Highline College Institutional Effectiveness Department Report

2020-2021

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| **Department information** | |
| Department name | Access Services/Accessibility Resources |
| Date this report was completed | 7/30/2020 |
| Staff who contributed to this report | Jenni Sandler, Bobby Dutreix, Jeff Hsiao, Sarah Bouanga Macira, and Amy Goo |
| Department Mission statement  (if applicable) | The mission of Access Services is to lead the campus community in the creation of inclusive learning and working environments and facilitate access, discourse and involvement through innovative services, programs and partnerships. |

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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** |
| Implemented Accessible Information Management (AIM) software to increase access to and sustainability of accommodation resources. (Core Theme 1, Objective 2: Diverse teaching methods, innovative curricula, and student support services fulfill the learning needs of students)   * Created a timeline for implementation that included piloting a new intake/planning process with a small group of students. * Transitioned 500+ students from hard files to electronic files in AIM * Communicated with faculty and students about the new process, including what to expect. * Updated Access website with link to request accommodations online, trained students 1:1 and in small group sessions to access the site and request and manage accommodations, * Group AIM orientation sessions for new and returning students.   Provided professional development to faculty and staff in the areas of accessibility and UDL. (Core Theme 1, Objective 2: Diverse teaching methods, innovative curricula, and student support services fulfill the learning needs of students) and Core Theme 2, Objective 2: Strengthen programming to develop faculty expertise in inclusive teaching practices)   * Weekly Accessible Technology drop-in support for faculty and staff * Provided Accessibility workshops for faculty and * 1:1 accessible technology support to individual staff and departmental teams (divisions/departments/numbers of employees) * Started AT campus newsletter – Accessibility Bytes * Summer Institute 2019 – Focus on Accessibility * PDD 20-19 workshop – Basics of iPhone accessibility * Winter Institute workshop for faculty “Human Accommodation and Access-Center Learning Spaces” * Universal Design for Learning workshops for New faculty Orientation: 1) UDL – New faculty Orientation and 2) UDL and Accessibility in remote learning * Website testing – testing of the accessibility of 15 campus websites * Ongoing work with Cengage and Pearson for textbook accessibility   Development of a new team structure and distribution of roles and responsibilities within team members (Core Theme Core Theme 4.1, 4.2, 4.3)   * Onboarding and training of a new Access Services team * Focus on cross-training of staff * Beginning of the development of written documentation of processes and procedures related to student intake, planning, and provision of services through AIM   Transition to virtual/remote services in March 2020 (Core Theme 1.1.3, 1.2.2)   * Provide daily zoom lobby for students * All intakes/student support provided virtually – continuation of 1:1 support for students as they navigated the transition * Advocacy and support of students with their faculty members * Ongoing outreach and support to faculty regarding accommodations and support of students with disabilities |
| **Department strengths** |
| * Listening to students, assessing their needs, and consistent follow-up * Linkage with other campus-based resources and support and follow-up to ensure needs are met * Focus on proactive accessibility through campus-wide accessibility work as well as reactive accommodation strategies through individual services and supports * Ability to offer services and supports through multiple languages other than English (Chinese, Japanese, Spanish, French, Ukrainian, and Russian) |
| **Department challenges** |
| * During the 2019-2020 academic year the entire Access Services turned over and a new team came on board. Much of the year included onboarding and training of new staff and bring newly created positions to life in line with our vision to address student, staff, and faculty needs. * Quickly transitioning to remote services for students took time away from other areas of need. * Decrease in the numbers of students requesting accommodations from previous quarters |
| **Areas you would like to improve** |
| * Continued departmental processes and procedures both within Access Services and with other program areas within Accessibility Resources and campus wide * Continued cross-training of staff * Building accountability for shared work by developing a communication plan that documents successes and identifies and addresses needs * More internal professional development for new staff within the team * More intentional communication and outreach with campus, both for faculty/staff and students * Creation of a culture of assessment and evidence through the Guided Pathways framework; identify explicit ways that Access Services can support the campus in these efforts * Identify data needed and use it to inform improvement of services and overall effectiveness (assessment/feedback loop from both students and faculty (i.e., surveys, focus groups, attendance at department/division meetings) |

