Highline College Institutional Effectiveness Department Report

2020-2021

|  |
| --- |
| **Department information**  |
| Department name | International Student Programs |
| Date this report was completed | 8/3/20 |
| Staff who contributed to this report | Jesse Aspree |
| Department Mission statement (if applicable) | n/a |

|  |
| --- |
| **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. International Marketing and Recruitment: With the addition of a new marketing and recruiting manager hired (position has been vacant for almost a year) we now have a dedicated recruiter. This has already directly led to several key projects. We have already seen an uptick in some international student population due to experience in the market, forward-thinking ideas and ability to also speak Mandarin and Spanish.
2. Highline Vietnam: This year we have opened a branch international office in Ho Chi Minh City, Vietnam. The office serves several purposes such as recruitment of Vietnamese international students, English assessment testing, international admissions assistance, assistance for visiting ISP staff, to name a few.
3. Hiring of key personnel: (CORE THEME 4.4.1) There has been two key personnel that came on board in 2019-20. The office has hired a Director to oversee the office. Previous to this there had been a temporary consultant director position to help for almost a year. ISP had also hired the Program Manager of Marketing and Recruitment referenced above.
4. Visibility on Campus (CORE THEME 3.1) : This year several members of the International Student Programs office have been more participatory and visible on campus. For example, two members of ISP now sit on the Global Programs committee/leadership team wheras before there was no ISP presence.
 |
|  **Department strengths** |
| 1. Resiliency: The result of COVID has greatly affected our department in several ways. With the campus closure and transition to working at home our office has adapted rather quickly with having to find new computer programs for communications, delivery formats for advising, marketing and recruiting, fiscal, and orientation. The government has made it difficult to allow international students to study in the U.S., sending a strong message internationally. Those who market and recruit have adapted to this by finding different ways to market to supplement current efforts. (CORE THEME 2.2.2)
2. Flexibility: Also due to COVID we have had to adapt our application process, issuing government documents and such. We have had to change our advising structure to go all online via Zoom, give webinars, and offer ongoing student support for other services. Our orientation had been adapted as well to be in our first ever online format.
3. Relationship Building: One successfully developed partnership is with Saudi Arabian government sponsorship program. Students are awarded full scholarships from the military to study abroad. Schools must be vetted by the program, various meetings and items need to prepared to solidify partnership.
 |
| **Department challenges**  |
| 1. COVID has been at the center of our departmental challenges this year. This has impacted all programs and services and because of the unknown variables such as when we will be able to return to campus, immigration regulations, and several other considerations we will need to continue to adapt to what’s given.
2. Declining International Student Enrollment: For the past 3 years there has been a decline in international student enrollment at Highline College. This has been consistent with all other colleges in the area due to a number of reasons. Prior to COVID we were starting to see numbers stabilize and evidence of enrollment started to go up slightly. We are now coming up with new marketing/recruitment initiatives that are creative, taking into account the impact of COVID, and meant to move the needle.
3. Lack of a International Leadership Mentor Position. (CORE THEME 1.1.3) This position had become vacant several months ago. We have seen the increased need for general and co-curricular activities as this directly ties in to international student retention.
 |
| **Areas you would like to improve** |
| International student enrollment: Our primary concern at this time is for our numbers to increase. We are at a point where the challenge is even for the students to obtain visas since embassies abroad are not issuing them. We are coming up with innovative ways to recruit students but if they cannot enter the country then there’s little we can do there. We are currently preparing for when the embassies will reopen however. We are not alone in this however as most colleges and universities in the U.S. are experiencing the same.  |
|  |

|  |
| --- |
| **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 communitiesObjective 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. |
|  |

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