

Instruction Commission
Fall Meeting / November 2-3, 2023
Big Bend Community College
Masto Conference Center 1870, section C/D

Thursday, November 2

- 8:00-8:30: Breakfast – Agenda Review
- 8:30-8:45: Welcome and Land and Labor Acknowledgment
- Dr. Kristen Finnel, VPI, Lower Columbia College, IC Chair
- 8:45-9:45: Introductions and group conversations
- 9:45-10:45 WACAAB Update
- 10:45-11:00: Break
- 11:00-12:30: Data Presentations and Discussion
- 12:30-1:30: Working Lunch
- 1:30-2:00: 2023-24 Instruction Commission Workplan Review & Committee Assignment
[Workplan](#)
[Zoom Link](#)
- 2:00-3:30 Committee Break Outs
College Transitions – Masto 1870 A
Transfer – Masto 1870 B
Workforce Development – Hardin Room 1837
Learning Strategies & Innovation – Masto 1870 C/D
Dual Credit - Masto 1855 A
- Regular committee business. Please update the workplan as appropriate.*
- Please have a designated note taker. At the end of the session, please submit notes to Roma Bert at rbert@sbctc.edu.*
- 3:30-4:30: Committee Report Outs
College Transitions
Transfer
Workforce Development
Learning Strategies & Innovation
Dual Credit
*Identify any action items for business meeting. Please email action items to Roma Bert.
- 4:30-5:00 Wrap up and Day 2 Planning
- 6:30: No-Host Dinner – Michaels on the Lake ,910 W. Broadway Ave.

Friday, November 3

- 8:00-8:30: Breakfast, Welcome
- 8:30-9:15: Review of FACTC Presentation and Follow-Up Plan; Dr. Johnny Hu, Bates Technical College
- 9:15-10:15: State Board Report, Dr. Val Sundby, Director of Transfer Education and Dr. Joyce Hammer, Deputy Executive Director of Education
- 10:15-10:45: WACTC Report Outs, Dr. Kristen Finnel, IC Chair
WACTC Report Outs
- Capital Budget – TBD
 - Educational Services – Dr. Kristen Finnel, Lower Columbia College
 - Equity – Dr. Steven Thomas, Whatcom Community College
 - Operating Budget – Mr. Peter Lortz, North Seattle College
 - Technology – Dr. Michael Lee, Columbia Basin College
- 10:45-12:00 Business Meeting
- Approval of Summer Minutes
 - Elections for new Steering Committee Member for 2023-2024
 - Committee Discussions
 - Data Governance - Heidi
 - Questions

Future Meetings:

December 14	8:00 a.m.
January 11	8:00 a.m.
February 22-23	SPSCC
March 14	8:00 a.m.
April 18-19	Columbia Basin



Instruction Commission July 11, 2023, Business Meeting Minutes

Call to order

A meeting of the Instruction Commission was held virtually through zoom July 11, 2023. The meeting was called to order at 8 a.m. by Sayumi Irei. The land and labor acknowledgment was given by Chair, Sayumi Irei of South Seattle College, by way of members sharing lived experiences of the Tribal land acknowledgement. Meeting materials on SBCTC – Instruction Commission Website.

Attendees:

Kerry Levitt, Sayumi Irei, Peter Lortz, Bonnie Glantz, Heidi Ypma, Tod Treat, Johnny Hu, Holly Bringman, Connie Smeijkal, Marissa Schlessinger, Melissa Meade, Jennifer Ernst, Steven Thomas, Stephanie Delaney, Steve Danver, Jim Wilkens-Luton, Roseann Berg, Nicole Lacroix, Tuan Dang, Heidi Summers, Cathy Leaker, Rob Veins, Terry Cox, Jesse Humphreys, Lucas Rucks, Emily Lardner, Michael Lee, Wendy Rockhill, Chris Chen Mahoney, Bryce Humphreys, Stephanie Delaney, Michelle Andreas

Guests and SBCTC Staff:

Valerie Sundby, Michael Brown, Monica Wilson, Joyce Hammer, Will Durdan, Jeremy Winn, Roma Bert

New Business:

- **Introductions and Group Conversation** – Sayumi Irei, Chair
 - Do you have time to relax?
 - What is your summertime hobby?
 - Introduction of new members.

- **Onboarding Plan** – Stephanie Delaney
 - Small breakout groups discussed the onboarding process for new VPI members.
 - Groups used Jam Board to brainstorm important opportunities
 - Report out on what was discussed.
 - Mentorship
 - Create a structured orientation/leadership transition process
 - Size, demographics, and location of college impacts the type of content the new VPI will need training on

- **SBCTC Update** – Val Sundby, SBCTC
 - Val Sundby, Director of Transfer SBCTC – slide deck accompanied presentation.
 - Introduction of New Deputy Executive Director, Joyce Hammer, Ph.D.
 - Jamie Traugott, Director of Dual Credit & Strategic Enrollment Initiatives
 - Updates on Running Start
 - Enrollment Trends
 - Instruction Commission will be adding Dual Credit Committee
 - Marie Bruin, Director of Workforce
 - SBCTC will be hosting the first Comprehensive Needs Assessment
 - Irene Shaver, Program Administrator for Climate Solutions
 - Report out on success of the program last year
 - Looking for support in a 1.5m supplemental session request for Climate Solutions in WAC Legislative recommendations
 - Looking for colleges to be pilots for a green certificate and program redesign

- **Committee Report-** Johnny Hu
 - College Transitions – Tod Treat
 - Lacked members – no report
 - Transfer – Steven Thomas
 - The WA 45 agreement will finalize work by the Fall Instruction Commission meeting
 - Creation of database of articulation agreements and course sharing work structures for ATC & BLC.
 - JTC – Val Sunby
 - Transfer Experience
 - Credit DTA Revision
 - Workforce Development – Johnny Hu
 - Finalize Skill Standards for IC Approval by Spring 2024
 - Need to develop best practices for program advisory committees – WEC/IC
 - CLNA report due January
 - Learning Strategies & Innovation – Stephanie
 - E-Learning
 - AI Literacy and statewide guidelines- How do we close EDI opportunity gaps?
 - Make course sharing easier
 - Dual Credit & Adult Reengagement – Tuan Dang
 - Adult Reengagement doesn't belong in this group
 - Need to make training for counselors more accessible
 - Does Dual Credit belong with College in the High School?

Business Meeting

- Approval of Minutes – Approval of April meeting minutes.

- **No other voting items**
- Dues Update – Will be colling dues again. The Steering Committee will work with SBCTC to finalize the balance, update fee collecting structure and process for accounting.

Work Assignments

- Complete the survey or you will be assigned based on your strength
 - Each committee should address adult reengagement
 - What is the deadline for the allocation model

The Steering Committee would like to meet with the chair of each council and their liaison.

Meeting adjourned at 2:30pm

Future Meetings: *(Proposed - To Be Confirmed at Summer Meeting)*

Fall Date Nov 2nd -3rd – Big Bend Community College

Winter Date TBD – South Puget Sound Community College or SBCTC

Spring Date TBD – Columbia Basin College

The Role of VPIs in Advancing the Use of Data to Improve Student Success and Learning – Thursday Nov 2, 2023, Instructional Council meeting

At Big Bend Community College

Steven Thomas, Whatcom Community College, vice president for instruction

Anne Marie Karlberg, WCC's director for assessment and institutional research (AIR)

To access...

1. WCC's AIR homepage (<http://faculty.whatcom.ctc.edu/InstResearch/index.htm>), go to... whatcom.edu > About WCC > Assessment and Institutional Research
2. Electronic versions of today's PowerPoint presentation and this handout, click on... Assessment, Learning, and Teaching Resources > Presentations
3. Dashboards and reports (including 2-pagers) are posted on the Data Resources link

1. Foundational investments in WCC's AIR office

- 2008 Hired first AIR director and created first AIR office
Hired first faculty outcomes assessment coordinator
- 2009 Public AIR website created – all data are posted
Outcomes assessment committee forms (focus on outcomes assessment)
Student success & achievement committee forms (focus on student success data)
- 2010 Future VPI gets involved in using student success and outcomes assessment data
- 2011 Faculty education workshops are created
- 2012 AIR/IT relationship is formed
- 2014 Tableau data visualization software obtained
- 2017 Senior research analyst position hired
- 2018 Reports & dashboards
- 2019 Year 7 accreditation report/visit (no recommendations; commendations on use of student success data, outcomes assessment data, and innovative faculty education workshops)
- 2021 National Institute for Learning Outcomes Assessment award – excellence in assessment
AIR student advisory group
Canvas faculty assessment reports
- 2022 Rebuilding reports and dashboards (ctcLink)

2. Guiding principles: See the last 4 pages of this handout for a more detailed list of guiding principles.

- a. Apply an equity lens to all work
- b. Create simple, meaningful, and sustainable processes/reports – see [blank CLA reports](#))
- c. Engage in collaborative learning as an entire campus – [faculty education workshops](#)
- d. Provide transparent communication across campus and to the broader community – see [What's in the AIR?](#), [best practices of data and word presentation](#) (and [handout](#)), [style sheet](#)

3. [AIR website](#) and examples of reports & dashboards

- a. [Program/discipline improvement process](#)
- b. [Data resources: course success, college-level, annual](#) (2-pager pdf); [course success by faculty dashboard](#), [enrollment/students by class time and location dashboard](#)

4. [Examples of employee use of data to close equity gaps](#)

Human resource allocation

- a. Psychology faculty: (1) Secured a \$9,042 SBCTC Pathways Award for innovation and equity grant to address equity gaps by developing a course-based undergraduate research experience (CURE) for general psychology and (2) helped with a petition to hire a new faculty member in order to diversify the nearly homogenous age, gender, racial, and educational representation within the psychology discipline.
- b. Learning center director: Reflected on math tutor diversity and actively changed the demographics of math tutors to reflect the demographics of students entering the math center and taking math courses, with the hope of seeing more women take higher level math courses.

Teaching and learning

- a. English faculty: Implemented teaching strategies such as the 4 Connections, TILT (Transparency in Learning and Teaching), and UDL (Universal Design for Learning) that helped eliminate equity gaps for historically underserved students of color, first generation students, and students with disabilities.
- b. Chemistry faculty: Using active learning exercises, eliminated equity gaps for historically underserved students of color in his general chemistry classes and increased course success rates for all students.

2. Guiding Principles for Assessment and Institutional Research Work at WCC

Also see this article titled, "[Transformative principles contributing to Whatcom Community College's assessment progress](#)" and WCC's [excellence in assessment webpage](#).

The term “data” below includes the following **assessment-related information** – all at the course, program, and college levels:

1. Outcomes assessment results (direct indicators at the [college](#), [program](#), and [course](#) levels)
2. [Survey, focus group, and key informant interview feedback or insights](#) (indirect indicators)
3. [Institutional and student success information](#) (institutional data)

The following principles guide the assessment and institutional research work at WCC.

1. **Equity.** Apply an equity lens to all work. Serve as a college resource for efforts to close equity gaps. Connect and contribute to work on equity, diversity, and inclusion on campus.

2. Data and reports

- a. **Create simple, meaningful, sustainable, and sufficient processes and reports for faculty and staff.** Create templates/reports. Limit reports to the most essential elements that encourage reflection and result in action (preferably 1-2 pages). Replicate the format of the reports across course, program, and college level assessments. Allow faculty to select which outcome they assess, whenever possible. Have staff do whatever lifting they can for faculty.
- b. **Apply [best principles](#) of data presentation to all documents and dashboards.** For easier interpretation, use consistent formatting and create and follow a [style sheet](#). Pay attention to details and edit the work.
- c. **Check the accuracy of all AIR-generated data and reports.** Check the work and results multiple times.
- d. **Be clear about definitions.** Clearly define measures, cohorts, demographic groupings, etc. Make details such as database tables, fields, and codes available for those who work with the data at that level.
- e. **Triangulate the data.** Use various sources of data to inform decisions, including direct and indirect indicators of student learning, institutional data, published research, etc.

