WACTC Strategic Enrollment Taskforce Workplan, 2017-19

Focus Areas and Objectives

Focus Area	Objective(s)	Strategies	Responsible Group	METRICS	STATUS
Overarching Goal: **Develop plan with clear CTC system-wide objectives and strategies aimed at (1) increasing enrollment overall inclusive of all focus areas, and (2) eliminating the gap among all student groups, including under-represented students in regards to retention and completion.**		*Student lifecycle from admissions to completion and at each stage disaggregate the data.* *Define diversity, equity, inclusion state-wide.* *Need to add glossary of terms.*		• *Number and percent of population enrolled as award-seeking students* • *Disaggregated metrics for underserved student groups*	
1. K-12 Alignment	**1.1 Increase the number of HS students participating in dual credit programs.**	a) **Engage in system-level discussions and planning to:** i. **Identify common goals, barriers and opportunities with emphasis on historically underserved for Running Start and College in the High School programs.**	*i) Task the Articulation and Transfer Council (ATC) to include in their 2018-2019 workplan the formation of a workgroup to include, Running Start coordinators, faculty, high school counselors, and office of superintendent of public instruction (OSPI) representation.* *TIMELINE: Workgroup will be convened fall quarter 2018. On*	• *Number and percent of high school students enrolled in dual credit as award-seeking students* • *Disaggregated metrics for underserved student groups*	i) **This work is being overseen by a dual credit workgroup originating with the Articulation and Transfer Council titled "State Equity in Dual Credit Programs" An initial meeting is been held November 30, 2018 at Bellevue College. The workgroup will include all of the listed participants in including Running Start and College in the High School coordinators, OSPI, and**

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		ii. Expand Career and Technical Education, Running Start, and College in the High School including: Mapping additional Career and Technical Education courses to high school graduation requirements and utilizing the 2018 Career Connect Washington: Strategic Plan including high school work-based apprenticeship programs.	behalf of ATC, the Instruction Commission liaison will provide an update at the February 14, 2019 WACTC Education Services committee meeting. The Final report will be due to WACTC Education Services committee April 25, 2019. ii) Task the Workforce Education Council (WEC) with monitoring the work involving OSPI, SBCTC, and Education Research and Data Center around Career and Technical Education, Running Start, and College in the High School through the council's 2018-2019 workplan. Input from faculty involved in this work should also be documented. TIMELINE: On behalf of WEC, the Instruction Commission liaison will provide an update at the February 14, 2019 WACTC Education Services committee meeting. The Final report will be due to WACTC Education Services committee April 25, 2019.		those familiar with workforce programs. ii) OSPI is having discussion with SBCTC staff on piloting some specific pathways/courses in advanced manufacturing, allied health, information technology, and construction management and considering their Core Plus curriculum. Once some more guidelines are determined, the community and technical faculty and other staff will be looped in during winter quarter as overseen by the Workforce Education Council (WEC).

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	1.2 Increase the number of high school graduates enrolling in higher education directly after high school.	a) **Create a Community Engagement Framework outlining opportunities to increase enrollment via community partnerships that can be scaled system-level and applied locally. Framework will:** - **Identify strategies to enhance relationships with organizations that serve historically underserved populations.** - **Develop funding literacy tools/practices that improve historically underserved populations awareness of and ability to secure college funding.**	a) *Public Information Commission (PIC) will provide oversight of this work with input from the Chief Diversity and Equity Officers (CDEOs), Financial Aid Council (FAC), and the Student Services Commission (WSSSC).* **TIMELINE: A PIC liaison will provide an update at the February 14, 2019 WACTC Education Services committee meeting. The Final report will be due to WACTC Education Services committee April 25, 2019.**	• *Number and percent of recent high schools students enrolled as award-seeking students* • *Disaggregated metrics for underserved student groups*	iii) *Shawn Devine from Olympic College is working with the Public Information Commission (PIC) to create a document that he started at Olympic College that can be scaled statewide. There was additional conversation around the need for colleges to be able to access customer relationship management systems – maybe through a statewide ask? More discussion to come.*
2. Adult Reengagement	**2.1** Increase enrollment to close the equity gap for adult reengagement for students who have not enrolled in college	a) Identify, disseminate, and implement effective equity-minded adult re-engagement programs that identify/eliminate/reduce barriers and opportunities including consideration of strategies for workplace learning, partnerships with industry, distance education and other delivery modes. b) Identify, disseminate, and implement effective equity-minded guided pathways onramps for underserved populations that help students	a) *Workforce Education Council, Washington Student Achievement Council (WSAC)'s Adult Reengagement initiatives* **TIMELINE:** 1. **Identify: 2018-19 Strategy Identification to WACTC Education Services committee in April, 2019** 2. **Disseminate: WACTC Retreat, July, 2019.** 3. **Implement, 2019-2020** 4. **Assess and Repeat, April, 2020.** b) *Council for Basic Skills (CBS)* **TIMELINE:**	• *Number and percent of adults 25 and older enrolled as award-seeking students (no prior college)* • *Disaggregated metrics for underserved student groups*	*(a/b)* *WSAC presented an overview of its Adult Re-engagement Initiative at the Fall WSSSC meeting; it was recommended that they do likewise at the next Instruction Commission meeting*

