

**WASHINGTON STATE COMMUNITY AND TECHNICAL COLLEGE INSTRUCTION COMMISSION
2018-19 WORK PLAN
(last updated 2.5.19)**

Purpose: *The purpose of the Instruction Commission work plan is to identify and prioritize key instructional goals and objectives that will enhance student learning and success within the Washington Community and Technology College system.*

Guiding Principles - The IC work plan will:

- Reflect the collective interests of Instruction Commission Committees and reporting Councils.
- Align with WACTC Educational Services Committee work plan, SBCTC Priorities and Strategic Enrollment Taskforce recommendations.
- Identify meaningful, measurable, and concise goals and objectives.
- Avoid unnecessary duplication and reporting.
- Delegate implementation of strategies to Councils, where possible and appropriate, to enhance attainment.
- Serve as a regular prompt for IC and each Council to revisit progress at each meeting and document attainment.

Goal 1: Increase access and enrollment for all students with an emphasis on ending racial and other equity gaps.

Objective	Strategies	Groups Responsible (bolded - primary responsibility)	Expected Outcome/ Benchmark 2018-19	Progress to Date
1.1 Increase number of basic education students transitioning to college level with an emphasis on eliminating the racial equity gap.	1.1A. Exercise and practice an equity mindset to understand and improve participation in Ability to Benefit	1.1A. IC, CBS	1.1B. Strategies identified and reported	
	1.1B Identify, disseminate, and implement effective equity-minded	1.1B. IC, CBS , WEC, ATC		

IC Councils

ATC	Articulation & Transfer	CBS	Council for Basic Skills	CEC	Continuing Education
eLC	ELearning	LLC	Library Leadership Council	WEC	Workforce Education
BLC	Baccalaureate Leadership Council	DFCTF	Diversity Faculty/Curriculum Task Force		

	<p>guided pathways on-ramps for underserved populations, including: address barriers to transition, expand I-BEST and financial aid (i.e., Ability to Benefit), integrate basic skills with college-level courses, and incorporate inclusive pedagogy.</p> <p>1.1C. Provide customized orientation for basic education (BEa) transition students.</p>	1.1C. IC, CBS	by April 2019	
1.2 Increase equitable access, enrollment, and engagement of adult population	<p>1.2A. Identify, disseminate, and implement effective equity-minded adult re-engagement programs that eliminate barriers and increase opportunities, including consideration of strategies for workplace learning, partnerships with community and industry, distance education and other delivery modes.</p> <p>1.2B. Enhance incumbent worker training to support skills development.</p>	<p>1.2A. IC, CBS, WEC, WSAC, ATC, CEC</p> <p>1.2B. IC, WEC, CBS</p>	1.2A. Strategies identified and reported by April 2019	

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	1.2C. Increase transition rates from community-based basic skills courses to college.	1.2C IC, CBS , CEC, WEC, ATC		
1.3 Enhance dual credit programs and policies to close racial equity gaps	1.3A. Identify common goals, systemic barriers, and opportunities with emphasis on increasing participation and success of historically underserved populations in Running Start and College in High School 1.3B. Expand CTE RS and College in the High School including: Mapping additional CTE courses to HS graduation requirements.	1.3A IC, ATC (create workgroup <i>to include, Running Start coordinators, faculty, high school counselors, and OSPI reps.</i>) 1.3B IC, WEC	1.3A Report by April 25, 2019 1.3B Monitor the work involving OSPI, SBCTC, and ERDC around CTE RS and College in the High School. Report by April 25, 2019.	

Goal 2: Student Success: Increase persistence and completion for all students by ending racial and other equity gaps.

