Highline College Institutional Effectiveness Department Report

2020-2021

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| **Department information** | |
| Department name | Achieve |
| Date this report was completed | 7/31/2020 |
| Staff who contributed to this report | Julie Pollard, Tetyana Matsyuk, Helen Nash, Ellie Cassatt, Laura Holt, Eric He |
| Department Mission statement  (if applicable) | The Mission of Achieve is to provide an inclusive, evidence-based comprehensive post-secondary transition program for students with intellectual disabilities that includes credit and non-credit classes, intensive advising, involvement in campus life, community-based internships, and assistance with job placement. |

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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** |
| * Fifty-one students enrolled in an Achieve certificate program during the 2019-20 academic year. (Core themes/objectives addressed: Core theme 1 – 1.2, 1.3, 2.1, 2.2, 3.2, 3.3; Core theme 2 – 2.1, 3.1, 3.2; Core theme 3 – 1.1, 2.1, 2.2, 3.1; Core theme 4 – 2.1)   + - Data source(s): enrollment records –Achieve application   + Seventy-one percent of those students reporting race/ethnicity information identified as people of color.     - Data source(s): enrollment records – HC and Achieve application   + Thirty-five (69%) of students are dually enrolled with a k-12 school district bringing in $262,500 in program support dollars.     - Data source(s): enrollment records –Achieve application/School District referral documentation, school district billing information   + Twenty-nine students graduated with an Achieve certificate in June of 2020 (100% of enrolled students; 94% when including 2 returning students that exited during the 2019-20 academic year due to due to lack of funding, and transportation/commute concerns.)     - Data source(s): Degree Audit, Advising Notes, OASIS database, Think College database   + Ten Achieve students participated in paid community and campus-based internships developed specifically for them, based on their goals.     - Data source(s): enrollment records – Advising Notes, DVR billing, Think College database, OASIS database * Applied for and received grant from the Starbucks Foundation (through the Highline College Foundation) to develop and deliver and Global Excellence and Basic Barista Training certificate program for young adults with intellectual disabilities. (Core themes/objectives addressed: Core theme 1 – 1.1, 1.2, 1.3, 2.1, 2.2, 3.2, 3.3; Core theme 2 – 1.2, 1.3, 2.1, 3.1, 3.2; Core theme 3 – 1.1, 2.1, 2.2, 3.1; 3.3)   + Moved the program online in collaboration with continuing education and HOST instructor, Cody Herrington.     - Data Source(s): Canvas course, curriculum   + Six students graduated on July 30, 2020. Graduation was attended by students, families, Starbucks executives and Highline staff, faculty, and administrators.     - Data Source(s): enrollment records * Moved to Emergency Remote teaching and maintained 100% program enrollment using online, packet and phone supports.   + - Data source(s): Degree Audit, Advising Notes, OASIS database, Think College database, Student Quarterly Reports, Student Capstone presentation/portfolios * Revised entire application and enrollment process, including school district referral, and contracting, to accommodate Stay Home, Stay Safe orders and met enrollment goal of 50 students for the 2020-21 academic year. (Core themes/objectives addressed: Core theme 1 – 1.1, 1.2, 1.3, 2.1,2.2, 3.2, 3.3; Core theme 2 – 1.2, 1.3, 2.1, 3.1, 3.2; Core theme 3 – 1.1, 2.1, 2.2, 3.1; 3.2; Core theme 4 – 2.1)   + - Data source(s): Virtual application and procedure documentation, Achieve application/School District referral documentation, enrollment records, OASIS database, Think College database * Completed two-year, $100,000 grant from the May and Stanley Smith Charitable Trust and invited to submit a new proposal for $100,000 over two years. Submitted proposal May 2020. (Core themes/objectives addressed: Core theme 4 – 2.1)   + - Data source(s): Advising Notes, OASIS database, Think College database, annual performance report to the May and Stanley Smith Charitable Trust, grant submission receipt * Collaborated with Institutional Advancement and Spokane Community College to draft and submit a US Department of Education model demonstration grant proposal for nearly $2,500,000.00 to establish a statewide consortium to increase inclusive higher education opportunities in Washington State for students with intellectual disabilities through addressing statewide barriers with coding, creating program maps in alignment with the SBCTC Guided Pathways initiative, and develop equity standards for Washington state programs. (Core themes/objectives addressed: Core theme 3 – 1.1, 2.1, 2.2, 3.1, 3.2; Core theme 4 – 2.1) * Hired new Achieve Program Manager, Erica He, Ph.D. Core themes/objectives addressed Core theme 2 – 4.1)   + - Data source(s): Personnel records |
| **Department strengths** |
| * Listening to students, assessing their needs, and consistent follow-up * Asset/Strengths-based advising and person-centered planning * Linkage with other campus-based resources and support and follow-up to ensure needs are met * Focus on proactive accessibility universally designed curriculum as well as reactive accommodation strategies through individual services and supports students, and consultation and support to faculty and employers) * Developing and maintaining local, regional, and national partnerships * Ability to innovate and generate funding and FTEs |
| **Department challenges** |
| * During the 2019-2020 academic year Achieve experienced significant fluctuation in staffing and structure. The Accessibility Resources department restructured. A Program Manager position was created and took multiple searches to select a great candidate. Additionally, the Achieve team battled shortages due to medical issues of staff * Quickly transitioning to remote services for students took time away from other areas of need. * Internship and job placement services had to be cancelled during spring quarter due to the pandemic. |
| **Areas you would like to improve** |
| * Campus communication and outreach * Partner communication * Cultural responsiveness in outreach and service delivery * Program social media presence * Complete departmental processes and procedures within Achieve and pre-employment transition services (Future Launch) and with other program areas within Accessibility Resources |

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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. |
| 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.  **Goal: Develop and deliver virtual Achieve intensive orientation (ACHV 011) for 29 new Achieve students (ACHV 011 curriculum and enrollment records)**  **Goal: To develop an Achieve program map in alignment with the college’s guided pathways initiative. (Program Map)**  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.  **Goal: One hundred percent of Achieve students will complete certificates in the timeframe specified on their individual plans and the financial aid approved, Achieve Satisfactory Academic Progress Policy (degree audit, OASIS, think college data, student plans)**  **Goal: 100% of program participants meet classroom, campus, and career participation milestones quarterly (degree audit, student plans, Advising Notes, Student Quarterly Reports)** |
| **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.  **Goal: the Achieve cohort will be representative of the Highline student body and surrounding communities. (Tableau, LEA reports, enrollment records, OASIS and Think College database)**  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.  **Goal: Fifty students with intellectual disabilities will enroll and participate in Achieve certificate program, of which 70% will be co-enrolled in and funded by a partner school district (enrollment records, school district referral documentation)**  **Goal: One hundred percent of Achieve students will complete certificates in the timeframe specified on their individual plans and the financial aid approved, Achieve Satisfactory Academic Progress Policy (degree audit, OASIS, think college data, student plans)**  **Goal: 100% of program participants meet classroom, campus, and career participation milestones quarterly (degree audit, student plans, Advising Notes, Student Quarterly Reports)**  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.  **Goal: To improve communication with internal and external stakeholders through the development of quarterly newsletters, captioned video content for website with transcripts in 12 high incidence languages, accessible online content available in 12 high incidence languages, and increased, consistent social media presence. (campus/school district/community newsletter, Facebook/Instagram/Twitter presence, updated website with translated materials and video content)** |
| **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** |
| Provision of examples. |