

ACC Work Plan 2025-28

1. **System Direction Goal:** Champion equity, diversity, and inclusion in order to maximize student potential and transform lives within a culture of belonging that advances racial, social, and economic justice in service to our diverse communities.
2. **System Direction Goal:** Evaluate Guided Pathways philosophy and essential practices focusing on closing equity gaps and increasing persistence and completion for all students.
3. **System Direction Goal:** To build out data resources, to understand and evaluate/assess how advising and counseling impacts access, retention, and completion.

<b>System Direction Goal:</b> Champion equity, diversity, and inclusion in order to maximize student potential and transform lives within a culture of belonging that advances racial, social, and economic justice in service to our diverse communities			
<b>ACC Objective</b>	<b>Planned Strategies</b>	<b>Intended outcomes*</b>	<b>Edits/Suggestions</b>
1. To advocate for stronger research and practice of culturally inclusive theories and approaches to advising and counseling.	Facilitate racial/ equity-minded training and professional development at ACC meetings. Focus on: <ul style="list-style-type: none"> <li>• Culturally inclusive and anti- racist theories/practices of Advising and Counseling.</li> <li>• Learning about the student experience from students of color</li> <li>• Transfer options for HSIs and HBSIs</li> </ul>	Increase system-wide awareness and practice of effective Advising and Counseling interventions.	
2. To dismantle systems of oppression within Higher Education, specifically as it relates to Advising and Counseling practices.	a. Identify processes and policies within the WA community and technical colleges that disproportionately impact students of color b. Examine advising and counseling practices (delivery of services, hiring, mentoring) through the lens of racial equity c. Identify systems of support for advising and counseling staff and administrators of color - pipelines to leadership d. Identify impact of ConexEd implementation on student access and equity.	a. Make recommendations to WSSSC and appropriate governing bodies to update policies/processes/ practices in our system. b. Develop networking and leadership opportunities for staff of color	

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<p>3. Build awareness and knowledge of mental health counseling for institutionalizing and building capacity for mental health counseling services across the CTC system.</p>	<p>a. Dedicated professional development on the topic of mental health counseling. b. More concerted outreach to pull counselors back into ACC.</p>	<p>a. Create proposal for the legislature for funding mental health counseling. b. Deeper engagement across the topics of both advising <i>and counseling</i></p>	
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<b>System Direction Goal:</b> Evaluate Guided Pathways philosophy and essential practices focusing on closing equity gaps and increasing persistence and completion for all students			
<b>ACC Objective</b>	<b>Planned Activities</b>	<b>Intended outcomes*</b>	<b>Edits/Suggestions</b>
1. Continue to research, discuss and evaluate advising and counseling models through the lens of equity and student persistence and completion	<ul style="list-style-type: none"> <li>a. Facilitate trainings, provide updates and share best practices on Guided Pathways at ACC meetings.</li> <li>b. Discuss promising practices, campus impacts, and student outcomes on advising and counseling models at ACC meetings (including recommended caseload ratios, ROI for budget requests, addressing capacity, student communication, data, and technology supports</li> <li>c. Create advising and counseling model statewide inventory</li> <li>d. Determine best practices for equitable and holistic advising and counseling with student success/management system integrations including ConexEd</li> <li>e. Bridge connection with MSSDC through joint meetings to collaborate on addressing equity gaps, promote DEI in new advising models that form through Guided Pathways</li> </ul>	<ul style="list-style-type: none"> <li>a. Increased awareness and understanding about GP model and A/C's role in scaling up essential practices.</li> <li>b. Evaluate model changes needed and impacts across all student groups.</li> <li>c. Improved cross-council collaborations on tackling system-wide issues, including student goal identification and pathway choice and equity gaps within persistence and completion</li> </ul>	

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<p>2. Research best practices for addressing the needs of students encountering academic, financial and personal obstacles to achievement through the use of Holistic Student Supports model</p>	<ul style="list-style-type: none"> <li>a. Facilitate trainings within ACC meetings on design and delivery of Holistic Student Supports, utilizing tools such as the ATD framework and Guided Pathways scale of adoption rubric</li> <li>b. Increase collaborations with community-based organizations through trainings and participation at ACC meetings to improve student access to food, housing, emergency funding and connections</li> <li>c. Continue discussions between academic advising and counseling services on the training opportunities and delivery of Mental Health First Aid or QPR</li> </ul>	<ul style="list-style-type: none"> <li>a. Increased awareness of HSS framework – including design, implementation and measurement of impact</li> <li>b. Improved understanding of barriers (and their impact to academic persistence and completion) facing students in relation to accessing food, housing, transportation, childcare, counseling, and emergency funds</li> </ul>	
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<b>System Direction Goal:</b> To build out data resources, to understand and evaluate/assess how advising and counseling impacts access, retention, and completion.			
<b>ACC Objective</b>	<b>Planned Activities</b>	<b>Intended outcomes*</b>	<b>Edits/Suggestions</b>
1. Identify best practices in strategic enrollment management as it relates to Advising and Counseling.	<ul style="list-style-type: none"> <li>a. Examine Advising and Counseling models particularly in light of remote work, racial equity, staffing, funding, and SEM strategies.</li> <li>b. Add in building data knowledge including key performance indicators, identify state KPIs and integrate with local KPIs</li> </ul>	Improved practices that narrow achievement gaps and improve access, retention, and completion of all students.	
2. Measuring advising and counseling’s impact on enrollment, persistence and completion specifically through closing equity gaps	<ul style="list-style-type: none"> <li>a. Explore methods for measuring advising and counseling impact on access, persistence and completion including its impact on closing equity gaps</li> <li>b. Development of measurable learning outcomes for advising and counseling services</li> <li>c. Dissemination and ACC discussions on use of CAS standards and guidance from the National Academic Advising Association (NACADA) to evaluate advising models/programs</li> </ul>	<ul style="list-style-type: none"> <li>a. The identification of effective assessment practices and tools to measure advising’s impact on enrollment and persistence and completion –including methods for disaggregating the data to identify equity gaps.</li> <li>b. Make recommendations regarding advising and counseling assessment practices to WSSSC.</li> </ul>	

\* NOTE: need to integrate assessment plan for intended outcomes.