Highline College Institutional Effectiveness Department Report

2020-2021

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| **Department information** | |
| Department name | Office of Community Standards and Student Conduct |
| Date this report was completed | July 30, 2020 |
| Staff who contributed to this report | Ay Saechao |
| Department Mission statement  (if applicable) | The Student Conduct Staff in the Office of Community Standards at Highline College educates and develops students through a process of accountability that promotes integrity, responsibility, and growth, as they engage students in critical reflection of their choices. The student conduct staff is committed to the protection of the learning environment at Highline College, the health and safety of the community, and the rights of individual students throughout this process. |

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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** |
| **Increased Marketing and Outreach for Students about SAIT and Conduct**   * Overview: In the past twelve months, the Office of Community Standards and Student Conduct created two publication materials (brochure and bookmarks) and revised the SAIT and Conduct website to include more information about the Student Conduct and SAIT process, policies and procedures. The office did not have a brochure in the past, and the bookmark is only two years old. These publication materials were shared with students during New Student Orientations, which reached over 1,000 students and were emailed to all students on a quarterly basis. * Evidence: Over 1,000 students have received brochures/bookmarks about the office, its policies a procedures. All students were also sent emails of these publications on a quarterly basis.   Core theme: Indicator 2.2: Faculty and student services personnel provide effective support to students.  **Increased communication with Staff and Faculty about SAIT and Conduct**   * Overview: The Student Conduct Officer conducted quarterly meetings and trainings with staff and faculty about SAIT and Conduct. These include trainings during Opening Week, meetings with English and Science departments, brown-bag meetings, and meetings with Student Services departments. Meetings that were held occurred both on an 1;1 basis and in groups. In addition, the office developed a new standards to reconnect with Staff and Faculty who submit Incident Reports and Academic Dishonesty reports within 2 business days. * Evidence: The Student Conduct Officer conducted five meetings and trainings with staff and faculty per quarter (excluding Spring quarter due to Covid-19).   Core theme: Core Theme 4, Indicator 1.1 Staff and faculty actively pursue continuing professional development opportunities.  **Development and Implementation of the Academic Integrity TaskForce**   * Overview: With leadership and direction from the Vice President for Academic Affairs and Vice President for Student Services, the Dean of Student Support and Funding Services and Director of Placement and Testing implemented the first-ever Highline College Academic Integrity Taskforce. The goal of the taskforce is to provide Executive Cabinet recommendations to enhance the procedures, communication, and support related to academic integrity. The team consist of 16 staff and faculty from Academic Affairs, and Student Services. * Evidence: Currently the taskforce has met two times and will continue to meet until December 2020 to develop recommendations to train and support staff and faculty as it relates with addressing needs and issues of academic integrity. Participation has been consistent, averaging 12 attendees per meeting. Due to the taskforce, communication with students about the importance of Academic Integrity has already begun in Summer 2020 with an email to students to emphasis the importance of Academic Integrity to their success and included resources regarding the topic. * Core Theme:   Core Theme 3 Indicator 1.1 Staff and faculty actively pursue continuing professional development opportunities.  Core Theme 1 Indicator 2.2: Faculty and student services personnel provide effective support to students.  Structured Implementation of the Title IX and Student Conduct Process   * Overview: Beginning August 2019, the Title IX Office and Office Of Community Standards have adopted new processes to address Title IX complaints where a student is the respondent. Previously the process was not thoroughly collaborative and neither was the process clear. Since August 2019, both offices have met in multiple occasions to refine their processes as it relates to Title IX/Conduct intake, investigation, and decision-making. In addition with the new Title IX regulations, the team is in planning to address the new rules. * Evidence: The office has coordinated efforts for over four sexual misconduct cases. * Core Theme 1 Indicator 2.2: Faculty and student services personnel provide effective support to students. |
| **Department strengths** |
| The greatest strength or improvement this year for the office was:   1. Student, Staff, Faculty communication about the office. Such level of communication, trainings, meetings, and brown bags did not occur before. These efforts have helped campus understand better the functions and roles of the office. Though there is a lot of work ahead, this is good progress. 2. A large part of the enhanced communication was due to the fact that Student Services now has a full-time positon dedicated to SAIT, Student Conduct, Title IX related student incidences. In the past this responsibility was separated between a couple of the Dean of Students. The creation of the Student Conduct Officer/Manager is a strength. |
| **Department challenges** |
| Communication is a Challenge: Though this is a strength that has progressed dramatically, it still remains a large gap the office still needs to fill. More trainings, relationships for students, staff and faculty is needed.  Training: This year three members of the SAIT team were trained on NABITA (National Association for Behavioral Intervention Association) Threat Assessment. This was the first time any of the SAIT team has received formal training from a formal association. Though it is great that training occurred, considering the fact it was the first training provided, it shows a glaring need a challenge to ensure all SAIT Team members received appropriate training as it relates to the myriad of issues addressed by the team: suicide prevention and ideation, depression, stress management, threat assessment, etc. |
| **Areas you would like to improve** |
| Communication efforts with students, staff and faculty about the office and Title IX |

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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 1.2 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** |
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