Women’s Programs/WorkFirst

Highline College Institutional Effectiveness Department Report

2020-2021

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| **Department information** | |
| Department name | Women’s Programs/WorkFirst |
| Date this report was completed | 7.30.2020 |
| Staff who contributed to this report | Ay Saechao, Laquita Fields, Jean Munro, Callie Moothart, Alyia Williams |
| Department Mission statement  (if applicable) | Highline College Women’s Programs and WorkFirst Services primary goal is to promote student success by creating an accessible, safe and welcoming environment to all students and our surrounding community. We empower students through guidance and academic support services to access resources, achieve educational and employment goals and obtain academic credentials*.* |

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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** |
| **Creation of the WorkFirst Chromebook Program, Student School Supply Voucher, Professional Clothing Drive**   * Creating a Chromebook Loan program for our students who needed access to technology * Core Theme 1 Indicator 2.2 - Faculty and student services personnel provide effective support to students. * Evidence: We have 5 students that signed up to receive a WorkFirst chromebook loaner for spring quarter, we supported 21 students since mid-March through July 24th with a DSHS voucher for school supplies; both of these services are new items/processes that we have been able to implement while working remotely. And we had over 90 students come through for the Professional Clothing Drive and supply giveaway that we held in October 2019. * Overview: By providing the chromebooks and the supply vouchers we are able to provide them to our students so they as they cope with being successful in their classes and doing classes online/virtually. The Professional Clothing Drive provided students with the necessary clothes to dress for job interviews, and provided them with hygiene products and pampers for their children that they may not have otherwise been able to provide themselves. Many of the items were donated by Highline staff, and community partners it would not have been as successful without the collaboration of Highline staff donations.   **Women in Action Award**   * Being able to implement it given the limited online environment * Core Theme 1 Indicator 2.2 - Faculty and student services personnel provide effective support to students. * Overview: S&A funded event coordinators along with staff wanted to ensure we were still going to award deserving students and staff during the college Covid-19 closures and we did just that successfully. We have 7 awardees 6 students and 1 staff. The winners were given campus wide acknowledgement and using the campus mailroom we successfully sent each winner their award. Faculty and Staff nominated the students and staff with testimony on their strengths and ability to serve our campus community while overcoming barriers in their lives. In these trying times it’s programs like these that assist in student and staff confidence and morale. * Evidence: we had 7 Women In Action who were nominated & received awards   **Programming Improvement: Mom’s Club**   * Core Theme 1, Objective 1, Indicator 1.3 Students participate in organizations and activities that provide support, mentoring, or leadership opportunities on campus and in the community. * Core Theme 2, Objective 2, Indicator 2.1: Support and business services are effectively/ successfully delivered to diverse students. * Overview: Highline’s Women’s Programs Department sponsors the student-led club Moms Elevated, which supports student parents as they navigate Highline College. The group is led by diverse women of color who support each other through parenting and their own schooling, with monthly meetings engaging special topics and providing a safe space to bring their authentic selves. These operations continued over Zoom when campus closed in Spring quarter. The club also engages in campus advocacy, including working with the administration to open up a lactation room on campus. These plans were put on hiatus when campus closed, but the leaders are hopeful to have this completed soon. * Evidence: Parents report feeling more connected to each other and Highline College through the Moms Elevated club. The club offers a social and emotional space for a diverse population of student mothers to engage and learn outside of the classroom. The Women’s Programs office is able to provide support, mentorship, and resources to these student leaders.   **Programming Improvement: Mom’s Club**   * Core Theme 1, Objective 1, Indicator 1.3 Students participate in organizations and activities that provide support, mentoring, or leadership opportunities on campus and in the community. * Core Theme 2, Objective 2, Indicator 2.1: Support and business services are effectively/ successfully delivered to diverse students. * Overview: Highline’s Women’s Programs Department sponsors the student-led club Moms Elevated, which supports student parents as they navigate Highline College. The group is led by diverse women of color who support each other through parenting and their own schooling, with monthly meetings engaging special topics and providing a safe space to bring their authentic selves. These operations continued over Zoom when campus closed in Spring quarter. The club also engages in campus advocacy, including working with the administration to open up a lactation room on campus. These plans were put on hiatus when campus closed, but the leaders are hopeful to have this completed soon. * Evidence: Parents report feeling more connected to each other and Highline College through the Moms Elevated club. The club offers a social and emotional space for a diverse population of student mothers to engage and learn outside of the classroom. The Women’s Programs office is able to provide support, mentorship, and resources to these student leaders.   **Engaging with the Community & Collaboration**   * Core Theme 3, Objectives 1, 2, and 3, all indicators are met. * Overview: During the 2019-2020 year, Highline College Women’s Programs/WorkFirst Services Department significantly engaged with the local community, including nonprofits and community based organizations. Through collaborations with King County Housing Authority, Women’s Programs staff members serve as While in School Housing advisors and are part of KCHA’s Communities of Practice quarterly community gatherings. Women’s Programs regularly collaborates with nonprofit organizations DAWN and the YWCA to bring awareness to Highline about domestic violence issues and to connect women in need to these services. Women’s Programs staff support orientation and outreach events quarterly at the Greenbridge campus, where we advise ELCAP, college-level, and continuing education students in addition to WorkFirst eligible students. Women’s Programs staff participated in monthly outreach at the Burien Community Court and Resource Center, where prospective students were advised on Highline program offerings. Women’s Programs staff also initiated the Leading with Love program, designed to build the sense of community and morale among Highline College faculty and staff, providing a platform for all to share their unique gifts and talents. So far, seven employees have been spotlighted through different engaging events, which have had more than 100 participants. Perhaps most important, the Women’s Programs/WorkFirst staff continue to fulfill our grant obligations through daily engagement with our partners at the Department of Social and Health Services, where eligible students are referred to our department, registered in our classes, and retained through supportive case management. Regular leadership at DSHS events and meetings is offered by our staff, and we also frequently invite our partner organizations to visit our beautiful campus and become more acquainted with Highline. All of these community outreach and collaboration initiatives are indicative of our department’s commitment to Highline’s mission, vision, and sustained growth. Leading With Love is a program design to build The Highline College community and moral through providing a platform for all faculty and staff members to have a voice and share their unique gifts and talents. Thus far 7 Highline colleagues have hosted events in our program and over 100 colleagues and community members have attended their events. * Evidence: Successful collaboration with the following thirteen organizations and programs - WISH, King County Housing Authority, DSHS, Community Court, King County LPA, Seattle Housing Authority, Seattle Public Libraries, Federal Way Multi Service Center, Greenbridge Campus, Neighborhood House, YWCA, DAWN, Leading with Love |
| **Department strengths** |
| The strengths of the department are the following:  Community Engagement and Collaboration   * Level of community engagement and outreach * High referral management, (we do an excellent job of receiving a high demand of referrals from campus faculty, staff and students and our community partners and a high rate of giving the referrals Strength based Advising, focusing on student strengths verses barriers.   Student Support and Services   * Wraparound student support, advocacy for vulnerable populations * Connecting students with on and off campus resources (housing, DV resources, Counseling, Transportation, Childcare, accessing educational funding and books, emergency funding) * Provides a welcoming environment to ALL students. Race, Religion, Sex orientation * Provides a holistic approach of support services to student’s life ie. Family, School, Work for student success. * Strong in adhering to state budget guidelines |
| **Department challenges** |
| Working without a dedicated departmental Director for the past 11 months have been challenging for the department. Though progress has been made with the support of the Dean of Student Support and Funding Services as the acting supervisor, the department is missing 40hours+/week administrator to oversee the detailed operations. |
| **Areas you would like to improve** |
| * We would like to improve collaboration with on-campus partners like CASE and CLS (which would also help our WorkFirst students be more involved with mainstream opportunities at the college), improve/streamline/standardize our onboarding and orientation process * Improve online forms and applications to meet the needs of our students to ensure they can easily access and use and that it meets HC accessible formats. * Increase our follow up on service outcomes for our students we promise to provide and structures using more assessment and tracking management tools, which also will assist with grant sustainability. * That we are not crossed-trained in all areas in respect to each other's job within the department and that we still have work to do as it comes to working together and improve on our communication skills amongst each other. * Need to enhance retention and case management structures * Unclear structure for student case management from start to finish. |

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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 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** |
| A structured timeline that provides opportunity for team sharing and development. For example, this form was provided to the department with only 3 ½ weeks advanced notice. Some departments, such as WP/WF had not gone through a process like this before. To ensure a meaningful process that involves integrates staff participation, at least a two month advanced timeline would be recommended. This would provide the team an opportunity to   1. One month to discuss, review and assess departmental work between departmental administrators and staff. Often times these occur during an annual departmental retreat. 2. With the information from step one, one month to develop a plan for the upcoming academic year. These also can occur during an annual departmental retreat, part 2 of the retreat if you will. |