Highline College Institutional Effectiveness Department Report

2020-2021

|  |  |
| --- | --- |
| **Department information** | |
| Department name | Counseling |
| Date this report was completed | 8/7/2020 |
| Staff who contributed to this report | Nicole, Vince, Daryllyn, Gloria, Aisha |
| Department Mission statement  (if applicable) | To help students and the greater community to reach their goals through personal, career, and educational counseling. We deliver culturally competent innovative outreach programs and individualized services to support the campus and community. |

|  |
| --- |
| **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. **Innovative and timely response to COVID 19 crisis**  * Counselors have all received tele-mental health training and certification. * Transitioned to providing all counseling sessions by video conference or by phone, and developed new tele-mental health clinical forms for online use. * Substantially increased our mental health and wellness outreach services to students, faculty, and staff (class presentations, faculty consultations, Canvas modules, Thunderword interviews, guest speaker for a President’s forum, department partnershps with ISP, TRIO, and CLS/CCIE). * Provided a three hour COVID 19 mental health response webinar for the campus community that provided live ASL interpretation and was closed captioned. * Increased our social media presence by updating our department Facebook page, and developinag a department Instagram page.  1. **Expanded culturally responsive mental health education and outreach**  * Provided ISP outreach to support students experiencing the impact of anti-immigration discrimination/policies and anti-Asian discrimination following COVID 19. * Provided mental health screening, and depression and anxiety workshops with a culturally responsive lens by speaking to the intersections of oppression and mental health. * Provided secondary trauma workshops for WES team, and the Dean of Students staff retreat.  1. **The Counseling team’s extensive campus and state leadership**  * Membership in the following campus initiatives: Budget advisory council, CTC Link Go-Live team (Change Management), Guided Pathways, Leading with Love, and VP search committees. * Academic Affairs leadership: Faculty Senate, chairing 2 tenure committees, and academic probation appeals committee. * Co-chair of the Exploratory Pathway course development team (College 100/Career 110) * SAIT mental health response and crisis management * Washington State Community College Counselor executive leadership * HB 1355: Task Force on Community and Technical College Counselors (Minimum Standards Committee)  1. **Successfully integrated newly hired Tenure Track Counselor Daryllyn Harris, and successfully hired Joshua Magallanes as new Tenure Track Faculty Counselor for 2020-2021.** |
| **Department strengths** |
| 1. **Counselors are all licensed by Washington State Department of Health and bring diverse areas of expertise, experience, and educational backgrounds** 2. **Counseling team is student-centered and culturally responsive** 3. **A strong team dynamic that is creative, collective, and hard-working** 4. **Our work in rooted in our Core Values of Authenticity, Aligning Balance, Honor, Kindness and Respect, Multidimensional Holistic Service, and Integrity**  * Authenticity: We place self-awareness and passion at the center of our work. Humor allows us to stay engaged, reduce tension, and keep perspective while conducting our work. * Aligning Balance: We strive to help establish priorities for individuals and groups that we serve. * Honor, Kindness, and Respect: Amongst our team, we leverage different contributions and honor the best blend of ideas to maximize services. * Multidimensional Holistic Service: We recognize and serve all parts of a person’s identity. * Integrity: We exercise integrity through competent actions and follow-through in all that we do. |
| **Department challenges** |
| 1. **The Counseling Center has seen a noticeable increase in the mental health severity and acuity of students receiving services. The department has also been called on to provide emergency suicide assessments and interventions as part of the SAIT response at record levels. In one week in May, there were over 7 SAIT cases requiring immediate counseling intervention.** 2. **Many students are juggling childcare, work, and school – and depend on the safe physical space of counseling offices for therapy.** 3. **Students are experiencing technology challenages requiring significant troubleshooting and extra time to receive services.** 4. **Significant staffing cuts over the past 6 years, particularly in the areas of front administration (55% decrease in hours) has negatively impacted campus outreach and intake.** |
| **Areas you would like to improve** |
| 1. **Increase our social media content and presence with consistent messaging.** 2. **Expand services into evening hours to meet the needs of students with varied schedules.** 3. **Provide a new weekly evening Meditation and Relaxation program.** 4. **Explore internship possibilities to extend our clinical services to students.** 5. **Increase our classroom outreach.** |

|  |
| --- |
| **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.   * ***Provided a Secondary Trauma training for the WES staff*** * ***Developed new “Coffee with a Counselor” live Zoom sessions for faculty and staff counseling consultations***   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.   * ***The Counseling Center has collaborated with many campus offices, departments, and individual faculty to provide direct student mental health and wellness support. A few examples include - collaborating with Marc Lentini and Gabrielle Bachmeier to create faculty and student modules in Canvas on time management and supporting student’s emotional health, facilitating a group session for TRIO, partnering with CLS/CCIE, guest class lectures, and interviews with the Thunderword. New initiatives this quarter are: Coffee with a Counselor for Faculty and Staff, increases social media presence and tele-mental health.*** * ***The Counseling Center provided 26 outreach events/presentations educating the HC community on issues of mental health and wellness with the goal of destigmatizing mental health – providing 45 hours to 472 HC community members using innovative and tailored methods. For example, partnering with student leaders in the CCIE co-facilitate discussions on personal issues impeding academic success including relationships, wellness, intersectionality, racial trauma, and depression/anxiety.*** * ***Provided daily open walk-in appointments (and later Zoom appointments) available for mental health emergencies***   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.   * ***Provided leadership on the Guided Pathways team*** * ***Provided leadership for the new Exploratory Pathway course development.*** * ***2 Faculty Counselors attended the Washington Center Summer Institute to develop the Exploratory Pathway foundation course.*** * ***Faculty Counselors taught 2 sections of the Career 110 course*** |
| **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.   * ***Counselors received continued clinical training using an intersectional social justice framework*** * ***Counselors use therapeutic models consistent with social justice (Feminist, Narrative, Person-centered and Strengths-based)***   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.   * ***Provided targeted outreach to students of color, LGBTQIA, and international students*** * ***Developed stronger collaboration with ACCESS Services***   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.   * ***Built strong relationships and referral networks with local community mental health agencies and non-profit agencies (Northwest Immigrant Rights Project, Asian Counseling and Referral Services, Consejo, Valley Cities)*** * ***2 Facultor Counselors have Mental Health First Aid certification allowing for future trainings for Highline College faculty, staff, and students*** |
| **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.   * ***Successfully recruited a diverse applicant pool for the open Faculty Counselor position*** * ***Successfully hiring of Tenure Track Faculty Counselor to replace part-time position*** * ***All Faculty Counselors are fully licensed by Washington State Department of Health***   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. |
|  |

|  |
| --- |
| **Suggestions to improve this report or process** |
|  |