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		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.	1. **Identify: 2018-19 Strategy Identification to WACTC Education Services committee in April, 2019** 2. **Disseminate: WACTC Retreat, July, 2019.** 3. **Implement, 2019-2020** 4. **Assess and Repeat, April, 2020.** c) *Public Information Commission (PIC), Admissions and Registrations Council (ARC), outreach directors* **TIMELINE:** 1. **Identify: 2018-19 Strategy Identification to WACTC Education Services committee in April, 2019** 2. **Disseminate: WACTC Retreat, July, 2019.** 3. **Implement, 2019-2020** 4. **Assess and Repeat, April, 2020.**		c) *Instruction Commission and its Councils are aware of their role; Student Services Commission is aware but coordination/follow-up is needed with ARC and PIC*
	2.2 Increase enrollment to close the equity gap for adult reengagement for students who some college credits.	d) Develop a statewide equity-minded awareness campaign to reach community members who 'stopped out' during high school or after high school completion to address the value of a postsecondary credential. (Survey data available from Katie Rose at SBCTC.)	d) *SBCTC and PIC.* **TIMELINE: Launch May/June 2019.** **Cost: $500,000-$900,000**	• *Number and percent of adults 25 and older enrolled as award-seeking students (some prior college)* • *Disaggregated metrics for underserved student groups*	d) *Funding for 2.2.d is incorporated generally in the system biennial Operating Budget Request*

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		e) Consider models that reach adult students through existing data such as College Bound and Head Start data.	e) *SBCTC, PIC, ARC. Education Services Report in April 2019.*		
3. Onboarding/ Entry	**3.1 Increase the number of students who enroll after applying to the colleges with an emphasis on eliminating the equity gap.**	a) Simplify entry processes (e.g. rebuild state online application form and process and integrate with customer relationship management information) b) Assist students through the entry process: Use customer relationship management or tracking to eliminate common barriers in the entry process and target those areas (e.g. financial aid, placement testing, transcript evaluation, parking permit, email address, orientation)	a) *WA Admissions application group, WA Student Services Commission (WSSSC)* *TIMELINE: tied to state application workgroup* b) *WSSSC Financial Aid, Admissions & Registration Councils, Guided Pathways workgroups* *TIMELINE:* *Work on specific areas/common barriers: next year (dependent on individual college status)* *Statewide customer relationship management contract discussion: next few years (ctcLink-dependent)*	• *Number and percent of financial aid applications processed during a year* • *Financial aid application processing times* • *Transcript evaluation processing times* • *Disaggregated metrics for underserved student groups*	*a) Online application work group is moving forward; Seeking representation from that work group to discuss the use of CRM. Consulting with ARC and RPC to find out what data would be desirable from the application. Follow-up with progress.* *b) Asking colleges to examine business processes for self-created bottlenecks (tuition payment deadlines, text messaging for tuition payment, transcript evaluation)* *c) Seeking advice from Online application workgroup on feasibility of accepting proof of residency online. Looking for other opportunities to reduce need for students to visit college in person to enroll. We still need to determine how this would impact online-only students?*
	3.2 Increase the number of who successfully complete the first 15 college level credits with an emphasis on	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 (e.g. choose your pathway, funding, support programs)	*c and d)* *WA Student Services Commission (WSSSC), Instruction Commission (i.e. Guided Pathways leadership)*	• *Number and percent of award-seeking students who earn 15 college level credits* • *Number and percent of award-*	

