college prep or bridge classes for high school students.

Strategy C

Create a Community Engagement Framework at each college aimed at building localized, highly targeted community partnerships.

Highly targeted community partnerships could help increase the number of high school graduates enrolling in higher education directly after high school by promoting a more robust and pervasive college-going culture and focus in high schools. Specific examples of this kind of work: encouraging students to take Bridge to College Math and/or English courses and working to integrate the required High School and Beyond Plans with the Guided Pathways work in higher education.

The workgroup recommends that colleges develop a campus framework for identifying opportunities to increase community engagement and foster stronger community partnerships. Olympic College has been a leader in the creation and use of a Community Engagement Framework. In Appendix A, we have included an example of such a framework developed and used at Olympic College. The Olympic College framework is designed to assist college leaders with the identifying and developing community partnerships that are advantageous to students and the community at large. Olympic College has found that engaging with targeted communities results in increased enrollments among the targeted affinity groups. The workgroup recommends tracking the number of colleges using a Community Engagement Framework.

Next Steps

Partnering with K-12 to increase seamless transition to college, expanding dual credit opportunities, and integrating student advising and planning as much as possible, are all imperative if community and technical colleges are going to serve a broader range of high school students in achieving the postsecondary credentials they need in today's economy and world.. Currently, SBCTC is working with OSPI leadership to establish a career and technical program in the high school that would mirror Running Start. The program is in the pilot stage, and it is expected to be ready for statewide expansion by 2021 with the following outcomes:

- In collaboration with the Office of the Superintendent of Public Instruction's Career and Technical Education staff convene CTC and school district CTE faculty and administration to

identify barriers and opportunities for the development of streamlined CTE articulation processes with potential for regional and/or statewide scalability.

- Collect statewide and regionally important information to identify opportunities for addressing equity gaps and misalignments through enhancing CTE Dual Credit.
- Identify implementable interventions to address these disparities.
- Develop a tool kit of resources that includes frameworks and templates for CTCs and school districts to navigate the articulation process

Career and Technical Education dual credit opportunities will be expanded with additional mapping of CTE courses to high school graduation requirements and ongoing utilization of the 2019 Career Connect Washington: Strategic Plan including high school work-based apprenticeship programs.

Additional next steps to address K-12 alignment issues include collaborations with OSPI in several other areas:

1. The Launch Years project, a multi-state initiative designed to clarify and improve high school to college math pathways to serve students more effectively and efficiently;
2. Promoting and expanding the support for offering Bridge to College classes as a way of encouraging students who might not otherwise go on to college to see themselves as college-ready;
3. Connecting district and college leaders (superintendents, presidents, and key staff) to explore local, regional, and state strategies for “sharing” students through integrated advising and planning efforts (e.g., High School and Beyond Plans and guided pathways)

Focus Area: Adult Reengagement

A significant percentage of currently enrolled students at our community and technical colleges are outside of the age range for “traditional” college students. Students’ median age in our system is 26. 24 percent of our students are parents, while at least [10 percent of our 369,000 students are in adult basic education programs](#).⁸ Similarly, most former college students in Washington state (with some college credit but no credential) and a large percentage of prospective college students with no college credit, are also non-traditional. When adults lack accessible and affordable options to complete postsecondary education, they also lack access to living-wage jobs.

The Washington Student Achievement Council’s 2019-2021 Strategic Action Plan set an ambitious goal of 70 percent of Washington adults ages 25-44 holding a postsecondary credential by the year 2023.⁹ If higher education institutions – including all of our community and technical colleges – are going to collectively accomplish this goal, there must be a significant increase in adult student enrollment and completion of certificates and degrees at our colleges.

Objectives and Strategy Development

The Adult Reengagement Workgroup identified two objectives on which to focus its work:

1. Increase enrollment and adult reengagement for students who have not enrolled in college (including students in basic education who have not reached college-level in their coursework), with an emphasis on closing the equity gap.
2. Increase enrollment and adult reengagement for students who have some college credits but no credential, with an emphasis on closing the equity gap.

The workgroup developed four strategies to achieve these objectives:

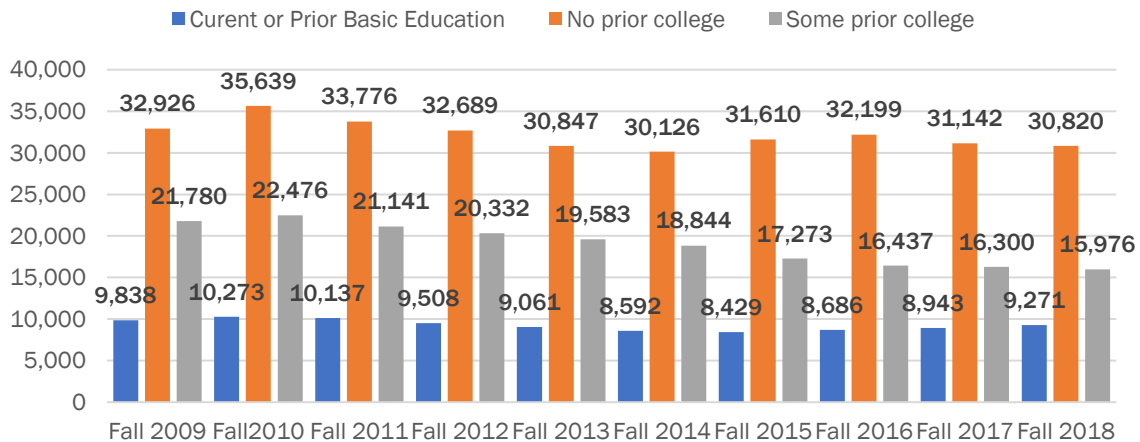
- A. Identify, disseminate, and implement effective equity-minded adult re-engagement programs that identify, eliminate, and reduce barriers and create opportunities including consideration of strategies for workplace learning, basic education for adults, distance education and other delivery modes.
- B. Identify, disseminate, and implement effective equity-minded guided pathways onramps for underserved populations that help students earn a high school diploma and/or transition to college-level coursework.
- C. Identify, disseminate, and implement effective equity-minded marketing and outreach practices to reach underserved populations, and disseminate them system-wide.
- D. Develop tools and provide support for community-based, equity-minded awareness campaigns in each community college district to reach community members who “stopped out” during high school or after high school completion to address the value of a postsecondary credential.

⁸ <https://www.sbctc.edu/about/facts-publications/field-guide-2019.aspx>

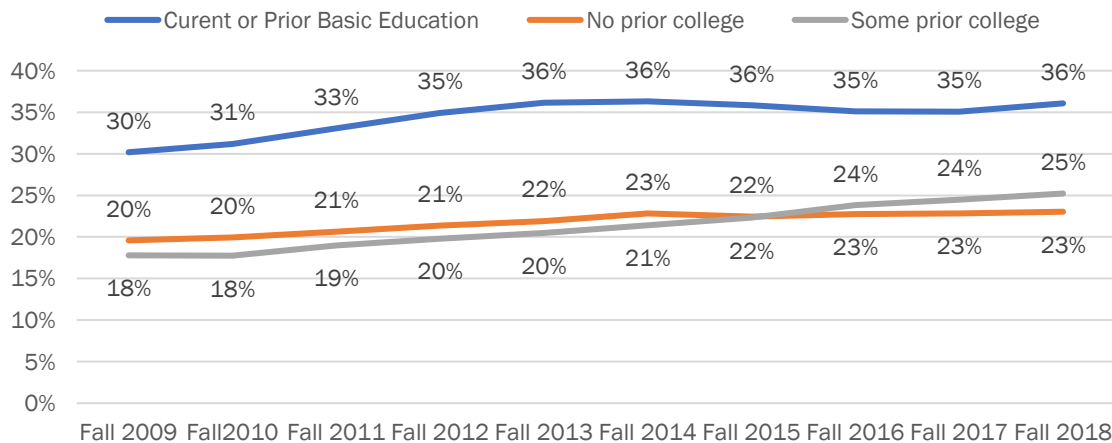
⁹ <https://www.wsac.wa.gov/strategic-action-plan>

Adult Reengagement Metrics

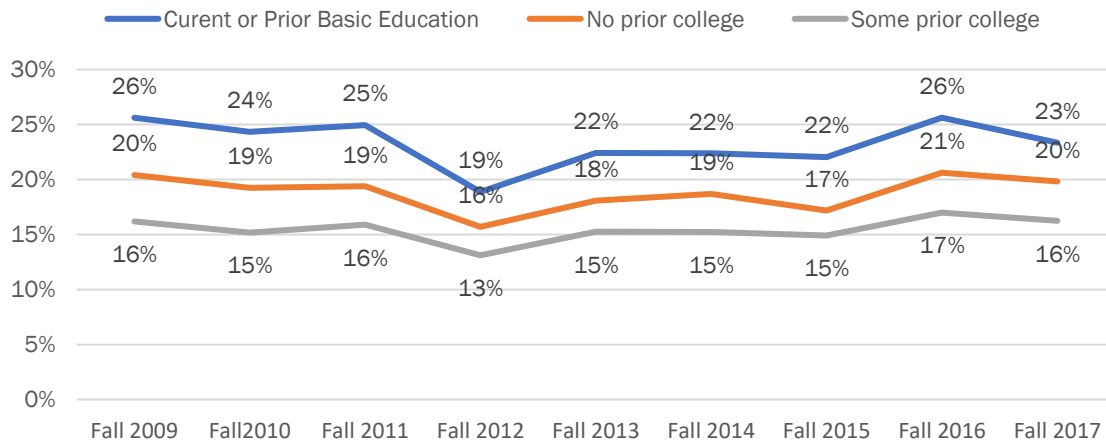
- Number of award-seeking students: current or prior basic education for adults students, adult students with no prior college (age 25 or over), adult students with some prior college (age 25 or over).



- Percent of award-seeking students identifying as historically underserved (HU) students of color: current or prior basic education for adults students, adult students with no prior college (age 25 or over), adult students with some prior college (age 25 or over).



- Percent of award-seeking students identified as low income (estimate based on addresses from lowest SES quintile of census block groups): current or prior basic education for adults students, adult students with no prior college (age 25 or over), adult students with some prior college (age 25 or over).



Strategy A

Identify, disseminate, and implement effective equity-minded adult re-engagement programs that identify, eliminate, and reduce barriers and create opportunities including consideration of strategies for workplace learning, basic education for adults, distance education and other delivery modes.

The Admissions and Registration Council (ARC) was engaged in winter and spring terms in a discussion of practices that colleges are using to engage and re-engage adult students. Some notable examples include:

- Skagit Valley College’s “Cardinal Complete” program identifies students with 15 or fewer credits needed to complete a credential. The program focuses on two key categories of students: those in danger of leaving SVC without a degree or certificate as a result of limited financial resources, and those who have been away from the college and, with financial support, can return to complete their degree or certificate.
- Tacoma Community College partners with a local community based organization (Tacoma Community House) to provide a “Student Success” class at their location which is allowing their students to explore college options, learn about TCC, and complete financial aid forms so that they are more likely to transition to college.
- Many of our colleges use Basic Food Employment & Training (BFET) programs to re-engage adult students effectively. For example, Whatcom Community College’s program offers tuition and textbook assistance, dedicated advising supports, and an online degree planning tool, among other services to BFET students.

