EDUCATIONAL AFFAIRS PLAN 2020-2023

AY2022 Update

Educational Affairs Priorities Aligned
FY2022 Waubonsee Strategic Plan Update

Waubonsee Strategic Plan Pillar: STUDENT EQUITY AND SUCCESS

1.1 Processes and Student Support

Priority 2: Implement a Strategic Enrollment Management Plan to optimize recruitment, retention, and student completion. *[EA Goal 2.A.1, 3.B.I, 3.B.II]*

Priority 3: Launch our new Developing Hispanic Institutions (Title V) Grant. *[EA Goal 2.C.I]*

Priority 6: Redesign student service delivery models to reduce obstacles to persistence and create a more dynamic experience. *[EA Goal 2.B.II, 2.B.III]*

1.2 Programs and Technology

Priority 1: Create new programs and make improvements to curriculum and instruction to ensure that all students succeed in reaching their goals. *[EA Goal 1.A.I, 1.A.II, 3.A.II]*

Priority 2: Commit to providing the necessary technology and academic support for students to ensure more equitable access and outcomes. *[EA Goal 1.C.I, 1.C.II, 1.C.111, 2.A.II, 2.A.III, 2.B.IV, 2.C.IV]*

Priority 3: Research, design, and implement innovative teaching and learning solutions to support our new modalities and service delivery, continuing to provide options to students seeking educational flexibility. *[EA Goal 2.B.I]*

1.3 Diversity Equity, and Inclusion

Priority 1: Develop our institutional equity plan to close equity gaps while providing a welcoming, safe, and adaptive environment for all students. *[EA Goal 1.C.I, 1.C.111, 2.C.I, 2.C.IV]*

Waubonsee Strategic Plan Pillar: COMMUNITY CONNECTIONS

2.1 Workforce Development

Priority 1: Focus on work-based learning, apprenticeship programs, and skill attainment to support the rapidly shifting needs of employers and assist students with faster entry into the labor market. *[EA 1.B.I, 2.A.1, 3.A.III, 3.A.IV]*

2.2 Educational Partnerships

Priority 1: Implement University Partnership Programs to empower our students to reach their professional and educational goals while promoting further collaborative opportunities. *[EA 1.B.I, 3.A.1]*

Waubonsee Strategic Plan Pillar: EMPLOYEE AND ORGANIZATIONAL EXCELLENCE

3.1 Engagement

Priority 1: Support and engage employees through enhanced communication while transitioning to the workforce of the future. *[EA Goal 4.A.I, 4.B.I, 4.B.II, 4.C.I, 4.C.II, 4.C.III]*

3.2 Student Communication

Priority 1: Design communication strategies to improve awareness and prompt action for students. *[EA Goal 2.B.IV]*

3.3 Efficiency

Priority 1: Utilize technology as a strategic asset identifying technological solutions and conducting process analyses to improve student and organizational outcomes. *[EA Goal 4.A.I, 4.A.II, 4.C.III]*

AY2022 Update

EDUCATIONAL AFFAIRS PLAN 2020-2023

GOAL 1: Ensure effective teaching practices, high quality educational experiences, and consistent learning outcomes across all courses, programs, and services

A. Strategy: Enhance course-level assessment allowing for analysis of various modalities, locations, etc. to ensure consistent quality

Action Item I Strategic Plan Alignment: 1.2.1	Conduct course-level assessment and collect student learning results consistently across sections of a given course regardless of delivery mode, including dual credit	
	Responsible Parties:	Ed Affairs Administration; Learning Outcomes, Curriculum and Program Development; FT/PT Faculty; FDAE
	Success Metrics:	Changes made to curriculum and instruction based on assessment results are documented for all delivery modes; Course success rates increase; Disaggregated data on student achievement of learning outcomes is documented for all delivery modes
	Timeline:	AY2021 – Documentation of assessment results at the end of the spring semester across all five modalities Jan 2022 – Spring 2022 Faculty Development Days: Prof Dev re: Analysis of disaggregated data and utilizing the results to inform improvements to curriculum and instruction. FDAE will bring this to FET in October 2021. AY2022 and AY2023 – Documentation of assessment results and documentation of changes made annually in December AY2022 – Develop process and communication to engage dual credit faculty Spring 2022 – Pilot assessment in single subject area/course for dual credit faculty
	Status:	Effective fall 2021-Demographic data collected with assessment results. Success rates from aggregated data shared by modality from Institutional Effectiveness.
Action Item II Strategic Plan Alignment: 1.2.1	Prioritize courses that have high enrollment and low retention and/or success rates for implementing course level assessment plans	
	Responsible Parties:	Faculty; Deans; Learning Outcomes, Curriculum and Program Development; Institutional Effectiveness (in connection with specific grants)
	Success Metrics:	Course retention and success rates increase (based on use of assessment results)

