COMMUNITY AND TECHNICAL COLLEGES
Washington State Board

Instruction Commission
Winter Business Meeting / January 19-20, 2023
Green River College Kent Campus
417 Ramsay Way, Suite 112
Room 282/283
Day 1: Zoom Option
Meeting ID: 889 3797 3483
Passcode: 853124
Day 2: Zoom Option
Meeting ID: 843 7142 1407
Passcode: 471702

Wi-Fi Information:

Please follow the instructions below to activate the voucher code and gain Wi-Fi access.

1. Connect to GRCWIFI SSID on your devices Wi-Fi settings.
2. You should be redirected to https://wifireg.greenriver.edu/enroll/GRC/Production/process if not then you can open up your web browser and enter the link manually.
3. Select "Guests" and then follow the instructions until you come to a screen where it says "Event Voucher".
4. Select "Event Voucher" and enter the voucher code (**9819151**) that has been provided.

January 19

8:00-8:30: Breakfast, Senior VP's with New VP's

8:30-9:00: Welcome and Land and Labor Acknowledgment, Tsai-En Cheng, Dean of Branch Locations for Academic and Program Development

9:00-10:00: Introductions and group conversations, Kerry Levett, Chair

10:00-10:20: Work Plan discussion, Kerry Levett, Chair

10:20-11:20: Committee Break Outs
College Transitions room 260
Learning Strategies & Innovation room 280
Transfer room 285
Workforce Development room 288
Regular committee business.
Please have a designated note taker. At the end of the session, please submit notes to Shannon Bell at sbell@sbctc.edu.

11:20-11:40: Committee Report Outs
College Transitions
Learning Strategies & Innovation
Transfer
Workforce Development
*Identify any action items for business meeting. Please email action items to Shannon Bell.

11:40-12:00: Skills Standard Project Update, Jerry Anhorn, Workforce Education Council Chair
Jamie Wells, Director of Center of Excellence for Careers in Education, Green River College
Ann Avary, Director of Center of Excellence for Marine Manufacturing & Technology, Skagit Valley

College

12:00-1:00: Working Lunch Senior VP's with New VP's, Sayumi Irey, Vice-Chair

1:00-2:00: State Board Report, Carli Schiffner, Deputy Executive Director of Education
Legislative Update, Arlen Harris, Legislative Director
Innovative Instructional Practices for Adult Reengagement, Val Sundby, Director Transfer Education

2:00-2:45: Guided Pathways Updates, Monica Wilson, Director of Student Success Center

2:45-3:00: Break

3:00-4:00: Data Dashboards, Summer Kenesson, Director of Policy Research

4:00-5:30: No host dinner
Mamas Stortini's
240 W Kent Station St #104

January 20

8:00-8:30: Breakfast, Welcome
Senior VP's with New VP's

8:30-9:00: WACTC Report Outs and New Vice Presidents Orientation Report Out, Kerry Levett, Chair

- WACTC Report Outs
  - Capital Budget – Kristen Finnel
  - Educational Services – Jenni Martin
  - Equity – Johnny Hu
  - Operating Budget – Joyce Hammer
  - Technology – Rolita Flores Ezeonu

9:00-9:15: Corrections Education Report Out, Jess Clark, Chair

9:15-10:00: Business meeting

- Approval of Fall Minutes
- Approval of extending Bridge to College
- Approval of WEC Environmental Scan Item
- Approval of Common Course Numbering ECED & 137
- Elections for 2023-2024
- Committee Discussions
- Questions

10:00-10:15: Break

10:15-12:00: Closed Executive Session

Future Meetings:

February 9 at 8:00 a.m.
March 2 at 8:00 a.m.
March 9 at 8:00 a.m.
April 6 at 8:00 a.m.

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April 20-21 at Yakima Valley College
May 25 at 8:00 a.m.
June 8 at 8:00 a.m.

Updated: January 18, 2023 SB

Instruction Commission October 24, 2022 Business Meeting Minutes

Call to order

A meeting of the Instruction Commission was virtually attended through zoom October 24, 2022. The meeting was called to order at 8 a.m. by Kerry Levett. The land and labor acknowledgment was given by Melissa Williams, interim Director for Equity, Diversity, and Inclusion. Kerry Levett thanked Melissa Williams for her service as the interim Director for Equity, Diversity, and Inclusion. Meeting materials on SBCTC – Instruction Commission Website.

Attendees:

Alison Pugh for Sayumi Irey, Barry Robinson, Bryce Humpherys, Cathy Leaker, Emily Lardner, Heidi Ypma, Jenni Martin, Jennifer Ernst, Jess Clark, Johnny Hu, Joyce Hammer, Kenneth Lawson, Kerry Levett, Kim Chapman, Kristen Finnel, Lori Hunt, Marissa Schlesinger, Martin Cockroft, Michael Lee, Michelle Andreas, Nicole Lacroix, Paul Wickline, Peter Lortz, Phillip King, Rob Viens, Rolita Ezeonu, Stephanie Delaney, Steven Thomas, Tod Treat, Tuan Dang, Wendy Rockhill

Guests and SBCTC Staff:

Bill Belden, Bill Moore, Brianna Rockenstire, Carli Schiffner, Carolyn McKinnon, Heidi Summers, Jamie Traugott, Jennifer Dysart, Jerry Anhorn, Jim Wilkins-Luton, Joe Holliday, Marie Bruin, Melissa Williams, Michael Brown, Mike Nielsen, Roma Bert, Shannon Bell, Tanya Knight, Val Sundby, William Durden

Business Meeting

- Approval of Minutes – Approval of Spring meeting minutes – Motion was made by Marissa Schlesinger to approve the minutes as submitted and Tod Treat seconded the motion. Motion carried with 20 ayes.
- Approval of Biliteracy – Approval to award a minimum of 5 credits of world language, with 10 credits strongly recommended. Colleges will transcript the credits as they do for AP/IB language curriculum through their PLA (Prior Learning Assessment) processes. The Motion was made by Joyce Hammer, Jenni Martin and Stephanie Delaney seconded the motion. Motion carried with 20 Ayes.

New Business

- Hot Topics, Issues, and Solutions Kerry Levett, chair
    - Small breakouts discussed hot topics, Issues and solutions.
    - Report out on what was discussed.
- Debrief and follow-up from ctcLink discussion at summer meeting, Kerry Levett, chair
    - Group discussed next steps in prioritizing ctcLink list.
    - Next steps reach out to campuses and gather feedback from the list of priorities.

- WACTC Report Outs, Kerry Levett, chair
    - Ed Services, Jenni Martin

      Ed Services committee reviewed and discussed education services work plan for the year. Including promising practices exchange topics, onboarding new executive leadership for IC and WSSSC, significant issues facing colleges.

      Reviewed and approved committees workplans for 2022-23.

    - Operating Budget, Joyce Hammer

      Operating Budget committee reviewed 2023-25 Biennial Operating Budget Request

        - I-732 COLA (Seattle colleges) 107 M: Faculty specific
        - Competitive Compensations: 157M = 6.5% in 2024 and 6.5% in 2025 each year for Faculty and Exempt. Based on how we compare to peer states and K-12. We were 14% behind average HS teachers and 13% peer states
        - High Cost (Support for Workforce Programs): 38 M a year $77M total. $1700 per FTE based on skill gap and STEM enrollments
        - Advance EDI initiatives: Based on financial needs in EDI plans that we submitted without college knowledge in advance or plans being developed with ask in mind. About $300,000 per college.
        - Expanding Learning Technology: 53M and 39 M support for students and technology infrastructure. Student Lap tops = $14m (425 per college) yr 1 Cyber Security is 2M per year.

    - Technology, Rolita Flores Ezeonu

      Technology committee reviewed ctcLink updates and progress reports. Reviewed and discussed the Ed Tech work plan discussed future promising practice series.

      Reviewed and discussed the Operating requests. Discussed what ways to improve students success for online modalities. Discussed access to laptops and internet.

    - Equity, Johnny Hu

      Equity committee reviewed and discussed President White's statement supporting DACA students. Reviewed and discussed work plan.

    - Capital Budget, Kristen Finnel

      Capital Budget committee discussed allocation process. Discussed and reviewed the four legislative packages. Finalizing capital budget work plan at the next meeting.

