Highline College Institutional Effectiveness Department Report

2020-2021

|  |  |
| --- | --- |
| **Department information** | |
| Department name | Youth Re-Engagement and Success Programs |
| Date this report was completed | July 28, 2020 |
| Staff who contributed to this report | Jennifer Joseph-Charles  Bopha Mao  Vimean Chea  Donna Enguerra-Simpson |
| Department Mission statement  (if applicable) |  |

|  |
| --- |
| **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** |
| During the 2019-2020 academic year YRSP met goals in the areas related to Core Theme #1 1 (Promote student engagement, learning and achievement) by providing services that support the following:  Objective 1- Students engage with their curriculum, campus, and community for a meaningful educational experience.   * Students experienced meaningful interaction with faculty outside of the classroom through one-on-one advising and support sessions. During the sessions students talk to faculty and, when necessary program administrators, (i.e. program managers or directors) about their attendance, attitude or effort, issues with understanding the curriculum, as well as any barriers that might be interfering with their learning (i.e. housing, child care, employment, etc.). *See Indicator 1.1*   Objective 2- Diverse teaching methods, innovative curricula, and student support services fulfill the learning needs of student.   * Faculty continually planned, assessed, and improved teaching and curricula based on assessment of student learning by meeting weekly and sharing reports on student progress, writing samples and updates from one-on-one meetings. *See Indicator 2.1* * Student support services were provided to students when they first expressed interest in the program, while attending orientation sessions and through the process of enrollment. These services included a campus tour, a high school program new student orientation, support in obtaining their student ID number and class schedules, and support in obtaining their transcript evaluations. Our team ensured appropriate documents were completed within the school district as well as within the college campus. Program administrators and faculty facilitate intake and modify sessions based on languages spoken, academic needs and student work schedules. *See Indicator 2.1* * Indicators of academic progress are used by the district to assess student progress. One of the IAPs used is the number of high school and college credits earned. During the 2019-2020 academic year:   + The percentage of High School courses students passed with a 1.0 or above was:     - Fall= 59.53%     - Winter= 63.70%     - Spring= 58.51%.   + The percentage of courses students successfully passed their college courses with a 1.0 or above was:     - Fall= 72.31%     - Winter =74.55%     - Spring= 67.66%.   + The percentage of HS Plus Students thst successfully passed their courses with a 1.0 or above was:     - Fall= 50%     - Winter= 47%     - Spring= 62%. *See indicator 2.1B* * Students achieved their goals by progressing on educational pathways   + Measure 3.1A – Percentage of eligible students who attain 15 college-level credits within the current year.     - Fall 2019 = Total of 14 students in Pathway to College       * 50% moved on to English 101       * 86% passed English 101 with a 3.0 GPA or higher.     - Winter 2020 = Total 14 students in Pathway to College       * 36% moved on to English 101       * % passed English 101 with a 2.0 GPA or higher.     - Spring 2020 = Total 9 students in Pathway to College       * 44% will be moving on to take English 101 in fall 2020   + Measure 3.2B – IPEDS graduation rate of full-time, first-time degree-seeking students within 6 years (2012 fall cohort)   Pathway to College, HS Success and ELL ExCEL Students:   * + - Fall 2019 = Total of 7 students graduated       * 85% earned 15 college-level credits or more.     - Winter 2020 = Total of 10 students graduated       * 40% earned 15 college-level credits or more       * 1 student received an AA degree     - Spring 2020 = Total of 14 students graduated       * 64% earned 15 college-level credits or more       * 2 students received an AA degree   High School Plus Students:   * Fall 2019 = Total of 2 students graduated * 100% earned above a 3.5 GPA. * Winter 2020= Total of 4 students graduated * 75% earned above a 2.0 GPA. * Spring 2020= Total of 2 students graduated * 100% earned above a 3.0 GPA.   During the 2019-2020 academic year YRSP met goals in the area of Core Theme #2 (Integrate and institutionalize diversity and globalism) by providing services that support the following:  Objective 3- Students from diverse backgrounds progress, achieve goals, and complete degrees/certificates.   * We have institutionalized diversity and globalism throughout the college by developing and supporting ELL ExCEL, a high school completion program for English Language Learners. Students engaged in our other credit retrieval programs represent diverse populations as well. During the 2019-2020 school year:   + 31 students earned their high school diploma   + 6 students from ELL ExCEL earned a high school diploma   + 3 ELL ExCEL students obtain their AA   + 2 ELL ExCEL students gained admission to the University of Washington. *See Indicator 3.1*   During the 2019-2020 academic year YRSP met goals in the area of Core theme #3 (Build valuable relationships and establish a meaningful presence within Highline College’s communities) by providing services that support the following:  Objective 1- The College communicates effectively with its communities.   * YRSP established and funded Arrive, and, in partnership with the Placement and testing Center, coordinated quarterly courses for the Arrive program, which allows students that do not have financial aid to obtain seven college credits free of charge. While enrolled students receive information about Guided Pathways, various programs that are offered on campus and attend financial aid workshops. Arrive served 110 students during the 2019-2020 school year. * Provided financial support and staffing for campus wide community programs like the MLK Week, YELL, and Latinx conferences.   Objective 2- The College initiates community connections to understand community needs.   * Co-Coordinated and organized meetings between Highline Public Schools and Highline College during winter and spring quarters. The purpose of the meetings was to introduce our teams and streamline our work. * Continued to maintain contracts with Highline and Federal Way Public Schools and managed the Pathway to College, ELL ExCEL, High School Success and High School Plus to standard. 150-180 students are served annually between all of the programs. * Began overseeing and supporting the management of the Gear Up and College Access programs, which support tutoring and college exploration within middle and high schools to create a pathway from Highline Public Schools to Highline College. The Gear Up p and College Access Program consists of:   + Tutoring program that consists of 27 tutors   + Coordinating services for 13 schools in the Highline district   + 450 College-Con participants   + Bridge-to-College 3 credit college course embed in a high school bridge math course. 73 students participated.   + 2 middle school visits that include 5 middle schools and 260 student participants   + The Bridge Program, a transition program aimed to support incoming students and/or students enrolled in pre-college classes to credit bearing courses. Students receive 2-5 college credits, and workshops on college resources, financial aid, and other funding sources. Benefits to students are peer mentoring, and one-on-one advising. 35 students participated. *See Indicators 2.1 and 2.2* |
| **Department strengths** |
| **Our Department Strengths Are:**   * Assisting students 16 years old and older in obtaining their high school diploma by enrolling them in the classes they need to meet their high school requirements. * Our advisors work with the student individually to emphasize courses they need to take each quarter. This process better prepares students for success. * Providing courses effective in preparing students for college level work. * Maintaining a solid working relationship with our district partners. * Colleagues work well with and support each another. * Director and Managers have a strong leadership model that has proven to be effective for managing students, instructors, district contracts, and community engagement. * Team consists of a diverse group of individuals that are willing to step in and help at any time. * Exceptional planning and organizing to meet programs and student needs. |
| **Department challenges** |
| **Our Department Challenges Are:**   * Developing strategic goals to help students maintain academic progress. * Adjusting and adapting to external and internal changes in the department (Staffing, merged with other departments, etc.). * Dealing with difficult students and their parents. * Moving courses from on campus studying to remote learning during the pandemic. * Low enrollment due to pandemic. * Translating flyers to students’ native languages * Maintaining consistent messaging about our programs. * Finding class schedules and times that meets students’ needs each quarter. |
| **Areas you would like to improve** |
| **Areas We Would Like to Improve Are:**   * More collaboration with departments across campus. * Referring staff and faculty to workshops or trainings that could be beneficial to the department. * Providing technology support such as a database to help staff productively store, record, keep track, modify, update, access student information and data needed to generate reports. * Scheduling virtual meetings with faculty more frequently. * Recruiting process – setting up virtual intake. * Articulating campus wide High School Plus competencies agreement. * Continue creating pathways for diverse student populations to access programs. * Continue broadening programs by making it more universal/disrupting silos. |