	Timeline:	Documentation of assessment plan/schedule for these courses by end of spring 2021
		Review data. View top 10 largest enrolled courses to determine. Include in the FDAE data sessions Spring 2022.
	Status:	Planning underway for FDD, Jan 2022

B. Strategy: Establish strategies to assess and document student achievement of Institutional Learning Outcomes		
Action Item I **Strategic Plan Alignment:** **2.1.1, 2.2.1**	**Develop a process / plan to assess student achievement of Waubonsee's updated Institutional Learning Outcomes in curricular and co-curricular programs**	
	Responsible Parties:	Outcomes Advisory Council (OAC) and Co-Curricular Council at least initially and then shared for feedback / input with the full-time faculty and Academic Deans
	Success Metrics:	Student achievement of Institutional Learning Outcomes (ILO) is documented from the pilot.
		Co-Curricular Assessment Council identifies learning activities aligned with ILOs outcomes, plans for assessment, collects data to use for learning improvement.
	Timeline:	AY2021-2022
		Embed / identify Institutional Learning Outcome assessment in courses.
		Co-Curricular:
		Review of learning activities in student affairs completed and assessment will begin fall 2021.
		2022: Curriculum Map Institutional Learning Outcomes.
	Status:	Library, Athletics, Student Clubs, Student Development completed assessment plans and will begin collecting data fall 2021.

C. Strategy: Enhance / Expand Academic Support		
Action Item I **Strategic Plan Alignment:** **1.2.2, 1.3.1**	**Expand and evaluate pilot of Online Learning Navigators and make recommendations**	
	Responsible Parties:	Academic Support Unit; Navigators
	Success Metrics:	Student completion of course sections with online navigators will increase 5 %
		Student success (defined as earning A, B, C) in courses with navigators will increase
		Disaggregated data show reduced equity gaps (based on a comparison of fall 2020 semester completion and success)
		Student persistence from spring to fall 2021 will be consistent with AY2020, based on year over year comparisons of student fall registration

		After program evaluation in December 2021, dual credit assistance will be explored.
	Timeline:	Summer 2020 – May 2022
	Status:	Addition of academic coaches and more navigators (AY2021-2022) For the courses with navigators, faculty and student satisfaction surveys were sent in spring and summer 2021. Some qualitative data compiled, working on compiling quantitative data Completing an evaluation plan with IE in December 2021.
Action Item II **Strategic Plan Alignment:** **1.2.2**	**Explore methods for increasing academic support for ELL students including development of digital skills**	
	Responsible Parties:	**Dean for Academic Support, Dean for Adult Ed / ELA Faculty, Tutoring Center**
	Success Metrics:	**ELL Academic Support plan developed, implemented and evaluated.**
	Timeline:	**AY2023 (Start)**
Action Item III **Strategic Plan Alignment:** **1.2.2, 1.3.1**	**Enhance Peer to Peer Learning Assistance**	
	Responsible Parties:	**Dean for Academic Support, Academic Support Unit, Tutoring Center**
	Success Metrics:	**Develop a peer-to-peer learning assistance implementation and training plan. Will offer classroom visits and peer workshops to establish peer-led learning community.**
	Timeline:	**Spring 2022 – Spring 2023**
	Status:	

EDUCATIONAL AFFAIRS PLAN 2020-2023

GOAL 2: With a focus on equity, increase student persistence and completion of intended goals for all students

