Highline College Institutional Effectiveness Department Report

2020-2021

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| **Department information** | |
| Department name | Marine Science and Technology (MaST) Center |
| Date this report was completed | 8/21/2020 |
| Staff who contributed to this report | Joanne Park |
| Department Mission statement  (if applicable) | To promote understanding, appreciation, and preservation of the marine environment through hands-on research, education, and community activities that highlights the beauty, complexity, and importance of the South Puget Sound ecosystem. |

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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** |
| **(2019) 17,663 visitors and 5,422 volunteer hours**  The MaST Center has increased visitor numbers every year since we opened in 2008. Because of the influx of visitors, we have been in need of more volunteer support. Several volunteer teams have been struggling to retain volunteers for many years. In 2019, volunteer support became much more reliable and consistent as a full-time volunteer coordinator allowed volunteers to feel more engaged and connected.  **Established initial strategic plan draft**  For several years, the MaST Center has functioned without a strategic plan which can be detrimental to programming and operations of a facility. However, this year, Highline College and the MaST Center took time to understand the value and goals of the facility to establish long-term goals. A facilitator was hired to assist in moving conversations forward and after many hours of discussion, an initial rough draft has been made.  **Jelly Research Collaboration Project**  "The Jelly Ecology Project" is a collaboration between NOAA, UW, WWU and Highline College's MaST Center that began in 2019 to understand the ecological impact of moon jellyfish on the seasonal zooplankton populations. The MaST Center's one of a kind volunteer led Jellyfish Aquaculture Team was asked to assist by rearing jellies used for laboratory mesocosm experiments taking place at the center. The trials were so successful that funding was renewed to repeat on a larger scale in 2020. |
| **Department strengths** |
| Knowledgeable and experienced staff  Reliable volunteer support  Numerous partners and stakeholders that value the MaST Center |
| **Department challenges** |
| Lack of direction (no goals or objectives established)  Limited staff time  Disconnected from Highline College |
| **Areas you would like to improve** |
| Establish a set of short-term and long-term goals for the MaST Center in relation to staff, Highline College, and stakeholders  Improve engagement of Highline College students, faculty, and staff |

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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!) |
| **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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