- SBCTC Updates – Carli Schiffner, Deputy Executive Director of Education
    - Updates on State Board meeting and Presidents' meeting.
    - Allocation Model Review.
    - State Board staff updates.
    - Two funding surveys currently open – Climate Solutions and Computer Science.
    - Bridge to College, Bill Moore, Bridge to College Grant Project Director
        - System-wide placement agreement for Bridge to College courses and Smarter Balanced high school assessment expired with class of 2022.
        - The current system-wide agreement needs to be extended suggestions to have agreement extend to 2027.
        - ATC is recommending and asking IC to approve that the system placement agreement for Smarter Balanced and Bridge to College be extended through the high school Class of 2027.
    - Dual Credit Enrollment update, Jamie Traugott, Director of Dual Credit & K12 Alignment
        - Updates on dual credit and data review.

- Mental Health Pilot, Joe Holliday, Director of Student Services
    - Updates on Mental Health Counseling pilot program and next steps.

- Faculty of Color Mentoring Program Discussion, Carli Schiffner, Deputy Executive Director of Education & Kerry Levett, Chair
    - Update and discussion on faculty of color mentoring program.

Committee Reports

- College Transitions Committee – Michael Lee (chair), Cathy Leaker, Jenni Martin, Martin Cockroft, Phillip King, Tod Treat, Tuan Dang Guests: Heidi Summers (CBS), Will Durden SBCTC)
    - Updates from state board the Afghanistan/Ukraine New Arrivals funds are still available if you would like to apply please contact Will Durden. Currently advocating for the feds to authorize research pilots to show how we can use alternatives to standardized testing for out students.
    - Update from Council for Basic Skills had first in person meeting since COVID. Focused on the work plan.
    - Discussion on prior learning assessments for students.
    - Reviewed Instruction Commission work plan.

- Transfer Committee – Joyce Hammer (chair), Kenny Lawson, Kerry Levett, Kim Chapman, Marissa Schlesinger, Michelle Andreas, Nicole Lacroix, Wendy Rockhill Guests: Holly Bringman (ATC), Tanya Knight (BLC), Val Sundby (SBCTC)
    - Discussed and reviewed action item for the Seal of Biliteracy. Washington State Seal of Biliteracy | OSPI (www.k12.wa.us). *The Washington State Seal of Biliteracy was established in 2014 with the intent to recognize public high school graduates who have attained an intermediate-mid proficiency in English and one or more world languages, including American Sign Language and Tribal languages. Participating school districts with students eligible to receive the Seal shall place a notation on a student's high school diploma and high school transcript indicating that the student has earned the Seal. To earn the Seal of Biliteracy, students must demonstrate proficiency in English. English proficiency must be demonstrated by meeting the statewide minimum graduation requirements in English language arts for the student's chosen pathway established by the State Board of Education To earn the Seal of Biliteracy, students must also demonstrate proficiency in one or more world languages. World language proficiency must be established by achieving at least intermediate-mid proficiency on all test components aligned to the American Council on the Teaching of Foreign Languages (ACTFL) scale. Tests which are not aligned to the ACTFL scale must show equivalent proficiency. Assessments must be national or international and approved by OSPI. All world languages are suitable to assess for the Seal, including Classical languages (Latin, Sanskrit, Ancient Greek), American Sign Language, and Tribal languages. However, computer science or programming languages do not count toward world language credits. For Tribal languages, honoring tribal sovereignty, tribal consultation, and government to government relationships between Tribes and districts, each Tribe determines the level of proficiency students need to be considered biliterate. Tribes develop the methods and processes for determining proficiency in their respective Tribal languages.* Proposal: Award a minimum of 5 credits of world language, with 10 credits strongly recommended. Colleges will transcript the credits as they do for AP/IB language curriculum through their PLA (Prior Learning Assessment) processes.
    - Joint Transfer Council updates.
    - Discussion on ctcLink and ampersand issue.

- Workforce Committee – Johnny Hu(chair), Alison Pugh for Sayumi Irey, Barry Robinson, Bryce Humpherys, Emily Lardner, Heidi Ypma, Jim Brady, Rolita Ezeonu, Thomas Broxson Guests: Bill

Belden (SBCTC), Brianna Rockenstire (Centers of Excellence), Carolyn McKinnon (SBCTC), Jerry Anhorn (WEC), Mike Nielsen (CEC)

- Updates from WEC including ECED & 137 (Outdoor Learning for Young Children) WEC requests IC approve this course. Recommend full IC vote during the Winter 2023 business meeting. See attached for the course proposal (ECED_137_Proposal…docx). Skills Standard update - WEC is targeting Spring 2023 as a draft for share with IC. See attached (Skills Standards October 7 2022…docx) for an update. Environmental Scan on the future of workforce. WEC created a white paper with questions (see attached document Recommendation edited.docx). After discussion with the council, WEC proposed the following recommendation for IC to consider. The IC Workforce Committee recommends that this be added to the business meeting (or future meeting agenda) for discussion. WEC Recommendation – *After evaluating the need for an environmental scan, the Workforce Education Council committee tasked with this work completed a foundational framework. However, the committee, in consultation with the Centers of Excellence, believe that the scope of work and the necessary research required is beyond that of WEC. Other stakeholders, including the various councils and commissions, including Washington state Student Service Commission, Research and Planning Commission, and Guided Pathways are critical voices needed to provide input and data. It is our recommendation that the Instruction Commission and the Washington State Community and Technical Colleges determine how best to include appropriate stakeholders to complete the work necessary to achieve the goal of a comprehensive environmental scan.*
- Update from the Centers of Excellence including engagement with Career Connect Washington Agriculture and Natural Resources Center of Excellence and Marine Manufacturing Center of Excellence named as CCW Sector intermediaries – will work with partners to develop a statewide strategic workforce development plan for those sectors, positioning CTCs in the pathway to career. Labor Market Data - Centers can provide labor market data industry trends, real-time job market by region, and emerging skills associated with different jobs. Our offer here to you is that if you need this kind of information to support grant applications or program decisions, we're happy to work with you to provide what you need. Dual Credit - Construction Center of Excellence working with colleges to create additional dual credit/enrollment opportunities with high school CTE programs (Core Plus Construction curriculum). Professional Development Funds for IT Faculty - Application open now, due 10/28. Funds available for IT faculty to pursue additional training, certification, course materials, conference attendance.https://www.coeforict.org/resources/professional-development/

- Learning Strategies & Innovation Committee – Stephanie Delaney, Peter Lortz, Jennifer Ernst, Paul Wickline, Kristen Finnel, Rob Viens Guests: Jeremy Winn (ELC), Jennifer Dysart (LLC), Jim Wilkins-Luton for Paul Wickline Michael Brown (SBCTC)
  - Updates from ELC including sharing professional development virtual training calendar. Modality coding working with state board and making a recommendation. Correction education staff are joining ELC. Continued collaboration of Guided Pathways.
  - Updates from LLC including reviewing LLC's workplan. Library leader credential discussion.
  - Reviewed Instruction Commission work plan.

Action Items

- Action item to approve Biliteracy – Action to approve to award a minimum of 5 credits of world language, with 10 credits strongly recommended. Colleges will transcript the credits as they do for AP/IB language curriculum through their PLA (Prior Learning Assessment) processes.
- Action item to approve Spring Minutes –Action to approve the spring meeting minutes.

With no further business, the meeting adjourned at 3:39 p.m. on October 24, 2022.

Meeting Schedule for 2022-23

January 19-20 at Green River College

April 20-21 at Yakima Valley College

Leading with Equity

- How are you leading with equity, share an example or 2 with your group?
- Where do you struggle?
- Where do you thrive?
- How can we help you? (those within your group)

IC Workplan Discussion

January 2023

- What it is
- What it should be
- VP Orientation assignment

Current State

Required by Ed Services

Largely driven by committee work

Feels like we are a pass through

Work is unassigned

Lack time and capacity to develop a strong plan

Small Group Discussion Tasks

Describe the purpose of our workplan

What it is, what it should be?

Identify stakeholders

Clarify the content

Functional (i.e. committees, Ed Services, etc.)

Strategic (how do we want to move WA HED?)