A. Strategy: Accelerate and support student transitions to college

Action Item I	Evaluate current bridge experiences; develop a plan and budget to create more user-friendly, marketable bridges to strengthen transitions and integration between noncredit to credit offerings.	
Strategic Plan Alignment: 1.1.2, 2.1.1	**Responsible Parties:**	Deans (AE, HPPS and BTWE), Academic Support Unit
	Success Metrics:	Written evaluations of current bridge program; Data show more students transitioning between noncredit (AE and Dev Ed) and credit offerings; developmental education to college transition rate (disaggregated) increases.
	Timeline:	2022-2023
	Status:	Development of the Dev Ed Math and English bridge program will be supported by the new grant from Women Employed
		Faculty from Dev Ed and Transfer Math and English will collaborate to implement the new bridge program with the fall 2022 enrollment process.
		Collaboration with BTWE, HPPS and AE to develop bridge pathway for in-demand industries.
		Develop institutional process to apply Ability Benefit Test to allow students access to Financial Aid Grants.
Action Item II	Enhance Instructional and Student Technology Support	
Strategic Plan Alignment: 1.2.2.	**Responsible Parties:**	Libraries / Academic Support Unit / FDAE
	Success Metrics:	1. Roll out college-wide text to speech software and other technology; 2. Student technology team to explore set up of direct phone assistance; 3. Qualitative and quantitative data indicate students have necessary technology and skills/knowledge to use it 4. Student technology team trained and proficient in Canvas 5. Online Learning Navigators trained and proficient in all delivery modes
	Timeline:	Fall 2021 – May 2023

	Status:	• Student Technology Advisory Group established. • Text to speech software also being piloted in an online course with a navigator. • Technology training sessions are ongoing - 1:1 and drop-in support as needed. • Technology lending continues in partnership with IT. • Data collection and analysis in partnership with IE continues. • To support co-curricular assessment, Zoom polls and other surveys in student training sessions or sent as follow up. • Partnership with IT to get technology equipment in the hands of students. • Working with Institutional Effectiveness on data collection and analyzing results (qualitative and quantitative) (in-progress)
Action Item III **Strategic Plan Alignment:** **1.2.2**	**Evaluate the effectiveness of the current college success program**	
	Responsible Parties:	**Academic Support Unit and FDAE**
	Success Metrics:	**Summer/Fall 2022: Write the program evaluation and recommendations document to be submitted by December 2022** **Spring 2023 – Prepare to implement accepted recommendations** **Fall 2023 – Implementation**
	Timeline:	**Spring 2022 through fall 2023**
	Status:	
B. Strategy: Develop models that help to accelerate students' pathway to completion		
Action Item I **Strategic Plan Alignment:** **1.2.3**	**Develop plans to add classes in a variety of parts of term and delivery modes to credit schedules based on student need / late enrollment / waitlisting and based on strategically selecting classes according to program pathways or "packages" of transferable courses**	
	Responsible Parties:	**Joint Instructional Council**
	Success Metrics:	• **Plan is developed for upcoming semesters 2 weeks prior to semester start** • **Increased use of Flex modality – 75 sections AY2021-2022**
	Timeline:	**AY2021-2023**
	Status:	**In process; 38 Flex sections ran fall 2021**

Action Item II **Strategic Plan Alignment:** **1.2.2 ,3.2.1**	**Create clear roadmaps to student goals, including pathways, on-ramps to programs of study, focused advising, progress tracking, feedback and support.**

Responsible Parties:	**AVP of Education and Workforce Development & Dean of Learning Outcomes, Curriculum and Program Development (Co-leads for SEM workgroup)**
Success Metrics:	**Adopt and customize a model of meta-majors/cluster groups/communities of interest to provide students with a clear pathway to graduation that will influence schedule creation, advising models and academic support options.** **Implement more cohort-based schedules based on programs and career pathways and create sample schedules based on meta majors.**
Timeline:	**AY2022**
Status:	**Seven meta majors identified with SEM team fall 2021.** **Update current pathways early spring 2022.** **Listening Sessions will be scheduled mid spring 2022.**

Action Item III **Strategic Plan Alignment:** **1.2.2, 3.2.1**	**Begin development of AY schedule (Fall-Spring) based on pathways**