Education Division staff from the State Board for Community and Technical Colleges and instructional and student services leaders in our system have participated actively for the last two

years in the planning and implementation of the Washington Student Achievement Council (WSAC) Adult Reengagement Framework (<https://www.wsac.wa.gov/adult-reengagement>). WSAC has identified former college students with some college credits but no credential through its state financial aid database and will be reaching out to them later this year. A corresponding web portal with reengagement information and college-specific information will be launched as well, and financial incentives for college reengagement will be included in the initiative. We urge all of our colleges to participate as fully as possible in the Adult Reengagement Framework implementation this year and beyond.

Strategy B

Identify, disseminate, and implement effective equity-minded guided pathways onramps for underserved populations that help students earn a high school diploma and/or transition to college-level coursework.

Basic Education for Adults (BEA) at SBCTC provides a variety of programs available system-wide currently under-utilized at the colleges. As a starting point, these programs can provide the foundation for building strong onramps for underserved populations. These programs include:

- The Integrated Digital English Acceleration (I-DEA) program teaches English language skills in tandem with college and career readiness in a flipped classroom model. Instruction is contextualized to the college skills needed to be successful in a chosen career pathway for learners who face the largest language gaps. Students quickly learn skills relevant to college and careers. I-DEA functions as a foundational element of Guided Pathways, helping students lay the groundwork for their chosen pathway.
- High School 21+ allows students 18 years of age and older to attain a competency-based high school diploma and in combination with I-BEST or other college-level career pathways functions as a highly successful dual credit program for adults. The program awards credit for prior learning, military training, and work experience. And because it's competency-based, students can move quickly as outcomes are met – saving both time and money. Like I-DEA, HS 21+ functions as a foundational element of Guided Pathways.
- Integrated Basic Education and Skills Training (I-BEST) places pre-college students directly into their college-level pathway coursework. I-BEST uses a team-teaching approach. One instructor provides pathway-specific content instruction, while the other instructor provides contextualized basic skills instruction. Wraparound support services are also made available to all students. Students get the help they need while studying in their chosen pathway. I-BEST students are three times more likely to earn college credit than traditional precollege students, and nine times more likely to earn a certificate or degree. I-BEST is the primary solution for serving precollege students in college-level Guided Pathways.
- Co-enrollment in I-BEST and HS 21+ ensures that students can begin their college pathway program without having to earn a high school credential first; with co-enrollment they can pick it up along the way. Faculty document the high school competencies embedded in the outcomes of an I-BEST program; when students meet the outcomes for college, they also meet the competencies for high school completion.

The Adult Reengagement Workgroup recommends that BEA programs be integrated into all meta-

majors as the foundation of each meta-major. As required by WIOA and the Washington state Talent and Prosperity for All (TAP) plan, all BEdA students must be on a career pathway to an in-demand job and basic skills instruction is required to be contextualized to that particular meta-major or industry sector. Therefore the inclusion of basic skills as the foundation of each pathway makes meeting federal requirements both easier and quantifiable. In addition, HS 21+ in conjunction with I-BEST is not being considered a dual credit program and is greatly under-utilized. Even with the weighted enrollment and equity SAI points, the percent of full-time faculty in basic skills is significantly lower than in any other mission area. More full-time faculty in BEdA is critical to providing consistent support to these programs, curriculum development, assessment, and support to students. Implementation of these recommendations is critical to living up to our system's goals of equity and inclusiveness.

The workgroup recommends tracking the number and percent of individuals accessing the Ability to Benefit option for Pell Grants and the number and percent of Basic Education for Adults students accessing the dual enrollment option through High School 21+ and I-BEST or other college-level career pathways.

Strategy C

Identify, disseminate, and implement effective equity-minded marketing and outreach practices to reach underserved populations, and disseminate them system-wide.

The WACTC Public Information Commission (PIC) engaged its membership this past winter in a discussion and subsequent survey, to capture promising and effective marketing and outreach efforts under way at the colleges. Some examples are provided here:

- Everett Community College conducts outreach classes and events at nontraditional locations, e.g. churches. ESL information sessions for families are held at a church, entirely in Spanish. There is a consistently large turnout at the church event. Also, free information sessions for workforce programs, e.g. aviation are timed to coincide with different work shifts.
- Community Colleges of Spokane has a large Adult Basic Education ESL program in partnership with Providence Health Systems, The program is delivered at the hospital during breaks, and students can bring family members to participate at no cost. The plan is to move them through ESL/ABE into credit-bearing classes.
- Highline College serves a large population of immigrants and refugees, and tailors outreach programs to interests, e.g. a campus soccer game with some programming added to it.
- Highline and South Seattle College conduct "Airport University" at SeaTac International Airport in which credit-bearing courses are taught at the airport to accommodate airport workers' schedules. Airport University, a decade-long community partnership with the Port of Seattle, supports adult learning and fulfills airport employers' needs for skilled workers.
- At Clover Park Technical College, all outreach specialists are fluent in one other language. They also manage a grant partnership with City of Tacoma and Goodwill to offer training to laid off employees, e.g. in construction trades.

Strategy D

Develop tools and provide support for community-based, equity-minded awareness campaigns in each community college district to reach community members who “stopped out” during high school or after high school completion to address the value of a postsecondary credential.

This strategy was originally to develop a state-wide public awareness campaign, however upon recommendation from PIC, the Adult Reengagement Workgroup now believes these efforts will be more successful at the district/ community level. PIC could continue to play a role in the development of a toolset to support these campaigns, working with SBCTC and WACTC Commissions and Councils.

PIC identified some current college efforts in this area, falling generally into three categories: in-person, advertising, and outreach to businesses/organizations. Promising, in-person efforts include the family-focused events offered by Everett Community College, with translation services. An advertising example comes from Renton Technical College: they posted a series of Facebook ads featuring current students who have overcome obstacles to return to college and seek a credential. Spokane Community Colleges has done outreach to businesses in the form of a co-branding campaign with locally-owned McDonald’s franchise restaurants to take advantage of the corporation’s tuition reimbursement program.

Focus Area: Onboarding and Entry

Navigating the admissions and registration processes of a post-secondary institution can prove difficult for students, who regularly report that the “language” of college admissions, financial aid, and registration, along with adapting to academic norms and even campus wayfinding is intimidating and often defeating. [Research on community college enrollments](#) shows that, “the average institution fails to convert roughly half of their applicants into enrolled students by the by the first day” of classes.¹⁰ It is therefore imperative that colleges develop practices and procedures that specifically address these and other endemic barriers to admission and matriculation.

The work to support and retain students does not end, however, once students are enrolled in their first courses. The aggregate number of potential students who do not matriculate or do not persist to first-quarter completion represents a significant opportunity for improvement and growth. Rates of students successfully progressing through their first year continues to [hover around 60 percent](#)¹¹ and represents another opportunity for improvement. Specific suggestions for retention are provided in the next focus area of this report.

Objectives and Strategy Development

The Onboarding and Entry Workgroup identified three objectives on which to focus its work:

1. Increase the number of students who enroll after applying to the colleges with an emphasis on eliminating the equity gap.
2. Increase the number of students who successfully complete the first 15 college-level credits with an emphasis on eliminating the equity gap.
3. Increase the number of basic education students who transition to college-level courses with an emphasis on eliminating the equity gap.

The Onboarding and Entry Workgroup researched and reviewed methods included a survey of college admissions officers, a literature review, and collaborative discussions with members of SBCTC commissions and councils. The strategies listed below represent new and ongoing efforts across the SBCTC system to address these opportunities. To develop strategies, define metrics, and assign resources for our recommendations, the workgroup framed its work as a series of questions about student experiences from prospect through application and registration/enrollment. The Onboarding and Entry Workgroup focused on the collection and use of data to identify student “pain points” in enrollment which could be targeted for redesign work at the college or state level.

The workgroup developed six strategies to achieve these objectives:

- A. Simplify application processes.
- B. Monitor students through the entry process using customer relationship management (CRM) software or tracking to eliminate common barriers encountered in financial aid, placement

¹⁰ <https://www.higheredtoday.org/2016/10/24/discovering-hidden-barriers-to-community-college-enrollment-and-success/>

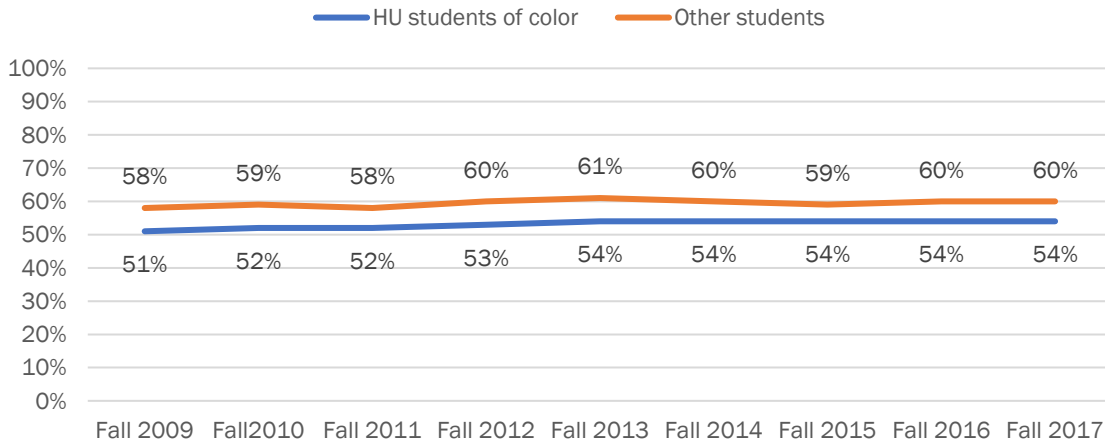
¹¹ <https://nscresearchcenter.org/wp-content/uploads/SnapshotReport33.pdf>

testing, transcript evaluation, parking permit office, and at orientation.

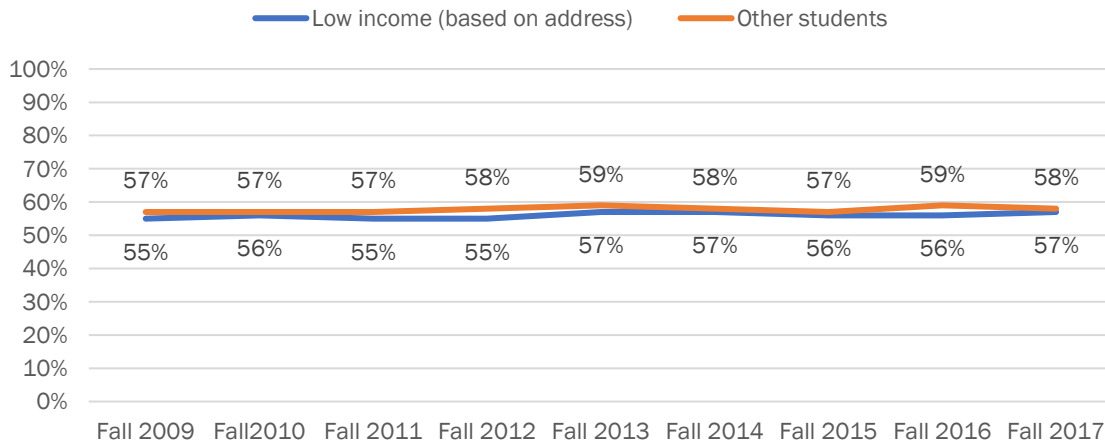
- C. Personalize the support team for each student and ensure the team makes a connection within the first quarter as appropriate, with just-in-time information.
- D. Integrate contextualized learning outcomes and student support messaging into first quarter or “gateway” (high enrollment/low completion) courses.
- E. Address transition barriers with additional I-BEST programs, financial aid (Ability to Benefit), Guided Pathways, and basic skills integration.
- F. Provide customized orientation for basic education (BEEdA) students transitioning to college-level courses.

