Highline College Institutional Effectiveness Department Report

2020-2021

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| **Department information** |
| Department name | TRIO |
| Date this report was completed | July 2020 |
| Staff who contributed to this report | Kathy Nguyen, Gabriela Osorio, Eileen Jimenez |
| Department Mission statement(if applicable) | TRiO Student Support and Retention Services is committed to educational equity, access, and completion. We strive to provide responsive services and resources that promote successful educational experiences for first-generation, low-income, Veterans and students with disabilities at Highline College. |

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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. Tutoring program (C 1, O 1, I 1-3)
	1. Individualized, 1:1 tutoring with the same person consistently throughout the quarter

During tutoring, students are able to learn from their peers how to interact with the material outside the classroom and how to engage with their faculty from their academically successful peers. In the 2019-2020 academic school year, we were able to easily translate our tutorial services to the online format due to COVID, and the results were seen in our students outcomes, as our students achieved an average of a 3.3 GPA in Spring quarter.1. Advising program (C 1, 2, 3, O 1-2, I 1-2)
	1. Caseload model
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| b. Early intervention (financial aid drop list, academic probation/standards) During each quarter, students are required to meet with their advisor and continuously work on setting and meeting rigorous academic goals. In addition to academic goals, advisors work with students to develop a plan of action for career and personal goals as well. Students are encouraged to volunteer, and be engaged on campus in various clubs, organizations and programming events. One of the main goals of the advisor student relationship to help students advance in their degreeattainment, and transferring to a 4-year institution. Advisors who work with students value diversity and globalism and practice a pedagogy that reflects that. Advising sessions include discussions around family, values, backgrounds and lived experiences, and how to leverage and incorporate those into learning and their journey in higher education. As a result of this intrusive and intense advising relationship, TRIO students are achieving significant milestones, up to three to four times the rates to their relevant comparison groups. All of our TRIO students are students with at least one of the minoritized identities: student of color, immigrant, refugee, low income, first generation college student, unaccompanied youth, former foster youth, homeless, student with a disability. In the 2019-2020 school year, we had 57 students graduate or transfer.3. TRIO courses (C 1-3, O 1-3, I 1.1-1.3, 2.1,2.2, 3.1-3.3)Students in TRIO courses are able to engage in meaningful relationships with the faculty of the courses, as they are typically TRIO staff teaching the courses. The staff uses meaningful pedagogies to critically engage the students in the courses, such as Community Cultural Wealth, Pedagogy of the Oppressed, Strength Based teaching and learning, metacognitive pedagogies and growth mindset pedagogies. In the 2019-2020 school year, we were able to offer more TRIO courses as we now have a full team. |
| **Department strengths** |
| 1. Advising caseload model – all students are required to meet with their advisor three times per quarter. Even given unprecedented circumstances, all students attended at least one meeting with their advisor during the shutdown. This allowed us to provide personalized advising and early intervention.
2. Advisors and staff are trained in and implement trauma informed model with students and programming.
3. TRIO team has increased collaboration both campus-wide and with learning communities to share best practices and increase implementation of student-centered, trauma-informed practices.
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| **Department challenges** |

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| 1. Due to capacity and high-impact practices, TRiO is limited to serving a specific subset of students. Given the demographics of Highline College and the overrepresentation of first- generation college students in the student body, we would like to increase the number of students served and provide broader resources to faculty at large for supporting low- income and first-generation college students.
2. Campus policies, such as residency determination, financial aid decisions, and other campus procedures have a disproportionate impact on TRiO eligible students, and this often serves as a significant barrier in our ability to support and provide services for our students.
3. Communication of campus policies and procedures, especially when changes are made, is often vague or inconsistent. This makes it difficult to provide and maintain accurate guidance for our students on how to navigate these systems.
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| **Areas you would like to improve** |
| 1. Continued, intentional collaboration with other campus departments, particularly learning communities where many students are cross-enrolled
2. Being able to serve more students campus-wide and implement TRIO high impact practices campus wide.
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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.**TRIO GOALS:****1. Increase enrollment in our TRIO Courses (Assessment: Increase enrollment in each course by at least 5 students each quarter)****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 |

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| 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 3.3: 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 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.**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.**2. Increase students participating in tutoring, reach more students who have not accessed tutoring before (Assessment: Increase participation by at least 5 new students each quarter)** |

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| **3. Hire Undocumented Student Initiatives Program Manager (Assessment: Post position by Winter Quarter)****Core theme 2: Integrate and institutionalize diversity and globalism throughout the college**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.**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.**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.**3. Increase number of staff and faculty who have received trauma informed training (Assessment: Hold at least 1 training event during the year)****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. |

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| **Suggestions to improve this report or process** |
| This report felt vague and from the format it was not clear how much information or if concrete examples were needed, a more specific format with rows corresponding to each objective would have been helpful. |