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	eliminating the equity gap.	d) Integrate contextualized learning outcomes and student support messaging into first quarter or "gateway" (high enrollment/low completion) courses.	TIMELINE: dependent on individual college status; 2018-2019	*seeking students still enrolled after one quarter and after two quarters* • *Disaggregated metrics for underserved student groups*	
	3.3 Increase the number of basic education students who transition to college level courses with an emphasis on eliminating the equity gap.	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 (BEdA) transition students.	*e and f)* *Council for Basic Skills (CBS), ATC, IC, WEC* TIMELINE: **Orientation by Winter 2019** **I-BEST, financial aid, Guided Pathways integration by Fall 2019**	• *Number and percent of basic education students transitioning to college level courses* • *Disaggregated metrics for underserved student groups*	
4.Retention/Persistence	4.1 Increase the number of students who successfully complete the first 30 college level credits with an emphasis on eliminating the equity gap.	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. (Objectives 4.1, 4.2) - Provide list of current students not yet enrolled for the next quarter so faculty can remind/intervene with students to enroll, go to advising, etc.	*a, b, and c)* • *Student Services Commission (WSSSC)* • *Advising and Counseling Counsel (ACC)* • *Instruction Commission* • *Articulation and Transfer Council* • *Faculty Association of Community and Technical Colleges* • *State Board - Policy* • *Statewide Guided Pathways group* • *WACTC* • *Assessment, Teaching and Learning* TIMELINE for Strategy a: September o Talk to Oakton with list of questions. Can someone	• *Number and percent of award-seeking students who earn 30 college level credits* • *Disaggregated metrics for underserved student groups*	**a) Katie will talk to Oakton Community College to set up an interview time.** **Jim will talk to Amy Goings about interviewing Lake Washington Institute of Technology. Katie will follow up.** **Shanda will develop questions for both Oakton and Lake Washington.** **(a/b/c)** **Devin will identify colleges that have made measurable gains in retention for the work group to schedule focus groups with.**

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		- **Provide statewide professional development (from SBCTC) on intercultural competency.**	from Oakton provide professional development to any and all faculty and staff? o **Talk to Lake Washington with list of questions. Can someone from Lake Washington provide professional development to any and all faculty and staff?** October - Survey system to determine if colleges are already engaging in strategies similar (or other one-on-one) models. Also include related questions if colleges are not involved in such strategies.		**(a/b/c)** **Katie Rose will talk to Jen Whetham to set up an interview time for the group to talk system professional development work.**
	4.2 Increase the number of students continuing to enroll through the first 45 credits with an emphasis on eliminating the equity gap.			• *Number and percent of award-seeking students who earn 45 college level credits* • *Disaggregated metrics for underserved student groups*	
	4.3 Increase the number of students continuing to progress year from year with an emphasis on eliminating the equity gap.	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.**	**TIMELINE for Strategy b:** • **Spring and summer 2018 – Work with state-wide guided pathways group to reinforce this important work as adopted from the Community College Research Center, Scale of Adoption.**	• *Number and percent of award-seeking students still enrolled after one year* • *Disaggregated metrics for underserved student groups*	
	4.4 Increase the number of students who complete college level English and math within the first year with an emphasis on eliminating the equity gap.	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. (Objectives 4.1, 4.2, 4.3, 4.4)**	**TIMELINE for Strategy c:** • **Fall 2018 - Gather models already in use (e.g. Highline for math, South Puget Sound Community College accelerated models for math and English).** • **Winter and Spring 2019** o **Schedule through ATL professional development**	• *Number and percent of award-seeking students who finish college level English and Math in their first year* • *Disaggregated metrics for underserved student groups*	

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	_____		for fall 2018 by in-state practitioners. Develop professional development agenda and goals.		