Onboarding and Entry Metrics

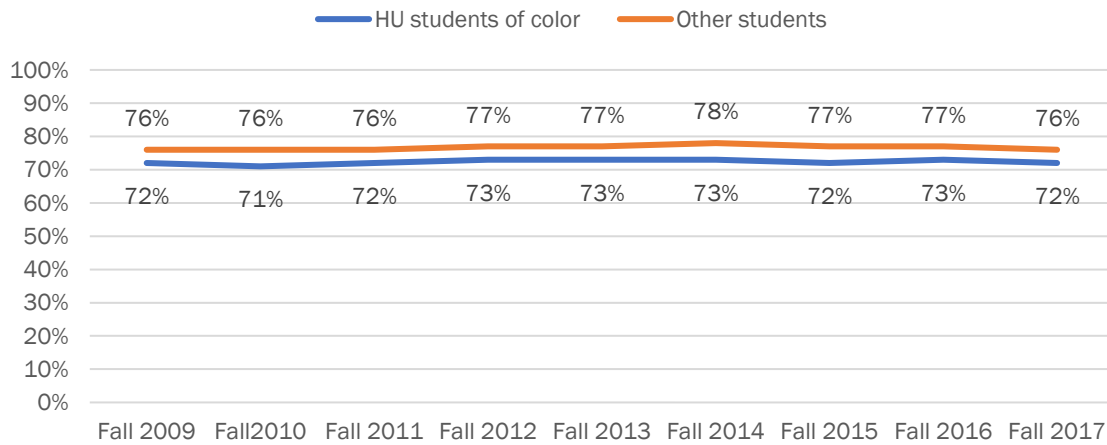
- Percent of new award-seeking students completing 15 college level credits in their first year: historically underserved (HU) students of color and other students.



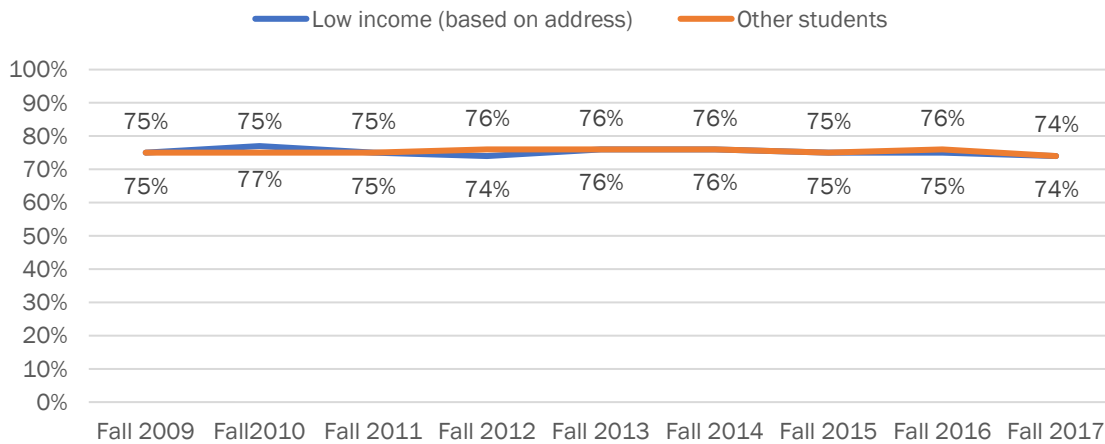
- Percent of new award-seeking students completing 15 college level credits in their first year: low income (based on address) students and other students.



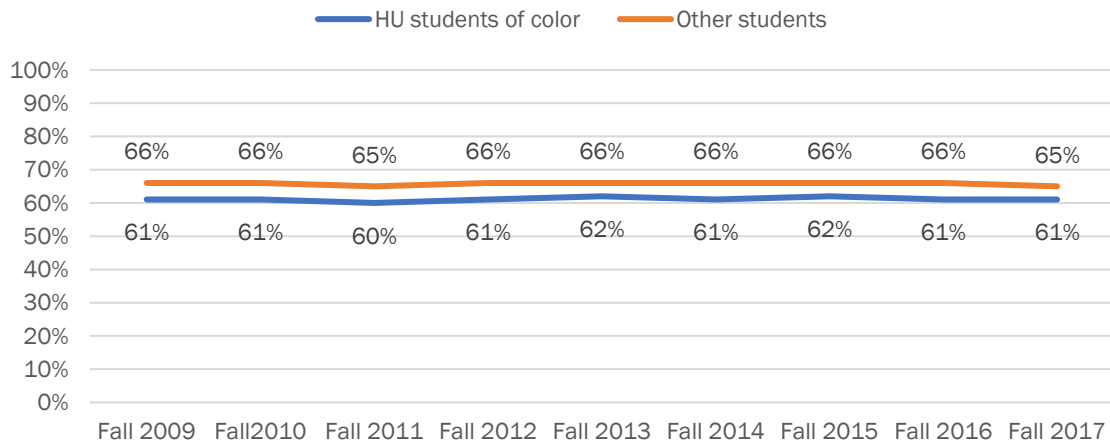
- Percent of new award-seeking students still enrolled after one quarter: historically underserved (HU) students of color and other students.



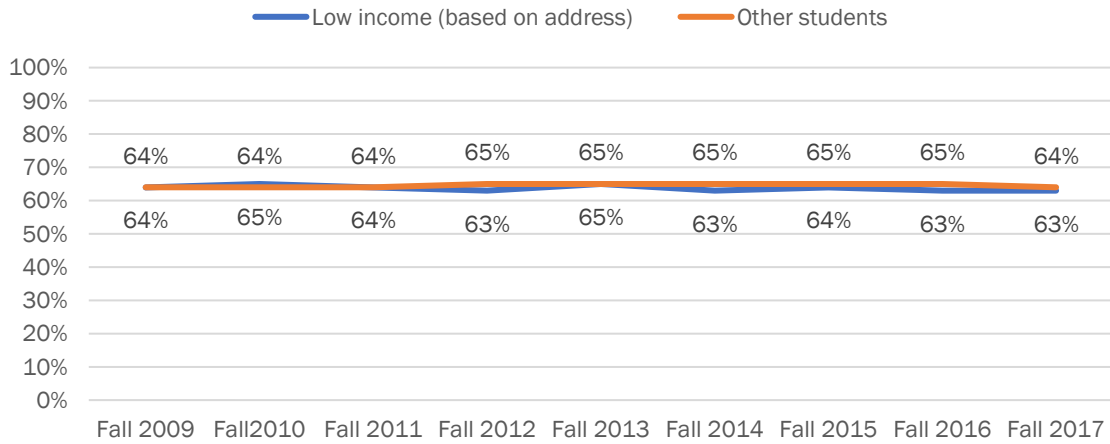
- Percent of new award-seeking students still enrolled after one quarter: low income (based on address) students and other students.



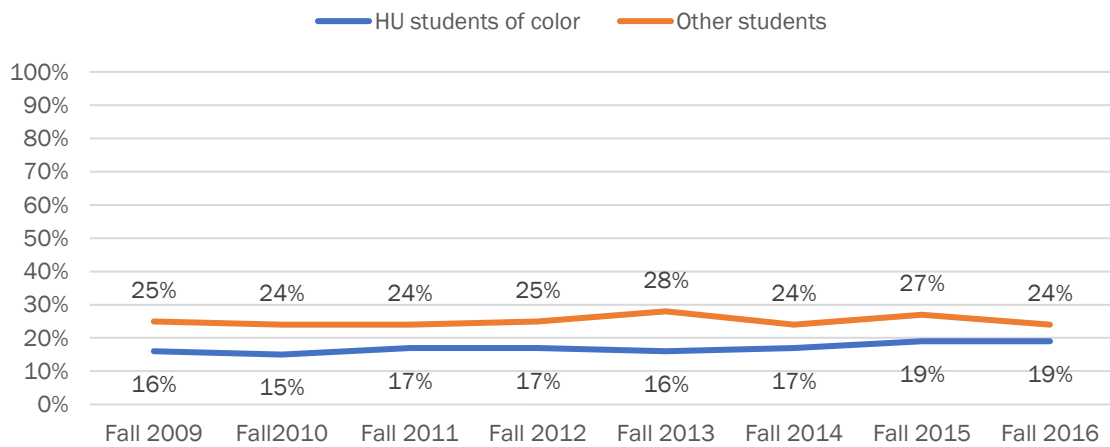
- Percent of new award-seeking students still enrolled after two quarters: historically underserved (HU) students of color and other students.



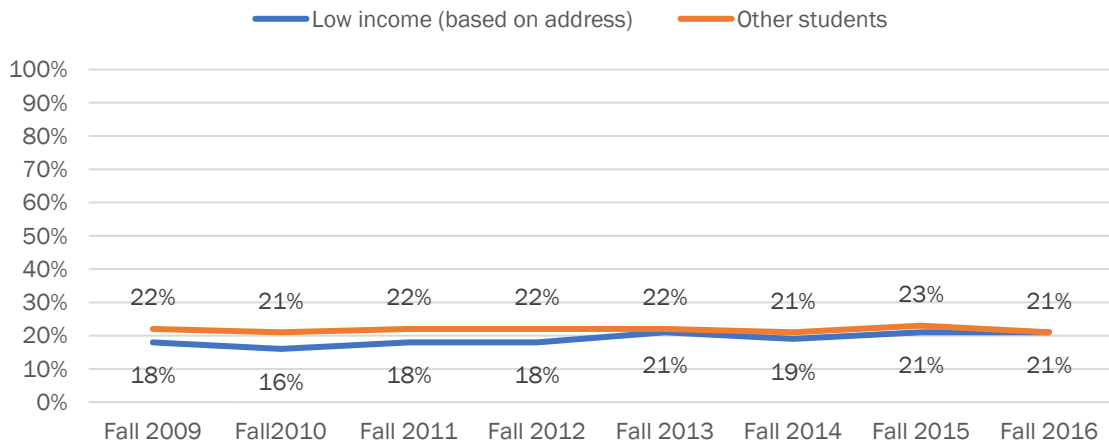
- Percent of new award-seeking students still enrolled after two quarters: low income (based on address) students and other students.



- Percent of new basic education for adult students attempting a college level course within two years: historically underserved (HU) students of color and other students.



- Percent of new basic education for adult students attempting a college level course within two years: low income (based on address) students and other students.



Strategy A

Simplify application processes.

The Online Admission Application (OAA) Workgroup concluded its work in late 2018/early 2019 with a work session identifying technical and functional requirements for a replacement OAA. Workgroup members also participated in the review of OAAs (specifically in PeopleSoft environments) of 15 colleges/systems, to inform a decision to either adapt another college’s application, go out with an RFP, or re-design the OAA internally. WSSSC has been asked to make a recommendation among these three options.