Responsible Parties:	**Joint Instructional Council, faculty, Records and Registration, Counseling and Advising, IT**
Success Metrics:	**AY Credit Schedule developed by end of March 2023; Fall 2023-Spring 2024 Schedule offered to students, giving them ability to register for a full AY.**
Timeline:	**AY2022—Logistics addressed for AY schedule with Student Development, Finance, etc.** **AY2023—Year-long schedule developed; goals and success measures identified for tracking** **AY2024—Year-long schedule offered to students**
Status:	**This is in part developed already in CTE due to cohorts, although not published and without student option to register beyond 1 semester.**

C. Strategy: Reduce Equity Gaps	

Action Item I **Strategic Plan Alignment:** **1.1.3, 1.3.1**	**Using disaggregated student success data, develop specific strategies to support Latinx, African-American and low-income students**

Responsible Parties:	**Joint Instructional Council, Faculty, FDAE, Chief Diversity Officer, Institutional Effectiveness**
Success Metrics:	• **Disaggregated data show reduction in equity gaps; Waubonsee-specific equity targets are set in line with IL's P-20 Council state targets****

		All full-time faculty educated on how to analyze and interpret disaggregated data to inform improvements to curriculum and instruction **All adjunct faculty in adjunct-only disciplines/programs educated on how to analyze and interpret disaggregated data to inform improvements to curriculum and instruction** **Percent of full-time faculty successfully earn one or more of the following ACUE credentials: Certificate in Effective College Instruction, The Fundamentals of Teaching and Learning in Higher Education graduate course, and Inclusive Teaching for Equitable Learning Microcredential** ○ **Current percentage based on 104 Full-time Faculty: 20.19%** ○ **AY2021-2022 Goal: 30%** ○ **AY2022-2023 Goal: 40%** **Percent of adjunct faculty successfully earn one or more of the following ACUE credentials: Certificate in Effective College Instruction, The Fundamentals of Teaching and Learning in Higher Education graduate course, and Inclusive Teaching for Equitable Learning Microcredential** ○ **Current percentage based on 327 Adjunct Faculty: 4.28%** ○ **AY2021-2022 Goal: 6%** ○ **AY2022-2023 Goal: 8%** **Faculty who are having their online courses peer reviewed successfully complete the Intro to QM and/or Applying the QM Rubric workshop(s).** ○ **AY2021-2022 Goal: 20%** ○ **AY2022-2023 Goal: 40%** **Increased rate of student success in courses delivered by an ACUE credentialed faculty** **Increased rate of student success in courses designed by a faculty member who successfully completed the Applying the QM Rubric workshop**
	Status:	**Institutional Equity Plan in development** **Faculty development programming for Spring 2022 Faculty Development Days** **Baseline equity data gathered and graduated target goals set to work toward P20 2035 Goals**** **New strategies are proposed and implemented AY2023**
Action Item IV	**Expand the use of affordable courses materials (Inclusive Access & OER)**	
	Responsible Parties:	**Academic Support, Library, FDAE, Bookstore**

Strategic Plan Alignment: 1.2.2, 1.3.1	Success Metrics:	**OER** • **Document baseline data on course sections using OER and set benchmarks for progress by June 30, 2022.** • **Implement a marketing strategy to highlight courses with OER by June 30, 2022.** • **Build OER infrastructure to support faculty awareness, interest and implementation by January 2023.** **Inclusive Access** • **Increase the amount of dollars saved by students from $93,000 in AY2020-2021 to $110,000 in AY2021-2022 and $120,000 in AY2022-2023.** • **Increase the number of courses using MyMaterials (Inclusive Access) from 40 courses in AY2020-2021 to 45 courses in AY2021-2022 and 50 courses in AY2022-2023.** • **Deliver two professional learning events on textbook affordability to increase faculty interest and awareness by June 30, 2022.** • **Bookstore is planning two training sessions for faculty and administrators on the new textbook adoption platform we will be using going forward. The new adoption platform provides affordability scores for textbooks as well as lower cost options.**
	Timeline:	**2021-2023** **OER** • **10/31/21- Present latest versions of badges; explore incorporating OER flag in Banner** • **1/15/22- Provide baseline data of OER usage from FA 21** • **3/31/22- Pilot OER flag in Banner** • **6/15/22- Implement OER flag in Banner in alignment with marketing strategy for 6/30/22** **Inclusive Access** • **October 31, 2021: Collect and confirm any new MyMaterials adoptions for spring 2022** • **January 15, 2022: Send out and receive student and faculty surveys for fall term. Plan for participating in faculty development days** • **March 31, 2022: Communicate deadlines and guidelines for new MyMaterials adoptions for fall 2022 to faculty and administrators**

