

**WASHINGTON STATE COMMUNITY AND TECHNICAL COLLEGE INSTRUCTION COMMISSION  
2017-2018 WORK PLAN**

**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:**

- **Reflect the collective interests of Instruction Commission Committees and reporting Councils.**
- **Align with WACTC Educational Services Committee work plan and SBCTC Priorities.**
- **Objectives should be measurable, attainable, and strategic.**
- **Objectives should be delegated to Councils where possible to enhance attainment.**

**Goal 1: Meet the educational needs for a skilled workforce**

Objective	Strategies	Groups Responsible (bolded - primary responsibility)	Expected Outcome/ Benchmark 2015-16	Progress to Date
1.1 Establish expectations around labor market data and placement.	1.1a. Collaborate with RPC to establish which employment and placement data should be collected, from which sources and time periods and using which analysis methods.  1.1b. Solicit ongoing reporting from CEC.	1.1a IC, RPC, WEC  1.1b CEC, IC	1.1a Recommendation to WACTC from IC  1.1b Report from CEC with regard to how workforce needs are being met.	

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<b>eLC</b> ELearning	<b>LLC</b> Library Leadership Council	<b>WEC</b> Workforce Education
<b>BLC</b> Baccalaureate Leadership Council	<b>DFCTF</b> Diversity Faculty/Curriculum Task Force	<b>CDEO</b> Chief Diversity and Equity Officers

<p>1.2 Improve effective strategies to support alternative pathways to career goals.</p>	<p>1.2a. Improve effective strategies for noncredit to credit instruction.  1.2b Encourage collaboration between CEC and WEC.</p> <p>1.2c Assess current policies and processes and recommend improvements to support and create consistent use of PLA/PEL Prior Experiential Learning.</p> <p>1.2d Define the relationship between WEC and BLC related to pathways.</p>	<p>1.2a CEC</p> <p>1.2b CEC, WEC, IC</p> <p>1.2c ATC, WEC</p> <p>1.2d BLC, WEC</p>	<p>1.2a. Whitepaper from CEC and WEC with specific action items for consideration by IC.</p> <p>1.2b Identification of shared action items and follow up by WEC/CEC.</p> <p>1.2d. Whitepaper from WEC with specific action items for consideration by IC.</p> <p>1.2d. recommendations from BLC by June 2018.</p>	

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## Goal 2: Increase Access, Persistence, and Completion for All Students

Objective	Strategies	Groups Responsible (bolded - primary responsibility)	Expected Outcome/ Benchmark 2015-16	Progress to Date
2.1 Increase student access and success	<p>2.1a Continue to expand HS21+</p> <p>2.1b Expand placement options for new or transferring students</p> <p>2.1c Support the work of the Math Strategic Plan initiative</p> <p>2.1d Demonstrate leadership in equity and access in Elearning (OER, Prof Development)</p>	<p>2.1a <b>CBS</b>, IC Transitions Committee</p> <p>2.1b <b>IC Transitions Committee</b>, CBS, SBCTC Placement Work Group</p> <p>2.1c CBS, <b>ATC</b>, SBCTC</p> <p>2.1d <b>ELC</b>, LLC</p>	<p>2.1a Report on expansion of HS21+ from CBS, June 2017</p> <p>2.1b Report from Placement Work Group, June 2017</p> <p>2.1c Report from ATC by June 2017</p> <p>2.1d Report from eLc by June 2017</p>	
<p>2.2 Develop Guided Pathways</p> <ul style="list-style-type: none"> <li>• Among CTCs</li> <li>• From CTCs to bachelor degree programs, including CTC BAS programs</li> <li>• From K-12 to college</li> <li>• From basic skills to college level</li> </ul>	<p>2.2a Expand innovative credit for non-traditional learning opportunities, including veterans</p> <p>2.2b Monitor and provide library support for existing and new BAS programs.</p>	<p>2.2a ATC, <b>WEC</b>, CEC, CBS</p> <p>2.2b <b>BLC</b>, LLC</p> <p>2.2c JTC, <b>ATC</b>, SBCTC</p>	<p>2.2a Review of progress to date on granting CPL</p> <p>2.2b Report from BLC by June 2018</p> <p>2.2c Update on efforts to date by June 2018</p>	

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	<p>2.2c Examine barriers to transfer and imbed transfer in guided pathways.</p> <p>2.2d Ensure that AAS completers are prepared to enter BAS programs</p> <p>2.2e Implement WIOA/One Stop Center</p> <p>2.2f Standardize and review cut-off scores for national exams such as AP &amp; IB</p> <p>2.2g Monitor Common Core &amp; Smarter Balanced Assessment</p> <p>2.2h Monitor approval &amp; implementation of common curricula and course numbers for prof/tech programs and transfer.</p> <p>2.2i Integrate BEdA into guided pathways/I-BEST</p>	<p>2.2d <b>WEC, IC BLC, ATC</b></p> <p>2.2e <b>CBS, WEC</b></p> <p>2.2f <b>ATC, ARC, JTC, WSSC</b></p> <p>2.2g <b>ATC</b></p> <p>2.2h <b>WEC</b></p> <p>2.2i <b>CBS</b></p>	<p>2.2d Update from WEC by June 2018</p> <p>2.2e Report from CBS/WEC by June 2018</p> <p>2.2f Report from ATC</p> <p>2.2g Report from ATC</p> <p>2.2h Draft process from WEC by winter 2017; implementation plan by spring 2017</p> <p>2.2i Progress report by June 2018</p>	
2.3 Enhance dual credit programs and policies	2.3a Determine best practices for increasing participation of underrepresented	<p>2.3a IC, WSSSC, <b>JTC</b></p> <p>2.3b <b>ATC, WEC</b></p> <p>2.3c <b>WEC</b></p>	<p>2.3a Recommendations by June 2017</p> <p>2.3b Review implementation</p>	