The Task Force recommends that WSSSC consider integrating the online admission application with a customer relationship management (CRM) tool and make this a functional requirement when

evaluating options for the online application redesign. Incorporating a CRM tool would allow the integration of student entry data sources, which would provide a better picture of the student experience for colleges as they continue their work on pathways design and implementation.

Strategy B

Monitor students throughout the entry process.

In a survey of college enrollment offices, the Onboarding and Entry Workgroup sought information on common and unique methods of maintaining information on students as they move through the entry and registration process. The results of the workgroup's survey revealed a number of colleges whose processes may not be serving students in the most efficient and effective ways. Colleges who retain information from prospective student contacts and through the registration and enrollment process in one or more decentralized locations, like department spreadsheets and Enrollment Services records, may not be maximizing opportunities to capture students who may need additional or personalized support. In those scenarios, this workgroup would recommend centralizing data collection using tracking software used at other colleges. Information to track includes the number and percent of financial aid applications processed, financial aid application processing times, and transcript evaluation processing times with disaggregated metrics for underserved student groups.

Pathways schools are embarking on entry process redesign as part of creating a barrier-free experience for students entering the college. Some of the data recommended here are captured by some of the tools used for Guided Pathways implementation (see [SBCTC Technology Tools for Guided Pathways](#)).¹² The Onboarding and Entry Workgroup recommended that the next step is to fill in the data gaps for the entry process and ensure that pathways strategies to improve entry processes are informed by this additional data. We also recommend that each college ensure that concurrent work by strategic enrollment management teams is closely aligned and synchronized with pathways implementation work.

Strategy C

Personalize the support team for each student and ensure the team makes a connection within the first quarter.

WSSSC has an objective for the 2018-19 academic year to “identify effective tools to assist community and technical colleges in developing appropriate onboarding, career identification and exploration, and advising practices that support principles of Guided Pathways framework.” Included in this objective is the intended outcome of creating advising policies and procedures to promote retention and completion.

To meet this outcome, some colleges are building personalized support teams around the characteristics of each individual student, in line with the best practices exemplified by the TRIO program. Schools which are part of the Guided Pathways reform movement are aligning their advisors with specific pathways in order to understand the details of each pathway and how to best communicate those details to each student. Additionally, schools will provide support to students based on specific student interests and characteristics. This can be seen in the development of

¹² <https://www.sbctc.edu/colleges-staff/programs-services/student-success-center/tech-tools-guided-pathways.aspx>

advisors for groups such as financial aid, veterans, athletes, and Running Start. For example, South Puget Sound Community College has developed a student success network that includes an educational planner, faculty mentor, and financial aid advisor for every student. The student could also have staff members from Student Life, Veterans, Diversity Equity and Inclusion Center, or other areas, depending on their affiliations. This is all communicated through their advising software where they can see their success network in one place.

The workgroup recommends that colleges take the time to fully scope what career advising means, what student outcomes are desired, and how it will be measured. Likewise, colleges must define what academic advising means, expected outcomes, and how those outcomes will be measured. From there, colleges must assign responsibility to specific roles, and ensure that faculty are fully involved in early enrollment management efforts.

Strategy D

Integrate contextualized learning outcomes and student support messaging into first quarter or “gateway” (high enrollment/low completion) courses.

The workgroup recommends intentionally designing innovative teaching practices and assignment design into first quarter and gateway classes. These high impact practices are all key indicators of student persistence. Examples include directed self-placement and 211 TILT assignment design model (Appendix B), which provide students with a sense of belonging, academic confidence, and a sense of gaining employer-valued skills. Even simple changes such as an instructor simply learning students’ names should not be underestimated.

The workgroup further recommends that colleges consider this work as capacity building in equitable system design. In order to disrupt and design a different system, each college must actively work across traditional divisions to create a holistic system of student instruction and support that is equitable for all students. In particular, the workgroup recommends a close examination of the work done by the [Gates’ Foundation Frontier Set](#),¹³ which has demonstrated considerable success in closing equity gaps for their students.

Strategy E

Address transition barriers with additional I-BEST programs, Ability to Benefit, Guided pathways, and basic skills integration.

Students coming from basic education and pre-college courses can have difficulty transitioning successfully into college-level courses. To better support these students, we recommend creating better integration between the curricula for basic education and developmental courses and entry college-level courses. Some examples of successful models include I-BEST programs, which have navigators designated to support students as they transition from BEdA/pre-college into I-BEST and college coursework. Additionally, colleges can provide intensive supports to student making this transition by sharing Ability to Benefit resources with students as part of their integrated transition planning. Colleges with strong navigational supports include Lake Washington Institute of Technology, Edmonds, Whatcom, Clark, and Bellevue.

¹³ <https://postsecondary.gatesfoundation.org/frontier-set-frequently-asked-questions/>

Opportunity Grant and the Washington State Need Grant do not require students to have a high school diploma or GED. However, State Need Grant is rarely, if ever accessed by I-BEST students, and thus represents an opportunity for targeted outreach and support.

High School 21+ in combination with I-BEST/college programs acts as a dual credit program for adults allowing students to use their college course outcomes to meet high school requirements for a Washington State High School Diploma. I-BEST students earning a 2-year degree can also receive their Washington State HS diploma, allowing returning students to progress faster and seamlessly.

Strategy E metrics

- Number and percent of basic education students transitioning to college-level courses
- Disaggregated metrics for underserved student groups

Strategy F

Provide customized orientation for basic education (BEEdA) students transitioning to college-level courses.

Many colleges are providing customized orientations for basic education (BEEdA) transition students. The Onboarding and Entry Workgroup recommendation is that all colleges review their strategies for providing guidance to students who are nearing completion of basic education coursework and may not be prepared for the unique challenges of academic planning and coursework. Students may need to develop skills that will not only help them select academic courses but also shape their professional goals and build strategies for pursuing employment in their career of choice after graduation. Colleges with robust BEEdA/I-BEST orientations include Renton Technical College, Lake Washington Institute of Technology, and Edmonds Community College.

Additionally, colleges must consider the student's external needs, such as transportation, childcare, and employment. The Onboarding and Entry Workgroup recommends working with external agencies or leveraging existing partnerships to provide this level of targeted supports to students who want to make this transition but may have difficulty due to external factors. This will likely require specialized training in order to help college employees successfully facilitate conversations about the students' external needs.

Next Steps

The Onboarding and Entry Workgroup concludes that students benefit when support services and navigation tools are customized to their individual needs. This will require improved tracking and monitoring of students as they move through the many stages of the enrollment process that are well-documented roadblocks in the onboarding and entry process:

- Implement a redesigned online application form and integrate the information gathered via the application with customizable student support programs.
- Explore additional uses for customer relationship management tools or tracking systems to monitor students as they acquire financial aid, parking permits, and email addresses, and as they complete placement testing, transcript evaluation, and orientation.
- Chose measurable targets for the number of contacts between new students and student

support staff in the first quarter of study.

- Adopt instructional practices in gateway courses that have been shown to improved student persistence beyond the first quarter of study.

Focus Area: Retention and Persistence

The Retention and Persistence Workgroup focused its work on students who complete their first year. The workgroup looked at students who reached critical benchmarks like credit completion, year-to-year persistence, and completing college-level English and math in the first year. Each objective emphasized eliminating the equity gap.

Once the workgroup determined its objectives, members developed three strategies to further research. The strategies looked at student support, course sequencing and combinations, and different models to help students as they complete their courses.

Objectives and Strategy Development

The Retention and Persistence Workgroup identified four objectives on which to focus its work:

1. Increase the number of students who successfully complete the first 30 college-level credits, with an emphasis on eliminating the equity gap.
2. Increase the number of students continuing to enroll through the first 45 credits, with an emphasis on eliminating the equity gap.
3. Increase the number of students continuing to progress from year to year, with an emphasis on eliminating the equity gap.
4. Increase the number of students who complete college-level English and math within the first year, with an emphasis on eliminating the equity gap.

These objectives were chosen because they reliably predict retention and completion, as well as can be measured consistently for all Washington State community and technical colleges.

The workgroup developed three strategies to achieve these objectives:

- A. Introduce positive one-on-one student support strategies that are culturally relevant (e.g. individual student meetings with faculty; inclusive pedagogy; learning all students' names; in-class calendaring/time management assignment; student services initial contact; faculty mentorship) to create a sense of belonging for students. This strategy addresses objectives 1 and 2.
- B. Consistent with guided pathways transformation, choose course sequences and course combinations for each degree and certificate program to maximize student success and student learning. Wrap-around advising and targeted supports that are culturally relevant, specific to the courses, are provided to students in challenging course combinations. This strategy addresses all four objectives.
- C. Gathering and sharing best practices to support for Accelerated, Stretch, and Pace models that result in equitable outcomes. This can include contextualization of math and English and math pathways curriculum at all levels. This strategy addresses all four objectives.

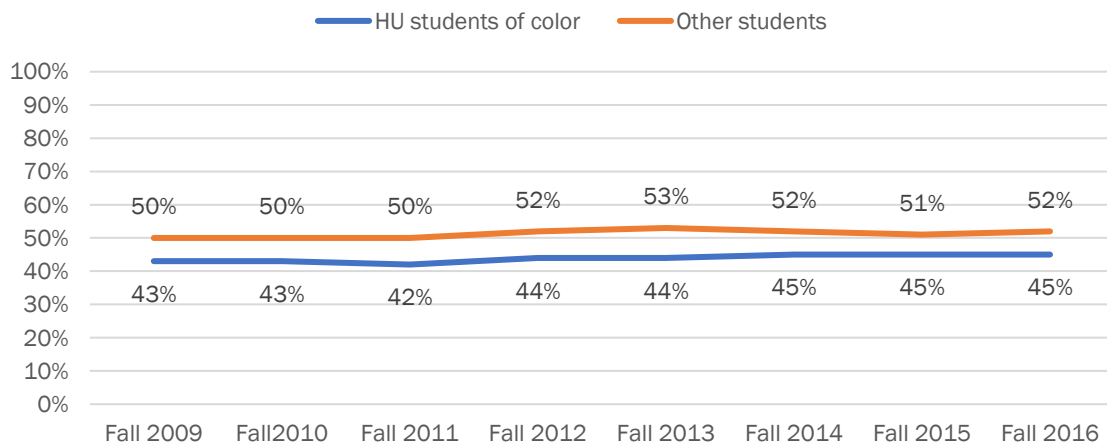
As the Retention and Persistence Workgroup dove into its research, members found that colleges successfully employed many methods to address each strategy. The common thread through each

colleges' approach, though, was the fundamental way in which college culture evolved to become student-ready, thereby supporting student success in a more equitable, direct, relational, and student-centered way. The cultural shift affected all aspects of how a college delivered its service — especially with student services and instruction — adapting to student needs, rather than asking a student to adapt to the college's established structure.