Leading – with equity (professional growth)

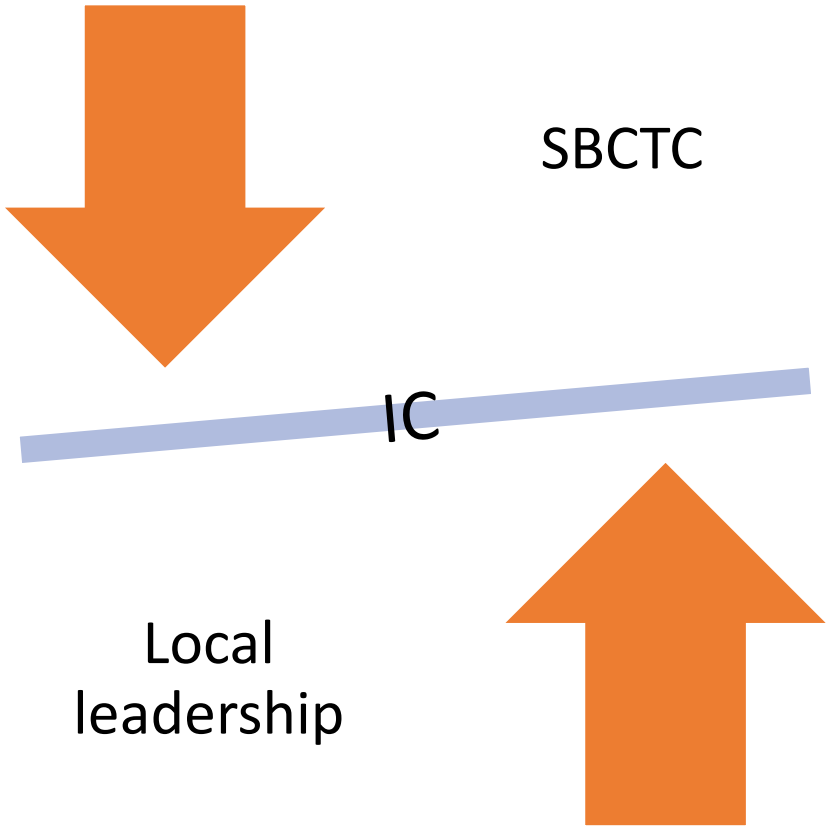
Group discussion

What do we want the plan to be?

Does it define who we are, what we stand for?

How can we use our time more effectively?

VP Orientation



Already In the works

- Revised SBCTC orientation
- Mentoring proposal

For us to consider

- What is IC's role?
- What is important to us?
- What are our challenges?
- How do we fold this in our existing work

Summary and next steps

SBCTC UPDATE

Carli Schiffner, PhD
Deputy Executive Director, Education

January 19, 2023 / Instruction Commission

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AGENDA

General Updates

Prior Learning Update

Legislative Update

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GENERAL UPDATES

WACTC Updates

Government to Government Training Summits

Reporting requirements:

-Faculty 200FTE; Guided Pathways; WEIA survey (2023)

Nursing Commission / Simulation Ratio

SBCTC Staffing

-Dr. Lauren Hibbs, Director of Student Services

-Shelby Means, Program Inventory Coordinator

Common Messaging—February 2023

Spring Meeting & Independent Colleges of Washington Invite

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LEGISLATIVE UPDATE

Arlen Harris
Legislative Director
aharris@sbctc.edu
360-704-4394

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INNOVATIVE INSTRUCTIONAL PRACTICES FOR ADULT REENGAGEMENT

Climate Solutions
BAS / BS Process
Computer Science

Val Sundby

Director, Transfer Education

vsundby@sbctc.edu

360-704-4338

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QUESTIONS?

Carli Schiffner, PhD, Deputy Executive Director of Education

cschiffner@sbctc.edu

360-704-4353 or 509.683.2963

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Guided Pathways Update

Instruction Commission

Monica Wilson
Student Success Center & Strategic Initiatives | Director
January 19, 2023

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Guided Pathways Vision & Mission

A system that advances racial, social, and economic justice by achieving equitable student aspiration, access, economic progress, and educational and career attainment.

Create an equitable system that prepares all learners to engage in a diverse society and workforce, achieve economic mobility through educational attainment and contribute to a socially just society.

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Guiding Principles

Principle #1
Urgent, radical, equity-minded, transformational organizational change.

Principle #2
Culturally responsive commitment to racial and social equity by dismantling systemic policies and practices that perpetuate inequities.

Principle #3
The voices of students, faculty, staff and community members are essential to fully engage in adaptive problem focused inquiry processes leading to meaningful action and sustained systemic change.

Principle #4
Intentional collaborative learning through partnerships, professional and resource development

Principle #5
Focus on learning and outcomes aligned with community values and industry needs.

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Chat with a Neighbor

In the Chat or with a neighbor—share an element of your Guided Pathways work that is particularly meaningful for you.

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Guided Pathways and ctcLink

- Interviews with colleges commenced January 11th
- Drafting synopsis of conversations highlighting:
  - Key Success Points at your college
  - Key Improvements that could be made in ctcLink
  - Key Risk Points – processes your college does not want disrupted
  - Professional Development Opportunities – that surfaced during the discussion
- A set of targeted Enhancement Requests will be developed and shared out with colleges for collaboration and eventual submission for governance approval.
- Work will begin on approved enhancements in priority order.

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Priority Focus: Guided Pathways Coaching

- Equity Focus
  - Recruitment documents and application
  - Rubric for evaluation of application
  - SBCTC collaboration with EDI and Leadership Development offices
  - Coaching for Equity with National Equity Project

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Community College Research Initiative at UW

Coaching for Change:

We support SSCs in designing strategic coaching plans that embed equity and equity-mindedness practices throughout, utilizing applied research, technical assistance, professional development, and communities of practice to improve student success and close equity gaps.

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Guided Pathways Preliminary Report

- Washington Institute for Public Policy preliminary report due December 2023
- Evaluates Guided Pathways on early student outcomes and reviews the implementation of the model in Washington
- Qualitative data through survey-due February 24th
- Quantitative data through dashboards and other means
- Pull from evaluations from College Spark Washington, Community College Research Center, Dr. Debra Bragg

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HB 2158 Guided Pathways

Proviso Language:

Guided pathways is a research-based approach that provides clear, structured, educational experiences for students with four elements: Clarify paths to students' end goals, help students choose and enter a pathway, help students stay on path, and ensure that students are learning.

Guided pathways implementation includes:

(i) Increased student support services, including advising and counseling;

(ii) Faculty teaching and planning time to redesign curriculum, develop meta-majors, and engage in interdepartmental planning on pathways;

(iii) Data analytics and student tracking technology to help advisors and students address challenges that may impede a student's progress; and

(iv) Research and evaluation to ensure reforms lead to improvements for all students.

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Work Plan Updates/Process

- No 2023-2024 Work Plan required
- Working collaboratively to develop a work plan that is aligned with required Biennial Equity Strategic Plans
- What do you want to see from a Guided Pathways Work Plan?
- What has worked and not worked with previous iterations of the work plan?

