

# 10-Year Roadmap Activity Work Plan

## Institutional Capacity and Student Success: Skills and Knowledge

Challenge Area	Institutional Capacity and Student Success
<b>Planning Activity</b>	Strategic development and assessment of the skills, knowledge and experience students will need to succeed after graduation
<b>Lead Members</b>	Brian Baird, Scott Brittain, Marty Brown, and Ray Lawton
<b>Staff Team</b>	Daryl Monear (Lead), Mark Bergeson, and Jim West
<b>External Resources</b>	Jane Sherman (Council of Presidents/4-yr institutions) David Prince (SBCTC/2-yr institutions) Vi Boyer (ICW/non-profit 4-yr institutions) Kim McDowell (University of Puget Sound) Bryan Wilson (Workforce Training and Education Coordinating Board) Nova Gattman (Workforce Training and Education Coordinating Board) Linda Drake (State Board of Education) Bob Butts (OSPI) Jean Floten (Western Governors University) Steve Olswang (City University) Pamela Goad (Northwest Commission on Colleges and Universities) Gena Wikstrom (Northwest Career Colleges Federation) Phil Venditti (FACTC) Cynthia Forland (Employment Security Department) Caroline King (Washington STEM) Centers of Excellence Washington Student Association

### Scope

**Policy Issue(s):**

Washington higher education institutions need to produce graduates with the essential knowledge, proficiencies, and adaptive skills that are vital in a modern economy.

**Question(s) to be Addressed:**

1. **Identifying the needed skills:** What specific procedures are in place at institutions to determine the knowledge and skills students will need to possess and demonstrate to meet the needs of employers in Washington? What mechanisms are in place to forecast the needs of the future?
2. **Informing students of the skills they will need to succeed:** What mechanisms are in place to ensure that students are sufficiently informed of the range of skills, foundational as well as occupation specific, that will be crucial to their success after graduation?

3. **Assuring the skills are taught and assessed in the institutions:** What specific procedures are in place within institutions to systematically structure exactly where and how in the required curriculum students develop the knowledge, skills and character to meet the needs of employers and contribute to the civic society in our state. Do institutions have systems in place for specifying particular courses, course sequences, and activities within those courses and sequences, in which students can acquire the foundational career skills in critical thinking, complex reasoning, writing, communication, and teamwork that are crucial to long term career growth and success?
4. **Coordinating across institutions:** Are adequate mechanisms in place to facilitate employer feedback and provide effective coordination across institutions to ensure alignment between postsecondary degree programs, student learning, and the needs of employers in the state?

## Methods

### Quantitative:

Employer survey conducted by the Workforce Training and Education Coordinating Board.

### Qualitative:

- Literature review of student learning assessment practices.
- National review of best practices in student learning assessment.
- Review student learning assessment practices in the state's public and private institutions.
- Focus groups
- Student feedback

## Key Stakeholders:

Presidents - public and private higher education institutions, Governor's Office, Legislators, Workforce Training and Education Coordinating Board, Washington Economic Development Commission, Department of Commerce, Washington Roundtable, Washington STEM, Washington Technology Industry Association, Seattle Jobs Initiative, Association of Washington Business, and Washington Student Association.

**Schedule:** Identify key project tasks and determine their completion dates. Use the “Challenge Area Schedule” and “Agenda Item Report Process” as “fixed” milestones and requirements.

<b>Task</b>	<b>Complete By (month/day)</b>
Review work plan with Council policy coordinator and communications staff	<b>1/30</b>
Review work plan with Council leads (teleconference)	<b>2/1</b>
<b>Workgroup Meeting:</b> (to establish individual assignments)	<b>2/14</b>
Workgroup member feedback due (email)	<b>2/21</b>
Draft of issue brief available for review by workgroup and Council leads	<b>2/26</b>
<b>Workgroup meeting:</b> (Review of draft issue briefing)	<b>3/1</b>
Revised issue briefing for Council and stakeholder review	<b>3/8</b>
Final edits	<b>3/14</b>
Draft briefing transmitted to Council and posted to Web	<b>3/19</b>
Panel presentation to Council	<b>3/26</b>
<b>Workgroup Meeting:</b> (Review of Council discussion)	<b>3/29</b>
Workgroup member reporting out (meeting and briefs from members)	<b>4/10</b>
Draft policy recommendations (including metrics) for review by Workgroup and Lead Council members	<b>4/17</b>
<b>Workgroup Meeting:</b> (Review of draft policy recommendations)	<b>4/23</b>
Revised issue briefing for Council and stakeholder review	<b>5/3</b>
Final Edits	<b>5/10</b>
Draft briefing transmitted to Council and posted to Web	<b>5/16</b>
Recommendations presented to Council Panel discussion on postsecondary student learning w/Richard Arum, et al.	<b>5/23</b>