Highline College Institutional Effectiveness Department Report

2020-2021

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| **Department information** | |
| Department name | Campus View |
| Date this report was completed | 7-23-20 |
| Staff who contributed to this report | Tom Park |
| 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** |
| * Moved from 16% occupancy in the Summer 2019 quarter to 48% to start the Fall 2019 quarter and reached 60% by end of Winter 2020 quarter. * Built upon the momentum from Fall Quarter, resulting in strong participation and thoughtful discussion at a film screen and discussion held in honor of Black History Month. * Launched “Campus View @ Highline College” Instagram page, and expanded the Facebook presence of “Campus View at Highline College”. Regularly posting, on a variety of subjects, and engaging both the Campus View and wider community on both platforms. |
| **Department strengths** |
| * strong sense of collaboration and desire for the involvement of campus partners with programming opportunities * relationship development with campus partners * Intentional cultivation of an inclusive and healthy community that is welcoming, that has student development, growth, and well-being as central to all aspects of the functioning of Campus View. |
| **Department challenges** |
| * there continue to be small “pockets” of the campus community that still have the notion of Campus View as international student housing. |
| **Areas you would like to improve** |
| * More consistent participation from residents with programming, particularly as it relates to virtual programming. |

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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 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.   * **Develop in-building student services support opportunities by creating a “visiting administrator” program that regularly schedules student services administrators to hold office hours in Campus View**   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: To build upon the use of various pedagogical models and approaches in the development of Campus View programming.** |
| **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.   * **Engage ISP and CCIE staff to develop more programming opportunities hosted at Campus View to help foster/encourage interactions with residents who may have developed different relationships with ISP and CCIE staff than with Campus View staff.**   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.   * **Goal: To keep diversity, equity, and inclusion central to all aspects of the Campus View community and the experience of residents and their guests, RAs, as well as professional staff. This will be done through continued programming (both active and passive) that reflects this commitment, incorporation of DEI principles in the training, supervision, and mentorship of RAs, and in the interactions of professional staff with the residents and RAs.** |
| **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: Have at least one program offering per quarter bringing a community organization in or bringing students out to learn about volunteer or resource opportunities.** |
| **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.   * **Goal: To increase education regarding sustainability and the use of environmental resources with residents and staff. This will be incorporated into programming and informational campaigns.** |
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| **Suggestions to improve this report or process** |
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