Highline College Institutional Effectiveness Department Report

2020-2021

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| **Department information**  |
| Department name | Placement and Testing Center |
| Date this report was completed | 8/10/2020 |
| Staff who contributed to this report | Shannon Waits, Michael Taing, Katie Reed, John Theiss, Tania Lopez, Debra Dickson, Jon Kissoondyal |
| Department Mission statement (if applicable) |  |

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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** |
| Core Theme 1: Promote student engagement and learning. Objective 2. Diverse teaching methods, innovative curricula, and student support services fulfill the learning needs of students. Objective 3. Students achieve their goals by progressing on educational pathways.Strengthened, collaboratively developed, and implemented multiple innovations to equitably increase student enrollment, engagement, and completion of college level math. Examples: Math pathway advising with every student. Outreach and active advising to complete math in first 45 credits. Outreach to campus and students about Math146P corequisite course, identified and actively advised students to the course. 93% pass rate in corequisite course, more data in College Spark report. Offered free math brush-up workshops 2-3 times per week, 425 students attended. 370 students accessed the open-enrolling online workshop. Deliver regular math placement and preparation workshops for NSO, ELCAP and Summer Bridge programs. Evidence of these efforts influencing college-level math completion is assessed in the annual math placement report and the MFR, both due in October.  Indicator 2.2: Faculty and student services personnel provide effective support to students Collaborated with Youth Reengagement and Success Programs to create, implement, and promote Arrive: Step into Highline. Highline offered six, 7-credit tuition-free sections in 2019-2020. PTC staff and advisors served as primary referral source for students and worked closely with continuing education to contact and follow up with students for successful enrollment. Developed survey to assess students’ experience and completion of College 100 course objectives. Students reported completion of important college success indicators: Explored and chose a Pathway, met with advisor and created education plan, developed friendships with other students, felt supported by Highline faculty and staff. More than 50% of students reported that if this course was not available to them, they could not have continued their education at Highline. Indicator 2.2: Faculty and student services personnel provide effective support to students Increased capacity to provide testing accommodations to students with easy booking for appointments and coordination with specialized student workers. Provided accommodations during 450 sessions with students in 2019-2020.  |
| **Department strengths** |
| The PTC strives to be a welcoming and supportive environment for incoming and current students, as well as community members who are accessing our services. Our team is cross trained and regularly updated with campus resources, processes, and policy in order to provide holistic and informed navigation and advising to everyone we encounter. We consistently receive positive feedback that confirms this environment is palpable and students return for support throughout their education at Highline. PTC staff are held to high expectation of being student centered, culturally relevant, and equity minded in our interactions and decisions. The PTC supports faculty with their student assessment and access needs. We have strong lines of communication with faculty, and are adaptive and flexible to their requests and emerging needs. The PTC communicates its policies and practices regularly with the campus through a variety of methods- job aids, videos, emails, technology tools, website, department meetings and classroom visits. This ensures staff and faculty have tools and information they need to effectively navigate and advise students.  |
| **Department challenges**  |
| For our assessment and placement services, not being a part of Student Services Division can be challenging for integration and collaboration with the student enrollment process. We work hard to stay abreast of changes to processes and to be engaged with creation of student support tools and resources. However, the ease of communication and access to regular updates or collaboration on the new student experience is difficult when not situated within the division, and is something we are consistently working to overcome. |
| **Areas you would like to improve** |
| We are dedicated to providing the same level of student support and engagement in the remote environment. Our team is developing tools and processes to increase ease of engagement and completion of enrollment, onboarding and connection to campus resources.  |

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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 3. Students achieve their goals by progressing on educational pathways.Indicator 3.2: Degree- or certificate- seeking students will progress through significant educational milestones.**Goal:** Increase PTC staff collaboration with efforts to strengthen student onboarding experience and completion of first 15 college credits. (Guided Pathways action plan) 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.**Goal:** Increase use of ESL articulation policy for ELCAP students. (compare 2019-2020 articulation data to 2020-2021) |
| **Core theme 3:** Build valuable relationships and establish a meaningful presence within Highline College’s communitiesObjective 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.**Goal:** Connect with community partners to understand assessment needs during Covid. (Create survey to compile)Objective 3. Highline College contributes to meeting community needs.Indicator 3.1: The college serves the ever-changing needs of our service district.**Goal:** Respond to survey data of community need and develop new service plans for 2020-2021. (Document changes and impact in annual PTC report) |
| **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:** Each PTC staff member will participate in at least 2 professional development opportunities related to Guided Pathways. (Staff will provide report and training to other team members) |

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