3. Communication

- a. Have faculty and administrators lead the work together.** At WCC, the faculty outcomes assessment coordinator and the director for assessment and institutional research have led the outcomes assessment work together for the past 14 years. In terms of using student success data, faculty and staff work together on the student success and achievement committee to guide this work. Several faculty also serve as informal mentors to assist other faculty in the use of their own course success data.
- b. Be transparent.** Post as many resources as possible on a [public website](#), including data, reports, and AIR-related educational materials. Keep the website and all reports current and easily accessible. Maintaining resources in an easily accessible central location broadens engagement and participation in assessment efforts. Providing access to resources and transparency is central to assessment work.
- d. Invest in relationships** across campus to build trust, solicit input and feedback, improve relevance and responsiveness, offer support, and increase receptivity. When possible, communicate with individuals requesting data through a phone call, zoom, or in-person, rather than email.
- e. Start with a proposal and request feedback when creating new assessment-related processes:** Starting conversations with the best available ideas, while encouraging critique and the emergence of new ideas, often results in more meaningful and substantial feedback and products. For example, when first developing rubrics, consider starting with the NILOA rubrics, rather than creating rubrics from scratch.
- f. Engage with invested faculty and staff to begin new processes.** Use their support, energy and enthusiasm to move the work forward.
- g. Present data** and research findings back to campus in meaningful and consistent ways. Provide user-friendly resources and support so the community members can study the data themselves and take ownership of using them.
- h. Contextualize data.** Provide framing to help people interpret findings. For example, before faculty access their individual course success data, they can be asked to respond to reflection questions. Especially when sharing data with students, provide appropriate framing and context to minimize any potential harm.
- i. Communicate assessment-related information in multiple forums and encourage conversations.** In addition to communicating information via the website, professional development day, and other workshops, routinely meet one-on-one and in small groups with faculty, staff, and students to discuss assessment information and, together, consider possible next steps. Create collaborative time together (set aside time on the academic calendar, include multiple perspectives, and make it fun and productive. Create catchy regular monthly or quarterly emails to employees (e.g., “[what’s in the AIR?](#)” or “[assess-minute](#)”) communicating brief, relevant, and timely outcomes assessment, teaching, learning resources, and other AIR-related communications. Identify strengths to be sustained and opportunities for growth.

- j. Frame the data as a resource for continuous improvement and support.** Administrators make it clear the data will not be used punitively. Encourage innovation. Provide feedback, rather than evaluations. And champion reflection and improvement through a growth mindset.
- k. Provide timely feedback to each faculty and staff member who submit an assessment report.** Comment on at least one item to acknowledge the value of their work and appreciation for the time dedicated to creating the reports. Loop back the following year/quarter faculty teach the course with their feedback.
- l. Create a central place for faculty to submit reports.** WCC has a faculty reports Canvas page centralizing all faculty assessment resources, reporting, and tracking.

4. Institutional learning

- a. Engage faculty in peer-driven collaborative professional development opportunities to advance assessment work.** Provide systemic incentives for faculty to create and engage in peer-to-peer learning opportunities that focus on teaching and learning and using institutional data to improve student learning. See WCC's [faculty education workshop \(FEW\) webpage](#). Provide live and recorded training opportunities.
- b. Develop a culture of institutional learning through action.** Gather enough data, rather than an exhaustive amount of data, at an appropriate level to be able to take a logical next step and then learn from the experience.
- c. Reflect regularly** on all processes, reports, visualizations, etc. For example, the last box on all reports can ask for suggestions to improve the report or process. Then integrate substantive suggestions from faculty, staff, and students.

5. Active and universal participation

- a. Elicit the assistance of faculty and staff.** Faculty and staff who respond enthusiastically to processes can act as mentors, share their own data, co-facilitate workshops, and advance the work substantially due to their positions.
- b. Involve students in as many steps of the process as possible.** For example, include student representatives on committees; host open meetings to share data with all students and have other students co-facilitate; integrate student government and clubs in AIR office decision-making and use of data; email all students data and survey results; hire an AIR work study student; and/or create an AIR student advisory group.

6. Data requests

- a. **Clarify how the information will be used.** Determine what question will be answered and what will be done differently if the College has this information. Only generate information that will be used.
- b. **Obtain the highest value of data that can impact the way the College serves students with the least amount of interruption into student, faculty, and staff lives.**
 - i. **Determine if there is published research or best practices that address the question at a level that could allow the College to take some initial steps.** Even though each college is unique, available research or best practices may be enough to take initial steps and adjustments can be made as the process unfolds.
 - ii. **Determine if the College is already collecting information that can help answer the question of interest.** Current processes produce data that could be more fully mined. Develop ways to use and track the data more systematically.

7. Survey and focus groups (also see [focus group tips](#) and [survey tips](#))

- a. **Reduce the number of surveys and questions.** Be respectful of people's time and avoid survey fatigue. Ensure respondents or participants learn or gain from participating in the survey or focus group. Adopt a strengths-based approach to question design. Only ask questions on which you can act. Format surveys so they look and are as short as possible. First identify what information you need to make a decision; then, determine what tool would be most appropriate to gather the information (e.g., currently existing data, focus group, key informant interview, survey, etc.).
 - b. **Analyze focus group and survey data to an appropriate level.** For example, during focus groups, have someone take notes of key points and quotations. Immediately after the focus group, have the facilitator and note-taker stay and summarize the overarching themes and next steps in a summary report. A recording can be taken only for the purpose of returning to it if a key quotation was missed. Recordings do not need to be transcribed. As soon as possible, provide the summary and rough notes to the people who requested the focus group(s). No further analysis is needed.
 - c. **Be thoughtful about generalization.** Be mindful of cohort composition and size. Some measures with broad cohort definitions may provide an overall picture of the College, while others may be more targeted. Surveys may not be representative and should be assumed to contain systematic biases having to do with such factors as access and "bandwidth". While scientific validity may be hard to reach, pragmatic insight sufficient for college purposes is possible. Surveys are not always the best tool for this. Thoughtful use of focus groups, key informant interviews, and critical case studies can also provide useful information.
- 8. Closing the loop.** Encourage action in response to insights from the use of data, track impacts of the data, and share those with campus. When faculty, staff, and students see the data being used, in the future they will be more willing to provide information.



DATA GOVERNANCE COMMITTEE PROPOSAL

CTCLINK CNED CAREER DATA QUALITY AND ENROLLMENT TRACKING PROPOSAL

Background

The system's Data Governance Committee (DGC) formed the Continuing Education Subcommittee in early 2023 to discuss:

- The alignment of ctcLink Continuing Education career (CNED) enrollments and related policies
- Determine the best approach to resolve data quality issues that have been identified
- Determine the best approach to track special funding program FTES such as Job Skills Training and Cybersecurity 500.

After several meetings it was determined that no structural changes goals nor any new coding mechanisms are needed for the CNED career to accomplish the goals. However, additional documentation and training is needed. In addition, current State Board Policy Manual language does not align with the actual handling/reporting of CNED data.

Recommendation

The DGC recommends the following actions:

1. The coding needed for the reporting of Continuing Education enrollment records will remain at the class level. No specific Plan Codes, Student Attributes or Student Groups will be required for reporting, unless the need develops in the future.
2. SBCTC Data Services to produce and maintain a CNED Coding Manual that consists of all applicable coding for Continuing Education enrollment records.
3. College Continuing Education staff (or the appropriate staff at the college) will align their current coding practices with the CNED Coding Manual.
4. SBCTC to update the following Policy Manual sections:
 - a. Chapter 4.10 to provide clarifying language related to Course/Class Catalog Numbers.
 - i. Continuing Education is not specifically cited in this section or provided a specific Catalog Number range. It is proposed that we add language stating that Catalog Numbers between 100 and 699 should be reserved for college level classes and courses. Continuing Education classes and courses should use numbers outside this range.

- b. Chapter 4.90 Policy Attachment needs updated.
For example, the policy currently states that personal enrichment enrollments are excluded from the Data Warehouse. These enrollments have never been excluded from the Data Warehouse. Removing these enrollments also removes their associated FTES.
 - i. Upon discussion with State Board policy staff in both Finance and Education Divisions, State Board research staff and college Continuing Education Council members, it has been determined that personal enrichment enrollments should continue to be included in the SBCTC Data Warehouse and will be identified as such.
- 5. SBCTC Data Services will add a data element to the SBCTC Data Warehouse to clearly identify CNED enrollments.
- 6. SBCTC Data Services to provide Quality Assurance reports to Continuing Education staff to identify data quality issues for correction.
- 7. SBCTC Data Services to provide training related to the Quality Assurance reports and class coding



The Role of VPIs in Advancing the Use of Data to Improve Student Success and Learning

Thurs Nov 2, 2023

Instructional Council meeting

Big Bend Community College

Steven Thomas (WCC's vice president for instruction)

Anne Marie Karlberg (WCC's director for assessment and institutional research)

Agenda

1. Foundational investments
2. Guiding principles
3. AIR website and examples of reports & dashboards
4. Examples of employee use of data



2007 NWCCU letter

Expressed “grave concern” that WCC did not have a meaningful assessment process, nor did it use data to improve student success and learning.



1. Foundational investments

2008 First AIR director / office
Faculty outcomes assessment coordinator

2009 Public AIR website
Outcomes assessment comm
Student success & ach comm

2010 Future VPI gets involved

2011 Faculty education workshops

2012 AIR/IT relationship

2014 Tableau data visualization

OFFICE OF ASSESSMENT & INSTITUTIONAL RESEARCH

Whatcom COMMUNITY COLLEGE

What is Assessment?
Assessment is the systematic use of information to inform decisions about how to improve student learning and success. WCC uses three types of information - direct indicators, indirect indicators, and institutional data - to assess student learning and success at the college, program, and course levels. See this comparison of WCC's core learning ability, program outcome, and course outcome processes. If you would like any report or document from this website produced in a more accessible format, please contact Peter Horne (phorne@whatcom.edu or 360-383-3303). To request data from the office for assessment and institutional research, go to the data requests page. In August 2021, the National Institute for Learning Outcomes Assessment (NILOA) awarded WCC an excellence in assessment designation. For more information, see WCC's excellence in assessment webpage.

Type of Data	Level of Assessment			
	Services	College	Program	Course
Direct indicators	Student services learning outcomes	Core learning abilities	Program outcomes	Course outcomes
Indirect indicators	Services surveys	College surveys & focus groups	Program surveys	Course surveys
Institutional data	Services data	College data	Program data	Course data

1. Foundational investments (continued)

- 2017 Senior research analyst position
- 2018 Reports & dashboards
- 2019 Year 7 accreditation report/visit
- 2021 NILOA award
AIR student advisory group
Canvas faculty assessment reports
- 2022 Rebuilding reports and dashboards
(ctcLink)



2. Guiding principles

- a. Apply an equity lens to all work
- b. Create simple, meaningful, and sustainable processes/reports
- c. Engage in collaborative learning as an entire campus
- d. Provide transparent communication across campus and to the broader community



2a. Apply an equity lens to all work

- a. Connect and contribute to DEI work on campus
- b. Disaggregate data
- c. Encourage active teaching, learning, and assessment pedagogies



- 2b. Create simple, meaningful, and sustainable processes/reports
 - a. Limit assessment reports to the most essential elements, encouraging reflection and resulting in action.
 - b. Replicate the format of reports across course, program, and college level assessments.
 - c. Allow faculty to select the outcome they assess, whenever possible.
 - d. Have staff do whatever lifting they can for faculty.
 - e. Apply design best practices



B. Core learning ability (CLA) assessment – Information literacy

Definition: The ability to discover information, identify how it is produced and valued, and use it ethically when creating new knowledge.

