1. **System Direction Goal:** Increase access and enrollment for all students while reducing equity gaps.
2. **System Direction Goal**: Student Success: Close equity gaps while increasing persistence and completion for all students
3. **System Direction Goal:** Champion equity, diversity, and inclusion in order to maximize student access and transform lives within a culture of belonging that eliminates systemic racial, social, and economic injustice in our communities.

System Direction Goal: Increase access and enrollment for all students while reducing equity gaps.		
ACC Objective	**Planned Strategies**	**Intended outcomes**
1. ● Explore promising practices for on-boarding new students through orientation and entry advising tools, resources and services	● Share campus practices and assessments of models for conducting orientation (ex: mandatory, online, in-person, group) ● Advisement to support program selection/career pathways as part of the student onboarding experience ● Review existing and new technology to disseminate new student information and advisement. Make recommendations to WSSSC on promising practices and tools ● Explore new and emerging advising positions in the on-boarding new students –entry advising, admissions coaches, getting started specialists and	● Increase system-wide awareness of effective practices to on-board new students ● Improve advising programs' understanding and practice of consistently evaluating orientation/on-boarding activities with the lens on equity and reducing barriers ● Recommendations to WSSSC on promising practices and tools for on-boarding new students

		their roles within the larger advising system ● Conduct professional development and training on creating assessment models to evaluate on-boarding activities through the lens of equity.	
2.	● Improve transitions for K-12 students and adults learners (new and returning) through targeted/proactive advising strategies	● Cultivate partnerships and ACC rep participation with councils and organizations that work on dual credit, Running Start, adult engagement, and K-12 transitions ● Share practices, models and impacts on proactive advisement activities for new and returning students (including advisement activities within the high schools, reverse transfer opportunities, credit for prior learning, etc.)	● Improved system-wide understanding and delivery of innovative advisement models for potential students through collaborations with K-12 and community partners
3.	● Collaborate with Student Service and Instructional Councils to continue scaling and improving multiple measures placement options/tools,	● Support ACC representation on State workgroups and attendance at Council meetings/conferences pertaining to placement options and tools ● Share and discuss multiple measures placement tools, and resources including practices for coordinating placement reciprocity between institutions.	● Increased awareness and practice of delivering multiple measures placement options for students, including improved communication, marketing and advisement

System Direction Goal: Student Success: Close equity gaps while increasing persistence and completion for all students		
ACC Objective	**Planned Activities**	**Intended outcomes**

1.
 • Improve system-wide design and implementation of Guided Pathways with a lens on advising strategies:
     o Clarify paths
     o Help students get on a path
     o Help students stay on a path
	• Ensure ACC participation at SBCTC trainings and meetings related to Guided Pathways.
	 • Facilitate trainings, provide updates and share practices on Guided Pathways at ACC meetings.
	 • Continue annual collaboration/meetings with CESC to explore effective models/tools to support students through their academic/career path exploration
	 • Bridge new connection with MSSDC through joint meetings in 2020/21 to collaborate on addressing equity gaps, promote DEI in new advising models that form through Guided Pathways
		• Council-wide awareness of advising's role and impact within new Guided Pathways model
		 • Increased awareness and design of advising models through the lens of DEI and intentionality of closing equity gaps.
		 • Improved cross-council collaborations on tackling system-wide issues, including student goal identification and pathway choice and equity gaps within persistence and completion