Objective	Strategies	Groups Responsible (bolded - primary responsibility)	Expected Outcome/Benchmark 2018-19	Progress to Date
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<p>2.1 Identify and implement equitable strategies to support alternative pathways to career goals</p>	<p>2.1 Utilize the 2018 Career Connect Washington Strategic Plan including high school work-based apprenticeship programs.</p>	<p>2.1 IC, CEC,WEC</p>	<p>2.1 Recommendations for career connected learning to be provided to IC from CEC and WEC in Spring Quarter meeting, 2019.</p>	
<p>2.2 Develop Guided Pathways</p> <ul style="list-style-type: none"> ● Among CTCs ● From CTCs to bachelor degree programs, including CTC BAS programs ● From K-12 to college ● From basic skills to college level 	<p>2.2A. Reduce duplication between basic skills and developmental education.</p> <p>2.2B. Develop major related program articulations that help students transfer directly into their major</p> <p>2.2C. Identify and provide support for each student, create and sustain a culture of equity, inclusion and belongingness from the first quarter through completion (see SET's Retention/Persistence focus area 4.1-4.3)</p> <p>2.2D Gather and share best practices demonstrating equitable results, including Accelerated, Stretch, and Pace models for English and Math. This can include</p>	<p>2.2A. IC, CBS, ATC</p> <p>2.2B. IC, ATC, JTC, OSPI, WEC</p> <p>2.2C. IC, SET, ATC, WEC, CBS</p> <p>2.2D IC, ATL, ATC, WEC</p>	<p>2.2C System survey to determine use of support strategies and other models.</p> <p>2.2D. Schedule professional development through ATL for fall 2018. Develop goals and agenda for professional</p>	

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	contextualization of English and math pathways curriculum at all levels (see SET's Retention/Persistence focus area 4.4).		development.	
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Goal 3: Intentionally integrate equity, diversity, and Inclusion/Inclusive Excellence at every level of decision-making.

Objective	Strategies	Groups Responsible (bolded - primary responsibility)	Expected Outcome/Benchmark 2018-19	Progress to Date
3.1 Use appropriate enabling and affordability technologies to increase accessibility for all students.	3.1A. Increase adoption of OER 3.1B. Improve accessibility	3.1a. IC, LLC, ELC, WEC 3.1b. IC, ELC, CATO	3.1A..Update regarding state-supported OER Library provided to IC, Winter 2019	
3.2.Demonstrate inclusive excellence.	3.2A. Develop policies and practices to increase and sustain search, recruitment, hiring, and retention of diverse faculty, staff, and administrators	3.2A. DFCTF, IC, WEC	3.2A Develop and publish a shared resource guide to facilitate and support hiring of diverse faculty 3.2A Continue to implement the Social	3.2A. Resource guide created and shared. Plans to publish on new SBCTC-hosted equity webpages 3.2A. Faculty mentoring project

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	<p>3.2B. Conduct an inventory of diversity requirements within degrees and certificates to assess adoption of diversity, equity and social justice concepts</p> <p>3.2C Promote, coordinate, and encourage, and advocate professional development related to its critical pedagogy, inclusive pedagogy, ethnic studies and social justice programs.</p>	<p>3.2B. IC, WEC, ATC</p> <p>3.2C. IC, SBCTC, DFCTF, ATC, WEC, CBS FACTC/ATL, New Faculty Institute, CTCLDA.</p>	<p>Justice Leadership Institute; mentoring project for faculty; develop mentoring for administrators of color.</p> <p>3.2B. Report from WEC and ATC to IC prior to Spring meeting</p> <p>3.2C Develop glossary of key terms related to diversity, equity and inclusion. Create resource guide for model practices.</p> <p>3.2C. Add Diversity, Equity and Inclusion skill standards to the Vocational Certification form for Professional Technical Faculty.</p> <p>3.2C. Work with WACTC's Strategic Visioning Committee on overall statewide professional development for faculty and staff (CTCLDA)</p>	<p>fully enrolled; admin of color project launched</p> <p>3.2C. Glossary of DEI, this is in draft form compiled by Cheryl Nunez from Olympic, we are currently reviewing and making modifications.</p>
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3.3 Ensure equitable access and outcomes for BAS pathways	<p>3.3A. Examine the participation and success rates of BAS degrees for historically underserved populations</p> <p>3.3B. Develop and promote BAS pathways with embedded supports targeted to ensure equitable outcomes for historically underserved populations</p>	<p>3.3A IC, BLC</p> <p>3.3B. IC, BLC</p>	3.3A Ensure consistent rigor, including developing guidelines for curriculum committees to review 300-400 level courses. Develop guidebook. Report to WACTC in Spring.	
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