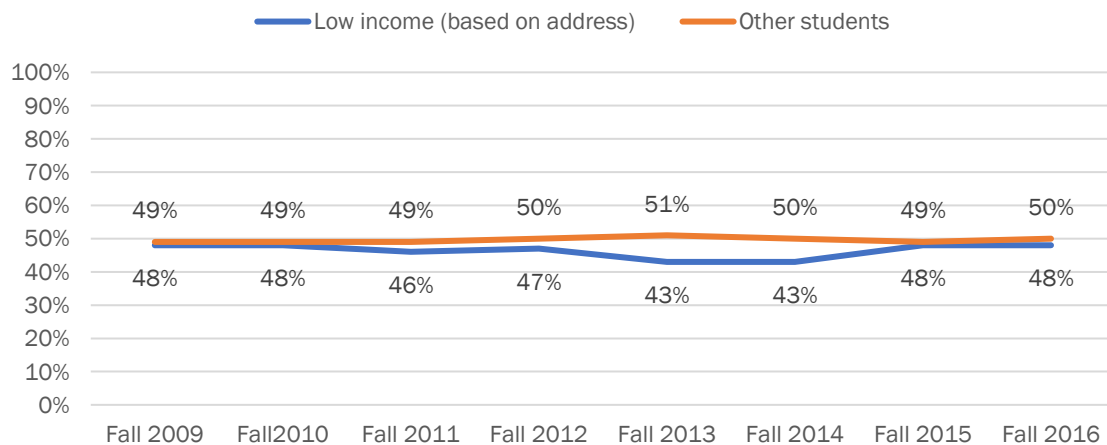
The Retention and Persistence Workgroup's report will address each of the three strategies by providing recommendations for data-driven methods that have worked to retain students at other colleges. It will also provide advice for cultural shifts that should occur in tandem as colleges implement retention methods. Lastly, the workgroup's report will provide suggestions for future coordinated statewide approach to retention methods.

Retention and Persistence Metrics

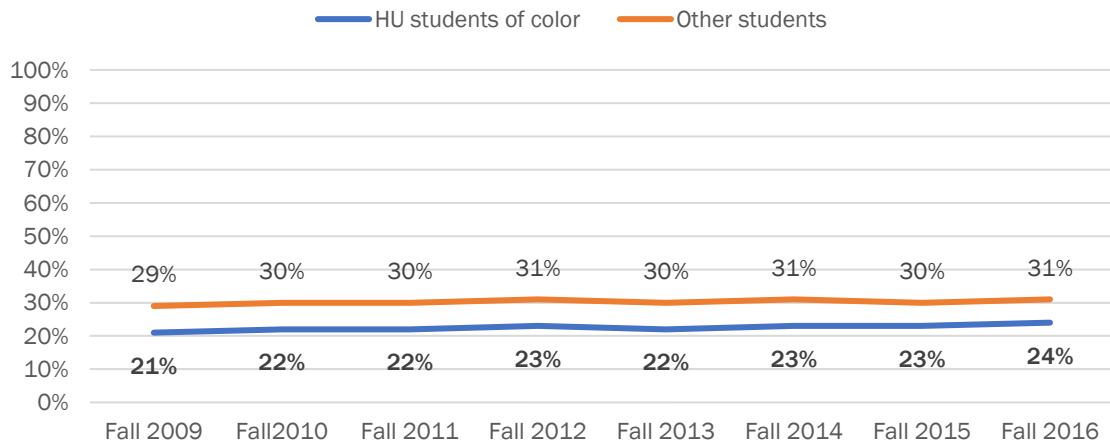
- Percent of new award-seeking students completing 30 college level credits within two years: historically underserved (HU) students of color and other students.



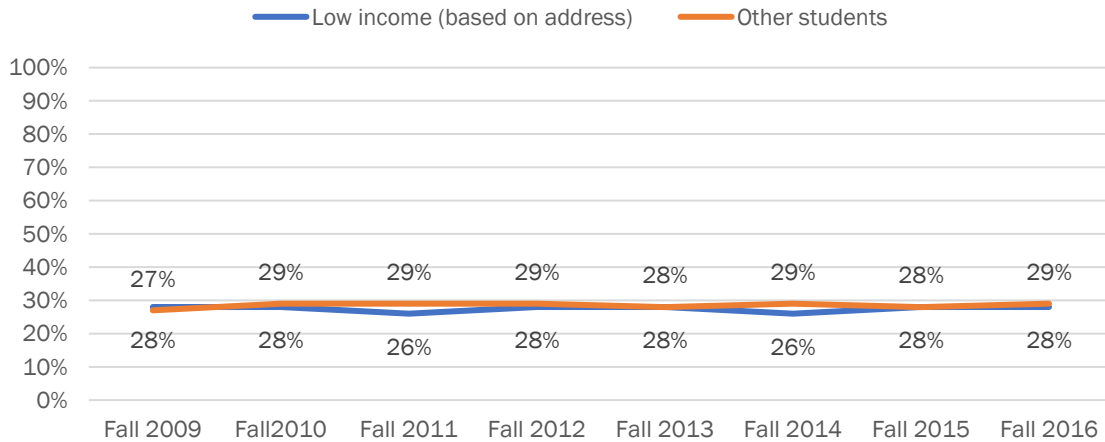
- Percent of new award-seeking students completing 30 college level credits within two years: low income (based on address) students and other students.



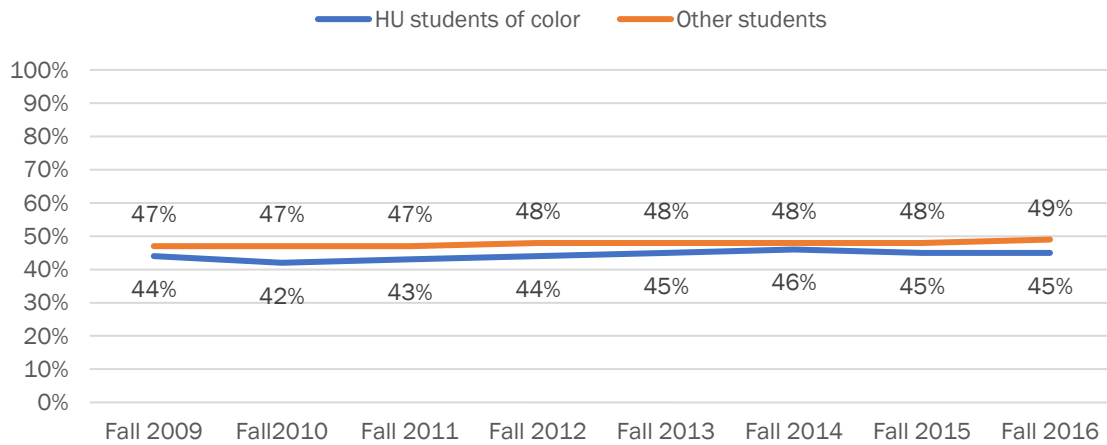
- Percent of new award-seeking students completing 45 college level credits within two years: historically underserved (HU) students of color and other students.



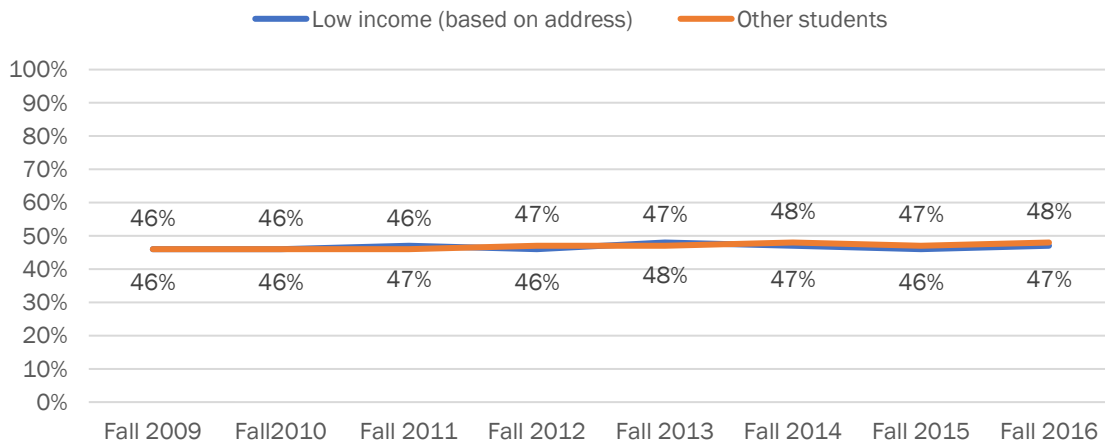
- Percent of new award-seeking students completing 45 college level credits within two years: low income (based on address) students and other students.



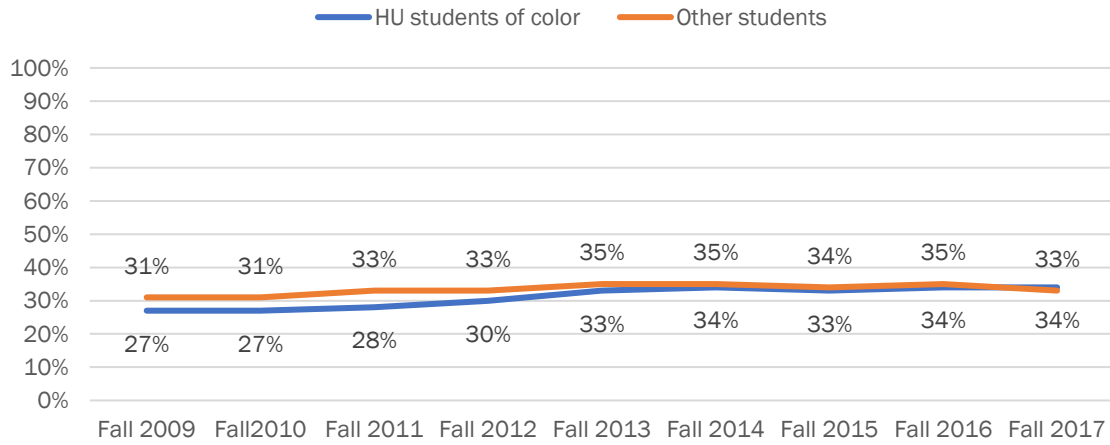
- Percent of new award-seeking students still enrolled after one year: historically underserved (HU) students of color and other students.



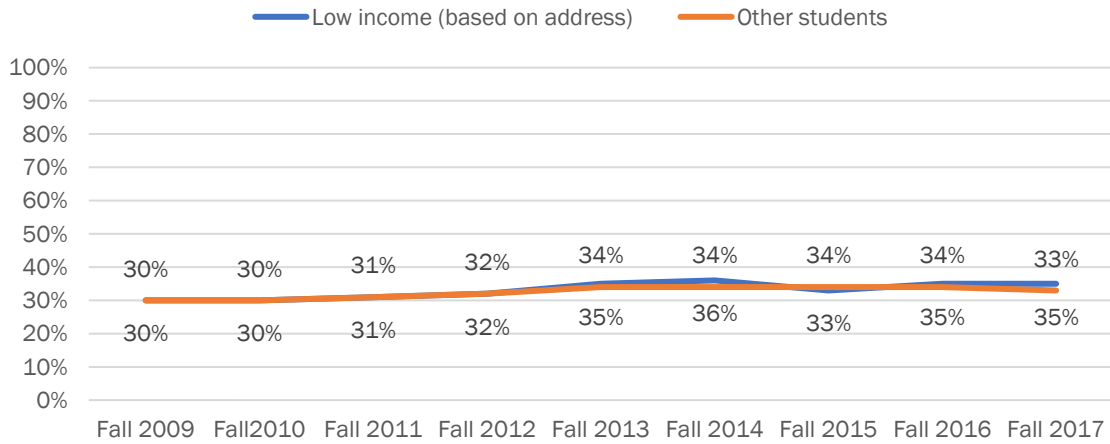
- Percent of new award-seeking students still enrolled after one year: low income (based on address) students and other students.