		• **June 15, 2022: Send out and receive student and faculty surveys for spring term**
	Status:	<u>Inclusive Access</u> **This year (AY2021-2022):** • **Nearly doubled the number of sections from last fall 2020 (from 167 sections to 322)** • **Despite receiving a large number of withdrawals due to the COVID vaccination policy we have maintained a 97.1% participation rate (94-95% is the industry average)** • **Total dollars saved by students during AY2020-2021 was $98,076.** • **Total dollars saved during AY2021-2022 to date are $83,664**

** P-20 Recommendation #1: Update the State's Postsecondary Attainment
Goal 1. Raise overall goal to be 65% of Illinoisans 25-64 by 2035; 2. Include equity-focused targets for subgroups of focus (Black, Latinx, Low-Income) to reach 65% attainment (among those age 25-44) by 2035
https://www2.illinois.gov/sites/P20/Pages/AgendasandMinutes.aspx

AY2022 Update

EDUCATIONAL AFFAIRS PLAN 2020-2023

GOAL 3: Develop and strengthen partnerships with external stakeholders to provide responsive and relevant programming that supports the varied education and training needs of the district

A.	Strategy: Make changes to curriculum and instruction based on effective practices and collaboration with universities, industry, and high schools across transfer and career programs	
Action Item I **Strategic Plan Alignment:** **2.2.1**	Establish more formalized K-16 relationships to increase opportunities for high school students and four-year transfers including 1+1+2 partnerships	
	Responsible Parties:	Learning Outcomes, Curriculum and Program Development, Ed Affairs Administration, Student Affairs
	Success Metrics:	New partnerships will be launched with public universities; Data will show an increase in student persistence and successful transfer; Public high school market share will increase
	Timeline:	University Partnership Program By July 2022, we will identify key partners for a university partnership program based on our goals and our definition of partnership and begin our evaluation of our first, formal partnership. AY2022 – Partnership project in EDU with NIU, SD129, SD131 (School District Partnerships) AY2022 – Continue MFG Cohort implementation with Batavia HS; AY2022 – Continue curriculum partnership development with Yorkville HS in CIS & CAD AY2023 – Explore MFG partnership with NIU
	Status:	University Partnerships-completed mission, vision and proposed partnership definition. NIU EDU Partnership Project - In Progress (still working out details on high school design for College and Career Pathway Endorsement objectives, working internally at WCC on support system for future and current EDU students) MFG Cohort Implementation – Operational (Entering 2nd full semester of student enrollment in MFG focused classes) CIS/CAD Partnership – In Progress (students previously and currently enrolled in CIS and CAD courses, plans to expand CAD offerings in spring 2022)
Action Item II **Strategic Plan Alignment:** **1.2.1**	Create new programs in response to industry needs	
	Responsible Parties:	Learning Outcomes, Curriculum and Program Dev, Ed Affairs Administration, CTE Faculty
	Success Metrics:	Cannabis: Offer a noncredit cannabis certificate program Diesel: Identify a facilities solution in order to launch a diesel program as well as identify pathways for building curriculum leading to industry credentials.
	Timeline:	Cannabis certificate program by July 2022 Diesel: Proposed facilities solution / planning under way by May 2022