Specific graded summative assessment(s) (copy and paste from section A above)	
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Fill in the columns for the information literacy CLA indicators that can be assessed using the specific graded summative assessment identified above (enter "NA" on the other rows)

Information literacy CLA indicators: <i>Students were able to...</i>	Results of assessment: For each indicator, indicate the % or # of students who performed below, at, or above expected levels			Reflections: For each indicator, write reflections on anything that stood out for you (e.g., changes in teaching, learning, or assessment strategies; areas for student growth; areas where students excelled). You do not need to record a reflection for every indicator.
	% or # below expected level (D/F grade)	% or # at expected level (C grade)	% or # above expected level (A/B grade)	
1. Evaluate information: Evaluate the information creators' expertise and credibility, and the need and context in which it will be used.				
2. Access information needs: Research, create, revise, and disseminate information.				
3. Explain the value of information: Explain the value in information, including as a commodity, as a means of education, <u>as a means to influence</u> , and as a means of understanding the world.				
4. Engage in information inquiry: Approach research as iterative and ask increasingly complex or new questions.				
Teaching/learning success (optional): Explain any teaching or learning strategies you found to be effective for this CLA.				
Next steps to improve student learning: Explain any teaching, learning, or assessment strategies or curriculum you will change in the future to improve student learning for this CLA.				
Suggestions for the outcomes assessment committee , if any, to improve the course outcome and CLA report or process				

2c. Engage in collaborative learning as an entire campus

- a. Engage faculty in peer-driven collaborative professional development opportunities
- b. Develop a culture of learning through action
- c. Reflect regularly on all processes
- d. Elicit the assistance of enthusiastic faculty and staff
- e. Involve students in as many steps of the process as possible



2d. Transparent communication

- a. Public website
- b. Frame use of data as a resource for continuous improvement and support (not punitive)
- c. Multiple forums and encourage conversations (VPs use data)
- d. Provide timely feedback to faculty and staff who submit reports
- e. Create a central place for faculty to submit reports (Canvas)

Faculty Reports ↗

Welcome!

Use the links below to upload the corresponding documents. If you don't have access to one of the links, it is likely because you are not expected to submit one this year. Please check with Tresha if you believe you should have access.

Quarterly syllabi (all faculty)

[Fall 2023 syllabi submissions](#)

Faculty annual report (all faculty)

[Course outcome + CLA report \(2023-24\)](#)

[Survey portion of faculty annual report \(2023-24\)](#)

Annual program outcome reports (professional-technical program leads only)

[2023-24 program outcome report submissions](#)

[Program outcome report\(s\) from previous years - "Results of next steps"](#)

Program/discipline improvement process (PIP/DIP) report (5-year cohort cycles)

[PIP/DIP reflection report submission \(2023-24\)](#)

This year's cohort includes: criminal justice, developmental education, educational planning, English, English speakers of other languages (academic), IDS and humanities, mathematics, nursing, philosophy

Additional information about assessment at WCC can be found on the [AIR website](#) ↗, or by contacting Tresha and Anne Marie.

Questions? Please reach out to us with questions, ideas, or suggestions for how to improve this site and processes!



Tresha Dutton

Faculty outcomes assessment coordinator
& communication studies faculty



Anne Marie Karlberg

Director for assessment and institutional research
amkarlberg@whatcom.edu



In pairs discuss...


- Currently, what principles guide the use of student success data at your College?
- In the coming year, what principles might your college adopt to guide the use of student success data?

3. AIR website and examples of reports & dashboards

226,000 hits:
49,000 internally
177,000 externally

25,000 unique hits:
350 internally
24,550 externally

(2021 data)

OFFICE OF ASSESSMENT & INSTITUTIONAL RESEARCH

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COMMUNITY COLLEGE

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- Assessment, learning, and teaching resources ▶
- Assessment plans and reports ▶
- Committees ▶
- curriQunet
- Data resources
- AIR timeline, guiding principles, and history of assessment at WCC ▶
- Institutional review board (IRB)
- Program/discipline improvement process (PIP/DIP)
- Strategic plan
- Student advisory group
- Work plan report process

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curriQunet

Data resources

AIR timeline, guiding principles, and history of assessment at WCC ▶

Institutional review board (IRB)

Program/discipline improvement process (PIP/DIP)

Strategic plan

Student advisory group

Work plan report process

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Indirect indicators	Services surveys	College surveys & focus groups	Program surveys	Course surveys
Institutional data	Services data	College data	Program data	Course data

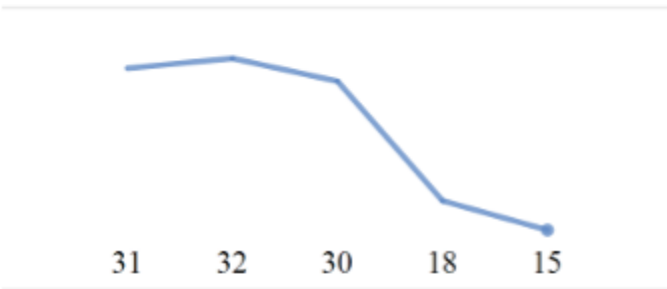
Next year of review	Program/discipline	Current data	Reports
2023-24	Criminal justice <i>(Michael McHenry)</i>	Data	2017-18
	Developmental education <i>(Leo and Leah)</i>	Data	2018-19, 2013-14
	Educational planning <i>(Leo)</i>	Data	2018-19
	English <i>(composition, literature, film, journalism; Signee - will submit by the end of January 2024)</i>	Data	2018-19, 2013-14
	English speakers of other languages - academic <i>(ESOL, John and Ines)</i>	Data	2018-19, 2013-14
	Interdisciplinary studies / humanities <i>(Ben K)</i>	Data	2018-19, 2013-14
	Mathematics <i>(Carrie M)</i>	Data	2018-19, 2013-14
	Nursing <i>(Grace K)</i>	Data	2018-19, 2013-14
	Philosophy <i>(Kirsten E)</i>	Data	2018-19
2024-25 <i>(original 2019-20 covid group)</i>	Anthropology <i>(Jennifer Zovar)</i>	Data	2021-22*, 2014-15
	Computer science	Data	2021-22, 2014-15
	Cooperative learning	Data	2019-20, 2014-15
	Economics	Data	2021-22, 2014-15

2022-23 Program and Discipline Improvement Process

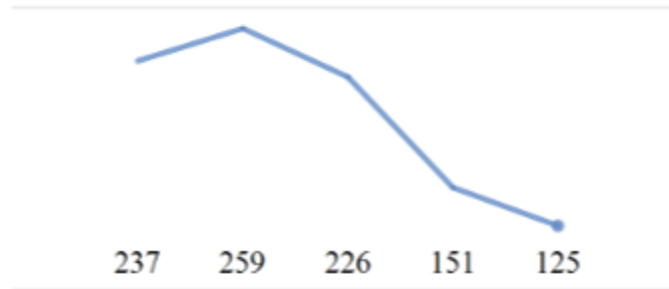
Criminal Justice

1. FTE and headcount

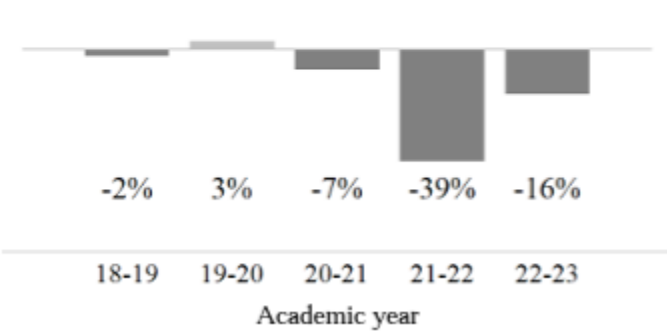
a. FTE



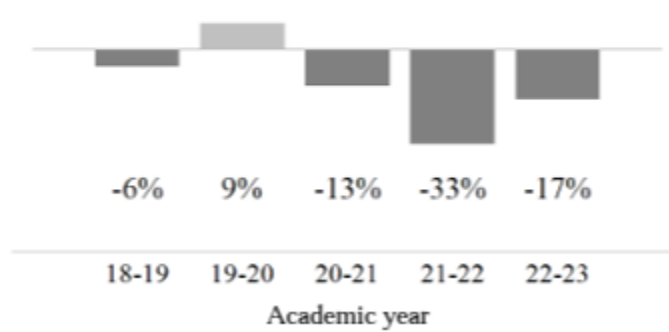
b. Students
(unduplicated headcount)



% change from prior year



% change from prior year

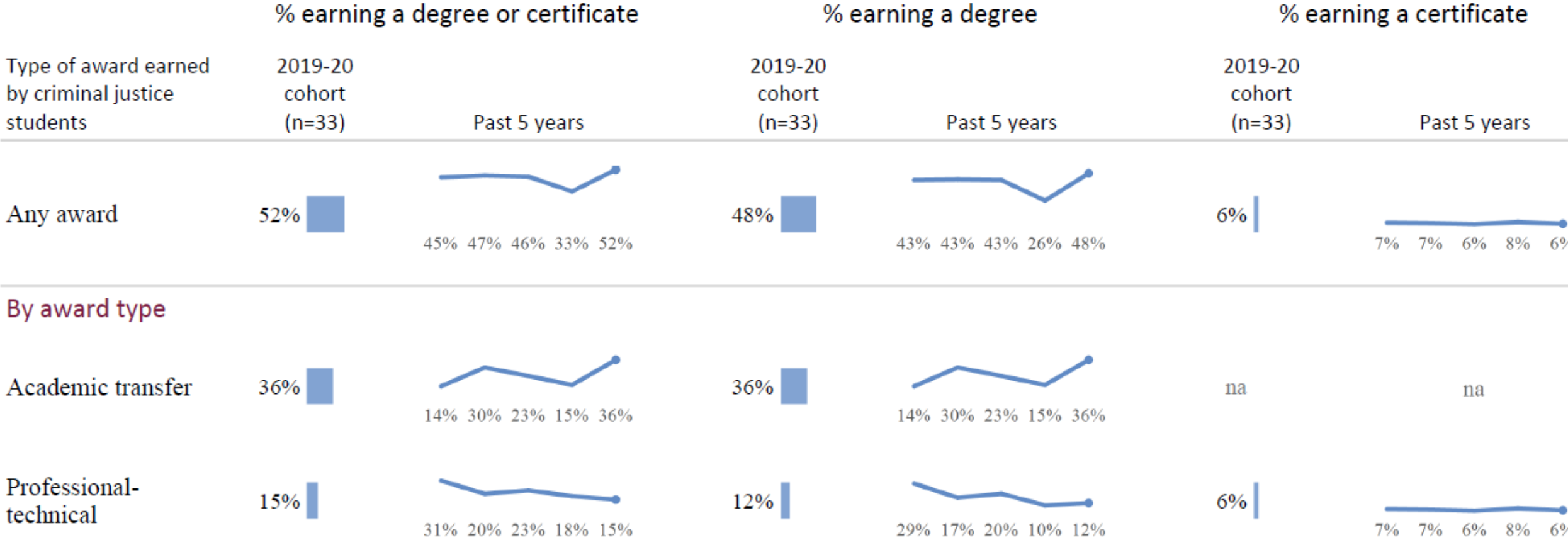


The PIP/DIP data set includes the last 5 years of data specific to each program/discipline including...

1. FTE and headcount
2. Courses and sections offered
3. Enrollments by mode of learning
4. Enrollments by student demographics
5. Course-specific enrollment, sections, avg class size, fill rate, and other data
6. Course success and grade distribution by mode of learning
7. Individual course success rates
8. Retention rate (various)
9. # of graduates
10. Graduation rate (3 and 5 year)

6e. Student performance: Graduation rates, 3 year

52% of students who began the criminal justice program in 2019-20 earned a degree or certificate (≥ 45 credits) within three years. The table below disaggregates the overall program graduation rate by the type of award earned by students in the cohort (e.g., of students in the cohort earned an academic transfer award, of students earned a professional-technical award, etc.).



Next year of review	Program/discipline	Current data	Reports
		updated 2023.08.22	
2023-24	Criminal justice <i>(Michael McHenry)</i>	Data	2017-18
	Developmental education <i>(Leo and Leah)</i>	Data	2018-19, 2013-14
	Educational planning <i>(Leo)</i>	Data	2018-19
	English <i>(composition, literature, film, journalism; Signee - will submit by the end of January 2024)</i>	Data	2018-19, 2013-14
	English speakers of other languages - academic <i>(ESOL, John and Ines)</i>	Data	2018-19, 2013-14
	Interdisciplinary studies / humanities <i>(Ben K)</i>	Data	2018-19, 2013-14
	Mathematics <i>(Carrie M)</i>	Data	2018-19, 2013-14
	Nursing <i>(Grace K)</i>	Data	2018-19, 2013-14
	Philosophy <i>(Kirsten E)</i>	Data	2018-19
2024-25	Anthropology <i>(Jennifer Zovar)</i>	Data	2021-22*, 2014-15
<i>(original 2019-20 covid group)</i>	Computer science	Data	2021-22, 2014-15
	Cooperative learning	Data	2019-20, 2014-15
	Economics	Data	2021-22, 2014-15

- Home
- Accreditation
- Assessment, learning, and teaching resources
- Assessment plans and reports
- Committees
- curriQunet
- Data resources**
- AIR timeline, guiding principles, and history of assessment at WCC
- Institutional review board (IRB)
- Program/discipline improvement process (PIP/DIP)
- Strategic plan
- Student advisory group
- Work plan report process

WCC Data Resources

Resources on this page have been updated with ctcLink data, where applicable. See examples of how faculty and staff have used the student success data.

