Mid-Cycle Strategic Plan
Highline College
2013-14 to 2016-17

Background

The first half of calendar year 2014 (January through June) presented Highline with a particularly opportune time for reflection, for several reasons. Among them, the college had:

- Completed its first full cycle of accreditation under the new NWCCU standards
- Launched its first baccalaureate degrees, attaining accreditation candidacy at that level
- Changed its name, reverting to the original Highline College
- Attained, for the second time, Leader College status in Achieving the Dream
- Completed its second *Year One Report* for accreditation, starting a new seven-year cycle
- Earned the national Advancing Diversity Award of Excellence from the American Association of Community Colleges (AACC)

Taking advantage of the opportunity that these milestones presented, the college's executive staff and trustees opted to use the January-July 2014 period to develop a near-term strategic plan to replace the 2006-2011 plan (https://strategicplan.highline.edu/2006plan.php). Updates to plan were temporarily suspended in 2011, when the college submitted its newly-drafted Core Themes and metrics to NWCCU.   With the successful completion of its comprehensive Year Seven Peer Evaluation in fall 2013, the college was ready to redevelop its strategic planning cycle, this time in alignment with NWCCU's new seven-year calendar. Accordingly, the 2013-14 to 2016-17 Mid-Cycle Strategic Plan effectively extends through the three-year period from the fall 2013 Year Seven Self-Evaluation and the anticipated 2016-17 Mid-Cycle Review.

Strategic goals

The plan supports five specific strategic objectives that the college president shared with the campus community April 15, 2014.

The quantitative goals derive from current *Mission Fulfillment Report* metrics. The bulk of these objectives are tied to Core Theme 1; the last is tied most directly to Core Theme 3. They are:

- *Basic skills transition:* Increase to and sustain in-year transition rates at 10 percent
- *College math:* Increase first-year completions by 3 percentage-points (from 27 to 30%)*
- *15 college credits:* Increase first-year attainment by 5 percentage-points (from 50 to 55%)
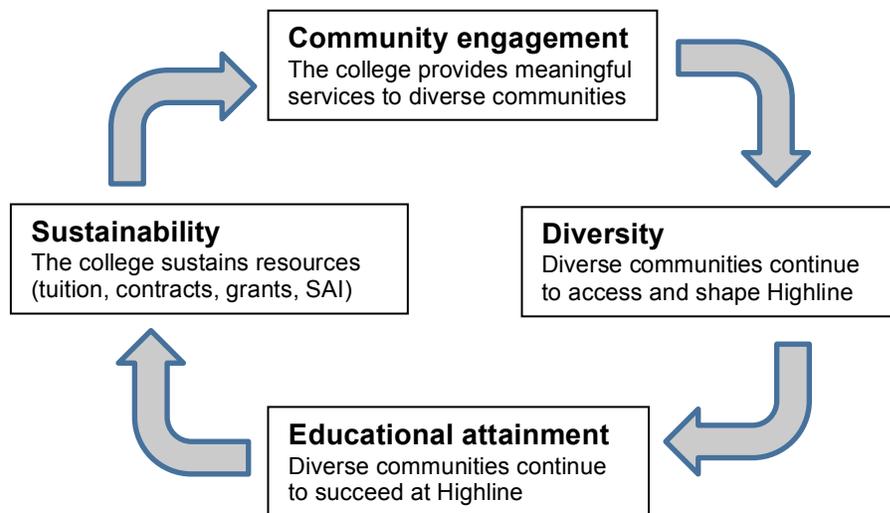- *45 college credits:* Increase attainment by 3 percentage-points (from 32 to 35%)*

In addition, the college has adopted two qualitative goals, reflecting current institutional context:

- Expand and deepen Highline's commitment to its communities
- Successfully launch four applied baccalaureate programs

Clarifications

Three key points deserve clarification.

- First, in identifying these goals, there are no implications that departments or programs have under-preformed. On the contrary, the goals build on places where the college has already been highly successful.