	Status:	Cannabis: Applied for Illinois Responsible Agent certification and curriculum in progress
		Diesel: Faculty/admin meeting in October 2021 led to plans to focus on light diesel and renovate facilities, and plan to build budget with equipment and facilities needs for next AY
Action Item III **Strategic Plan Alignment:** **2.1.1**		**Develop more work-based learning experiences and apprenticeship programs**
	Responsible Parties:	BTWE Administration and Staff, Ed Affairs Administration, Academic Support, Adult Education, Student Development
	Success Metrics:	Department of Labor (DOL) Registered Apprenticeship Program (RAP) implementation (currently in Industrial Maintenance) Marketing and recruitment for apprenticeships Marketing for work-based learning experiences that is embedded in credit curriculum Cybersecurity apprenticeship launched fall 2022.
	Timeline:	July 2023
	Status:	In process. The RAP application has been submitted and approved by DOL, staff has completed required training and paperwork, recruitment is underway and one MOU has been signed with an employer partner. The inaugural apprentice for this program is actively enrolled in the Automation Technology AAS program and completed all associated OJT hours. Discussions regarding Cyber apprenticeship with employer and Cyber faculty, 10/21
Action Item IV **Strategic Plan Alignment:** **2.1.1**		**Develop a comprehensive Credit for Prior Learning (CPL) and Competency Based Education (CBE) model / framework that can be scaled across career programs.**
	Responsible Parties:	BTWE Administration and Staff, Ed Affairs Administration, Academic Support, Adult Education, Student Development
	Success Metrics:	CPL is being utilized, leading to increases in student completion of programs By fall 2023, CBE is being used in two programs (HVAC, Welding).
	Timeline:	July 2023
	Status:	In process.
B. Strategy: Establish recruitment and retention goals by program area		
Action Item I **Strategic Plan Alignment:**		**Based on current and planned future capacity, CTE program faculty establish recruitment goals**
	Responsible Parties:	CTE Faculty, Deans, Learning Outcomes, Curriculum and Program Development

1.1.2	Success Metrics:	Goals are finalized and integrated into Program Review and tracked; increased enrollment in programs; ICCB Credit Market Share Headcount and comparison group data
	Timeline:	Set recruitment goals for programs in spring 2022; track progress of goals annually
	Status:	Creation of SEM teams in AY2022

Action Item II	Based on Institutional Effectiveness (IE) Program Review data determine retention goals by program / discipline.	
Strategic Plan Alignment:	Responsible Parties:	Learning Outcomes, Curriculum and Program Development, Deans, Faculty
1.1.2	Success Metrics:	Goals are finalized and integrated into Program Review; Retention is tracked in annual reports
	Timeline:	Set retention goals based on IE data by spring 2022. Meeting with the deans to discuss goals spring 2022. Tracking data to begin fall 2022.
	Status:	Success, retention and program completion goals articulated through Annual Update and Program Review fall 2021. Goals based on IE data to be reviewed spring 2022. Creation of SEM teams in AY2022

AY2022 Update

EDUCATIONAL AFFAIRS PLAN 2020-2023

GOAL 4: Provide meaningful and useful professional development that advances educational quality and organizational excellence			

A. Strategy: Provide comprehensive faculty development that supports student success through quality course design, inclusive, effective teaching practices, the effective use of instructional technology, and student learning assessment.

Action Item I	Implement Quality Matters (QM) to ensure the quality of courses that include a required online component		
Strategic Plan Alignment: **3.1.1, 3.3.1**	**Responsible Parties:**	FDAE, Faculty Excellence Team, Joint Instructional Council	

	Success Metrics:	• Faculty proficient in the design of Flex, Hybrid, and Online courses
		 • Number of Waubonsee Peer Reviewers
		     o AY2022-2023: 30 trained reviewers
		 • Number of reviewed courses
		     o AY2021-2022: 30	

	Timeline:	• Fall 2021
		     o Begin training Waubonsee Peer Reviewers
		 • Spring 2022
		     o Peer Review Process begins, training continues	

	Status:	• 13 internal peer reviewers have been trained	
Action Item II	Expand professional development in the effective use of instructional technology to enhance teaching, learning, and academic support in Flex, Hybrid, and Online delivery modes		
Strategic Plan Alignment: **3.3.1**	**Responsible Parties:**	Academic Support, Library, FDAE, Faculty Excellence Team, Joint Instructional Council	
	Success Metrics:	• Closing equity/achievement gaps in Flex, Hybrid, and Online courses • Increased student persistence (lower DFW rate) and success (final grade of C or better) • Student surveys and evaluations indicate increased levels of satisfaction with faculty's use of instructional technology • Waubonsee Digital badging program: Waubonsee Canvas Expert, Kaltura Expert, Zoom Expert, Media Expert, etc.	
	Timeline:	2020-2023 Year-round instructional technology programming informed by annual needs analysis and FDDs survey data	
	Status:	In process	

B. Strategy: Refine and/or create documented processes to support adjunct faculty through their tenure at Waubonsee to ensure that we recruit, retain and develop adjunct faculty to advance equity and student success.