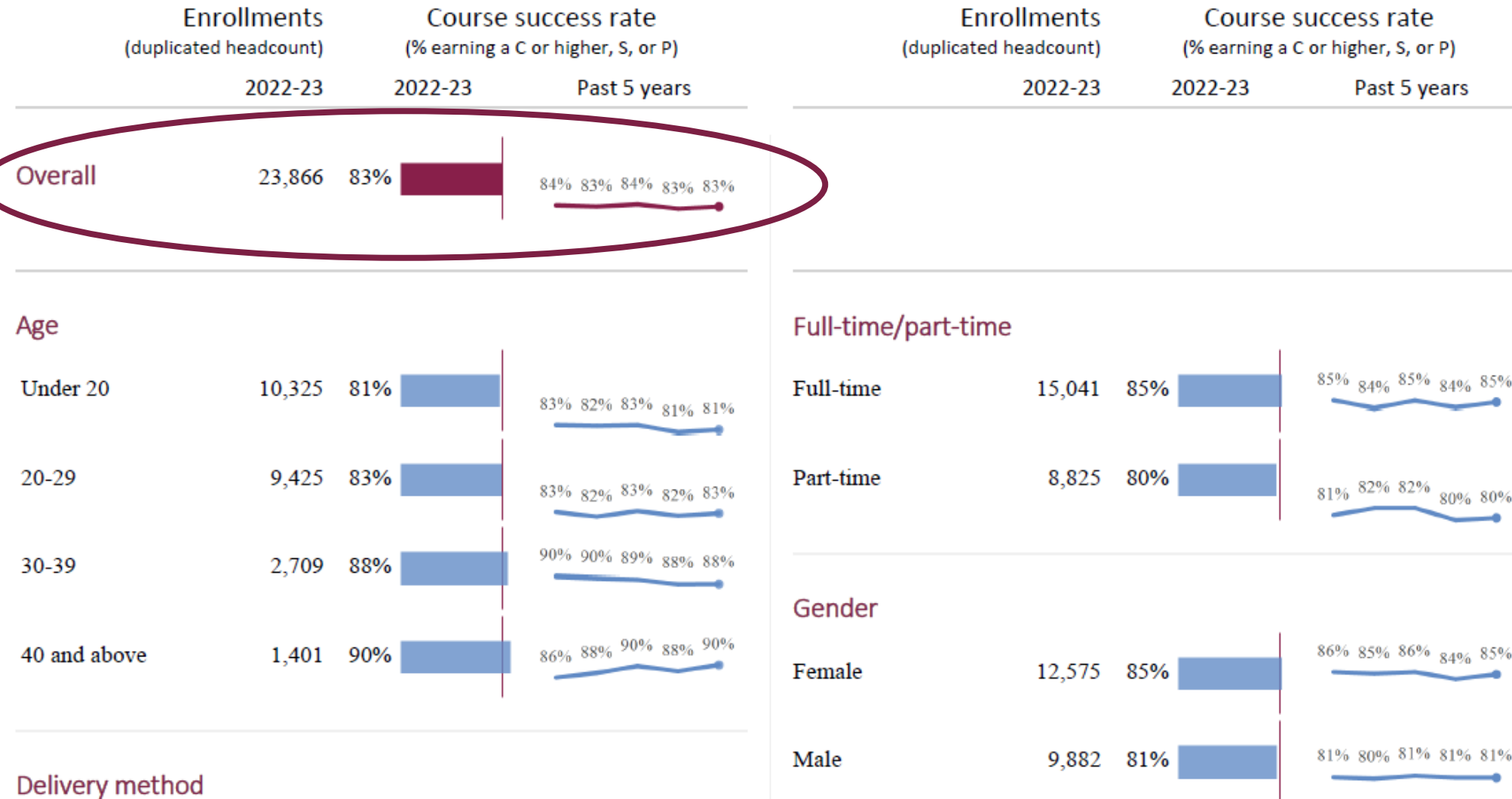
Search:

Level of assessment

Resource (hover for description)	Category	Format	College	Program	Course
CCSSE results	Survey	PDF	✓		
Course success by faculty	Course success	Dashboard		✓	✓
Course success	Course success	Dashboard	✓	✓	✓
Course success, by course	Course success	PDF			✓
Course success, by program/discipline	Course success	PDF		✓	
Course success, college-level, annual	Course success	PDF	✓		
Enrollment by class time and location	Enrollment	Dashboard	✓	✓	✓
Enrollment	Enrollment	Dashboard	✓	✓	✓
External resources	Multiple	Multiple	✓	✓	✓
Graduate transfer, 2-year	Transfer	PDF	✓		
Graduation or transfer rates, 3-year	Graduation	PDF	✓		
Graduation or transfer rates, 5-year	Graduation	PDF	✓		
Graduation or transfer rates, full-time cohort, 3-year	Graduation	PDF	✓		

2022-23 WCC Course Success: College-Level

In 2022-23, students earned a C grade or higher (S or P for non-graded classes) in 83% of college-level enrollments (100 level courses and above). The data below show how course success varied for specific demographic groups (blue horizontal bars) compared to the overall college average (red vertical lines). The line graphs show how course success has changed over the past 5 years for each group.



Disaggregated by...

- Age
- Delivery method
- Disability
- First generation
- Full-time/part-time
- Gender
- International
- Pell awarded
- Race/ethnicity
- Running start
- Veterans

- Home
- Accreditation ▶
- Assessment, learning, and teaching resources ▶
- Assessment plans and reports ▶
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Resource (hover for description)	Category	Format	Level of assessment		
			College	Program	Course
CCSSE results	Survey	PDF	✓		
Course success by faculty	Course success	Dashboard		✓	✓
Course success	Course success	Dashboard	✓	✓	✓
Course success, by course	Course success	PDF			✓
Course success, by program/discipline	Course success	PDF		✓	
Course success, college-level, annual	Course success	PDF	✓		
Enrollment by class time and location	Enrollment	Dashboard	✓	✓	✓
Enrollment	Enrollment	Dashboard	✓	✓	✓
External resources	Multiple	Multiple	✓	✓	✓
Graduate transfer, 2-year	Transfer	PDF	✓		
Graduation or transfer rates, 3-year	Graduation	PDF	✓		
Graduation or transfer rates, 5-year	Graduation	PDF	✓		
Graduation or transfer rates, full-time cohort, 3-year	Graduation	PDF	✓		

WCC Course Success by Faculty: 2018-19 to 2022-23

Summer, Fall, Winter, and Spring Terms

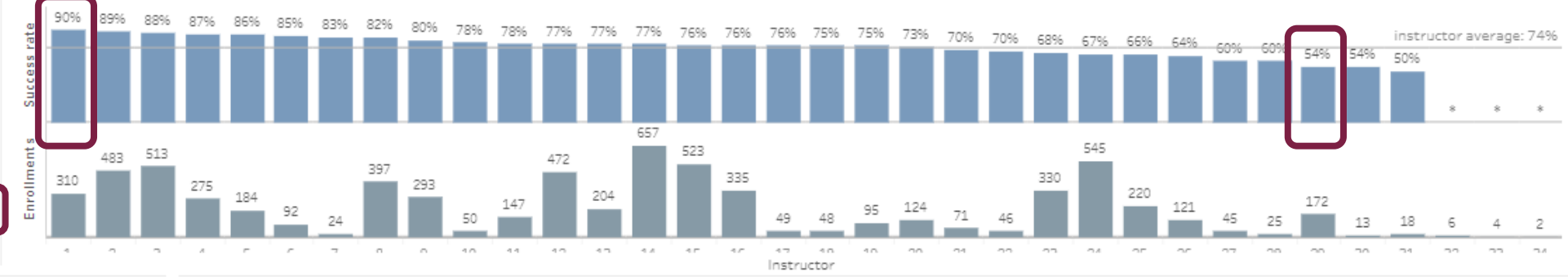
Academic year: 2022-23 | Single year or aggregated: Show aggregated results | Prior years to include: 5 years | Subject: (All) | Course: (All) | College level: College-level | Course attempt: (All)

Overall summary: 2018-19 to 2022-23

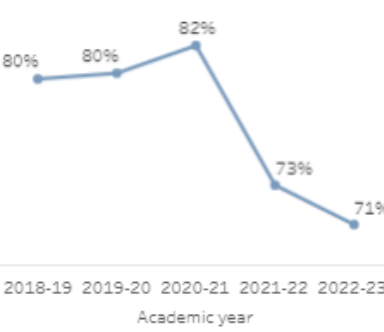
for selected instructors, courses, course types, and demographics

Total courses: 1
 Total faculty: 34
 Students: 6,336
 Enrollments: 6,893
 Success rate: **77%**
 Average grade: B (2.96)

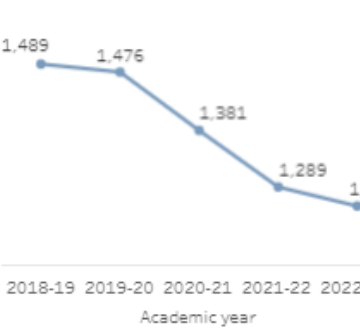
Course success by faculty: 2018-19 to 2022-23



Course success by year



Enrollments by year



Course success by course: 2018-19 to 2022-23

for selected instructors, course types, and student demographics

Course	Faculty	Enrollments	Success rate
ENGL& 101	34	6,893	77%
PSYC& 100	10	4,069	81%
MATH& 141	17	3,338	79%
MATH 099	17	2,605	69%
MATH& 146	9	2,459	86%
ENGL 201	18	2,458	86%
POLS& 202	6	2,274	78%

Course success by demographics: 2018-19 to 2022-23

for selected instructors, courses, and course types

Historically underserved st...	Enrollments	Success rate
Historically underserved student of..	1,532	69%
Not historically underserved stude..	4,545	79%

WCC Course Success by Faculty: 2018-19 to 2022-23

Summer, Fall, Winter, and Spring Terms

Faculty login

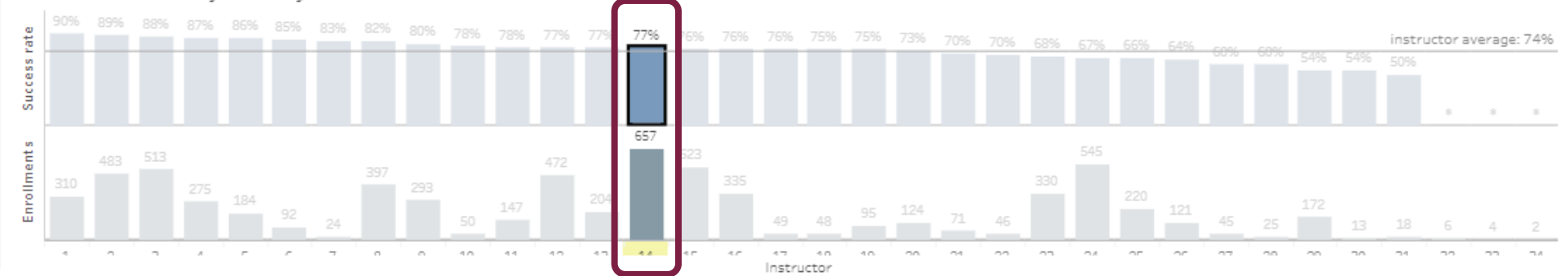
Academic year: 2022-23 | Single year or aggregated: Show aggregated results | Prior years to include: 5 years | Subject: (All) | Course: (All) | College level: College-level | Course attempt: (All)