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Scale of Adoption Survey- Results

- Partnership with the Community College Research Center (CCRC)
- Scale of Adoption Survey to help CCRC assess the adoption of whole-college Guided Pathways reforms in Washington, Ohio, and Tennessee
- Part of National Science Foundation funded study to examine GP model adoption and effects on one-year student outcomes
- Results of analysis will be shared by CCRC in coming months

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Scale of Adoption Assessment (SoA): Implementation Scale

Level of implementation of GP elements:

3. At least 80%
2. Less than 80% but at least half
1. Some but less than half
0. None

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Crosswalk Work Plan & SoA: Pathway Design

Work Plan	Scale of Adoption
Pathway Mapping (Meta Majors), Program of Study & Program Maps	• Meta-majors - percentage credit programs organized by meta-majors • Program Maps - percentage credit career-technical and workforce programs provide info on course requirements & recommended sequences • Program Maps - percentage transfer programs provide info on course requirements and recommended sequences
Math Pathways	• Math Pathways - percentage maps designate program- or field-specific math sequence
Outcomes Alignment	• No exact parallel items in SoAA
Student Exploratory Experiences	• Academic and Career Exploration and Program Choice - Term and year at least 80% of new credit students • Academic and Career Exploration and Program Choice – percentage first-time students (not HS dual enrollment/credit) advised to take at least 1 course related to meta-major or program
Scheduling	• Class Scheduling Based on Educational Plans - schedule based on data from students' educational plans • Class Scheduling Based on Educational Plans - schedule for one or more full years so students can see future course offerings
Predictive Courses	• No exact parallel items in SoAA

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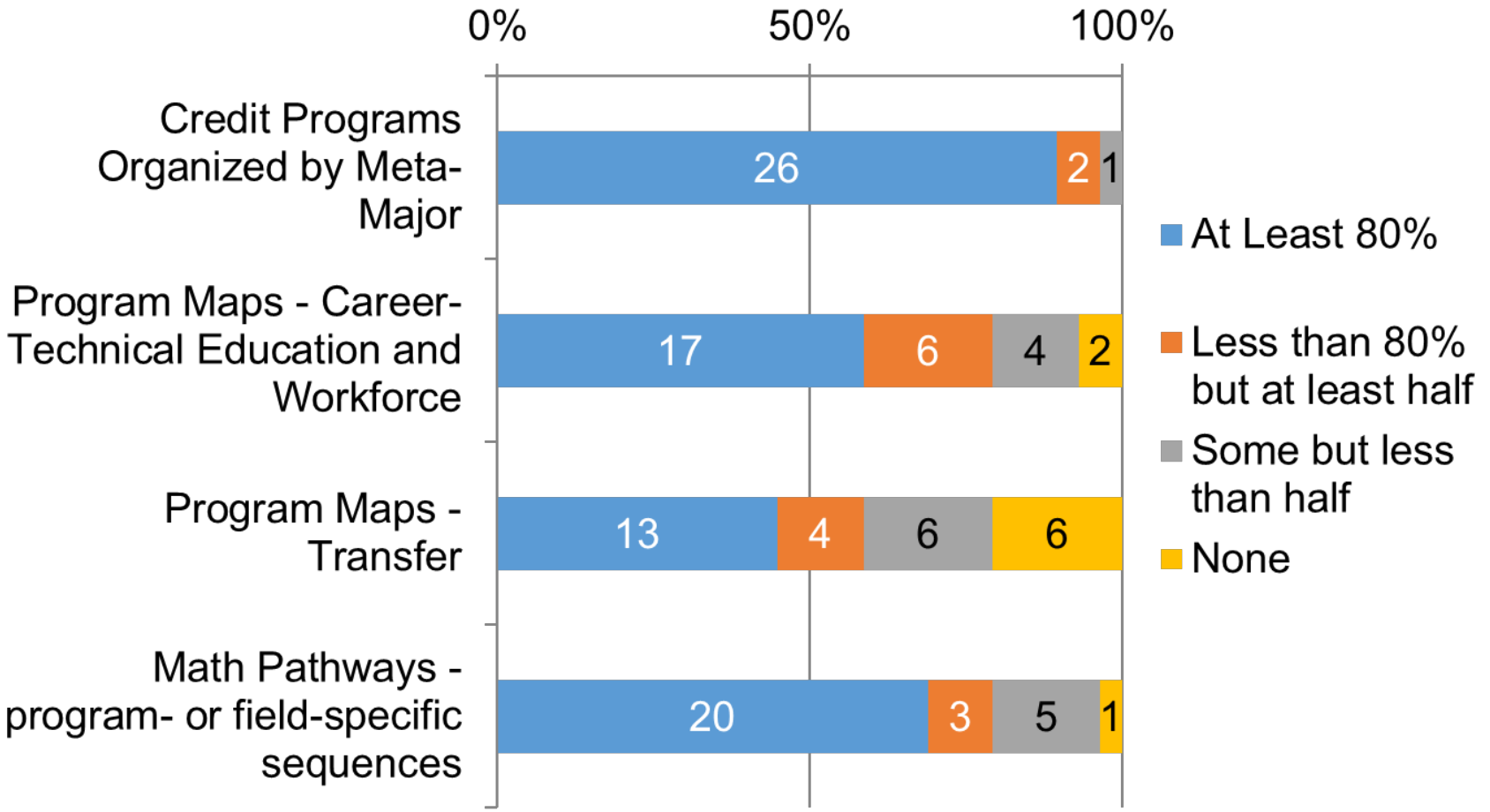
College Implementation: Pathway Design Strategies (2)



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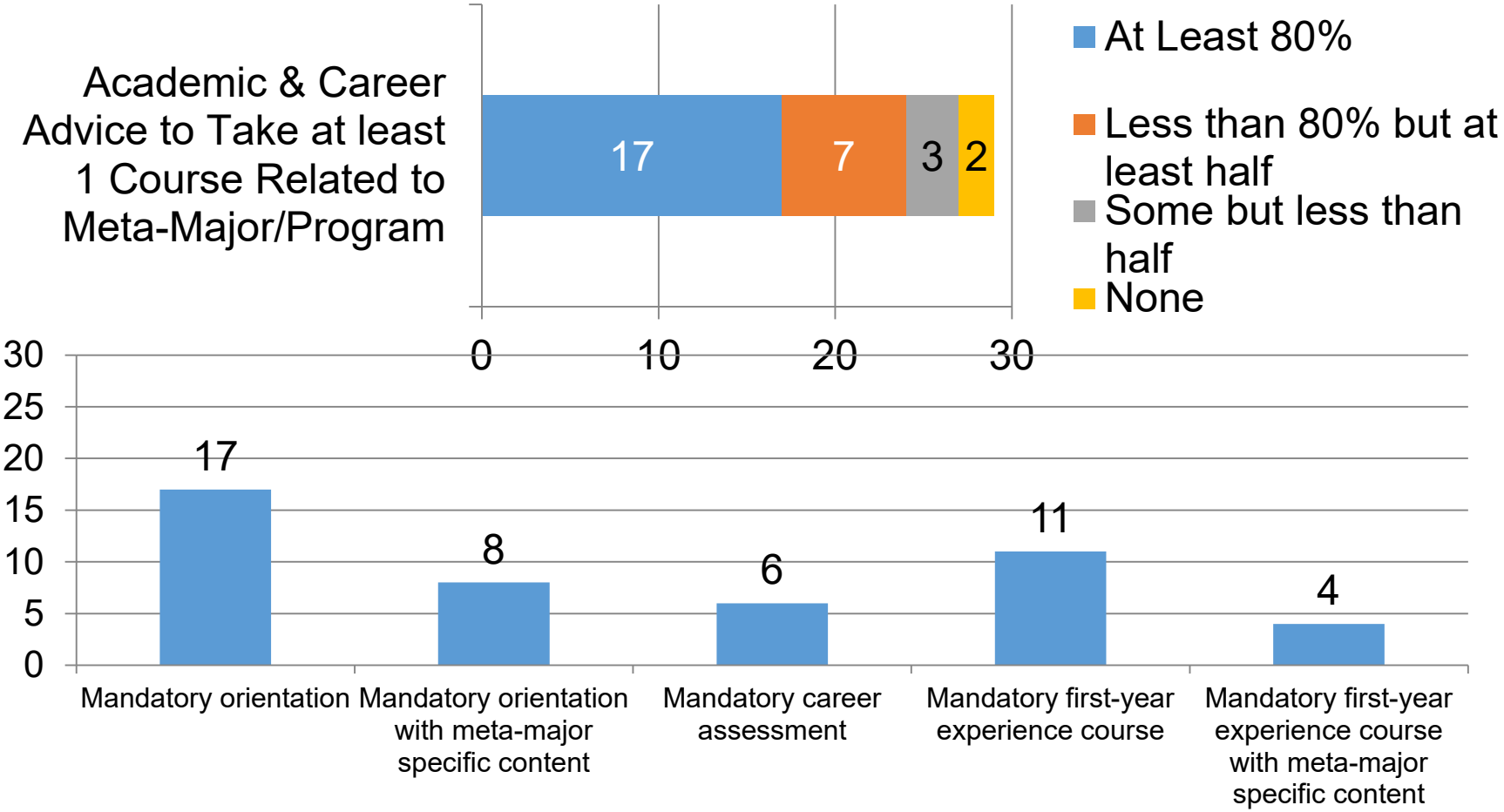
College Implementation: Pathway Design Strategies (3)