Action Item I	Explore the creation of a new system, specifically for adjunct faculty, that promotes and rewards ongoing faculty development and engagement		

Strategic Plan Alignment: 3.1.1	Responsible Parties:	FDAE, Faculty Excellence Team, Human Resources, Joint Instructional Council
	Success Metrics:	Implementation of adjunct faculty excellence program Improved recruitment and retention of adjunct faculty
	Timeline:	AY2022 – Develop program AY2023 – Implement program
	Status:	In process

Action Item II	Develop standardized processes for hiring and onboarding new adjunct faculty	
Strategic Plan Alignment: 3.1.1	Responsible Parties:	FDAE, Faculty Excellence Team, Human Resources, Joint Instructional Council
	Success Metrics:	• Standardized hiring and onboarding processes are documented, implemented, assessed, and refined on an annual basis • Implementation of the New Adjunct Faculty Orientation (NAFO)
	Timeline:	AY2022 – Develop and document hiring and onboarding processes and NAFO program AY2023 – Implement NAFO program
	Status:	In process

C. Strategy: Create improved, consistent, on-demand process for providing relevant professional development for Ed Affairs staff		
Action Item I	Complete professional development needs assessment specific to Ed Affairs staff	
Strategic Plan Alignment: 3.1.1	Responsible Parties:	Joint Instructional Council, IE
	Success Metrics:	Survey used to plan professional development and annual professional development goals for individual administrators
	Timeline:	Spring 2022
	Status:	
Action Item II	Create administrative professional development (possibly mentoring) focused on assessment of student learning, and on supporting effective practices in teaching and learning	
	Responsible Parties:	FDAE, Joint Instructional Council

Strategic Plan Alignment: 3.1.1.	Success Metrics:	Follow up Survey of Ed Affairs administrators Include academic administrators in professional development opportunities (ACUE, QM, etc.)
	Timeline:	AY2022—Admin participation in ACUE, QM, etc. AY2023—Follow up survey to admin
	Status:	In process
Action Item III **Strategic Plan Alignment:** **3.1.1, 3.3.1**	**Develop standardized process for orienting new academic administrators focused on the college's strategic priorities and Educational Affairs processes, expectations, issues.**	
	Responsible Parties:	Joint Instructional Council
	Success Metrics:	Standardized process is established for new admin Completion of EA Admin Handbook
	Timeline:	Completion of e- Handbook: May 2022 Standard orientation for new EA admin: June 2022
	Status:	Draft of EA Handbook completed AY21 NEO implemented in AY21

ICCB GOALS

The Illinois Community College Board hereby affirms the mission of the state's 48 community colleges to provide all Illinois residents with opportunities for economic and personal growth, civic engagement, and cultural awareness through a commitment to the following three goals.

- **GOAL 1:** Support minority, first generation, and low-income students across urban, rural, and suburban communities, through the promotion of evidence-based best practices that results in system wide improvement of equity metrics that reduce equity gaps.

- **GOAL 2:** Support a seamless transition for students into and through postsecondary education and the workforce by fostering system engagement and equitable access and outcomes for these students.

- **GOAL 3:** Contribute to economic development by supporting the Illinois community college system's effort to provide robust workforce training, to expand apprenticeships, to increase credential attainment, to build quality career pathways, and to address the future needs of the Illinois workforce.

The Board will implement its goals with a focus and commitment to equitable access, opportunities, and outcomes for all students. The Board will promote best practices, enable evidence-based decision-making, and support system-wide continuous improvement.

ICCB

IBHE STRATEGIC PLAN

http://www.waubonsee.edu/strategicplan