Overall summary: 2018-19 to 2022-23

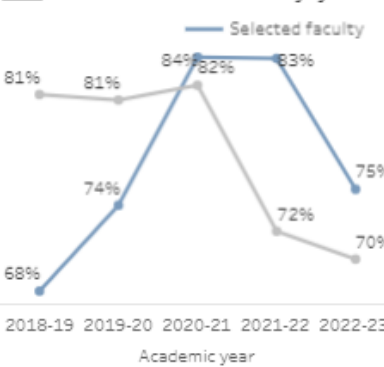
for selected instructors, courses, course types, and demographics

Total courses: 1
 Total faculty: 1
 Students: 652
 Enrollments: 657
 Success rate: 77%
 Average grade: B (2.96)

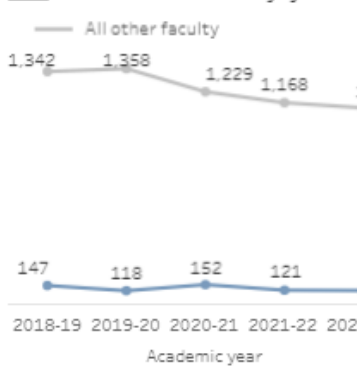
Course success by faculty: 2018-19 to 2022-23



Course success by year



Enrollments by year



Course success by course: 2018-19 to 2022-23

for selected instructors, course types, and student demographics

Course	Faculty	Enrollments	Success rate
ENGL& 101	1	657	77%
ENGL 201	1	22	86%
ENGL 188	1	18	83%

Course success by demographics: 2018-19 to 2022-23

for selected instructors, courses, and course types

Historically underserved st...	Enrollments	Success rate
Historically underserved student of..	140	67%
Not historically underserved stude..	446	79%

- Home
- Accreditation ▶
- Assessment, learning, and teaching resources ▶
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Search:

Level of assessment

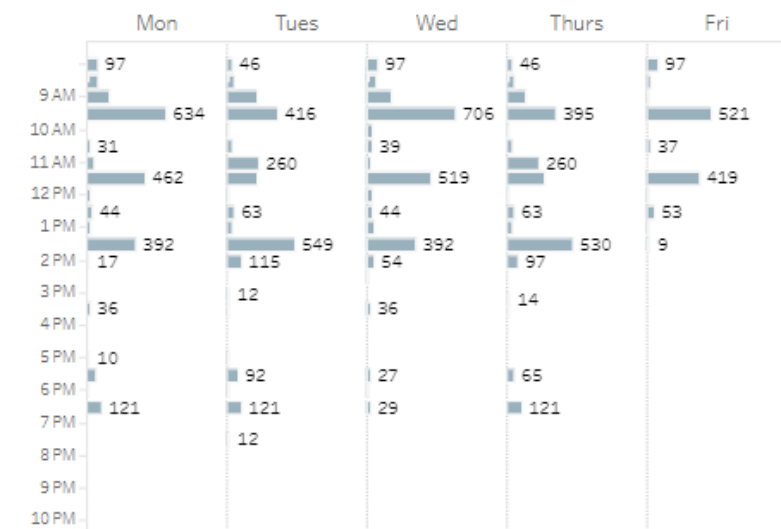
Resource <small>(hover for description)</small>	Category	Format	College	Program	Course
CCSSE results	Survey	PDF	✓		
Course success by faculty	Course success	Dashboard		✓	✓
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Course success, by course	Course success	PDF			✓
Course success, by program/discipline	Course success	PDF		✓	
Course success, college-level, annual	Course success	PDF	✓		
Enrollment by class time and location	Enrollment	Dashboard	✓	✓	✓
Enrollment	Enrollment	Dashboard	✓	✓	✓
External resources	Multiple	Multiple	✓	✓	✓
Graduate transfer, 2-year	Transfer	PDF	✓		
Graduation or transfer rates, 3-year	Graduation	PDF	✓		
Graduation or transfer rates, 5-year	Graduation	PDF	✓		
Graduation or transfer rates, full-time cohort, 3-year	Graduation	PDF	✓		

WCC Students by Class Time and Location: Fall 2023

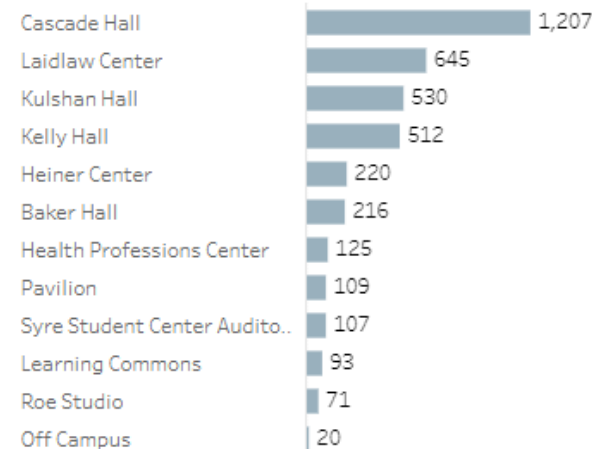
Unduplicated headcount of students enrolled in classes with physical locations and meeting times in ctLink. Enrollments in community education classes are excluded.

Academic year: 2023-24 | Term: Fall | Funding source: (Multiple values) | Course: (All) | Subject: (All) | Delivery method: (All)

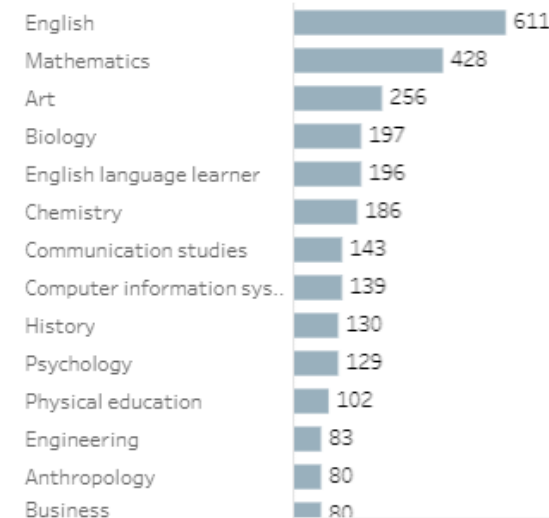
Students by class start time



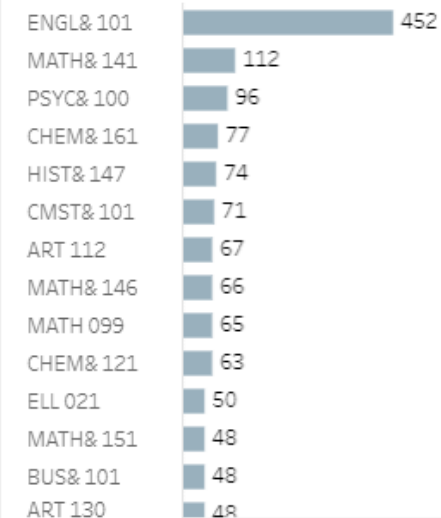
Students by building



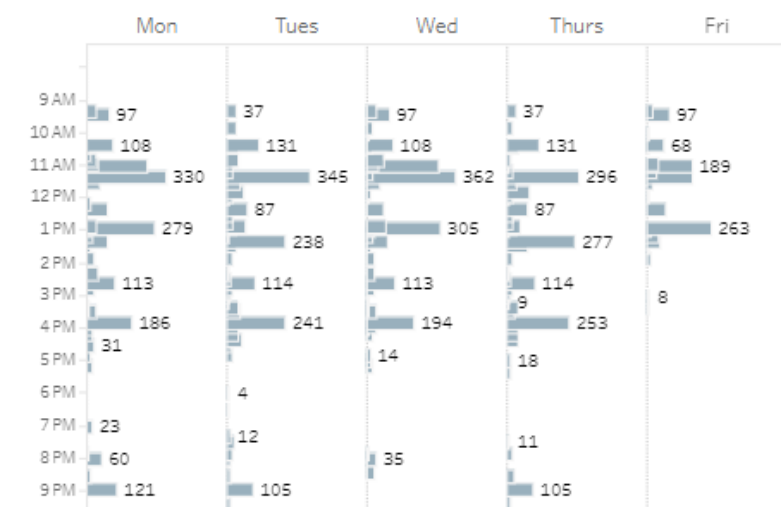
Students by subject



Students by course



Students by class end time



Class sections

Course	Section	Class number	Delivery method	Course component	Building	Room	Days	Start time	End time	Students
ABE 020	HY3	2159	Hybrid	Lecture	Cascade Hall	0153	MW	9:30 AM	11:30 AM	2
ABE 030	HY3	2206	Hybrid	Lecture	Cascade Hall	0153	MW	9:30 AM	11:30 AM	2
ABE 031	HY3	2214	Hybrid	Lecture	Cascade Hall	0104	TH	9:30 AM	11:30 AM	7
						0153	T	9:30 AM	11:30 AM	7
ABE 040	HY3	2207	Hybrid	Lecture	Cascade Hall	0153	MW	9:30 AM	11:30 AM	4
ABE 041	HY3	2216	Hybrid	Lecture	Cascade Hall	0104	TH	9:30 AM	11:30 AM	5
						0153	T	9:30 AM	11:30 AM	5
ABE 050	HY3	2208	Hybrid	Lecture	Cascade Hall	0153	MW	9:30 AM	11:30 AM	5
ABE 051	HY3	2217	Hybrid	Lecture	Cascade Hall	0104	TH	9:30 AM	11:30 AM	6
						0153	T	9:30 AM	11:30 AM	6
	K	39389	Hybrid	Lecture	Cascade Hall	0123A	M	6:30 PM	8:55 PM	1
					Kelly Hall	0208	TTH	6:30 PM	8:30 PM	1

4. Examples of employee use of student success data to close equity gaps

Human resource allocation

a. Psychology faculty

b. Learning center director

Teaching and learning

a. English faculty

b. Chemistry faculty



a. Psychology faculty - Melanie

Helped with a petition to hire a new faculty member to diversify faculty representation within the psychology discipline.

Secured a SBCTC Pathways Award for innovation and equity grant to address equity gaps in general psychology by developing a course-based undergraduate research experience (CURE).

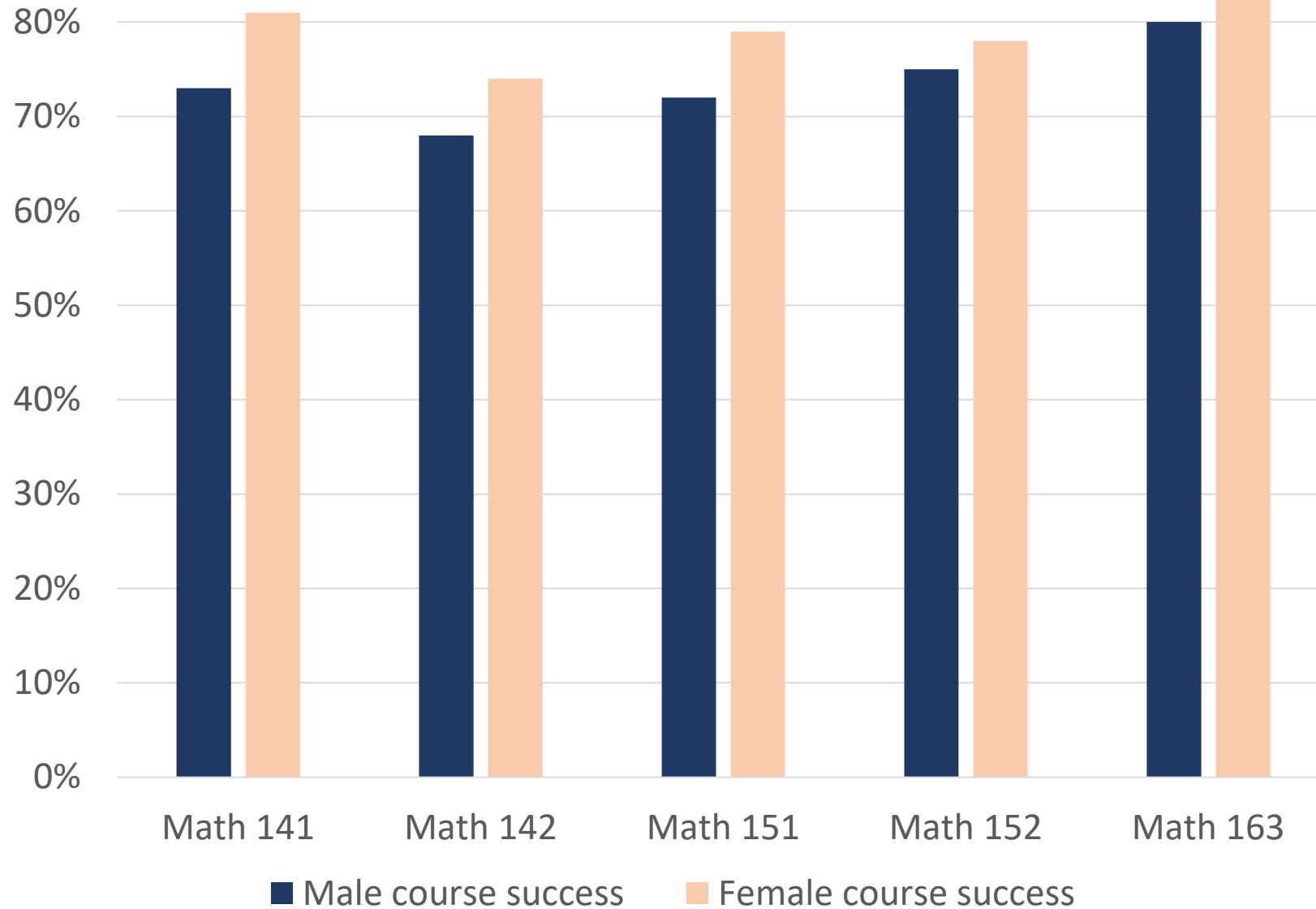


b. Learning center – Jason

Reflected on course success rates and enrollment by gender through the college level math sequence at WCC