- Second, the establishment of this plan should in no way undermine other high-priority initiatives, already underway, that derive from earlier mission-fulfillment analyses (e.g., first-year African-American learner attainment, Latino representation in credit programs)

- Third, the plan's focus on Core Theme 1 and 3 should not be interpreted as a departure from Highline's commitment to its other Core Themes. In fact, the college's current near-term priorities reinforce a cycle of mission fulfillment that integrates all four pillars:

Community engagement
The college provides meaningful services to diverse communities

Diversity
Diverse communities continue to access and shape Highline

Educational attainment
Diverse communities continue to succeed at Highline

Sustainability
The college sustains resources (tuition, contracts, grants, SAI)

Operational planning

Over the next three-year period, the college will organize its efforts in the manner outlined in Highline's *Year Seven Self-Evaluation Report* (pp. 58-62), with each executive staff division taking primary responsibility for a Core Theme and working, from there, in close collaboration with the other divisions. The president, executive staff, and trustees will review interim progress reports and will provide guidance, as needed, on next steps.

Elements: Mid-Cycle Strategic Plan for Academic Years 2013-14 to 2016-17

<u>Core Theme 1-related goals</u>
Primary responsibility: Shared between Academic Affairs and Student Services

► *Basic skills transition:* Increase to and sustain in-year transition rates at 10 percent

    Key activities:

- *Academic Affairs:* Implement Work Plan initiatives to restructure Transition Success Center activities, adding faculty advisor position(s) and expanding successful dual-credit options
- *Student Services:* Reduce barriers to transition such as general admission fee

► *College math:* Increase in-year math completions by 3 percentage-points (from 27 to 30%)*

    Key activities:

- *Academic Affairs:* Continue to restructure placement processes to reduce pre-college referrals; support Math Department acceleration initiatives
- *Student Services:* Integrate new placement protocols and math acceleration options into orientation and intake advising

► *15 college credits:* Increase in-year attainment by 5 percentage-points (from 50 to 55%)

    Key activities:

- *Academic Affairs and Student Services (jointly):* Expand cohort-based and targeted-need supports — including MESA, TRiO, WFSN, Veterans, Umoja, and others — that promote early intervention and whole-student engagement and success, while maintaining a specific focus on first-year achievement gaps

► *45 college credits:* Increase attainment by 3 percentage-points (from 27 to 30%)*

    Key activities:

- *Academic Affairs and Student Services (jointly):* Adopt a pathway-based, integrated advising and auto-awarding model, incorporating the work of the Advising Task Force and ARRT

In supporting these foregoing attainment initiatives, *Administrative Services* and *Institutional Advancement* will support required fee-structure changes, tuition-collection practices, and resource development, particularly for transition and other population-specific scholarships such as those for Umoja enrollees, HB 1079-eligible students, and others

► *Applied bachelor's degrees:* Successfully launch four applied baccalaureate programs

Key activities:

- *Academic Affairs:* Secure SBCTC and NWCCU approval, develop core and general education curricula, staff course offerings, and offer programs
- *Student Services:* Provide necessary supports for admissions evaluation, records management, advising referrals, and student supports
- *Administrative Services:* Support required changes to tuition- and fee-collection
- *Institutional Advancement:* Aggressively market new programs and provide start-up scholarship resources during financial aid waiting period

Core Theme 3-related goal
Primary responsibility: Institutional Advancement, with support from all divisions

► *Community engagement:* Expand and deepen Highline's commitment to its communities

Key activities:

- *Institutional Advancement:* Launch Community Engagement Committee; continue to sustain and expand outreach efforts including, but not limited to, the Black and Brown Male Youth Summit, YELL Conference, Presidents' Breakfasts, "soccer diplomacy initiative," and others
- *Academic Affairs:* Continue to expand relevant programming to meet the needs particularly of under-served communities, including the White Center neighborhood, airport employees, family literacy sites, and Federal Way
- *Student Services:* Continue to incorporate community engagement into the college's multi-cultural/diversity programming; support off-campus programs
- *Administrative Services:* Support financial and facilities needs of community-serving programs, both on- and off-campus

Approved by Executive Staff December 2014

* Updated to align with revised 2012-13 SAI calculations, summer 2015