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| **WASHINGTON STATE STUDENT SERVICES COMMISSION   WORKPLAN: 2021-2023** | | | |
| **WSSSC EDI STATEMENT: The Washington State Student Services Commission advances equitable policies and practices to dismantle systemic barriers created by oppression, power, and privilege in order to build and sustain institutions that ensure student success and honor the unique identity needs and lived experiences of our diverse community. The goals and strategies expressed in this work plan have been developed and will be acted upon in a manner that most fully accomplishes the intentions of this statement and that advances student success with full consideration of the equity needs, diversity, and inclusion of our students, faculty, staff, and communities.** | | | |
| **System Direction Goal: Increase access and enrollment for all students while reducing equity gaps. (Strategic Enrollment Management) Facilitated by SEM Committee** | | | |
| **Objectives** | **Strategies** | **Intended Outcomes** | Action/Updates |
| A. Strengthen system wide implementation of WACTC Strategic Enrollment Plan with an emphasis on equity, diversity and inclusion efforts. | A1: K-12 Alignment – Engage a significant percentage of Washington State High School graduates not currently going on to higher education immediately after high school.  A2: Adult Reengagement - A significant increase in adult student enrollment and completion of certificates and degrees at our colleges.  A3: Onboarding and Entry - Navigating the admissions and registration processes of a post-secondary institution can prove difficult for students, who regularly report that the “language” of college admissions, financial aid, and registration, along with adapting to academic norms and even campus wayfinding is intimidating and often defeating. It is therefore imperative that colleges develop practices and procedures that specifically address these and other endemic barriers to admission and matriculation.  A4: Retention and Persistence - The workgroup looked at students who reached critical benchmarks like credit completion, year-to-year persistence, and completing college-level English and math in the first year. Each objective emphasized eliminating the equity gap. | A1a. Increase the number of high school students participating in dual credit programs. A1b. Increase the number of high school graduates enrolling in higher education directly after high school. A2a. Increase enrollment and adult reengagement for students who have not enrolled in college (including students in basic education who have not reached college-level in their coursework), with an emphasis on closing the equity gap.  A2b. Increase enrollment and adult reengagement for students who have some college credits but no credential, with an emphasis on closing the equity gap.  A3a. Increase the number of students who enroll after applying to the colleges with an emphasis on eliminating the equity gap.  A3b. Increase the number of students who successfully complete the first 15 college-level credits with an emphasis on eliminating the equity gap.  A3c. Increase the number of basic education students who transition to college-level courses with an emphasis on eliminating the equity gap.  A4a. Increase the number of students who successfully complete the first 30 college-level credits, with an emphasis on eliminating the equity gap.  A4b. Increase the number of students continuing to enroll through the first 45 credits, with an emphasis on eliminating the equity gap.  A4c. Increase the number of students continuing to progress from year to year, with an emphasis on eliminating the equity gap.  A4d. Increase the number of students who complete college-level English. | A strategic enrollment document that includes other resources (i.e., state enrollment grid and outreach and mentoring strategies per SB 5194) is being created. The WACTC Strategic Enrollment Plan is available at: https://www.sbctc.edu/resources/documents/about/task-forces-work-groups/sem/strategic-enrollment-task-force-report.pdf. |
| **System Direction Goal: Student Success: Close equity gaps while increasing persistence and completion for all students.  Facilitated by Guided Pathways Committee** | | | |
| **Objectives** | **Strategies** | **Intended Outcomes** | **Action/Updates** |
| A. Clarify the paths. | A1. Work with SBCTC/Student Success Center and other relevant commissions to advance collaboration and practice-sharing to advance the implementation of a guided pathways framework, particularly with regard to developing student-centered maps with integrated/holistic student supports.  A2. Work with SBCTC to streamline and revise the SBCTC GP Workplan template for greater efficiency and effectiveness. | A1. Build opportunities for shared learning and development of collaborative and integrated Guided Pathways frameworks that maximize learning and student support, particularly with regard to creating student-centered: scheduling matrices; degree maps; program guides; and other tools.  A.2 Improve manageability and meaningfulness of Guided Pathways Work Plan for all colleges. |  |
| B. Help students get on a path. | B1. Work with SBCTC/Student Success Center to identify and further develop tools and best practices for the implementation of specific supports for "onboarding" students and supporting career path identification, with emphasis for onboarding of BEdA students aligned to Adult Reengagement, Strategy B, and Onboarding and Entry, Strategy F, from the WACTC SEM Task Force Final Recommendations. | B1. Provide recommendations/guidance for CTCs regarding: a. Increase FAFSA completions; b. Onboarding;  c. Career advising into and within pathways;  d. Creation of educational plans;  e. Advising policies and procedures to promote retention and completion;  f. Job placement or transfer advising; and  g. Adult reengagement (WSAtC and WACTC SEM recommendation) |  |