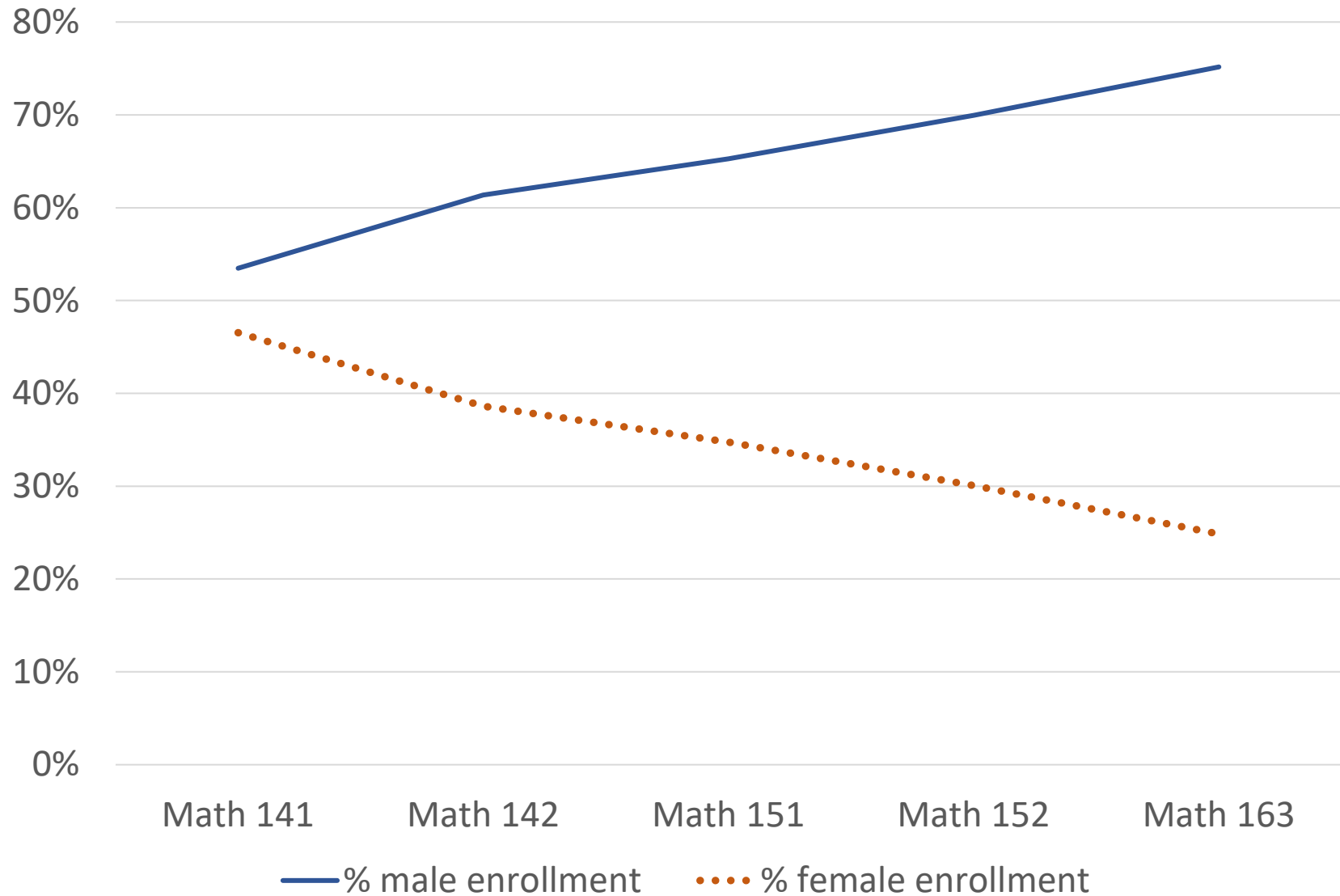


Course success by gender through the college level math sequence at WCC (2014-19)



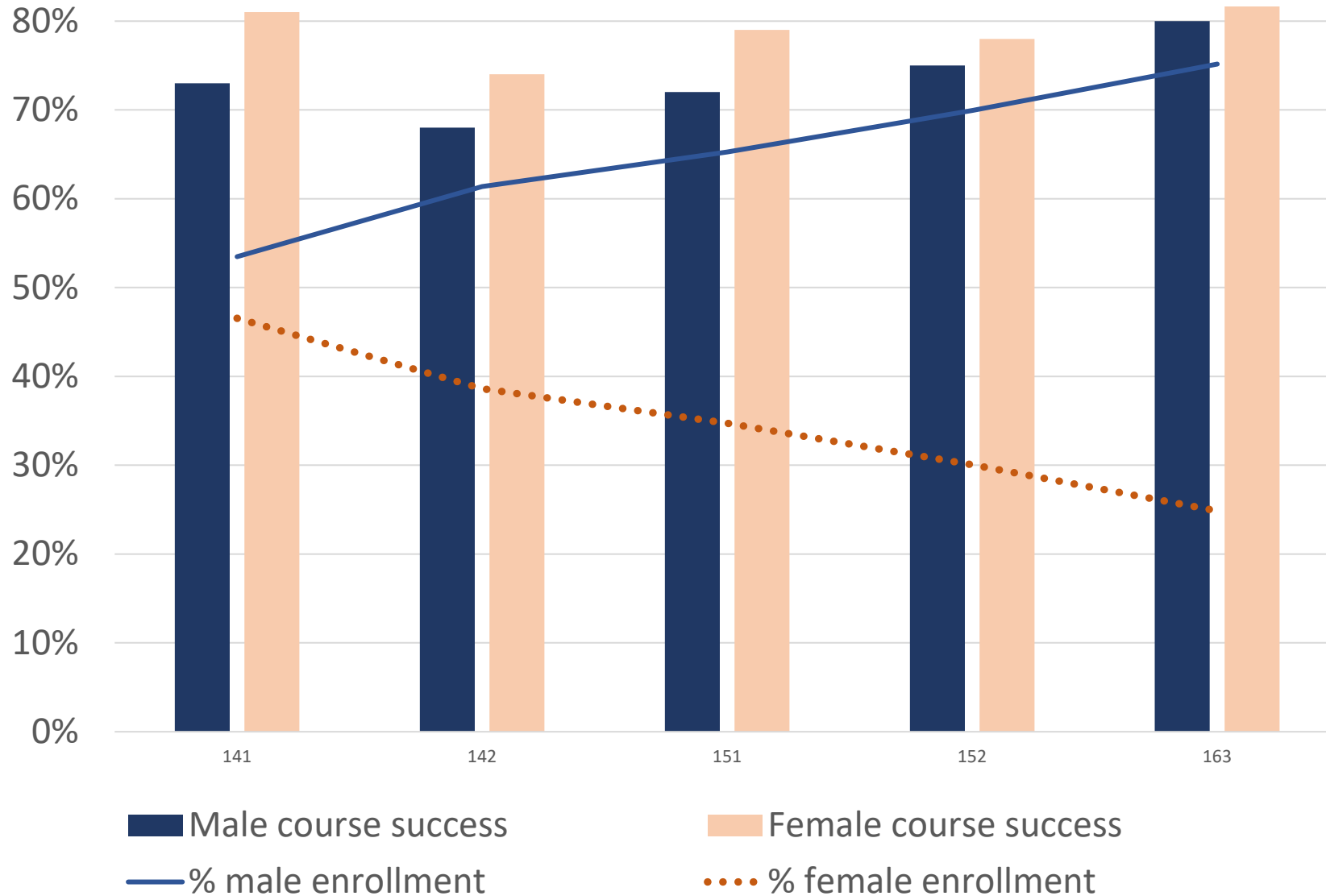
What is your interpretation of these data?

Course enrollment by gender through the college level math sequence at WCC (2014-19)



What is your interpretation of these data?

Course success and enrollment by gender through college level math sequence at WCC (2014-19)



1. What story is being told through these data?
2. Through an equity lens, what actions would you propose as a VPI?

b. Learning center

Reflected on math tutor diversity.

In 2023, actively changed the demographics of math tutors to reflect the demographics of students entering the math center and taking math courses.

With the hope of seeing more women take higher level math courses.



c. English faculty – Justin

Eliminated equity gaps for historically underserved students of color, first generation students, and students with disabilities

By implementing teaching strategies such as...

- a. 4 Connections
- b. TILT (Transparency in Learning and Teaching)
- c. UDL (Universal Design for Learning)



d. Chemistry faculty – Paul

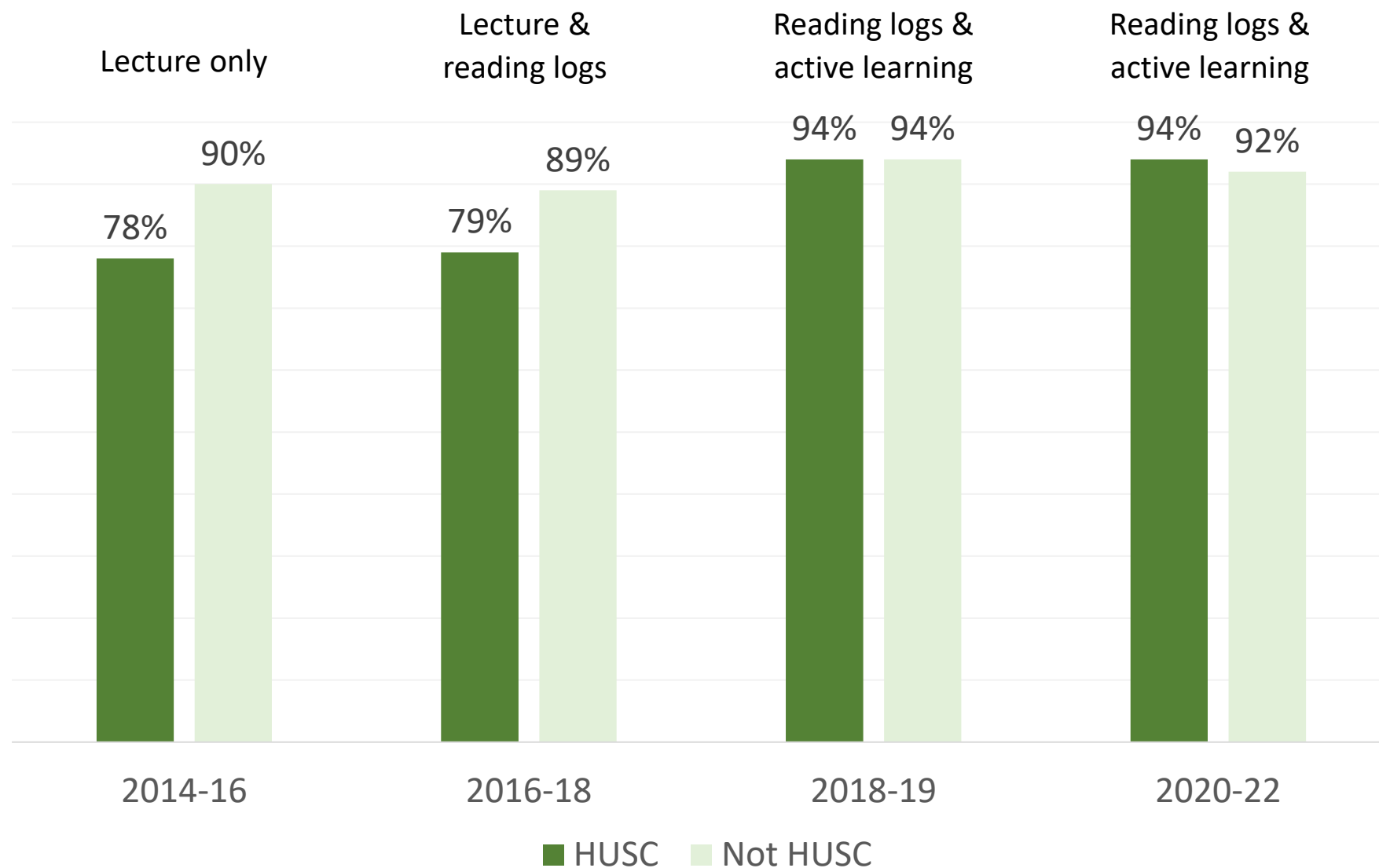
In 2016, realized there were large equity gaps in his general chemistry classes.