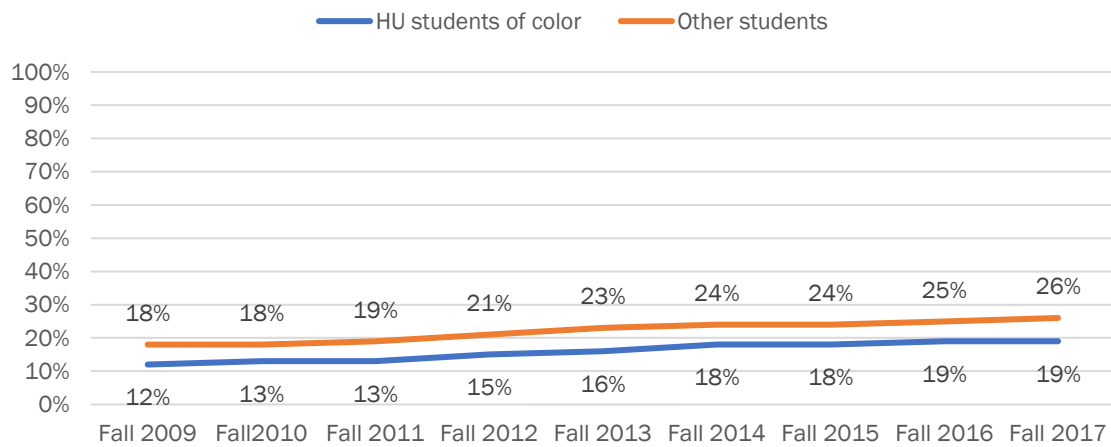
- Percent of new award-seeking students completing a college level English course in their first year: historically underserved (HU) students of color and other students.



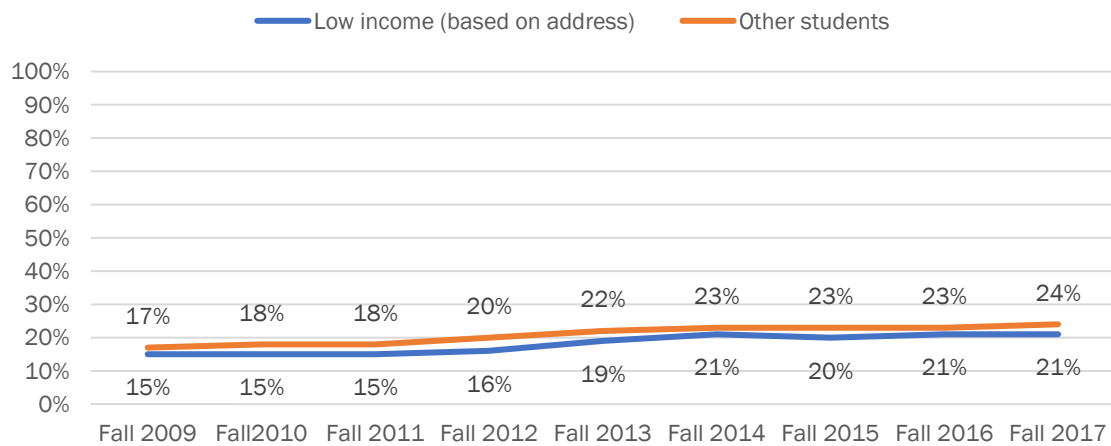
- Percent of new award-seeking students completing a college level English course in their first year: low income (based on address) students and other students.



- Percent of new award-seeking students completing a college level math course in their first year: historically underserved (HU) students of color and other students.



- Percent of new award-seeking students completing a college level math course in their first year: low income (based on address) students and other students.



Strategy A

Introduce positive one-on-one student support strategies that are culturally relevant to create a sense of belonging for students.

The Enrollment and Persistence Workgroup recommends colleges review and study the 4 Connections framework from Lake Washington Institute of Technology supplemented by the Persistence Project from Oakton Community College, Des Plaines and Skokie, Ill., and 211 TILT, a student-centered framework of modifying class assignments from Assessment, Teaching and Learning at the State Board for Community and Technical Colleges. The 4 Connections and the Persistence Project are both based on Achieving the Dream models, specifically the 4 Commitments begun at Odessa College in Odessa, TX.

4 Connections is the primary model recommended by the Workgroup for three reasons:

1. Data shows the framework to increase retention and close equity gaps.
2. The model is adaptable for all faculty, whether they be novice or experienced.
3. The model is already taught and in practice at Washington's community and technical colleges, but in a decentralized, non-systematic way.

What is the 4 Connections and Persistence Project model?

1. **Interact with Students by Name.** Learn your students' names and begin using them on the first day of class and throughout the quarter. In addition, have students learn one another's names and begin using them on the first day of class and throughout the quarter.
2. **Schedule One-on-One Meetings.** At the beginning of the quarter and throughout, schedule required one-on-one meetings with students. Allow faculty flexibility in when, length of time and format in which they meet with students as this may help with long-term adoption of the model.
3. **Check in Regularly.** Pay attention to student behavior and track student progress. Empathize with students. When a student is struggling, intervene. Refer students to campus resources. Give feedback on an assignment or quiz.
4. **Practice Paradox.** Structure your course clearly. Communicate your expectations regularly, and then be reasonably flexible when students come to you with concerns. Set clear high academic standards, but do not have policies that easily doom students. Faculty should also consider adopting the 211 TILT assignment design model from the State Board's Assessment, Teaching and Learning department as a transparency and equity strategy.

What are some of the cultural shifts and ways to support staff and faculty as they adopt the 4 Connections model?

Many faculty throughout the state already engage in practices that reflect or are similar to the 4 Connections in how they connect with students that lead to student retention/success.

To help make college-wide change, provide grassroots professional development opportunities available to faculty who wish to undertake a method like the 4 Connections. To do this, consider connecting experienced faculty who have mastered these techniques to mentor and teach other interested faculty the principles behind this method.

Based on the 4 Connections, these three questions are at the foundation of their connections to students:

1. **Sense of belonging.** What can faculty do to help all students feel like they belong, including considering the students' cultural context?
2. **Academic confidence.** Do all students feel like they can do well in their classes?
3. **Metacognitive awareness of skill development.** Do all students understand what skills they're learning and how those skills apply to their lives and to their careers?

Recommendations for Strategy A

Introduce positive one-on-one student support strategies that are culturally relevant to create a sense of belonging for students.

1. Establish a clear relationship between student learning in the classroom and college outcomes

- College administration and faculty should work together to develop a shared understanding of “completions” as more than “students” in seats, but that “completions” reflect the institution’s investment in providing high-quality education.
- Colleges should be mindful that many faculty throughout the state already connect with students and engage in these equity practices.
- Support the role of faculty in retention and closing opportunity gaps by supporting high academic standards and expectations.

2. Provide a framework for faculty to connect with students in ways that are productive for both faculty and students.

The model should support faculty in meaningful and inclusive engagement with all students. This model would encourage faculty to create space for intentional conversation to help students feel included while creating a sense of community.

3. Convene faculty learning communities and communities of practice to support and adopt new models of interacting with students.

Supportive structures will help faculty create a shared language and data literacy around the model. Faculty learning communities and communities of practice, coupled with shared language and data literacy, will help faculty, staff and administrators learn and work together across mission areas and departments. It will also help staff and faculty be comfortable with taking risks informed by data that could help in retention and closing equity gaps.

4. Communicate and reinforce that even small changes are not easy.

Changes are complex enough that faculty and staff will need time to make sense of and experience them.

5. Engage employees in professional development that enhance equity-mindedness and a way to take actionable steps in interactions with students and with curriculum.

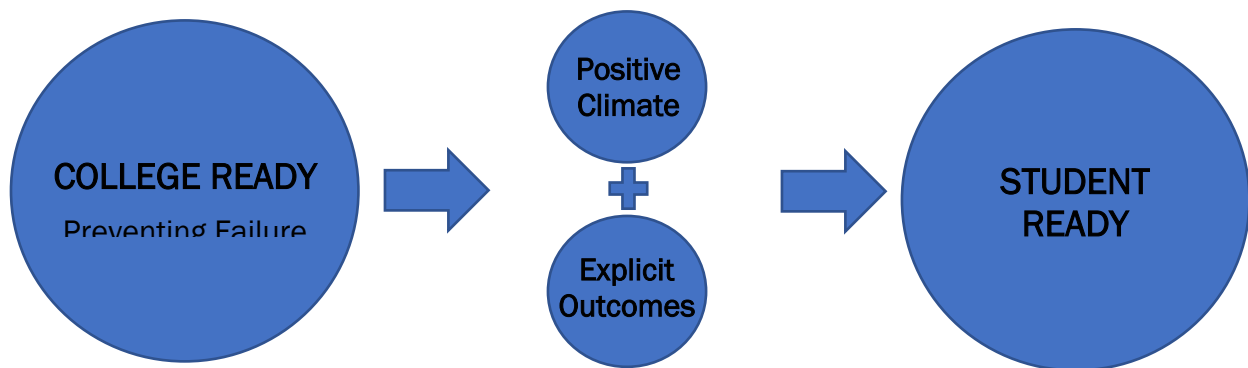
Offer opportunities for all employees to develop a common language and understanding of the need for inclusive excellence, equity-mindedness and explicit ways to make sure interactions with students have equity at its core by adapting to the cultural context of the individual student. The Washington State Board for Community and Technical Colleges should work with faculty equity-leaders/experts and the Chief Diversity Officer group to develop a list of professional development resources. As the state redesigns its professional development efforts, this need should be considered.

Strategy B

Consistent with Guided Pathways transformation, choose course sequences and course combinations for each degree and certificate program to maximize student success and student learning. Wrap-around advising and targeted supports that are culturally relevant, specific to the courses, are provided to students in challenging course combinations. This strategy addresses all four objectives.

The Enrollment and Persistence Workgroup conducted a literature review and surveyed the 14 Washington State community and technical colleges that had fall-to-fall retention rates higher than 60 percent to identify effective strategies that increased persistence. While many effective programs and efforts were discovered, two common themes emerged from both the literature review and the survey results: positive college social climate and clear outcomes. Overarching these two common themes was a collective understanding of what student-ready really means.

The student experience is a collective experience comprised of distinct and, often, disparate programs and components. Historically, and still today, college practitioners and leaders develop policies and practices that help students become college-ready by unintentionally setting barriers for students that aim to prevent their failure. For example, since students who register late have a strongly likelihood for not persisting to the next quarter and not succeeding in their coursework, colleges may implement a registration deadline. In this example, this type of practice is counter to student-ready. Student-ready in this example requires the college to understand the factors for the late registration and build holistic support for those students to persist to the next quarter and be successful in their coursework. Transitioning the college practitioners and leaders from approaching student success and retention from a college-ready perspective to a student-ready perspective is a significant culture change. In order to change an institution's culture of this magnitude requires a positive climate.



The 14 Washington State community and technical colleges – with fall-to-fall retention rates greater than 60 percent – reported consistently that the following elements regarding climate were critical to success:

- Provide multiple and ongoing collaborative approaches to problem-solving to improve equity and student outcomes that requires support and broad participation.

