Highline College Institutional Effectiveness Department Report

2020-2021

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| **Department information** | |
| Department name | Workforce Education Services |
| Date this report was completed | July 30, 2020 |
| Staff who contributed to this report | Nou and WES Team |
| 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** |
| **Core theme 1: Promote student engagement, learning, and achievement**  Indicator 2.2: Faculty and student services personnel provide effective support to students.   * BFET Manual was updated. * Three additional staff members were hired in July, October and December 2019. * The WES website was updated from Microsoft Expression Web 4 to the New WordPress. * Zoom Lobby was created, WES quarterly orientation PowerPoint and Funding Request forms were created and posted online to support students while all staff transitioned to work remotely. * Canvas shell was created to allow all Funding Advisors to act as the instructors and support students with the WES intake process. * Most of the daily process excel spreadsheets were converted into google spreadsheets to allow better access for all the advisors to work from home and better support students. * The increased of students in Full Time Equivalent (FT 2018-2019 to 2019-2020) * Work in collaboration with Public Safety, developed a Safety Plan and prepared emergency kits. * Developed a process in working remotely. * Developed an internal process on how teammates can reach one another. Kept community partners (DSHS, ESD, Neighborhood House, and United Way Benefits Hub - AmeriCorps) informed with the alternative ways students can continue to receive WES services and funding remotely. * Met on a weekly basis to discuss office operations, postponing non-essential gatherings, examined student needs, and addressed other concerns in preparation for campus closure. * Continually updated WES website with relevant information in regards to closures, new processes and how to * Converted forms to fillable PDF for use on the WES Canvas Shell for new students to complete the intake process online. This involves editing each form to have fillable fields and reaching out to the appropriate agency to determine if the new form is adequate for online services. * Converted essential processes online through Google Drive and Google Forms. This involves creating the Online Funding Request, Online Funding Orientation, DSHS Child Care Request with form links on the WES homepage for ease of access for our students and all WES advisors. * Recorded a walk through video on how to upload and submit WES required documents in Canvas. * Supported many students transition from WES to Financial Aid. |
| **Department strengths** |
| * Innovative team members * Motivated * Skilled in MS Office Suite, Excel, Outlook and Google Drives/Spreadsheets. * Enthusiastic in complex problem-solving skills * Passionate about diversity, equity, and inclusion * Dedicated to students achievement and the excellent delivery of services * Always explore best practice to serve all students. |
| **Department challenges** |
| Short of staff |
| **Areas you would like to improve** |
| Wellness |

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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**  Indicator 2.2: Faculty and student services personnel provide effective support to students. | |  | | Goal:  **WRT Recruitment and Outreach (Increase WRT FTE)**   * WRT powerpoint slides - list eligibility criteria * ESD connection for CAT/TB approval * WES process to determine funding eligibility * Ask faculty to post in Canvas * Continue with Paying for College Orientation at Auburn Worksource once Corona Pandemic is lifted. * ABAWD Navigator will share Paying for College Flyer with all Bfet CBO   **Transition WES students to Financial Aid:**   * Host Zoom meetings with all WES students- walk through how to apply for FAFSA * Twice per quarter(will schedule)   **Ejas Casenotes -improve accuracy notes**   * Continue to increase accuracy casenotes - Advisors will review Ejas Case note guidelines. * Notes due 3rd week of each month. |   **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** |
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