A new young colleague espoused the use of active teaching strategies.

So he experimented with different teaching and learning strategies.



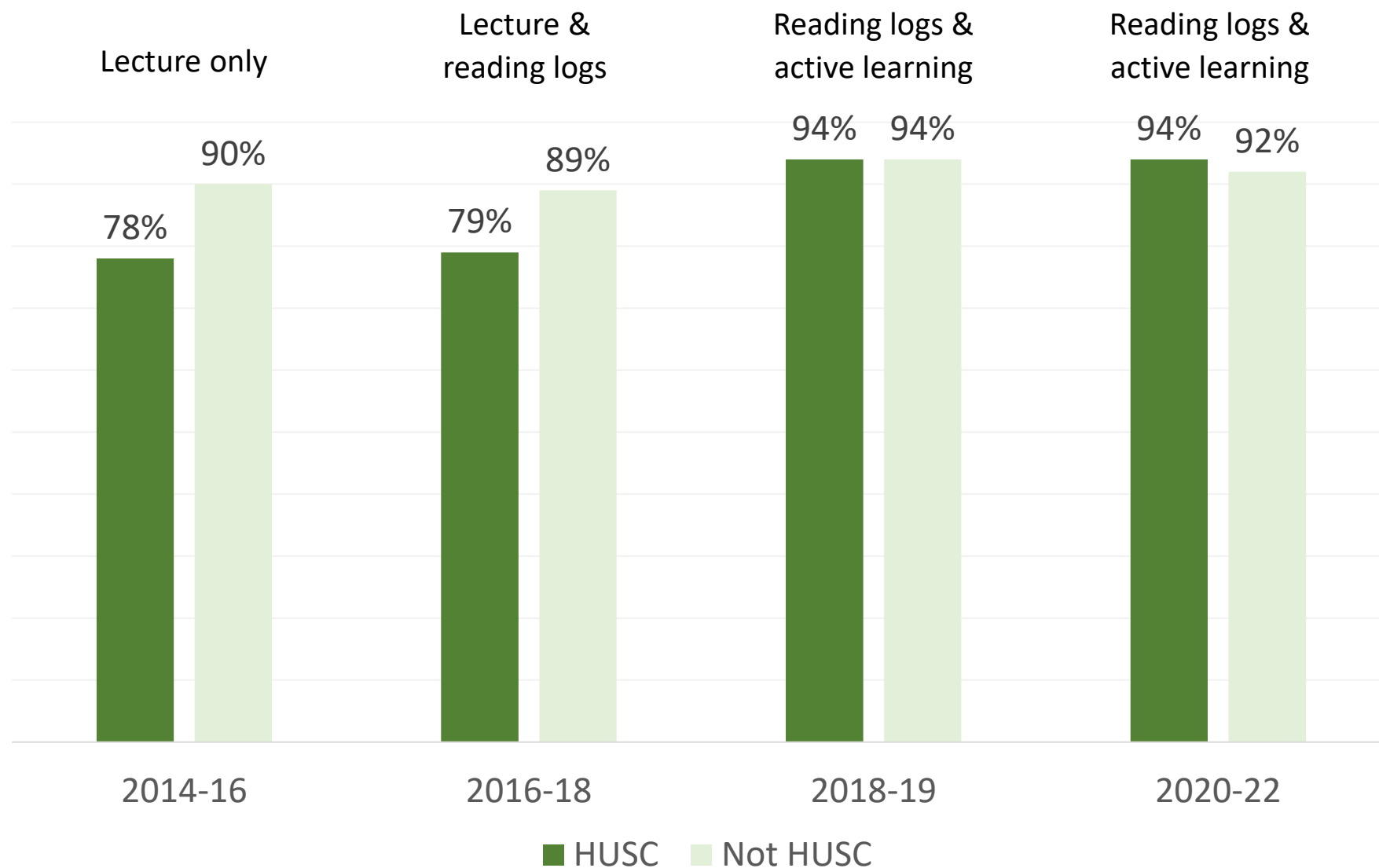
Impact of active learning in general chemistry classes (2014-22)



What was the impact of introducing reading logs in 2016 on course success rates or closing equity gaps?

Little impact on course success rates or closing equity gaps

Impact of active learning in general chemistry classes (2014-22)



What was the impact of replacing lectures with active learning in 2018 on course success rates and closing equity gaps?

Increased course success rates for all students and removed the gap between HUSC and not HUSC students.

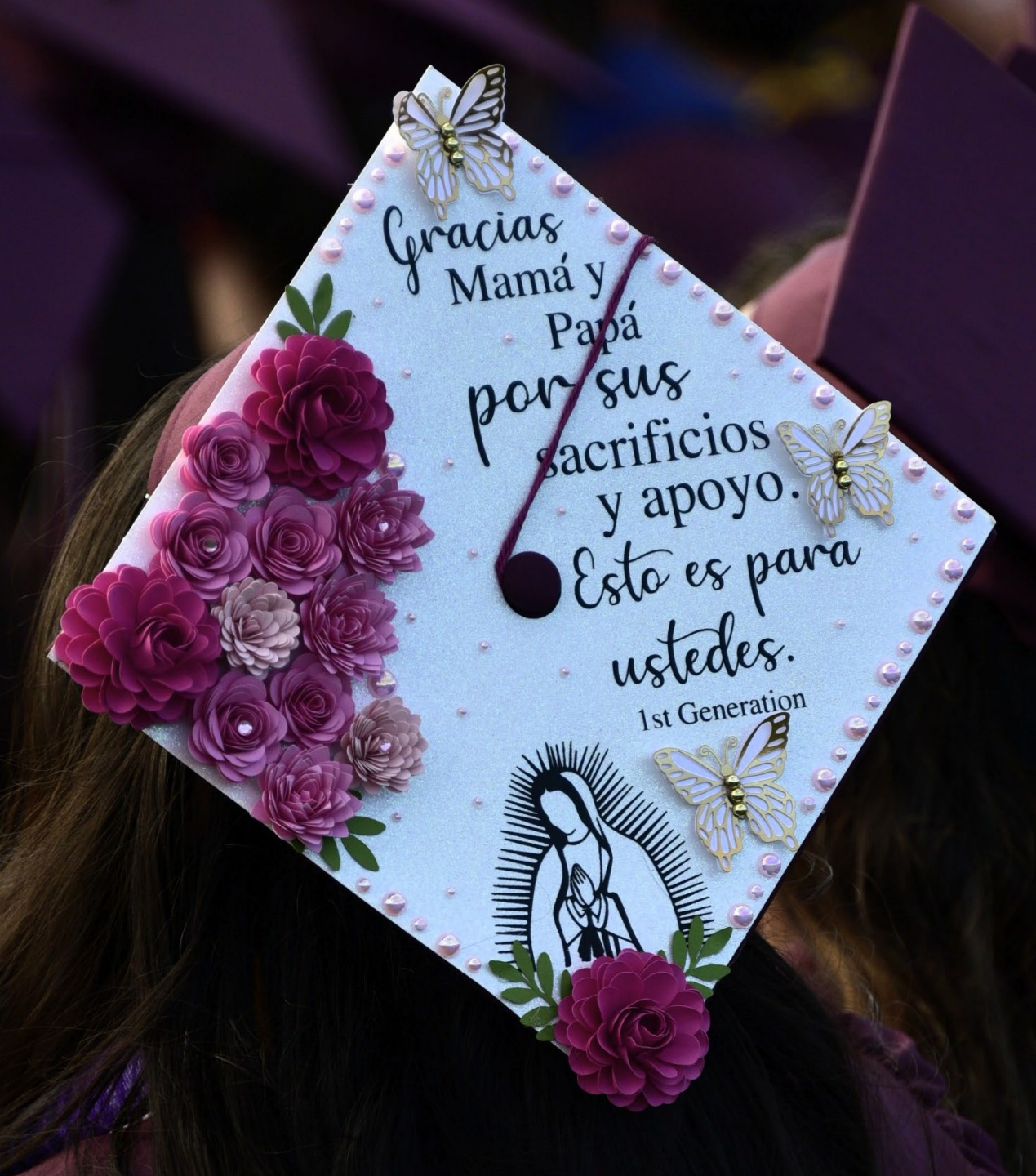
d. Chemistry faculty – Paul

In his general chemistry classes

Using active learning exercises
and eliminating lectures

Eliminated equity gaps for
historically underserved students
of color and increased course
success rates for all students.





What may be a next step towards supporting faculty and staff in using student success data?



Questions?



DATA GOVERNANCE COMMITTEE PROPOSAL

CTCLINK CNED CAREER DATA QUALITY AND ENROLLMENT TRACKING PROPOSAL

Background

The system's Data Governance Committee (DGC) formed the Continuing Education Subcommittee in early 2023 to discuss:

- The alignment of ctcLink Continuing Education career (CNED) enrollments and related policies
- Determine the best approach to resolve data quality issues that have been identified
- Determine the best approach to track special funding program FTES such as Job Skills Training and Cybersecurity 500.

After several meetings it was determined that no structural changes goals nor any new coding mechanisms are needed for the CNED career to accomplish the goals. However, additional documentation and training is needed. In addition, current State Board Policy Manual language does not align with the actual handling/reporting of CNED data.

Recommendation

The DGC recommends the following actions:

1. The coding needed for the reporting of Continuing Education enrollment records will remain at the class level. No specific Plan Codes, Student Attributes or Student Groups will be required for reporting, unless the need develops in the future.
2. SBCTC Data Services to produce and maintain a CNED Coding Manual that consists of all applicable coding for Continuing Education enrollment records.
3. College Continuing Education staff (or the appropriate staff at the college) will align their current coding practices with the CNED Coding Manual.
4. SBCTC to update the following Policy Manual sections:
 - a. Chapter 4.10 to provide clarifying language related to Course/Class Catalog Numbers.
 - i. Continuing Education is not specifically cited in this section or provided a specific Catalog Number range. It is proposed that we add language stating that Catalog Numbers between 100 and 699 should be reserved for college level classes and courses. Continuing Education classes and courses should use numbers outside this range.