- Engage the employees of the whole college community (overall and individually) in multiple opportunities to:
 1. help employees identify how their work connects to student retention and success
 2. build awareness and understanding of the expected student outcomes and successful strategies.
- Build and expect comprehensive understanding and value of equity, especially in terms of student outcomes.

Overall, the efforts to improve student outcomes began with deliberate and coordinated efforts to get each employee and department at the college to have a collective understanding of the expected student success outcomes and how the college will achieve the outcomes through their individual and collective work.

Interestingly, respondents to the survey generally did not identify the positive climate and outcomes as the reason for the higher fall-to-fall retention rate. The respondents reported specific programs that actually produced the results. Yet, the respondents consistently reported employee engagement/climate and focusing on student success outcomes as their recommendations to be able to make the necessary changes. Therefore, the Retention and Persistence Workgroup recommends that before significant programmatic changes to become student-ready can occur, improvements in climate and commonly understood outcomes are necessary.

Respondents reported a number of common programs and services as improving their students' fall-to-fall rates that most colleges are addressing – regardless of their retention rate. These include wrap-around support services/student services, advising, orientation/onboarding, instructional program design (e.g., sequenced courses), and redesign of developmental English and math. The detail of the programs and services offered by respondents in the survey are consistent with the essential practices of Guided Pathways as outlined in the [American Association of Community College's Scale of Adoption](#).¹⁴ Moreover, the literature review of promising practices regarding retention and persistent efforts provide more detail for delivery of guided pathways essential practices (See Appendix B.)

Recommendations for Strategy B

Consistent with Guided Pathways transformation, choose course sequences and course combinations for each degree and certificate program to maximize student success and student learning. Wrap-around advising and targeted supports that are culturally relevant, specific to the courses, are provided to students in challenging course combinations. This strategy addressed all four objectives.

¹⁴ <https://www.sbctc.edu/resources/documents/colleges-staff/programs-services/student-success-center/ccrc-aacc-pathways-scale-of-adoption-self-assessment-revised-june-2017.pdf>

1. Create a professional development program, both at the state-level and college-level, that models strategies used by Achieving the Dream, e.g., coaching how to lead effective change, using data to measure success and inform the development of student success strategies, professional development opportunities specific to equity, holistic student supports, and teaching and learning.

As the SBCTC assesses professional development programs, it should consider Guided Pathways as the foundational strategy to eliminate the opportunity gap and increase the completion rate, thereby increasing retention, persistence, and enrollment. The SBCTC Student Success Center should be involved in developing the new model of professional development for all employee types to ensure the professional development opportunities are aligned. Moreover, state coaches for adaptive change should be identified, selected, and supported to help other colleges. The adaptive change coaches must be volunteers that have effectively led their own institutions – using data – that resulted in improved and higher than average student success outcomes. Finally, the state’s Best Practices summits should be continued and tied to the professional development redesign.

Individual community colleges should also focus their professional development opportunities on using data to develop, rather than justify, changes to programs and services that support the elimination of opportunity gaps based on systemic and structural oppression – how established systems, policies and practices perpetuate inequity – as well as increase student success outcomes.

2. Engage employees in adapting to changes that improve climate.

As the SBCTC assesses professional development programs, it should consider Guided Pathways as the foundational strategy. Engagement for employees at the state-level should include application of a change model framework and coordinated professional development opportunities for all employee types (e.g. administrative/exempt, executive leadership, staff, and faculty). Examples at the college-level include engaging employees in common reads and discussion groups, providing activities around one college-wide theme, including professional development and discussion groups, opening day break-out events, and department meetings.

Before the engagement strategies are developed, [three questions](#)¹⁵ must be answered, while intentionally embedding equity-mindedness in each:

1. What changes (e.g. guided pathways)?
2. Why are the changes needed (e.g. increase completion, eliminate opportunity gap, prepare the workforce, and increase enrollment)?
3. When are the changes needed?

One central facilitator, such as the SBCTC Student Success Center, should lead the process to establish agreement on shared answers to the previous three questions among the state’s community and technical colleges. Then, the engagement opportunities would be involving

¹⁵ <http://www.ejournal.org/index.php/esj/article/viewFile/2996/2822>

employees on the “how” of the change. Employees will be much more willing to adopt and operationalize the expectations within their own work if they have the opportunity to be involved in developing the “how” of the change. Engagement strategies must deliberately focus on equity and build multi-cultural and intercultural competencies among employees.

Washington state is increasingly becoming more racially diverse. People of color are less likely to have college-education due to systemic oppression. In addition, due to scientific and technological advancements, the workforce is demanding higher credentials for their workforce. In order for colleges to meet this workforce demand and reduce the impact of power, privilege, and inequity, they must change the way they offer educational opportunities to be mindful of the cultural context by which their current and potential students come to them. Minimizing the importance or [relevance of students’ culture](#)¹⁶ causes many students not to enroll or drop-out of college. College policies and practices should be reviewed to ensure the college is not unintentionally perpetuating inequity, as measured in disparities among both employee and students outcomes (e.g., employee turnover, first-to-second quarter retention, completion rates, etc.). Moreover, state-wide and college-level professional development opportunities should focus on increasing all employees’ multicultural and intercultural competencies. Some suggested resources to support these efforts are:

- [Intercultural Development Inventory](#) (IDI)¹⁷
- Equity-mindedness work out of the University of Southern California
- Communities of practice focused on equity and inclusive excellence
- Multicultural organizational development model, Bailey Jackson, Rita Hardiman and Elizabeth Holvino
- Implicit bias training
- Micro-aggression training, DW Sue, et al
- Race and intersectionality training
- Puget Sound Educational Service District’s [Equity in Education](#)¹⁸ (focus on leading with race)

3. Adopt five or fewer objectives as the Guided Pathways outcomes (or Voluntary Framework Accountability) and have Tableau reports for the system and college that disaggregates the data by race, sex, age and socioeconomic status.

Adopt common student success outcomes based on retention, completion, and completing college-level math and English in the first year. The SBCTC can create Tableau reports that include the functionality to disaggregate by race, sex, age, type of student and socioeconomic. These outcomes should be reviewed on a quarterly basis by all councils, commissions, and WACTC. These reports should inform WACTC annual priorities. Another option is for the SBCTC to

¹⁶ <https://www.sbctc.edu/resources/documents/colleges-staff/research/research-briefs/why-focus-on-equity-issue-brief.pdf>

¹⁷ <https://idiinventory.com/>

¹⁸ <https://www.psesd.org/programs-services/equity-in-education>

join Voluntary Framework Accountability (VFA) and coordinate submitting data for all colleges. Then, the SBCTC can build reports so the colleges can benchmark and disaggregate the data.

Strategy C

Gathering and sharing best practices to support for Accelerated, Stretch, and Pace models that result in equitable outcomes. This can include contextualization of math and English and math pathways curriculum at all levels.

The Enrollment and Persistence Workgroup found that the educational programs' structure as well as teaching and learning strategies are important contributing factors to student retention and persistence. This finding is based on a literature review as well as the survey findings of the 14 Washington State community and technical colleges that had fall-to-fall retention rates higher than 60 percent. In addition, the instructional programs' structures and teaching and learning strategies can unintentionally perpetuate inequity, as measured by inequitable outcomes of earning college credit in English and math within the first year by race.

A literature review revealed that co-requisite education may be one of the more effective accelerated models of developmental education based on [evidence from several states](#).¹⁹ In co-requisite education, students who would **not** normally place into college-level math or English would be allowed to enroll with concurrent, just-in-time, remedial support. Unlike other forms of remediation, this approach does not require students to complete any standalone pre-requisite developmental education courses, effectively eliminating all exit points en route to college-level courses in math and English.

Studies showed that two barriers are common to implement co-requisite or any accelerated remediation:

1. [Cost and resources](#)²⁰
2. [Changing the culture, assumptions, and approaches to developmental education](#)²¹

However, the improvement in students' outcomes and closing the opportunity gaps are evident in many early adopters of accelerated developmental education approaches, especially when there are state-wide clear guidelines, collaborations, and clear intended outcomes.

Recommendations for Strategy C

Gathering and sharing best practices to support for Accelerated, Stretch, and Pace models that result in equitable outcomes. This can include contextualization of math and English and math pathways curriculum at all levels.

Incentivize, similar to I-BEST, approaches to accelerating development math and English with deliberate attention to closing the opportunity/equity gap in attainment of college-level math and

¹⁹ <https://www.ppic.org/wp-content/uploads/remedial-education-reforms-at-californias-community-colleges-august-2018.pdf>

²⁰ <https://ccrc.tc.columbia.edu/media/k2/attachments/corequisite-remediation-cost-effective-tennessee.pdf>

²¹ <https://www.ppic.org/wp-content/uploads/remedial-education-reforms-at-californias-community-colleges-august-2018.pdf>

writing credit within the first year.

Due to the [research supporting the success outcomes](#)²² regarding accelerated precollege/developmental strategies, the SBCTC should consider a funding model, similar to I-BEST, to accelerate — possibly eliminate — developmental math and English — excluding Adult Basic Education. The funding model would include criteria that the opportunity/equity gap in student outcomes of the accelerated programs would have to be closing or eliminated. Contextualized and applied learning have shown to be [effective strategies](#) within the accelerated programs, especially for systemically non-dominant students.

Provide faculty development and state-wide faculty communities of interest regarding accelerating developmental curriculum.

As the SBCTC is reviewing and revising the professional development opportunities programs offered by the state, special consideration should be given to faculty development specifically related to developmental programs. Experts in the state should be identified to see if they would be interested in serving as coaches for faculty at other colleges to accelerate developmental education programs. These coaches must be experts and volunteers that have effectively led their own institutions, using data, to earn college-level credit in math and/or English within their first year AND the opportunity/equity gap is closing or eliminated.

Next Steps

The Retention and Persistence Workgroup report has outlined three strategies that will support and encourage students to stay enrolled in school:

- positive one-on-one student support strategies that are culturally relevant
- course sequences and course combinations for each degree and certificate program to maximize student success and student learning
- best practices to support for Accelerated, Stretch, and Pace models that result in equitable outcomes

After studying methods for each strategy, the workgroup ultimately found that a positive college culture with a shared understanding of student readiness, equity, and student success outcomes — more than a specific program or model — are necessary to increase retention and persistence. Overall, the Retention and Persistence Workgroup recommends the following five actionable strategies:

- Adopt a strategic, system-supported approach to implementing the 4 Connections model, supported by the Persistence Project and 211 TILT. (Strategy A: Recommendations 1-5)
- Strengthen and improve each college's climate to adopt a culture that collectively values and understands student-readiness and equity. (Strategy B: Recommendations 1-2)
- Choose shared and measureable student success outcomes that provide the basis for implementing retention and student success strategies at both the state level and by

²² <https://ccrc.tc.columbia.edu/media/k2/attachments/accelerating-academic-achievement-students.pdf>

individual colleges. (Strategy B: Recommendation 3)

- Develop one coordinated approach to professional development programs for each employee type (e.g. administrative/exempt, faculty, staff, and executive leadership) with guided pathways as its foundation, including coaches for adaptive change and accelerating developmental education. (Strategy A: Recommendation 3; Strategy B: Recommendations 1-2; Strategy C: Recommendation 2)
- Implement accelerated developmental educational programs at the colleges. (Strategy C: Recommendations 1-2)

Conclusion

What does it take to move student outcomes toward our state's goal of at least 70% of adults, ages 25-44, earning a postsecondary credential? We must build stronger partnerships with our state's K-12 system and expand dual credit opportunities for high school students. We must do more to reengage adults with some or no college credits, whether on campus or in the workplace. We must address common barriers to entry so that more students matriculate and successfully complete at least 15 college credits. We must continue to innovate in the classroom and make strategic use of existing resources as well as new technologies to realize significant increases in persistence and completion rates. And above all, we must engage historically underserved populations and eliminate equity gaps in order to increase post-secondary participation and completions in our state.