2. • Continue to research, discuss and evaluate mandatory advising models through the lens of equity and student persistence and completion	• Discuss promising practices, campus impacts, and student outcomes on mandatory advising models at ACC meetings (including recommended	• Improved design and implementation of mandatory advising models that address

		caseload ratios, ROI for budget requests, addressing capacity, student communication, and technology supports	potential issues with student appointment "bottlenecks", equity in delivery and application of mandatory components, and staff bandwidth and burnout. ● Make recommendations to WSSSC on best practices on advisor/advisee ratio and mandatory model
3.	● 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	● 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 ● Increase collaborations with community-based organizations through trainings and participation at ACC meetings to improve student access to food, housing, emergency funding and connections ● Continue discussions between academic advising and counseling services on the training opportunities and delivery of Mental Health First Aid ● Continue discussion on Faculty Counselor ratios and student access to mental health	● Increased awareness of HSS framework – including design, implementation and measurement of impact ● 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 ● Make recommendations to SBCTC leadership and WSSSC on design and practice of HSS

	counseling services on and off campuses	

System Direction Goal: Champion equity, diversity, and inclusion in order to maximize student access and transform lives within a culture of belonging that eliminates systemic racial, social, and economic injustice in our communities.		
ACC Objective	**Planned Activities**	**Intended outcomes**

1. Advising & Counseling leadership development & staff professional development	● Facilitate racial / equity-minded training and professional development at ACC meetings – focus on
	    ○ Leadership models
	    ○ Identification of systematic racism within processes and procedures
	    ○ Retention of staff
		● Identify equity minded leadership models and disseminate the knowledge

2. ● Improved use and implementation of available technology	● Examine existing and emerging technology and its role in supporting advising and counseling goals and outcomes with a lens on equity and inclusion. ● ACC has continued a standing agenda item, "Tools of the Trade" as a means of sharing best practices and tips on how	● Identify opportunities and barriers to narrow the achievement gap through improved technology ● Make recommendations to WSSSC regarding technology

		technology can be incorporated into the work, and delivery of advising and counseling services. This years' focus will be on data reporting structures and career exploration and decision making tools. ● Continue to provide updates on progress of adopting and integrating student success technologies	
3.	● Measuring advising's impact on enrollment, persistence and completion specifically through closing equity gaps	● Explore methods for measuring advising and counseling impact on access, persistence and completion including its impact on closing equity gaps ● Development of measurable learning outcomes for advising and counseling services ● Dissemination and ACC discussions on use of CAS standards and guidance from the National Academic Advising Association (NACADA) to evaluate advising models/programs ●	● 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. ● Make recommendations regarding advising assessment practices to WSSSC.

----19/20 ACC----

19/20 ACC Officers:

- President: Allison Warner, Green River College
- President-Elect: Dean Kelly, Clover Park Technical College
- Past President: Jesse Knappenberger, South Seattle College
- Member at Large: Jamie Traugott, Pierce College
- Secretary: Vacant – to be filled at winter 2020 meeting
- Treasurer: Katie Viola, Lake Washington Institute of Technology

19/20 ACC Meetings

- Fall 2019 – Big Bend Community College, Oct. 23 – 25, 2019
- Winter 2020 – Lake Washington Institute of Technology, January 23 – 24, 2019
- Spring 2020 – WSSSC Conference, Tacoma, April 29th – May 1st 2020 (ACC will have a short business meeting the morning of May 1st).

19/21 Strategic Goals and Priorities

- Mental Health 1st Aid
- Tracking the Counseling Ratio Bill task force
- Understanding the role of Counselors in our system
- Outcomes of ctcLink/Guided Pathways processes mapping workshops (next one is in mid-Aug)
- Tracking advising redesign initiatives at College spark/GP schools
- Sharing/exploring concepts and practices around holistic advising
- Continue work of understanding and implementation equity minded advising
- Advising and Counseling workload and ratios. What is reasonable? What is a target that would allow us to do our jobs well? Should we consider making a recommendation around this to WSSSC?
- Professional development for advising/counseling managers and supervisors.
- Supporting our staff through change management (Guided Pathways, advising redesign, CTClink)
- Continue discussion/best practice sharing on the integration of technology in advising delivery and practice
- Strengthen partnerships and collaborations with other State Councils

- How do we assess our work and make improvements?
  - CAS/NACADA standards
- How do we measure the impact of our work on Retention?