Highline College Institutional Effectiveness Department Report

2020-2021

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| **Department information** | |
| Department name | Workforce/Prof-Tech Education |
| Date this report was completed |  |
| Staff who contributed to this report | Paulette Lopez, Rickitia Reid, Tanya Powers, Jennifer Johntson, Mary Willoughby |
| 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 to assess this accomplishment** |
| **Workforce Accomplishments**   * Completed Perkins V Comprehensive Local Needs Assessment * 2019-20 was a period of transition in leadership at the college in June 2020 permanent VPAA and Dean of Instruction were hired * Created School District partnerships with 18 new articulation agreements * Awarded $175,000 in HEET 13 funds for enhancing workforce pathways for incumbent healthcare workers who Internationally Educated Professionals * Benefits Hub provided key non-academic supports to students   **BAS Accomplishments**   * BAS in Integrated Design began its inaugural class * BAS in Teacher Education redesigned curriculum to better serve local districts with a focus on Elementary Certification and English Language Learners endorsement * BAS in Respiratory Care became entry into profession at four year degree level |
| **Department strengths** |
| * Dynamic and stable new leadership * Institutional Collaboration across divisions * Devoted, solid, passionate workforce team * Expansion of I-BEST offerings in Hospitality and Tourism and looking forward to more I-BEST expansion opportunities, transitions team collaborates between student services and academic affairs to decrease barriers * Robust Prior Learning Assessment (PLA) system continues to be utilized for accelerating progress for adult learners, including a menu of pre-assessed industry certificates |
| **Department challenges** |
| * Transitioning into new Perkins V accountability reporting * Implementation of CTC link, learning new system * Maintain program offerings w/ budget reductions and low enrollment college-wide * During leadership transitions, communication and transparency challenges |
| **Areas you would like to improve** |
| * Streamline AAS & BAS Pathways * Develop mission statement * Landing page for Coordinators and staff that includes:   + Identification and creation of clear and transparent processes   + annual calendar   + forms * Increase collaboration with Program Review process |

**2020-2021 Workforce Division Work Plan Goals**

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| **2020-2021 Goals** | **Core Themes** | **Assessments** |
| Identify a process for measuring the transition of ABE/ESL students to prof-tech programs in order to develop effective strategies | Core Theme 2  **(Obj. 3)** | -Prepare a report based on information gathered and create/recommend strategies |
| Revise program review process to add investigation of gaps among student demographic groups and integrate industry feedback and increase institutional collaboration in process | Core Theme 4  **(Obj.1)** | -Program review during 2020-21 academic year summary report includes equity gap data and industry feedback |
| Include racial and ethnic data in advisory committees in order to monitor how makeup of committees reflects the diversity of Highline | Core Theme 3  **(Obj.2)** | -Revise advisory committee intake form to include demographic data |
| Landing page for Coordinators and staff that includes:   * Mission Statement * Clear and transparent processes * Coop folders * Annual calendar | Core Theme 4  **(Obj. 1)** | -Landing page (intranet or Canvas) is developed |
| Convene and collaborate with local HS to analyze articulated courses and programs | Core Theme 1  **(Obj. 1)** | -Scheduled meetings  -Number of reviewed/new articulation agreements |
| Ensure all CTE full time educators participate in EDI Day | Core Theme 2  **(Obj. 1)** | -Review percentage of participants who registered/ attended |
| Streamline AAS & BAS Pathways | Core Theme 1  **(Obj. 3)** | -At least one AAS degree feeds into each BAS degree for a total of 180 credits.  -Program Review & annual reviews ensure that an eligible AAS program appropriately articulate into each BAS  -Curriculog is altered to include BAS articulations |

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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** |
| Include boxes or table for goals. We included one here that might be replicated. |