- b. Chapter 4.90 Policy Attachment needs updated.
For example, the policy currently states that personal enrichment enrollments are excluded from the Data Warehouse. These enrollments have never been excluded from the Data Warehouse. Removing these enrollments also removes their associated FTES.
 - i. Upon discussion with State Board policy staff in both Finance and Education Divisions, State Board research staff and college Continuing Education Council members, it has been determined that personal enrichment enrollments should continue to be included in the SBCTC Data Warehouse and will be identified as such.
- 5. SBCTC Data Services will add a data element to the SBCTC Data Warehouse to clearly identify CNED enrollments.
- 6. SBCTC Data Services to provide Quality Assurance reports to Continuing Education staff to identify data quality issues for correction.
- 7. SBCTC Data Services to provide training related to the Quality Assurance reports and class coding

A close-up photograph of an olive branch with several green olives. The branch is silhouetted against a bright, hazy background of a sunset or sunrise, with the sun's glow creating a warm, golden light. The leaves are dark green and elongated.

WCAAB

Instructional Commission

November 2, 2023

Overview



WHAT IS WCCAB



REFLECTION TRIBAL
SOVEREIGNTY



AIS CURRICULUM (KERRY
LEVETT, VICTOR BEGAY
CASCADIA COLLEGE)



SUPPORTING INDIGENOUS
STUDENTS (LEANDER YAZZIE,
GREEN RIVER COLLEGE)



DEI FACULTY FELLOWS
PROGRAM (VIK BAHL,
GREEN RIVER COLLEGE)

Our WCAAB

- **Dr. Victor Begay**, Tenure Track Faculty (Cascadia College)
- **Dr. Leander Yazzie**, Tribal Relations Manager, Indigenous Student Success (Green River College)
- **Dr. Vik Bahl**, English Faculty, Co-founder Diversity & Equity in Hiring & Professional Development, Found, DEI in WACTC's (Green River), Executive Board WCAAB
- **Dr. Kerry Levett**, Vice President for Student Learning (Cascadia College), IC WCAAB liaison
- **Maya Esquivido**, MSW, Graduate Student Intern, SBCTC Tribal Government Affairs

What is WCAAB?

SBCTC Staff

Glenda Breiler

Director, Tribal Government Affairs

gbreiler@sbctc.edu

[360-704-1068](tel:360-704-1068)

Maya Esquivido, MSW

Graduate Student Intern

mesquivido@sbctc.edu

Courtney Llacuna

Administrative Assistant

cllacuna@sbctc.edu

[360-704-4317](tel:360-704-4317)

What are we doing?

- 1. Expand professional development:** Train Washington community and technical college leaders on RCW 43.376
- 2. Tackle contemporary challenges:** Intentionally recruit Tribal relations specialists, Indigenous faculty and staff etc.
- 3. Raise awareness:** Raise awareness of American Indian and Alaska Native historical burdens such as intergenerational historical trauma, boarding schools, relocation era etc.
- 4. Reduce American Indian and Alaska Native education and economic disparities:** Develop Tribal student pathways that lead to successful recruitment, retention and completion rates, raise opportunities for workforce development within Tribal economies.



Reflecting on Tribal Sovereignty

Autonomy

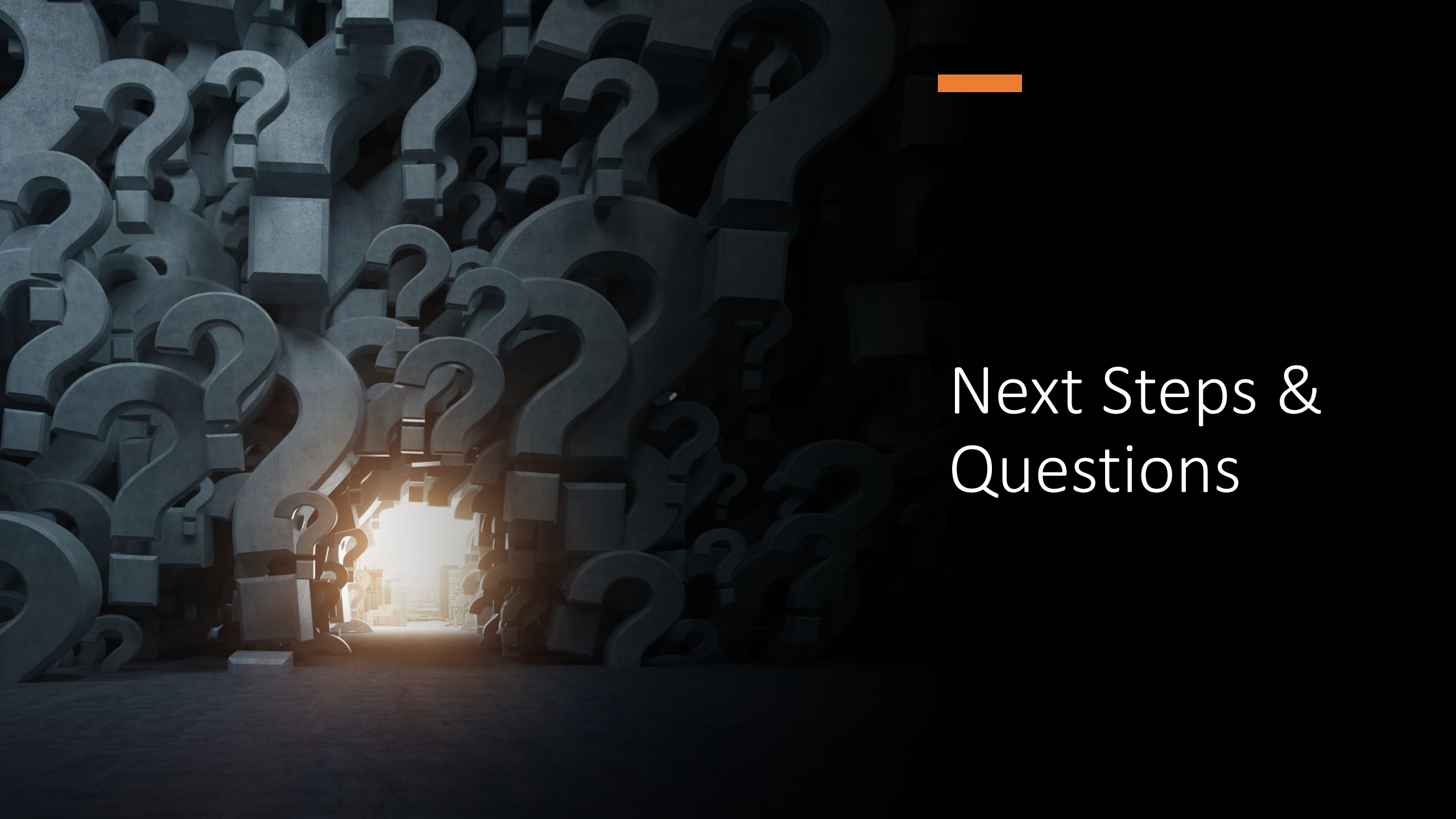
Unique legal/formal, socio-political status

29 nations / governments



AIS Curriculum

- Current state
 - 7 colleges with transfer programs (UW AIS program)
 - Sequence of AIS courses
- Aspirations
 - Courses available to every student at every campus
 - Include AIS or related Indigenous courses as a requirement
 - Seek to expand Indigenous content, view across the curriculum
- **Ask**
 - **Reconvene at Winter meeting for regional conversations**
 - **Partner with WSSSC and DEOs to create a holistic approach to supporting Indigenous students, and expanding**



Next Steps &
Questions



STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGE

Fall Quarter Updates

Val Sundby, Director of Transfer Education

November 2023



SBCTC 2024 LEGISLATIVE PRIORITIES

- Introducing Sam Herriot - Government Relations Liaison
- Supplemental (short) Session – 60 days
 - Asks during a supplemental session are generally much smaller and more focused than in a full session
- Operating Budget Request
 - Strengthening the Computer Science Workforce - \$9M
- Capital Budget Request
 - Investing in College Campuses and Climate Recovery - \$103M
 - Energy metering, decarbonization plans, 2 major capital projects (LCC and CBC)



HOT TOPICS

- Nursing Commission Rulemaking
- WSQA (Washington State Quality Assurance)
 - No longer required but please send the link to your full accreditation report to Kayley Cruz (kcruz@sbctc.edu)
- BAS/BS Approval Process
 - We need a commission-wide discussion on this
 - Will add it to the agenda for Dec 14
- Course Sharing Software
- General Studies Associates Degree



BASIC EDUCATION FOR ADULTS

- BEdA is getting a new data system to replace WABERS+. The Apparent Successful Vendor [*funky technical term we have to use until we have a signed contract*] is named LACES. We aim to go live May 6th, and there will be training and change management support details shared soon.
- We have exhausted all "New Arrival" funds to serve families from Afghanistan and Ukraine. We have requested additional funding from the legislature and will keep the system updated when we know the status of our request.



DUAL CREDIT

- Running Start
 - Substitute House Bill (SHB) 1316 increased the combined monthly full-time equivalent (FTE) and annual average FTE (AAFTE) enrollment limit from 1.20 to 1.40 and directed OSPI to adopt rules to allow participation in Running Start during the summer term.
- College in the High School
 - CiHS course enrollment data was submitted to OFM on October 15 by SBCTC. OFM and legislative staff will use these numbers to allocate funding to SBCTC. SBCTC anticipates these funds to be available in early December. Amount of funds is based on 2022-2023 course enrollment.



WORKFORCE EDUCATION

- State Manufacturing Council, HB 1170, goal to double the size of manufacturing in the state. Workforce is contributing to report to the legislature supporting the expansion of Core plus, CTE dual credit, and short-term stackable programs leading to a pathway.
- Assisting to develop a FY25-27 workforce decision package to include professional technical program growth and incumbent worker resources such as JSP and registered apprenticeship.
- CCW \$5 million available for equipment for those programs that have received career launch endorsement or are registered apprenticeship.
- Workforce fall enrollments are up!
- Reallocation of Aerospace 1000 and career connect (CCW) FTE will soon be awarded.



EDUCATIONAL TECHNOLOGY

- Preparing to renegotiate the Canvas contract
- New Competency Based Education Taskforce has launched
- SBCTC's Washington Open ProfTech project has been awarded grant funding under the FY 2023 Open Textbook Pilot Program by the Fund for the Improvement of Postsecondary Education (FIPSE), U.S. Department of Education. Notably, the project has received an additional grant of \$2.1 million. Combined with the \$1.8 million received over the past two years, this results in a total grant amount of \$3.9 million.

TRANSFER EDUCATION

- Climate Solutions
 - Not advanced in supplemental budget; working on strategies to continue the work
- New Proposed Computer Science Transfer Degree
 - The feedback on the AS-T 3 went back to JTC; the workgroup is coming back together on next steps
- WA45
 - Going to IC for review/approval (edits from the BIs have been approved by ATC)
- PreNursing
 - Degree review coming soon!



BACHELORS DEGREES

- Working on Statewide Computer Science Curriculum
 - Faculty Retreat November 15-17 at Alderbrook Retreat Center
 - Combine information gathered at the two statewide convenings (as well as the work done to date by AppConnect) to inform curriculum development for a CS core that could be common across colleges
- Course Sharing
 - The AppConnect consortium is piloting this work; we have a commitment from IT to have an interim solution in place in time for Summer/Fall 2024 registration and a direction/plan for a permanent integration during 2024-25.



STUDENT SUCCESS – GUIDED PATHWAYS

- CCRC Report
 - [Whole-College Guided Pathways Reform Practices: Scale of Adoption by Community Colleges in Three States](#)
- Guided Pathways Advisory Council
 - Meets quarterly and is now reports to the Education Services committee at WACTC
 - Instruction has 2 representative (Kerry Levett and Kristen Finnel)
- The [Guided Pathways Peer and Professional Learning Calendar](#) has been updated for the 2023-2024 academic year.
 - Lots of Math placement and progression work happening!
- Assessment Teaching and Learning (ATL) Conference is back!
 - May 2-3 at Yakima Convention Center

STUDENT SERVICES – WSSSC PRIORITIES

- Onboarding and mentoring new VPSSs
- Investing in shaping the Student Success Tool RFP
- Financial Aid, including:
 - Implementing FinAid Simplification in 12/2023
 - Dedicated and protected time aka support planned office closures
 - Professional Development
 - Advocating for CTCLink system updates
 - Financial Aid staff compensation
- Commission and Council Professional Development
- Identifying 2025 legislative slate of priorities

QUESTIONS?

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