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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. |
| **Goals for 20-21:** Student-focused:   * Develop and deliver a quarterly new and returning student orientations (Core Themes 1.1.3, 1.2.2, and 2.2.1) * Develop and deliver assistive technology workshops and/or drop-in sessions for all students to explore, practice, and learn about different types of assistive technology and how it can support their needs and educational goals (Core Themes 1.1.3, 1.2.2, and 2.2.1) * Conduct assessment of student needs and feedback on current services through a variety of methods, including surveys and focus groups (Core Themes 1.1.3, 1.2.2, and 2.2.1)   Campus-focused:   * Engage in outreach and relationship-building with faculty and departments: attending/presenting at department meetings about supporting students with disabilities to meet their educational goals; Accommodations 101, Accessible Technology, etc. (Core Theme 2.2.2) * Participate in the planning of Highline College’s first annual Disability Justice Week, formerly known as Disability Awareness Month, in October 2020 (Core Theme 1.1.3, 2.1.1, 2.2.1, 2.4.2)   Community-focused:   * Engage in outreach to school districts for students with IEP’s and 504 plans, including attending resource fairs, presenting to students with disabilities preparing to transition to college (Core Themes 3.1.1, 3.2.1, 3.2.2, 3.3.1)   Department-focused:   * Develop written manual documenting all policies, processes, and procedures (Core Theme 4.1.2 and 4.2.2) * Actively interrogate and address equity gaps within our services through active participation in team readings and discussions, intentional participation in campus wide equity work, and through proactively seeking out and participating in professional development within and outside of the CTC system (Core Theme 4.1.1)   **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 1.2 Students experience HC courses as challenging and engaging.  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 2.1 Faculty continually plan, assess, and improve teaching methods based on assessment of student learning.  Indicator 2.2: Faculty and student services personnel provide effective support to students.  Objective 3. Students achieve their goals by progressing on educational pathways.  Indicator 3.1: Advanced Basic Skills students will transition from non-credit to credit courses.  Indicator 3.2: Degree- or certificate- seeking students will progress through significant educational milestones.  Indicator 3.3: Degree- or certificate- seeking students will attain credentials. |
| **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 1.1: Diversity and globalism are integrated broadly across the curriculum.  Indicator 1.2: Students from diverse backgrounds experience positive interactions with faculty in and outside the classroom.  Indicator 1.3: Students from diverse backgrounds experience HC courses as challenging and engaging.  Objective 2. Student support and business services initiatives successfully meet the needs of students from diverse backgrounds.  Indicator 2.1: Support and business services are effectively/ successfully delivered to diverse students.  Objective 3. Students from diverse backgrounds progress, achieve goals, and complete degree certificates.  Indicator 3.1: Degree- and certificate-seeking students from diverse backgrounds achieve significant milestones at rates comparable to relevant comparison groups.  Indicator 3.2: Students from diverse backgrounds complete degrees and certificates at rates comparable to relevant comparison groups.  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 4.1: Recruitment, hiring and retention of personnel are equitable and full-time employees show increasing diversity.  Indicator 4.2: Employees from diverse backgrounds experience the campus climate as positive. |
| **Core theme 3:** Build valuable relationships and establish a meaningful presence within Highline College’s communities  Objective 1. The College communicates effectively with its communities  Indicator 1.1: The local community is familiar with the college.  Objective 2. The College initiates connections to understand community needs.  Indicator 2.1: The college actively offers a variety of programs and makes connections with external organizations.  Indicator 2.2: Participation rates reflect meaningful community connections and confidence in the quality of college offerings.  Objective 3. Highline College contributes to meeting community needs.  Indicator 3.1: The college serves the ever-changing needs of our service district.  Indicator 3.2: The college meets regional workforce development needs. |
| **Core theme 4:** Model sustainability in human resources, operations, and teaching and learning  Objective 1. The College recruits, retains, and develops a highly qualified workforce.  Indicator 1.1 Staff and faculty actively pursue continuing professional development opportunities.  Indicator 1.2 Current employees indicate satisfaction with working environment and campus climate.  Indicator 1.3 Employees are retained by the college.  Objective 2. The College demonstrates good stewardship of financial resources while ensuring sufficient resources will be available in the future.  Indicator 2.1: The college maintains sufficient financial resources to both maintain programs and remain strategic in times of financial downturn.  Indicator 2.2: The college maintains strong internal controls over assets and ensures compliance with college and state procedures.  Indicator 2.3: The college ensures continuing alignment of fiscal resources to meet current operating needs.  Objective 3. The College demonstrates stewardship of environmental resources.  Indicator 3.1: The College encourages awareness and use of ‘green’ practices in working environments. |
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| **Suggestions to improve this report or process** |
| More discussion leading up to due date about how to use the form and how to report this information – providing examples. Making the form fillable to keep the formatting when typing in the form. |