**WACTC Strategic Enrollment Taskforce Draft Workplan, 2017-18**

**Focus Areas and Objectives**

| **Focus Area** |  **Objective(s)** | **Current Data** | **Strategies** | **Responsible Group** |
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| **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 underrepresented 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.**  |  |
| 1. **K-12 Alignment**
 | **1.1 Increase the number of HS students participating in dual credit programs.** | * Approximately 30% of 165,000 public 11th and 12th graders are participating in Running Start or College in the High School.
* Approximately 115,000 public 11th and 12th graders are not participating in Running Start or college in the High school (many are doing other dual credit).
* Lower participation rates for HU students of color (19%), low-income students (19%) and male students (24%).
 | 1. **Create Taskforce to engage in system-level discussions and planning to:**
* **Identify common goals, barriers and opportunities with emphasis on HU**
* **Expand CTE RS and College in the High School including: Mapping additional CTE courses to HS graduation requirements**
 | ***Establish a taskforce including representations from: Articulation and Transfer Council (ATC), Running Start coordinators, high school counselors, Workforce Education Council (WEC) and the Public Information Commission (PIC).*****TIMELINE: TBD** |
|  | **1.2 Increase the number of high school graduates enrolling in higher education directly after high school.**  | * Approximately 60% of 69,000 public high school graduates in a year are enrolling in college the year after graduating
* Approximately 28,000 public high school graduates in a year are not enrolling in college the year after graduating
* Lower rates for HU students of color (51%) and low-income students (48%).

Data Need: Where do 40% of high school graduates who do not enroll in college go. (see Devin presentation) | 1. **Create Community Engagement Framework that can be scaled to system-level and applied locally. Framework will:**
* **Identify strategies to enhance relationships with organizations that serve HU populations (need to flesh this out)**
 | ***Public Information Commission (PIC).*****TIMELINE: TBD** |
| **2. Adult Reengagement** | 2**.1 Increase enrollment to close the equity gap for adult reengagement for students who have not enrolled in college** | * Approximately 12,000 public high school students drop out of high school without graduating (15%)
* Higher dropout rates for HU students of color (23%) and low-income students (23%)
* Approximately 265,000 25-44 year olds in the state with no college and a household income under $50,000 a year.

Data Need: HS demographic data that is pre-graduation (to identify demographic targets for CC districts.Possible Metrics (a)* % Increase in adult learners (>25) (with prior college/wo prior college?)

Possible Metrics (b)* Enrollment in Basic Skills
* What conversion data makes sense for apples to apples comparison?
* Diploma Completion
* % of Diploma Completers who continue to accrue credits after completing.
 | 1. **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.**
2. **Identify, disseminate, and implement effective equity-minded guided pathways onramps for underserved populations that help students earn a HS diploma and/or transition to college-level coursework**
3. **Identify, disseminate, and implement effective equity-minded marketing and outreach practices that reach underserved populations, and disseminate them system-wide.**
 | ***Workforce Education Council, Washington Student Achievement Council (WSAC)’s Adult Reengagement initiatives*****TIMELINE: 2018-19 through Commission/Council Workplans*****Council for Basic Skills (CBS)*****TIMELINE: 2018-19 through Commission/Council Workplans*****Public Information Commission (PIC), Admissions and Registrations Council (ARC), outreach directors*****TIMELINE:** **2018-19 through Commission/Council Workplans** |
|  | * 1. **Increase enrollment to close the equity gap for adult reengagement for students who some college credits.**
 | * Approximately 330,000 25-44 year olds in the state with at least some college and a household income under $50,000 a year.

Possible Metrics (c):How do we know if the practices are equity minded? Do we need outside review/prof. dev?Possible Metrics (d):“Hits” SurveysCRM data demonstrating that a hit led to enrollment | 1. **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 by be available from Katie Rose at SBCTC.)**

**Note: no horizontal line is needed in this cell—all 4 strategies to be used for both 2.1 and 2.2 Objectives** | ***SBCTC and PIC.*****TIMELINE: Fall, 2018****Cost:** **$300,000** |
| 1. **Onboarding/**