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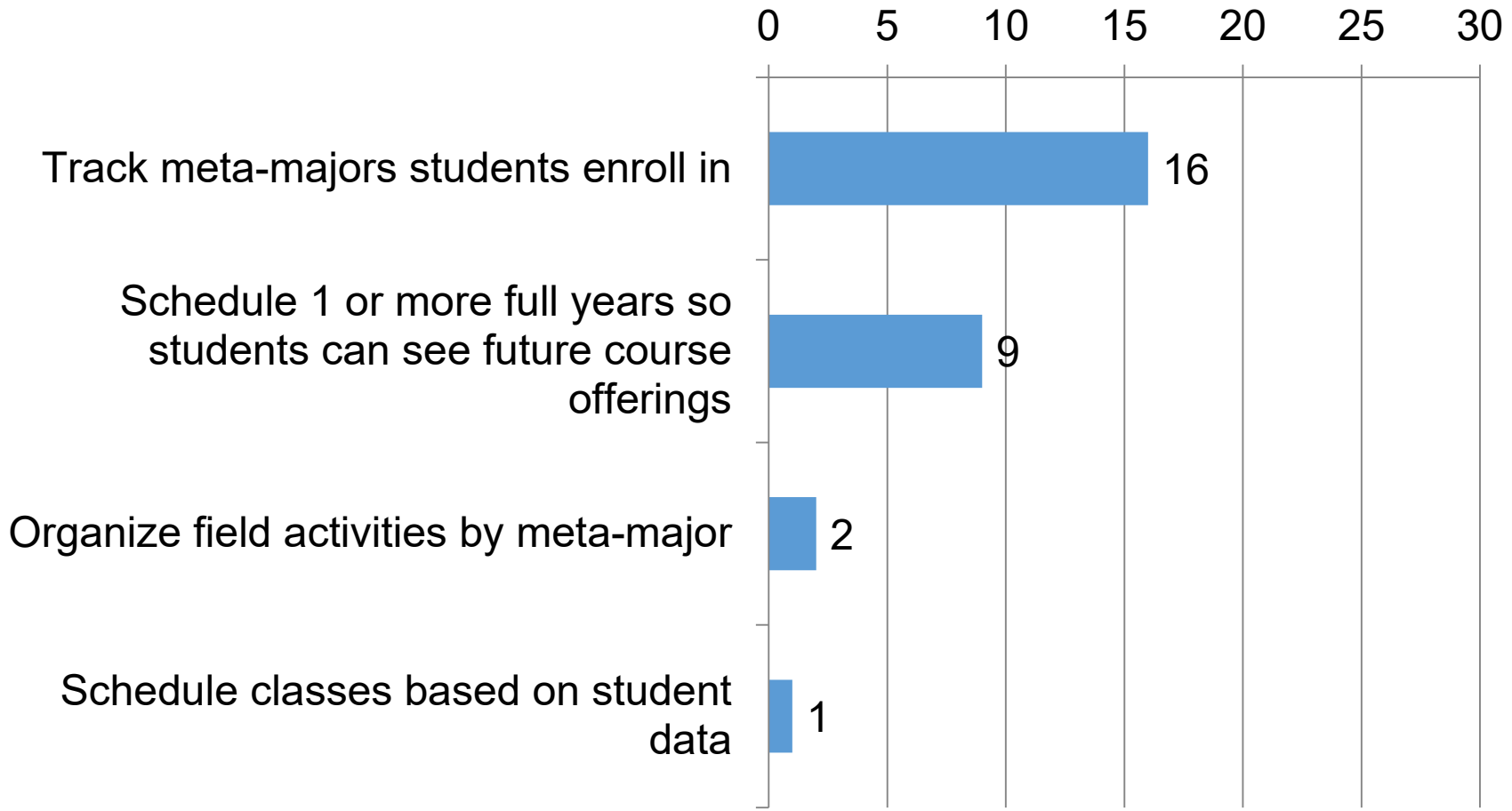
College Implementation: Pathway Design Strategies (4)



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Crosswalk Work Plan & SoA: Student Experience

Work Plan	Scale of Adoption
Degree Math & English within one year	• Co-requisite Support in Math – Percentage first-time students (not HS dual enrollment/credit) deemed to need remediation in math placed in a co-requisite math
Placement	• No exact parallel items in SoAA
Intake	• No exact parallel items in SoAA
Educational Planning	• Educational Planning - percentage of first-time credit program students (not HS dual enrollment/credit) helped to develop a full-program educational plan by the end of first term
Progress Monitoring	• Student Advising - Systems and structures support the monitoring of students' progress on their educational plans, with term and year at least 80% of new credit students
Classroom Environment & Course Design	• Enriched Instruction in Program Foundation Courses - Formal academic division or college-wide efforts to improve instruction in meta-major or program-related foundation courses
Engage Students in Completion	• No exact parallel items in SoAA

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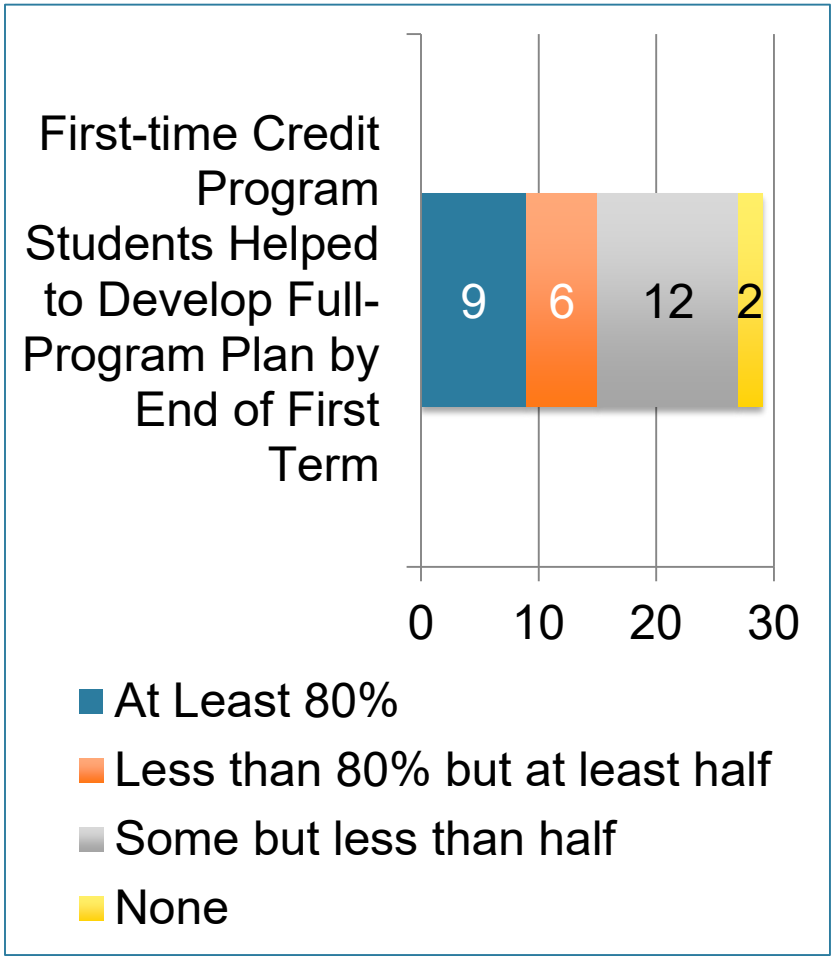
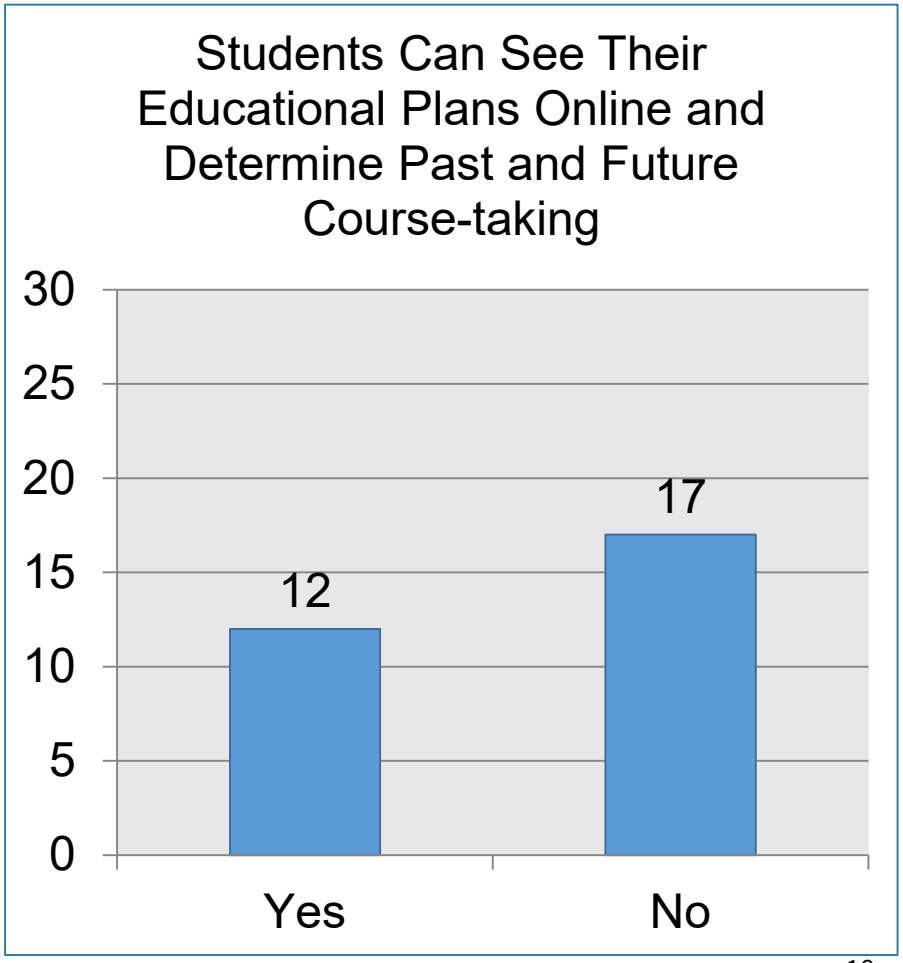
College Implementation: Student Experience





