Highline College Institutional Effectiveness Department Report 2020-2021

Department name: Faculty Advising

Date report was completed:

Staff who contributed to this report: Briana Quintanilla

Mission statement:

**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** ADD MEASURABLE EVIDENCE

● 1.2.2 : Gathered feedback from faculty across all pathways about their experiences as advisors, including recommendations for strengthening support for faculty advising.

○ The Advising Council conducted a total of four “Student Life Cycle” forums to gather feedback from faculty, staff, and students on the new Highline Advising Model. The forums had about 75 attendees overall. The Advising Council has discussed feedback from the forum and are currently working on using it to inform Guided Pathway Workplan initiatives.

○ The faculty subcommittee administered a Faculty Advising Survey to all divisions over spring 2020. We received 45 faculty responses. Survey data is available upon request. The survey gathered information on current advising practices, gaps in faculty knowledge, and feedback on the faculty Advising model. The plan is to use this information to inform MOA and decision making in regards to equitable advising loads.

● 1.2.2: Create panopto resources in place of Pathway Advising days

○ In effort to continue to promote student engagement and success through Pathway Advising Days during COVID-10, a Panopto recording was made available for all students seeking guidance. The recording covered: program of study, registration times, degree audit, how/when to register for classes and requesting an appointment with a faculty advisor. As of 8.3.20, the recording has been viewed 411 times. Faculty Advisor requests saw a significant increase immediately following it’s release.

● 3.1.1: Regularly Disseminate advising contact information to campus partners

○ Through the suggestion of the Faculty Subcommittee, the Advising TImes newsletter was created. This newsletter is distributed on the first and third Wednesday of every month.

● Add structure and build rapport within Advising Council

○ The Advising Council has shifted leadership to the Program Manager of Faculty Advising and Director of Advising Transfer & Career Services Advising and High School

7.06.2020

Programs. New structure is being tagged to include through the use of a running agenda, icebreakers, and moments for recognition.

● 3.1.1: Coordinate and maintain a list of active (available) faculty advisors with contact information;

○ A living document has been created for all departments to update with current advisors each quarter. The document allowas all faculty to indicate vacation, leave of absence, change of full-time/part-time status, etc.

● 3.1.1: Combine and organize Advising Council and Guided Pathways workplans

○ Advising Council leadership combined advising workplan and advising council workplan into one document withins microsoft teams. The Advising Council has split into two subcommittees focusing on different phases within the advising model. Each Action item is to have a completed “Action Item Template” by August 27, 2020.

**Department strengths** Organization

● Organization within faculty advising is improving everyday. Documents are being gathered to live in easily accessible areas within the Faculty Advising google drive, canvas page, and website. Innovation

● Exceptional work creating panopto recording for pathway advising days and work on Highline’s first Faculty Preview Day. Communication

● Consistent communication with Advising Council and constituents.

**Department challenges** Implementation

● Implementation of advising changes is slow while it awaits for ctclink rollout. Additionally, once more information is released on new pathways, work can move forward. Virtual Relationship Building

● Moving to a virtual format so early in the project management of faculty advising has been difficult.

**Areas you would like to improve**

Connecting with faculty

● Connecting with faculty and gathering more organic feedback on faculty advising ideas will become more attainable once on-campus work resumes. Understanding CTClink

● Being able to understand the functionality of ctclink in place of the advising tool will be crucial to success. Once learned, this information can be organized and distributed to faculty for ease of use. Everything may flow a bit more consistently.

**2020 - 2021 work plan development**

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**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.

● Goal: Create extensive Pathway Advising Days (Faculty will connect with students through faculty course preview days. Students will attend pathway advising days and leave registered for classes) 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: Maintain a system to connect all new, registered students with faculty advisors and process student and faculty requests for advisor assignments in a timely manner; (Students will be connected with a faculty advisor within 3 business days. Faculty and staff will have clear guidelines of when to get connected with faculty advisors)

● Goal: Develop and lead a student advisory board to provide regular insight and feedback on students' experiences with faculty advising experience and strategies for improving those experiences; (Students will connect with peers and inform additional suggestions to improve advising model)

● Goal: Scale up and coordinate in class advising sessions for all Pathways (In class advising will have a place in the advising canvas course and additional entry level courses)

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.

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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.

● Goal: Design and execute professional development opportunities for faculty centered on advising; (Faculty will feel more prepared for advising students with various backgrounds and goals)

● Goal: Promote the shared responsibility for academic advising between the student and the advisor and work collaboratively with student services to increase awareness among students and faculty of key factors to ensure a successful advising relationship, including effective communication strategies; (Conduct regular check-ins with each department for advising and provide advising assistance)

● Goal: Create advising resources online to include databases of course syllabi, advising checklists, culturally responsive advising models, up to date and far-ranging research

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literature and faculty advising best practices; (Annually assess the usefulness of materials with each department)

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.

● Goal: Develop and maintain a current handbook for faculty advising; (Every current and incoming faculty will be able to refer to a handbook for advising best practices)

● Goal: Implement a system to ensure students are transferred to a new adviser in the event that a faculty member is no longer available for advising; (Conduct a quarterly check-in for faculty status updates)

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.

**Suggestions to improve this report or process**

With the continued work of the Advising Council, we will see more progress on the implementation of the advising model. Continued work is being done to adjust ideas for faculty engagement virtually.

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