Highline College Institutional Effectiveness Department Report

2020-2021

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| **Department information** | |
| Department name | Academic Success Center |
| Date this report was completed |  |
| Staff who contributed to this report | Lyall Rudenskjold |
| Department Mission statement  (if applicable) |  |

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| **Taking stock of 2019-2020** |
| **Describe 2-5 major accomplishments for 2019-2020. For each accomplishment, identify the related objective or indicator from the Mission Fulfillment Report (MFR), and describe the evidence you used assess this accomplishment** |
| 1. 2439 students spent a total of 9726 hours utilizing tutoring and academic support services from the Academic Success Centers. (**Core theme 1**: Objective 1.3, Objective 2.2) 2. Successfully transitioned to a fully online tutoring format in Spring 2020 in order to continue providing academic support to students during COVID-19. Prior to this, Highline College had no online tutoring and to transition all the Academic Success Center’s tutoring to a completely new modality in a matter of weeks was a huge accomplishment for the ASC staff. (**Core theme 1**: Objective 1.3, Objective 2.2) 3. Partnered with other campus departments and programs in student success programming events such as *Transfer Portfolio Review Day, New Student Experience Seminar,* and *ESL/ABE Transitions College Fair*. (**Core theme 1**: Objective 1.3, Objective 2.2; **Core theme 2:** Objective 1.2) |
| **Department strengths** |
| 1. Staff are passionate about supporting student learning and supporting student staff with professional growth in the Academic Success Center. 2. There is a lot of potential for interdepartmental collaboration between the Academic Success Center and other areas such as the Learning Communities, TRiO, the Transfer Center, MESA, and academic departments that can benefit the broader Highline College community. |
| **Department challenges** |
| 1. Due to the COVID-19 pandemic the overall student usage numbers dropped significantly beginning in March 2020 due changing to students avoiding face-to-face interactions while the campus was open and all three Centers moving to online appointment based tutoring for the remainder of the academic year. 2. The lack of clarity regarding the roles and responsibilities of the two faculty director positions and the new professional exempt program manager position within the Academic Success Center. 3. Under-staffing within the Math Resource Center and for some higher demand subjects in the Tutoring Center. 4. Scheduling issues with the Writing Center that led it being over budget (see #2). |
| **Areas you would like to improve** |
| 1. Communication between Academic Success Center faculty directors and program manager. 2. Build stronger relationships with faculty partner so the ASC can better serve the students in their classes. We need more faculty input regarding how the ASC can better meet the needs of students and we need faculty engagement to help us when it comes to recruiting new peer tutors. 3. Having a dedicated space within the ASC for workshops. This would increase the ASC’s overall campus visibility, increase student engagement, provide more professional development opportunities for student staff, and increase student usage of the ASC. |

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| **2020 - 2021 work plan development** |
| **Goals:** Identify 3-6 goals for your department for 2020-2021. Each goal should be associated with the core theme objective or indicator that best relates to the desired outcome of your work. In parentheses after each of your goals, describe the evidence you plan to use to assess the achievement of that goal.  Not every objective or indicator will have an associated goal from your department, and you are welcome to delete the Core Themes/Objectives/Indicators that are NOT directly related to your goals for 2020-2021. |
| **Core theme 1: Promote student engagement, learning, and achievement**  **Objective 1.** Students engage with their curriculum, campus, and community for a meaningful educational experience.  **Indicator 1.1** Students experience meaningful interactions with faculty in and outside of the classroom.  **Indicator 1.3** Students participate in organizations and activities that provide support, mentoring, or leadership opportunities on campus and in the community.  **Objective 2.** Diverse teaching methods, innovative curricula, and student support services fulfill the learning needs of students.  **Indicator 2.2**: Faculty and student services personnel provide effective support to students. |
| **Core theme 2: Integrate and institutionalize diversity and globalism throughout the college**  **Objective 1**. Diversity and globalism are infused throughout the curriculum; faculty employ a pedagogy that integrates diversity and globalism.  **Indicator 1.2**: Students from diverse backgrounds experience positive interactions with faculty in and outside the classroom.  **Objective 4**. The College engages in inclusive recruitment and hiring practices and fosters a campus climate perceived as culturally competent and inclusive by all constituents.  **Indicator 4.2**: Employees from diverse backgrounds experience the campus climate as positive. |
| **Goals**   1. Expand ASC participation in on campus events / initiatives **\*Core Theme 1 – Objective 1.1, 1.3 & Objective 2.2; Core Theme 2 – Objective 1.2\*** (The Academic Success Center shall increase its participation with campus partners such as, the Transfer Center, the Learning Communities (Umoja, Puente, AANAPISI, and MESA), TRiO, Prison Education Program, ABE, and other departments to support a broader range of student success at Highline College. The Academic Success Center shall achieve this by participate in at least three (3) of collaborative events with campus partners per academic quarter.) 2. Create job descriptions for the Writing Center and Math Resource Center faculty coordinator/director positions that adequately reflect the roles and responsibilities of those positions within the Academic Success Center **\*Core Theme 1 – Objective 1.1 & Objective 2.2; Core Theme 2 – Objective 1.2; Objective 4.2\***. (The Academic Success Center currently has no job descriptions for the faculty coordinator/director positions and creating job descriptions for these positions will provide clarity ASC team members regarding responsibilities, roles, expectations and implement a faculty rotation process for the faculty director/coordinator positions. This will create a better learning environment for students utilizing ASC services while also creating opportunities for more diverse faculty involvement in the faculty director/coordinator roles within the Writing Center and Math Resource Center. The Academic Success Center shall achieve this goal by working in cooperation with the Mathematics and English department faculty chairs and the Dean of Instruction for Transfer & PreCollege to create and have position descriptions in place for the Writing Center and Math Resource Center faculty director/coordinator positions no later than the end of the 2020-12 AY.) 3. Implement an “Academic Success Center Advisory Committee”. **\*Core Theme 1 – Objective 1.1, 1.3; Objective 2.2; Core Theme 2 – Objective 1.2, Objective 4.2\*** (During the 2020-21 AY year, create an advisory committee to help the Academic Success Center (ASC) better meet the needs of the campus community with its services and increase faculty engagement with the ASC. This committee should include the ASC admin/faculty staff, student leaders, and HC faculty and staff. Measure: The Academic Success Center Advisory Committee will be established in Fall 2020 and should convene at least two (2) times per quarter in W21 and Sp21.) |
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| **Suggestions to improve this report or process** |
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