Highline College Institutional Effectiveness Department Report

2020-2021

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| **Department information** | |
| Department name | Student Success |
| Date this report was completed | July 30, 2020 |
| Staff who contributed to this report | Loyal Allen Jr., Mariela Barriga, Michelle McClendon |
| 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** |
| With the financial support of United Way King County, Mariela Barriga was promoted to Director of Student Success including the supervision of the UWKC AmeriCorps Members, and the funds include support for a Program Coordinator position. UWKC Bridge to Finish helps low-income students connect with services they need to stay in school and complete education. Students receive these supports through the Benefits Hub **(Core Theme 3 – Indicator 2.1; Core Theme 4 – Indicator 1.3).**  Michelle McClendon was named 2019 – 2020 Employee of The Year which is well deserved. As our Re-Entry Navigator, Michelle is also an interim WISH Adviser; Housing Liaison and Adviser for JSSOC (Justice Scholars Society of Change) Current re-entry caseload is 15 students and 2 expected in the fall **(Core Theme 4 – Indicator 1.1 and 1.3).** Highline does not have an entry intake process/form where we could connect students.  While in School Housing (WISH) is Highline’s pilot partnership with King County Housing Authority to house 40 homeless Highline students. To date, WISH has issued 28 vouchers with 19 students searching for housing and 9 formerly homeless students are now currently housed. In addition, the Benefits Hub AmeriCorps members assisted 20 students with rental support. This need increased greatly as many students faced sudden income loss halfway through spring quarter. **(Core Theme 3 – Indicator 2.1 and 3.1).**  Mariela coordinated two drive-thru pop up pantry events in Spring quarter to adjust to the campus closure due to COVID-19 which resulted in 184 visits. In addition, Campus View residents received weekly grocery deliveries. **(Core Theme 3 – Indicator 2.1 and 3.1).**  Mariela partnered with the Foundation to distribute $125,000 of emergency funds to students in need of critical financial supports to continue in school. Once campus closed, many students who submitted requests also received phone calls to connect them with other important resources to support their financial needs **(Core Theme 3 – Indicator 2.1).** |
| **Department strengths** |
| Strong internal and external partnerships. |
| **Department challenges** |
| Student Success has sustained efforts with current workforce grants and no operational budget for staff, programs and resources. |
| **Areas you would like to improve** |
| Becoming fully staffed. |

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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. |
| **Goal: Strategically plan allowable functionalities of the Highline Community Pantry during campus closure. There were two successful drive-thru pop up pantries during spring quarter (Core Theme 1 – Indicator 2.2; Core Theme 2 – Indicator 2.1)**  **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. |
| **Goal: Revisit emergency funds current process to assess the accessibility of the emergency funds application and all stakeholders are aware of the process (Core Theme 3 – Indicator 2.1)**  **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. |
| **Goal: Work with Associate Dean, SS VP and AA VP to develop an operational budget for WISH, Highline Community Pantry and Re-Entry Services** **(Core Theme 4 – Indicator 2.1 and 2.3)**  **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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