**Entry** | **3.1 Increase the number of students who enroll after applying to the colleges with an emphasis on bridging the equity gap.** | * We have received a few examples of application yield rates from colleges tracking this information. Colleges reported application yield rates between 25% and 50%, with most rates around 30%. Some of the students who applied and did not enroll may enroll later or at another college, but it appears that a large number of students complete an application and never enroll.
 | 1. **Simplify entry processes (e.g. rebuild state online application form and process and integrate with CRM information)**
2. **Assist students through the entry process: Use CRM/tracking to eliminate common barriers in the entry process and target those areas (ex: financial aid, placement testing, OER, etc.)**
 | ***Admissions application group, WA Student Services Commission (WSSSC)*****TIMELINE: 2018-2019*****WSSSC Financial Aid, Admissions & Registration Councils*****TIMELINE:****Work on specific areas/common barriers:** **next year*****Statewide CRM contract discussion:*** ***next few years*** |
|  | **3.2 Increase the number of who successfully complete the first 15 college level credits with an emphasis on bridging the equity gap.** | * Approximately 63% of 37,000 new award-seeking students in a year are completing 15 college credits by their second year.
* Approximately 14,000 new award-seeking students are not completing 15 college credits by their second year.
* Lower rate for HU students of color (59%).
 | 1. **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)**
2. **Integrate contextualized learning outcomes and student support messaging into first quarter or “gateway” (high enrollment/low completion) courses.**

 | ***WA Student Services Commission (WSSSC), Instruction Commission (i.e. Guided Pathways leadership)*****TIMELINE: 2018-2019** |
|  |  **3.3 Increase the number of basic education students who transition to college level courses with an emphasis on bridging the equity gap.** | * Approximately 19% of 25,000 new basic education students in a year are transitioning to college courses.
* Approximately 20,000 new basic education students in a year are not transitioning to college courses.
* Lower transition rate for HU students of color (13%)
 | 1. **Address transition barriers with additional I-BEST programs,****financial aid, Guided pathways and basic skills integration.**

1. **Provide customized orientation for basic education (BEdA) transition students.**
 | ***Council for Basic Skills (CBS)*** |
| **4.Retention/Persistence** | **4.1 Increase the number of students who successfully complete the first 30 college level credits with an emphasis on bridging the equity gap.** | * Approximately 50% of 37,000 new award-seeking students in a year are completing 30 college credits by their second year.
* Approximately 18,000 new award-seeking students are not completing 30 college credits by their second year.
* Lower rate for HU students of color (45%).
 | 1. **Introduce *positive* one-on-one student support strategies (e.g. individual student meetings with faculty à la** [**Oakton Community College**](https://www.insidehighered.com/news/2018/03/13/oakton-community-college-builds-faculty-student-relationships-increase-persistence)**; 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 students to enroll, go to advising, etc.**
* **Provide statewide professional development (from SBCTC) on intercultural competency.**
1. **Gathering and sharing best practices to support for Accelerated, Stretch, and Pace models. This can include contextualization of math and English and math pathways curriculum at all levels. (Objectives 4.1, 4.2, 4.3, 4.4)**
 | * ***Instruction Commission***
* ***Articulation and Transfer Council***
* ***FACTC***
* ***State Board***

**TIMELINE:*** **Talk to Oakton with list of questions. Can someone from Oakton provide professional development to any and all faculty and staff?**
* **Survey system to determine if colleges are already engaging in strategies similar to the Oakton (or other one-on-one) models. Also include questions related to if colleges are not involved in such strategies.**
* ***Assessment, Teaching and Learning***
* ***State Board***
* ***WACTC***
* ***Pathways***
* ***Instruction Commission***
* ***Articulation and Transfer Council***

**TIMELINE:** * **Gather models already in use (e.g. Highline for math, SPSCC accelerated models for math and English).**
* **Schedule through ATL professional development for fall 2018 by in-state practitioners.**

**Develop professional development agenda and goals.** |
|  | **4.2 Increase the number of students continuing to enroll through the first 45 credits with an emphasis on bridging the equity gap.** | * Approximately 30% of 37,000 new award-seeking students in a year are completing 45 college credits by their second year.
* Approximately, 26,000 new award-seeking students are not completing 45 college credits by their second year.
* Lower rate for HU students of color (23%).
 | ***See Above.*** |  |
|  | **4.3 Increase the number of students continuing to progress year from year with an emphasis on bridging the equity gap.** | * Approximately 46% of 35,000 new award-seeking students in a year are still enrolled the following fall
* Approximately 19,000 are not still enrolled the following fall
* Lower rate for HU students of color (44%)
 | ***See Above.*** |  |
|  | **4.4 Increase the number of students who complete college level English and math within the first year with an emphasis on bridging the equity gap.** | * Approximately 23% of 37,000 new award-seeking students in a year are completing a college math and English course in their first year
* Approximately 28,000 new award-seeking students are not completing a college math and English course in their first year
* Lower rate for HU students of color (17%) and low-income students (20%)
 | ***See Above.*** |  |