| C. Help students stay on the path. | C1. Convene taskforce including representatives from Financial Aid, WorkForce Education and Grants, Basic Skills, and VA to develop best practices for braided funding models to be shared broadly through our system Guided Pathways mechanisms (Student Success Center, institutes, commission meetings, etc.), utilizing findings from the #RealCollege survey (results available Spring 2020) to inform the work.   C2. Convene taskforce of ARC and FAC reps to develop recommendations that relate to student communication, coding, and compliance | C1a. Provide recommendations for creating braided funding models for Guided Pathways that maximize federal, state, and institutional funding options that support students--including those without a high school credential to transition--to complete degree programs.  C1b. Provide recommendations for student coding within Guided Pathways that support informed career/pathways identification, selection, and transition. |  |
| D. Ensure students are learning. | D1. Partnership between the Instruction Commission WSSSC EDI Committees to embed EDI principles in Guided Pathways. | D1a. Identify and build opportunities to broaden the understanding and application of EDI principles throughout the Guided Pathways. |  |
| **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.  Facilitated by Equity, Diversity, and Inclusion Committee** | | | |
| **Objectives** | **Strategies** | **Intended Outcomes** | **Action/Updates** |
| A. Embed Equity, Diversity and Inclusion (EDI) throughout the WSSSC and Council Work Plans | A1.  Develop an aspirational statement or position statement about what EDI means to WSSSC.  A2. Develop a framework (e.g., business case for diversity).  A3. Facilitate discussions with chief diversity officers and MSSDC to clarity scope and roles.  A4. Complete needs assessment related to EDI knowledge-base, interests, etc.  A5. Collaborate with the PD work group to leverage knowledge-base related to EDI.  A6. Continue to partner with IC to embed EDI in the Pathways work. | A1. Express commitment and assure intentional adherence to actions that advance our commitment to EDI.  A2. Refine talking points and principles that will aid in the advancement of EDI throughout the CTC system.  A3. Assist in building understanding and scope of responsibilities and opportunities across varied system structures with overlapping areas of engagement.  A4. Acquire deeper understanding to inform priorities, strategies, and areas of impact. Develop strategies to support the advancement of this work with individual councils, meeting councils where they are.  A5. Build opportunities (and take action) to integrate EDI principles into professional development.A6. Build opportunities for and organize inter-commission collaboration to broaden the understanding and application of EDI principles throughout the CTC system. | A1. The DEOC have developed an aspirational statement that directly expresses our intent to advocate for equity and to identify and disrupt inequitable practices as WSSSC works toward serving the people in our respective communities.  A2. Additionally, the team drafted a business case for diversity that intentionally responds to WSSSC’s role in supporting SBCTC’s mission in consideration of both our present context and of the projected demographics shifts in Washington State. Together, these documents serve as our integrity statement and affirm our commitment to creating and sustaining systems characterized by equity, diversity, and inclusion. |
| B. Present timely and relevant professional development sessions at commissions and council meetings with a focus on equity, diversity, and inclusion. | B1. Survey WSSSC and Councils on interest in professional development. Help identify speakers and facilitate trainings.   B2. Embed Professional Development in WSSSC meeting as agenda items.   B3. Approach Professional development through a student development outcome lens (CAS Standards, NASPA).  B4. Continue to develop professional development opportunities that highlight and attend to overlapping and complimenting areas of student services and instruction in collaboration with the Instruction Commission.  B5. Continue to integrate/embed and advance the principles of EDI in all professional development activities through close communication with the EDI committee, as well as the CDEO group and MSSDC. | B1 & B2. Meaningful professional development at least twice per year at WSSSC and Council meetings.   B3. Assure that WSSSC professional development activities align with the philosophies and principles of the field(s).   B4 & B5.  Continue the conversation about aligning student development outcomes with instructional outcomes under the umbrella of principles of equity, diversity, and inclusion. | B1: Will be completed by utilizing April 2019 survey results to drive agenda items.   B2: Professional development at WSSSC meetings are slowly shifting from a "here is the information" to a more engaged discourse that moves us to deeper understanding and meaningful action to shape the work of the commission and our institutions.    B3 & 4: The 2019 annual joint summer meeting with IC, and CDEOs, included partnering with Deb Bragg, director of UW's Community College Research Initiative and Joe Lott, founding director UW's Brotherhood Initiative, with a specific focus on equity in our Guided Pathways work. |
| **The core values of the Washington State Student Services Commission (WSSSC) are, to the fullest extent possible, captured in this workplan. The Equity, Diversity, and Inclusion statement at the top provides a framing for our work, and we have intentionally aligned our core goals with the focus areas identified by SBCTC and in collaboration with the Instruction Commission and the Research & Planning Commission.   WSSSC 2021-2022 Executive Committee President: Chio Flores, Wenatchee Valley College  Past President: Sue Orchard, Lower Columbia College  President-Elect: Luca Lewis, Whatcom Community College  Treasurer: Scott Latiolais, Clover Park Technical College Secretary: Erin Blakeney, Cascadia College  Members-at-Large: Michele Waltz, Bellingham Technical College and Michele Cruse, Clark College**  **WACTC Committee Reps: Andre Guzman, Big Bend Community College; Claire Peinado, Skagit Valley College; Jessica Gilmore-English, Renton Technical College SBCTC Staff: Joe Holliday**  **Approved by WACTC, January 25, 2021** | | | |