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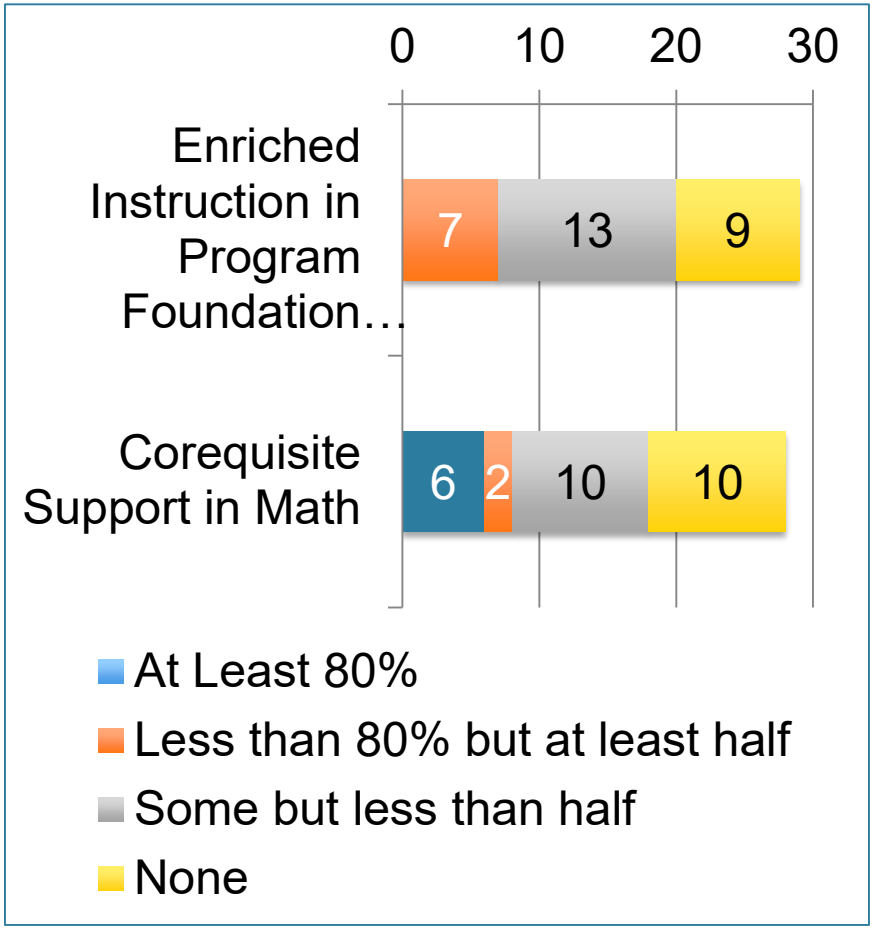
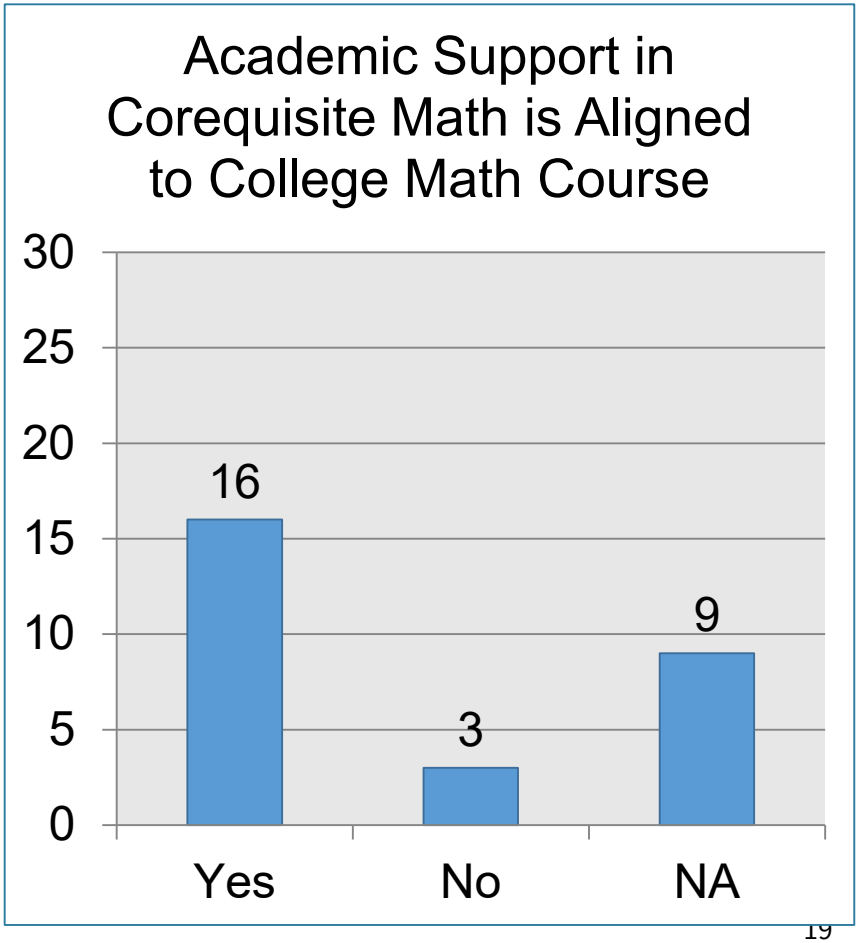
College Implementation: Student Experience (2)





