Highline College Institutional Effectiveness Department Report

2020-2021

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| **Department information** | |
| Department name | Prison-Based Education |
| Date this report was completed | 7/30/2020 |
| Staff who contributed to this report | Mary Weir |
| Department Mission statement  (if applicable) | Our mission is to offer transformative education inside local jails and prisons to empower students to define and achieve their educational and career goals and to make our community safer by breaking cycles of poverty and inter-generational violence. |

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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** |
| 1. Offered College 100 3 times at the SCORE jail, serving 36 incarcerated students, and meeting student needs.   * Mission Fulfillment Report related objective: Core theme 1 – Promote student engagement, learning, and achievement; Objective 1 – Students engage with their curriculum, campus, and community for a meaningful educational experience. * Evidence: Evaluations of College 100 classes; Surveys at SCORE that indicated that people incarcerated there were very interested in learning how to go back to school. * Background Evidence: Surveys conducted at SCORE, showing that incarcerated people are interested in taking College 100 or similar classes, and that nearly 33% of incarcerated people surveyed did not have a high school diploma or GED. This is more than double the rate of educational attainment in King County. Research showing that education decreases recidivism, lead to safer neighborhoods and communities, and lead to greater economic security (College in Jail Toolkit 2018, Davis et al 2014; Taliaferro, Pham and Cielinksi 2016).   2. Piloted one-day workshops, such as resume writing and Intro to Peer Support, serving 80 incarcerated students.   * Mission Fulfillment Report related objective: Core theme 3 – Build Valuable Relationships and establish a meaningful presence within Highline’s College communities; Objective 3 – Highline College contributes to meeting community needs * Evidence: Evaluations from Resume Writing and Peer Support Classes; Surveys that showed that people incarcerated at SCORE were interested in learning how to write resumes and that mental health and that mental health supports was a barrier.   3. Conducted in-person outreach at SCORE, reaching more than 450 incarcerated people.   * Mission Fulfillment Report related objective: Core theme 3 – Build Valuable Relationships and establish a meaningful presence within Highline’s College communities; Objective 1 – The College communicates effectively with its communities. * Evidence: SCORE jail personnel originally requested that we conduct outreach and offer workshops at SCORE. Additionally, the fact that over 450 people have attended these information sessions and seem eager to get more information seems to be additional evidence that there is a need for this outreach and information sharing. In the future, we could also try to have a short evaluation after some of our outreach events, asking whether participants had their questions related to education met and how we could improve these events. |
| **Department strengths** |
| 1. High-quality College 100 and workshop curriculum that includes diversity of content and types of assignments. Feedback about the classes and workshops have been incredibly positive.  2. High levels of ideological support from SCORE officers and administration for educational programs, although due to institutional constraints follow through is sometimes challenging.  3. Department staff are very well connected to national community of education in prison practitioners and resources. |
| **Department challenges** |
| 1. COVID-19 has meant that program staff are no longer able to deliver classes in-person. The enormity of this challenge cannot be over-stated, given that people who are incarcerated do not have access to the internet.  2. Reliance on SCORE program staff to coordinate virtual and correspondence programs. Many SCORE officers have been furloughed, and the officers who are left are very busy trying to follow COVID-19 guidelines, which means that helping to coordinate virtual and or correspondence programs has not been a top priority for them, despite their ideological support of the program.  3. Program manager’s (Mary Weir) time has now been split between Prison Education and the CJ Department. This means that the program cannot currently grow.  4. Staffing changes and vacant positions at the Federal Detention Center SeaTac have made it difficult to start a program at this facility. |
| **Areas you would like to improve** |
| 1. Continue to focus on incorporating student voice and perspectives of incarcerated people into the curriculum and program design. This is challenging – given the requirement of physical distancing, and the very short stay of many people at SCORE.  2. Identify program models in which program does not have to be as reliant on SCORE officers and staff. The correspondence class model holds the most promise from this perspective. |

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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.  **Goal: Develop, implement, and improve sustainable distance, virtual, and/or correspondence programming at SCORE that meet student needs. (Core Theme 1, Objective 1 and Core Theme 3, Objective 3)**   * Evidence that classes meet student needs – Number of people who sign up to take classes, number of people who complete the classes, response to the questions “What other ways can we be supporting people at SCORE?” on class application and evaluation, class evaluations. Follow up with students who pass the class 3 months after release (this is tricky because the response rate is very low). * Evidence that program is sustainable: Number of hours that Mary spends on correspondence classes at SCORE do not exceed 33% of her time. Additionally, program is designed so that it does not over-burden program officers inside SCORE (the evidence is if they actually assist with the implementation of programming). * Evidence that programming is being improved throughout the term, based on student feedback): class evaluations, evaluate which assignments lead to student engagement and learning.   **Goal: Coordinate the Criminal Justice Department, which includes coordinating classes, providing faculty with professional development opportunities around anti-racist and inclusive teaching, advising CJ students and teaching one class/quarter. (Core theme 1, Objective 1)**   * Evidence: Criminal Justice class fill rates improve over previous years. * Evidence that CJ students are being advised: Each quarter request a list of all CJ AAS students to ensure that all students have an advisor. Last year, 77% of students in CJ classes reported that they did not know who their advisor was. This year, goal is for 70% of students to not know who their advisor is (note that there are a lot of non AAS-CJ students taking AAS-CJ classes). * Evidence that faculty are developing anti-racist and inclusive teaching practices: faculty attend professional development opportunities, consider developing a survey for students about whether they felt welcome in class and able to express their opinions. |
| **Core theme 3:** Build valuable relationships and establish a meaningful presence within Highline College’s communities  Objective 3. Highline College contributes to meeting community needs.  See 1st goal under Core Theme 1, Objective 1. |
| **Core theme 4:** Model sustainability in human resources, operations, and teaching and learning  Objective 2. The College demonstrates good stewardship of financial resources while ensuring sufficient resources will be available in the future.  **Goal: Identify how and if Prison Education can be combined with the CJ Department. (Core Theme 4, Objective 2)**   * Evidence: Rewrite Prison-based Education strategic plan, so that it aligns with becoming a part of the Criminal Justice Department. * Evidence: Ask for feedback/recommendations from Criminal Justice Advisory Council about incorporating Prison Education program into Criminal Justice program. |
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| **Suggestions to improve this report or process** |
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