Our expectation is that the recommendations presented here by the Strategic Enrollment Task Force and its four workgroups will be adopted and practiced broadly across our system and that colleges will continue to innovate in ways that reflect the immediate educational needs of the communities in which they reside. The objectives and strategies were each thoroughly evaluated through an equity lens to assess their likely effectiveness in addressing and eliminating equity gaps in enrollment and retention. The evaluative metrics we selected are those believed to most reliably underscore opportunities for achieving retention and completion goals, and they can be measured consistently for all Washington community and technical colleges. Innovative strategic enrollment and retention initiatives, such as the 4 Connections Framework, were shared as models for replication on other campuses. Strategic engagement and collaboration with the communities in which the colleges reside, as demonstrated by the Community Engagement Framework, will undoubtedly yield additional beneficial partnerships and opportunities.

Washington state can increase system enrollments and achieve credential completion goals by developing and deploying innovative enrollment management strategies. Our strategies will need to engage potential students prior to, at the point of, and well beyond enrollment itself, and must demonstrate a commitment to eliminating persistent gaps in retention and completion among all student groups, and especially among historically underserved populations.

Appendix A: Community Engagement Framework

Community engagement can take many different forms and can evolve over time. This framework identifies four types of engagement: Outreach; Consult; Collaborate; Shared Leadership. Use the Community Engagement Assessment Worksheet to identify goals; primary audience; potential barriers, and strategies to inform and involve your intended audience before beginning your engagement process, then choose the appropriate level of engagement for your partnership.

There is no one right level of engagement, but considering the range of engagement and its implications on your work, is a key step in promoting community participation and building community trust. Regardless of the level of engagement, the role of both the community college and community partners as part of the engagement process should always be clearly defined.

Levels of Engagement			
Outreach (College Informs) The college initiates an effort, coordinates with departments and uses a variety of channels to inform community to take action. Uni-directional communication flowing from the college to the community.	Consult (College Consults) The college gathers information from the community to inform college-led interventions. Communications flows to the community and then back to the college. The college presents information, then asks questions and seeks input.	Collaborate (College & Community work together) The college develops relationships through improved communication and community involvement. Engage from two perspectives: as “the driver” and “the passenger.” Bi-directional communication that flows from both parties.	Shared Leadership (Share decision making authority) Stakeholders represented equally in partnership. College shares control with communities. Bi-directional communications with system that promotes transparency, and consistent, rigorous and open dialogue.
Characteristics of Engagement			
<ul style="list-style-type: none"> Primarily one-way channel of communication One interaction Term-limited to event Addresses immediate need of community 	<ul style="list-style-type: none"> Primarily one-way channel of communication One or more interactions Short- to medium-term Shapes and informs college programs 	<ul style="list-style-type: none"> Two-way communication Multiple interactions Medium to long-term Advancement of solutions to complex problems 	<ul style="list-style-type: none"> Two-way communication Multiple interactions Medium- to long-term Advancement of solutions to complex problems
Strategies			
Media releases, brochures, pamphlets, outreach to vulnerable populations, ethnic media contacts, translated information, staff outreach to residents, new and social media	Focus groups, interviews, community surveys	Forums, advisory boards, stakeholder involvement, coalitions, policy development and advocacy, including legislative briefings and testimony, workshops, community-wide events	Co-led community meetings, advisory boards, coalitions, and partnerships, policy development and advocacy, including legislative briefings and testimony

Engagement Level Examples

Outreach — College Informs

- A. **Find Your Future Fair:** The college signs up to participate in Find Your Future Fair at a local high school. Outreach staff provides information to attendees, answers questions, and provides follow-up to those who are interested. This is primarily one-way communication initiated by the college.
- B. **Register for a full course load campaign:** The college develops a campaign to encourage new students who have recently graduated from high school to register for a full-course load. Materials are created and distributed by the college to high school prospects, and new students.

Consult — College Consults

- A. **Website Improvement Focus Group:** As part of the college's plan to improve its website, staff reaches out to area high school counselors to recruit students to participate in the focus group. Focus groups are held at the high school as it is difficult for high school students to leave their campus for an event at the college. College staff engage in a dialogue with student to gain insight into how they perceive the website and the college.
- B. **Community Meeting:** The college holds a community meeting to collect feedback on a proposal to conduct a pilot project that offers college tuition to seniors at a specific college. If successful, the program could be expanded to other communities. The college considers students who would be most likely to benefit from this program and holds meetings that encourages those who are most likely to be affected to attend.

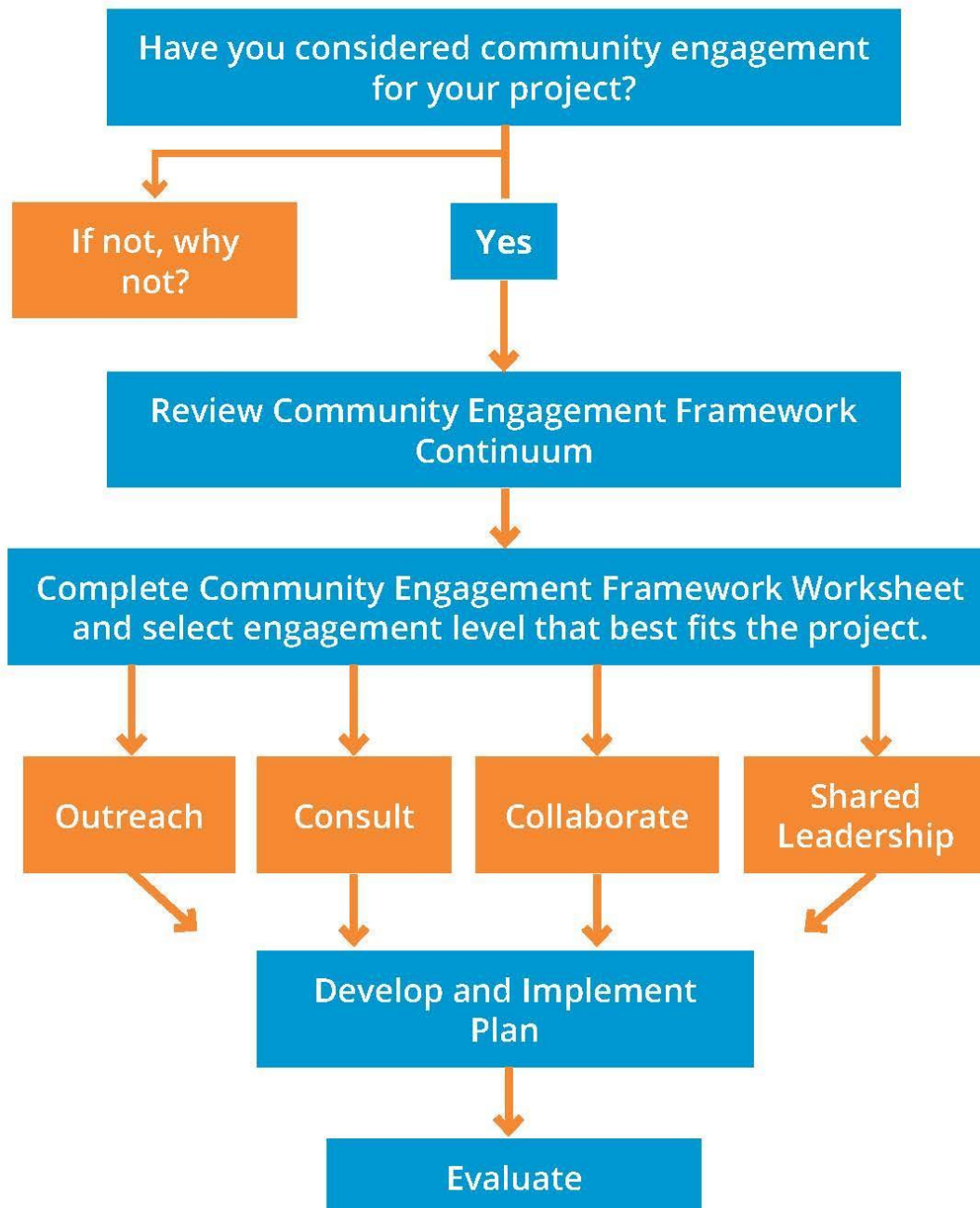
Collaborate — College & Community Work Together

- A. **Increase relationships and enrollment among Spanish speaking population:** The college works with local organization that serves Spanish speakers in the community to conduct outreach to inform this community of opportunities at the college such as English for Speakers of Other Languages, and IBEST. The parties agree to assign a community liaison who speaks Spanish to conduct the outreach on behalf of the college. In turn, the college identifies or hires Spanish-speaking staff to respond directly to inquiries.

Shared Leadership — Shared Decision Making Authority

The college works with local Collective Impact non-profit to establish a College Bound program, where community members working for the non-profit lead the efforts with guidance and buy-in from the college.

Framework Diagram



Appendix B: 211 TILT Assignment Design Model

211 TILT: The Equitable Assignment Challenge

2 Assignments. 1 Course. 1 Quarter.

What is the SMALLEST action a faculty member could take that would have the BIGGEST impact on student learning . . . that would also increase retention?

Research shows that assignments matter. Therefore, faculty from a range of higher ed institutions all over the nation “TILT-ed” 2 assignments using the [transparent assignment template](#)²³—that is, they made small tweaks to clarify three areas: purpose, task, and criteria for success.

The results?

Qualitative survey data indicated students who received “TILT-ed” instruction experienced statistically significant increases in academic confidence, sense of belonging, sense of perceived transparency, and sense of gaining employer-valued skills.

Quantitative data showed that the retention rates of these students increased 13% to 15%— not just 1 year later, but 2 YEARS LATER.

This has worked in other states. Why not try it in ours?

Phase 1: 34 faculty have “TILT-ed” assignments and are currently implementing the intervention in 1 course Fall quarter 2018. They will also invite students to take the [survey developed by UNLV](#)²⁴ to assess academic confidence, sense of belonging, sense of perceived transparency, and sense of gaining employer-valued skills. SBCTC is collecting the quantitative “money” student success outcomes such as short-term retentions.

Phase 2: SBCTC is offering a professional development support structure so each campus is empowered to host a faculty learning community (FLC) of 10 faculty. Faculty will “TILT” 2 assignments winter quarter 2019 and implement the intervention in spring 2019. Faculty will collect qualitative data from students in the form of a pre and post [survey](#)²⁵. SBCTC will collect qualitative data to assess the impact of the intervention.

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²³ <https://www.unlv.edu/provost/transparency>

²⁴ <https://www.unlv.edu/provost/teachingandlearning>

²⁵ <https://www.unlv.edu/provost/view-tilt-higher-ed-survey-questions>

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Chief Diversity & Equity Officers	
Yvonne Terrell-Powell	Edmonds
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Washington State Board for Community and Technical Colleges