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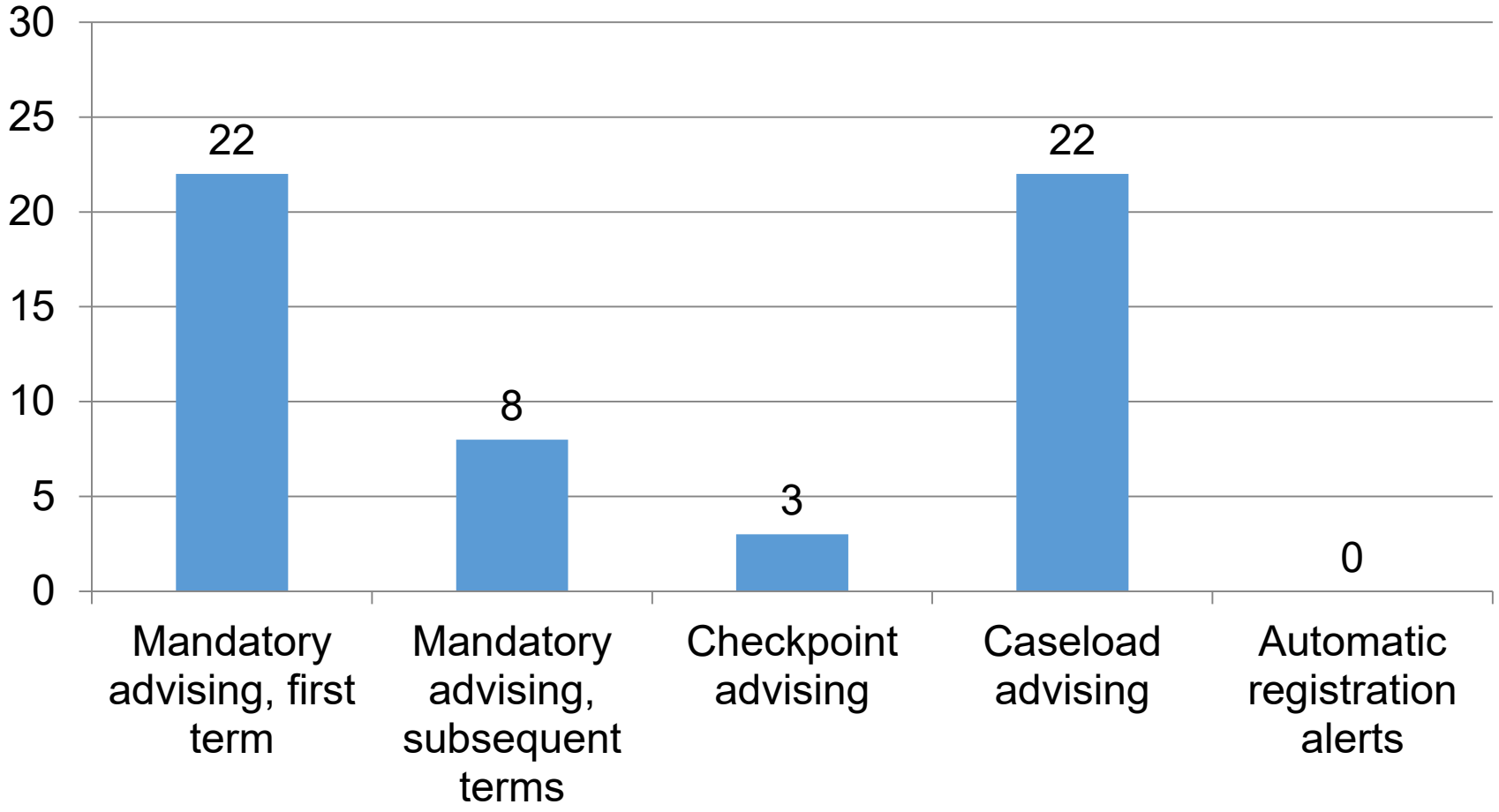
College Implementation: Student Experience (3)



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Upcoming Events

- Guided Pathways College Spark Washington Cohort Retreat January 26-27, Spokane WA
- Guided Pathways Lunch & Learn Series
  - January 30—Intake processes that help students choose and enter their pathway
  - February 20-- Staying on the Path (Part 1): Integrated student supports
  - March 6—TBD
  - March 20—Staying on the Path (Part 2): Ongoing advising
- Guided Pathways Community of Practice
  - March (Week 2) Gateway/Gatekeeper Courses
  - May (week2) TBD

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Questions? Comments? Concerns? Collaboration?

Reach out anytime!

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Professional-Technical College Instructor Skill Standards Verification Survey

Instructions and Introduction

In this survey we are asking you to verify tasks and functions that are important to the job of a Professional-Technical College Instructor. The survey will take less than 10 minutes to complete.

Please rate each task and function according to its level of importance in accomplishing the responsibilities of the job.

Confidentiality will be protected as no identifiable information will be gathered as part of this survey. Answers to the survey will be stored in a secure, electronic database. Your completion of this survey is completely voluntary, and you may choose not to participate. You can refuse to answer any of the questions at any time.

If you have any questions please contact Jamie Wells, Director, Center of Excellence for Careers in Education, Green River College. 253.333.4963 jrwells@greenriver.edu

Professional-Technical College Instructor Skill Standards Verification Survey

How important are these tasks in your job?

1. A. MANAGE LEARNING ENVIRONMENTS

	Not Important	Somewhat Important	Important	Very Important	Critical
A1 Research, evaluate and obtain required equipment, systems, tools, supplies, and/or materials	○	○	○	○	○
A2 Set up, maintain and repair instructional systems, equipment and/or tools	○	○	○	○	○
A3 Develop a growth and replacement plan for systems, equipment and/or tools	○	○	○	○	○
A4 Lead students and supervise learning environments	○	○	○	○	○
A5 Research, select, evaluate and maintain off-campus learning environments with assistance of industry partners	○	○	○	○	○
A6 Evaluate and monitor the safety of the instructional areas and practices	○	○	○	○	○
A7 Identify, evaluate, and implement new instructional strategies and technologies	○	○	○	○	○

Are there any tasks missing from this function?

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How important are these tasks in your job?

2. B. DEVELOP OUTCOMES, ASSESSMENTS AND CURRICULA

	Not IImportant	Somewhat Important	Important	Very Important	Critical
B1 Identify, evaluate, and modify outcomes	◯	◯	◯	◯	◯
B2 Create, evaluate, and modify curriculum	◯	◯	◯	◯	◯
B3 Create, evaluate, and modify assessments	◯	◯	◯	◯	◯
B4 Implement curriculum and assessments.	◯	◯	◯	◯	◯
B5 Integrate curriculum with other faculty in the department and in other instructional areas/institutions	◯	◯	◯	◯	◯

Are there any tasks missing from this function?

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How important are these tasks in your job?

3. C. DEVELOP AND REVIEW PROGRAMS

	Not Important	Somewhat Important	Important	Very Important	Critical
C1 Develop, review, and update program course plan to align with maps and	◯	◯	◯	◯	◯
Guided Pathways Principles	◯	◯	◯	◯	◯
C2 Recruit and work with advisory committee and employers to meet changing needs of the program and industry	◯	◯	◯	◯	◯
C3 Identify, evaluate, and modify program outcomes and assessments	◯	◯	◯	◯	◯
C4 Identify and develop core and support courses	◯	◯	◯	◯	◯
C5 Maintain (or obtain) program accreditation	◯	◯	◯	◯	◯
C6 Research, identify and evaluate trends and implement current industry standards	◯	◯	◯	◯	◯
C7 Coordinate program development with other college programs and institutions	◯	◯	◯	◯	◯

Are there any tasks missing from this function?

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How important are these tasks in your job?

4. D. PROVIDE STUDENT INSTRUCTION

	Not Important	Somewhat Important	Important	Very Important	Critical
D1 Prepare and/or gather current instructional materials	◯	◯	◯	◯	◯
D2 Provide individual and group instruction	◯	◯	◯	◯	◯
D3 Initiate, develop, and implement student assessments	◯	◯	◯	◯	◯
D4 Modify instructional material and methods based on student and industry assessments and feedback	◯	◯	◯	◯	◯
D5 Promote professionalism in the learning environment	◯	◯	◯	◯	◯

Are there any tasks missing from this function?

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How important are these tasks in your job?

5. E. PROVIDE SUPPORT AND GUIDANCE TO STUDENTS

	Not Important	Somewhat Important	Important	Very Important	Critical
E1 Provide students with access to instructor	◯	◯	◯	◯	◯
E2 Provide information or referrals to meet student needs	◯	◯	◯	◯	◯
E3 Provide students with career advising and assist with job placement	◯	◯	◯	◯	◯
E4 Provide academic advising	◯	◯	◯	◯	◯
E5 Serve as student activity advisor as applicable	◯	◯	◯	◯	◯

Are there any tasks missing from this function?