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	<p>populations in Running Start and other dual credit programs</p> <p>2.3b Clarify Dual credit; college in High School, Teacher Credentials</p> <p>2.3c Explore High School/youth apprenticeship model (BatesCC)</p>		<p>progress by June 2018</p> <p>2.3B Report by June 2018</p>	
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### Goal 3: Adopt Innovative Teaching and Learning Strategies for Continuous Improvement

Objective	Strategies	Groups Responsible (bolded - primary responsibility)	Expected Outcome/ Benchmark 2015-16	Progress to Date <b>Employee Engagement and Development</b>
3.1 Improve the ability of colleges to develop a culture of evidence to drive institutional decision-making.	3.1 Share best practices & strategies for data collection & use, including ctcLink.	3.1 <b>IC</b> & all of its councils, SBCTC	3.1 List of best practices identified	
3.2 Identify policy & procedure questions for Instruction resulting from ctcLink implementation.	3.2a Work with IC members, FirstLink colleges and ctcLink staff to identify relevant issues.  3.2b Monitor & participate in Enrollment Counting trainings and outcomes.	3.2a <b>IC</b> , ATC, WSSSC  3.2b <b>IC</b>	3.2a Ongoing reports from ctcLink staff  3.2b Quarterly reports from Enrollment Counting Work Group	
3.3 Support Open initiatives (open educational resources, open pedagogies)	3.3a Assure broad conceptualization through collaboration.  3.3b Demonstrate promising practices that enhance student success through Open.	3.3a LLC, ELC, IC  3.3b LLC, ELC, IC	3.3a Identification of shared action items and follow up by LLC/ELC  3.3b Identification of shared action items and follow up by LLC/ELC	

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## Goal 4: Foster Equity, Diversity, and Inclusion

Objective	Strategies	Groups Responsible (bolded - primary responsibility)	Expected Outcome/ Benchmark 2015-16	Progress to Date
4.1 Close Equity Gaps.	<p>4.1a Expand and demonstrate models that increase access and success of underrepresented populations in pathways.</p> <p>4.1b Review and share SBCTC tableau dashboard related to equity gaps</p> <p>4.1c Consider qualitative and other kinds of data to identify context behind equity gaps</p>	<p>4.1a CBS, <b>WEC</b></p> <p>4.1b <b>IC</b>, WSSSC, JTC, SBCTC</p> <p>4.1c CDEO, <b>IC</b>,</p>	<p>4.1a Report from WEC/CBS by June 2017</p> <p>4.1a Develop diversification principles for institutional adoption with respect to student achievement and completion efforts.</p> <p>4.1b Recommendations from Equity &amp; Inclusion work group</p> <p>4.1c Develop and share rubrics/dashboards (tableau) to assess efforts related to equity gaps</p>	
4.2. Demonstrate inclusive excellence at the institutional level.	<p>4.2a. Develop policies and practices to increase hiring and retention of diverse faculty and staff</p> <p>4.2b Conduct an inventory of diversity requirements within degrees and certificates.</p> <p>4.2c Develop and offer professional development related to inclusive pedagogy</p>	<p>4.2a. CDEO DFCTF, <b>IC</b>, <b>WEC</b></p> <p>4.2b <b>IC</b>, <b>WEC</b>, <b>ATC</b></p> <p>4.2c <b>IC</b>, SBCTC, DFCTF, <b>ATC</b>, <b>CBS</b>, CDEO</p>	<p>4.2a Develop a common competency profile for faculty positions related to Diversity, Equity and Inclusion (DEI). Create model job announcements in key areas. (e.g. English, Math, Nursing)</p> <p>4.2a Continue to implement a mentoring project for faculty; develop mentoring for administrators.</p>	

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	and multicultural competence to emphasize social action. Develop common vocabulary.		4.2b Identify DEI knowledge, skills, and abilities specific to academic clusters and meta-majors.  4.2c Develop glossary of key terms related to diversity, equity and inclusion. Create resource guide for model practices.	
4.3 Reduce costs for students through program credit hour efficiency.	4.3 Examine Associate degrees with high credit requirements and significant variations in credit requirements among colleges for similar degree programs	4.3 WEC, IC	4.3 Guidelines around maximum credit hours will be adopted to support enhanced student affordability	

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