|  |
| --- |
| **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 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. **(Continue planning and collaborating with staff and faculty to meet students’ needs. Encourage faculty to share writing samples with next level instructor and discuss student progress and areas where they need support.)**  Indicator 2.2: Faculty and student services personnel provide effective support to students. **(Faculty will be more of hands on connecting with students through check-in sessions, in support class, during office hours and via email. Our admin and student support team will continue to guide students through orientation, intake, enrollment and advising sessions.)** |
| **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.  **(Continue to support and develop services for ELL Excel students. Ensure instructors teach using diverse and culturally relevant materials.)**  Indicator 1.2: Students from diverse backgrounds experience positive interactions with faculty in and outside the classroom. **(Administer pre and post enrollment survey for students that tracks their experience with instructors, content knowledge, etc.)**  Indicator 1.3: Students from diverse backgrounds experience HC courses as challenging and engaging. **(Connecting with instructors to provide writing samples from students at the beginning and end of quarter to assess student progress. Due to remote learning, ask graduates what their struggles were through a survey so you can have some type of indicators for future.)** |
| **Core theme 3: Build valuable relationships and establish a meaningful presence within Highline College’s communities**  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. **(Continuing to strengthen existing programs. Connecting with the community & school districts to inquire about needs and concerns for students.)**  Objective 3. Highline College contributes to meeting community needs.  Indicator 3.1: The college serves the ever-changing needs of our service district. **(Assess community needs list and strategically align resources to address expressed needs.)** |
| **Core theme 4: Model sustainability in human resources, operations, and teaching and learning**  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. **(Continue tracking our budget to ensure our revenue can maintain expenses within the program. Continue voicing our accomplishments and concerns to higher management.)** |

|  |
| --- |
| **Suggestions to improve this report or process** |
| N/A |