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How important are these tasks in your job?

6. F. PERFORM ADMINISTRATIVE AND PROGRAM MANAGEMENT FUNCTIONS

	Not Important	Somewhat Important	Important	Very Important	Critical
F1 Perform documentation and record keeping duties	◯	◯	◯	◯	◯
F2 Lead and manage instructional and program assistants	◯	◯	◯	◯	◯
F3 Mentor, orient, and support new and part-time faculty	◯	◯	◯	◯	◯
F4 As appropriate, develop criteria, recruit, and/or make recommendations regarding hiring of faculty	◯	◯	◯	◯	◯
F5 Provide input for program, schedules, and college printed and electronic publications	◯	◯	◯	◯	◯
F6 Develop and manage budgets	◯	◯	◯	◯	◯
F7 Research and assist with writing and implementing grants and targeting financial resources	◯	◯	◯	◯	◯

Are there any tasks missing from this function?

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How important are these tasks in your job?

7. G. CREATE AND MAINTAIN A PROFESSIONAL ENVIRONMENT

	Not Important	Somewhat Important	Important	Very Important	Critical
G1 Collaborate with college staff, faculty, students, and internship/externship site personnel	◯	◯	◯	◯	◯
G2 Work with program advisory committee	◯	◯	◯	◯	◯
G3 Maintain current knowledge of the field	◯	◯	◯	◯	◯
G4 Participate in professional networking	◯	◯	◯	◯	◯
G5 Develop a professional development plan	◯	◯	◯	◯	◯

Are there any tasks missing from this function?

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How important are these functions in your job?

Each of the tasks you have rated so far in the survey are components of broader work functions for a Professional-Technical College Instructor.

Please rate the importance of each function below.

8. How important are these functions in your job?

	Not Important	Somewhat Important	Important	Very Important	Critical
A Manage learning environments	◯	◯	◯	◯	◯
B Develop outcomes, assessments, and curricula	◯	◯	◯	◯	◯
C Develop and review programs	◯	◯	◯	◯	◯
D Provide student instruction	◯	◯	◯	◯	◯
E Provide support and guidance to students	◯	◯	◯	◯	◯
F Perform administrative and program management functions	◯	◯	◯	◯	◯
G Create and maintain a professional environment	◯	◯	◯	◯	◯

Are there any functions missing from this job description?

COMMUNITY AND TECHNICAL COLLEGES
Washington State Board

SYSTEM AGREEMENT:

AUTOMATIC PLACEMENT BASED ON HIGH SCHOOL ASSESSMENT SCORES

Approved May 2018

Options Available to Students Entering Directly from High School:

MATH	ENGLISH
➢ For placement into ***Math& 107*** *(Math in Society),* ***Math& 146*** *(Statistics), or their equivalents:* 1) Level 3 or 4 score on high school Smarter Balanced assessment **plus** a) B or better in Algebra 2, and b) successful completion (passing grade) of one math course in the junior or senior year OR 2) B or better grade in designated *Bridge to College Math* class as a senior ➢ For placement into ***other entry-level math courses (including pre-calculus):*** Requires Smarter Balanced Level 3 or 4 **plus** B or better in a high school pre-calculus or higher course	For placement into any **entry college-level** English course (including but not limited to English Composition or its equivalent): 1) Level 3 or 4 score on high school Smarter Balanced assessment OR 2) B or better grade in designated *Bridge to College English* class as a senior

NOTES:

1. Students interested in enrolling in **dual-credit courses** (Running Start, College in the High School) as juniors can use their discipline-appropriate Smarter Balance scores to enroll in ***Math& 107*** *(Math in Society),* ***Math& 146*** *(Statistics), or their equivalents* (requires score **plus** B or better in Algebra 2) or an **entry college-level** English course (including but not limited to English Composition or its equivalent).

2. For all score levels in math, placement into more advanced courses than designated in the agreement will depend on additional local institutional placement processes (transcript, high school GPA, additional testing, etc.).
3. The agreements apply **only** to placement considerations for high school students with Smarter Balanced high school assessment scores admitted to and enrolling in the academic year (for math, fall quarter only) immediately following high school graduation or students enrolling in dual-credit courses in the academic year after taking the assessment. Local colleges may extend the time period for honoring the scores for placement.
4. The Bridge to College courses are not yet available statewide; the courses can be identified on transcripts by a common course code (WA0001 for English, WA0003 for math).

Specific Terms of the Agreement

1. This system-approved placement agreement represents the commitment of Washington's community and technical colleges to provide high school students with multiple options for placement to establish their readiness for college-level coursework.

2. The goal of the agreement is to increase the number of students enrolling directly into college courses without remediation by

    a) offering students an early opportunity to know whether they are ready for college-level academic work;
    b) providing an incentive for achieving the Common Core standards as reflected in the Smarter Balanced assessment; and
    c) creating alternatives for students, if necessary, to use their last two years of high school more effectively in getting ready for college-level work.

3. Anything not specifically defined in the language of the agreement is left up to individual colleges to determine.

4. This agreement applies beginning with students taking the high school assessment in spring 2018 and is in effect for the high school graduating classes through the Class of 2022. It will be reviewed and renewed or revised formally by winter 2021 based on relevant data gathered on the Smarter Balanced assessment, including a) correlations with SAT/ACT scores, b) grade 12 student performance, and c) student performance on placement tests into and success in entry college-level courses, especially math and English.

5. High school students who took the previous version of the Smarter Balanced high school assessment as juniors in spring 2017 will be able to use the results for placement in the 2018-19 academic year under the terms of the May 2017 system agreement.

Please contact Bill Moore (360-704-4346, bmoore@sbctc.edu) if you have any questions.

Environmental Scan Questions

What data is already available & in what cadence?

- Compile list or schedule of data we already have access to or can get from our IR teams, the COEs, and elsewhere; and on what cadence that data is or could be available
- The Centers of Excellence provide the Future Forecasting of their various sectors to college leadership
- Recommendations for system to access needed data on a regular basis
- Labor market data through our Chmura project
- Which of the existing reports offer value?
- Informal conversations with COE contacts
- COE Advisory Boards/Focus Groups
- COE participation in regional/statewide groups – the Sentinel Network, WA Tech Industry Association, etc.
- Employer relationships held by the COEs as opposed to individual colleges

What shifted in the pandemic?

- What shifts are likely to be permanent, including shifts already taking place pre-Covid that have been accelerated or solidified?
- What are the preferences of different demographics in the new world order – e.g. high school grads seek in-person? Low-income individuals? First gen students? Who prefers cohort models v. flexible models etc.
- What type of enrollments are in greatest decline? (BTS, transfer etc.) and what demographics?

What institutional factors play a role in student enrollment decline and how might we address those systemically and innovatively?

- What student services factors – advising, registration, financial aid, career services, etc. play a role in student stopping out/not returning?
- Loss and turnover of faculty and staff making colleges unable to provide courses and training on a schedule that meets student needs?

What non-institutional factors play a role and how might we address these systemically and innovatively?

- How can we leverage the power of our system to address student barriers such as child care, funding, health and mental health, housing instability etc.

What is the future of work & education and how can we anticipate it?

- How dramatically should we move away from the associate's degree and toward shorter credentials?
- How can the WA system anticipate the future of the workforce as opposed to react? Frequent vocational aptitude/competency assessments

- If we were to build a new educational and workforce system from scratch, what might that look like?

How can we best consolidate our marketing and recruitment power?

- What strategies are recommended to increase our marketing power and impact as a state CTC system, including partnerships with industry sectors and other innovations
- Start career awareness early in the child/parent life.
- Employers are having recruitment and retention conversations too – we need to partner for a win win

What opportunities exist for shorter credentials?

- What industry-recognized pathways (such as Google Professional Certificates etc.) will continue to grow in the coming years?
- New and high technology careers.
- Who are our micro-pathways competitors and how can we compete with them?
- What other opportunities exist for the development and/or growth of micro-credentials, stackable certificates, pathways built from discrete skills?
- How do we market the skills/experiences versus jobs or roles....since we know that jobs some of our students will get 5, 10, 15 years down the road don't exist....

How do we implement?