Highline College Institutional Effectiveness Department Report

2020-2021

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| **Department information** | |
| Department name | Institutional Research |
| Date this report was completed | 7/22/2020 |
| Staff who contributed to this report | Emily Coates, Skyler Roth, Daniel Schirmer |
| Department Mission statement  (if applicable) | The mission of the Office of Institutional Research is to promote the effective use of data to inform institutional decision-making and to support efforts to increase student learning and achievement. |

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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** |
| - Administered student survey and focus groups to help the college develop its Guided Pathways plan (CT 1, Obj 3). Assessment: Student feedback was used to inform pathways and presentation of pathways.  - Provided data support for learning communities and grant-funded programs (AANAPISI, Umoja, Puente, TRiO, MESA and others). (CT 2, Obj 2 + Obj 3; CT 4, Obj 2). Assessment: Programs met reporting requirements, were able to complete new grant applications, and/or were able to identify successes/opportunities within their services.  - Redesign of IR website and launch of new dashboards (CT 1, Obj 2; CT2, Obj 3; CT4, Obj 2). Assessment: Website/dashboards launched and positive feedback received from faculty and staff who have accessed them. |
| **Department strengths** |
| Good understanding of the resources and tools available to us.  IR Director’s connection to many campus committees/groups leads to broad knowledge of the college and its various divisions.  Small size does mean flexibility to adapt to new needs/timelines, etc. |
| **Department challenges** |
| Small size and ad hoc work on projects means can be a challenge to get an intimate understanding of specific divisional issues and needs – thus can be reliant on the contacts we’re working with  Upcoming switch to CTCLink can mean solutions need to be temporary, there are limitations on UA coding, etc. |
| **Areas you would like to improve** |
| Proactive preparation of data for certain areas (e.g., learning communities).  More readily available data for others to access (working with Daniel).  More broad campus communication (data literacy, etc.) – helping data-related professional development |

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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 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.  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.  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. |
| **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. |
| **CT 1 Obj 2 + CT 4 Obj 1: Provide data literacy training and additional online resources to faculty and staff, especially as related to Guided Pathways (Assessment: Track attendance/participation in training sessions; survey participants to determine usability, understandability and value of training and resources. Do the trainings and resources help faculty and staff feel more equipped to track students and assess results of efforts to improve teaching & services?)**  **CT 4 Obj 2: Create dashboard to track enrollment connected to budget to support administration. Need IR + ITS + Finance to collaborate, with input from exec cabinet. (Assessment: Get feedback from exec cabinet to determine if the dashboard is valuable for tracking and planning purposes. Also seek feedback from wider campus to ensure that widely available reports are understandable and user friendly).**  **CT 1 Obj 3: Provide regular reporting on transfer rates and details (transfer location, degrees earned, etc.) via National Clearinghouse data. Collaborate with ITS (Daniel) on a project to efficiently make Clearinghouse subsequent enrollment requests and efficiently import returned raw data into a format that can be used to create useful reports in Tableau. (Assessment: Transfer dashboard available on IR website; survey those who use it to make improvements.)**  **CT 1 Obj 2 & 3, CT 2 Obj 3: Create regular process and structure of data provision and usage for Learning Communities (Umoja, Puente, AANAPISI), starting with their yearly fact sheets as a baseline and expanding, plus assess and improve recruitment lists. (Assessment: Are they receiving revised data reports and recruitment lists? Survey programs re: satisfaction with and usefulness of provided information).**  **CT 1 Obj 3: Collaborate with Guided Pathways sub-committee to develop intervention and retention plan for students who are not completing/not enrolled in subsequent quarter, based on analysis from Hanover Research (also requires collaboration with ITS). (Assessment: Draft plan in place by end of spring 2021.)**  **CT 1 Obj 2 & 3: Integrate Numetrics data with our own assessment resources for prof-tech programs, in order to enhance their ability to assess student progress, enrollment. (Assessment: 1) Does Numetrics data make Perkins reporting more efficient and robust? 2) Are programs able to use this data for program review? Survey coordinators/chairs to find out how valuable Numetrics data is for Program Review.)** |

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