Northwest Commission on College and University (NWCCU)
Annual Update for WSQA Wash State Quality Awards
Academic Year 2021-2022
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College Name: Highline College

Contact Person: Emily Lardner and Lisa Bernhagen

Contact Phone: 206-592-3711

Contact email: elardner@highline.edu; lbernhagen@highline.edu

Accreditation recommendations to the College and year of recommendation	Actions taken by the college to address recommendations	Improvement results
2020 Recommendations: 1. Continue to develop the emerging system of assessment to evaluate student learning at the program level and our core competencies.	**Recommendation 1** **Progress to date:** The faculty-led Core Competency (CC) team piloted the assessment of two core competencies: Effective Communication and Information & Visual Literacy, during the 2021-2022 academic year. Then in the spring of 2022, faculty scored 80 student artifacts; scoring results were compiled by the Assessment Committee. During the 2022-23 academic year, the CC team will expand this pilot process to two new core competencies, Critical Thinking and Quantitative Reasoning. The process will be repeated with revisions and improvements implemented based on last year's pilot.	**Updates on Recommendation 1** Fourteen faculty members successfully translated their rubric language into more student centered and equity-minded descriptions of outcomes (by creating rubric overlays and alignment worksheets). Faculty then aligned their rubric overlays with their instructional approach, scaffolded learning opportunities, and created assessment instructions. In addition to the alignment and scoring work, the CC team developed Canvas courses to sustain this work after the guided pathways budget runs out. The Canvas courses are outlined, below:

	The CC team hopes to work with the Title III Antiracist Community of Practice group to review and revise the Canvas course of faculty resources with an anti-racist lens. A member of the Title III group has already volunteered and also sits on the Assessment Committee. The goal is to make the courses public and available for use by Fall 2023.	● Rubric Scoring Course: modules teach faculty how to score with AAC&U rubrics, provide instructions on how to develop their own translations and overlays, and provide faculty with feedback on their progress. ● Information & Visual Literacy, Oral Communication, and Written Communication Courses: faculty and student facing modules align with the dimensions of the AAC&U rubric. The modules give students opportunities to read, watch, and practice the skills identified in the rubrics. Faculty will have the ability to copy/modify these modules into their own courses. These are specifically designed for faculty who do not traditionally teach these skills and will give them an opportunity to incorporate these instructional approaches with minimal legwork on their end.
2. Continue to develop a system of data collection to inform planning, decision making, and budgeting, with the goal of increasing transparency about how those connections are made	**Recommendation 2** **Progress to date:** The Institutional Effectiveness Committee (IEC) revised the IE planning process: all non-instructional processes now include collecting and examining data on whomever you are serving; it asks people to look at their disaggregated data and to base their goals on what they discovered from that data, as well as on the college's larger goals. The IE planning process is meant to inform planning and decision making. The data that is examined informs planning for steps to improve. The IEC created a more detailed timeline that includes training and support for units preparing IE Plans and supervisor reviewing those plans.	**Updates on Recommendation 2** Highline College's IE planning process has been in place for two years with programs aligning plans to the core themes and mission of the college, while using disaggregated data to identify areas in which to improve. -The IE planning process has been developed with training for non-instructional staff and focuses on including as much of the department as possible. Training was also provided that focused on SMART goals to provide more effectiveness in the process. Budget Advisory Council (BAC), comprising of representative faculty & staff from across the college, met regularly during budget planning period (Jan-May) to review budget/financial

	Additionally, IEC created rubrics for the IE Plan, with best practices included as examples. Faculty Assessment Reports are now being guided by Core Competencies which have been published in the 2020-2021 catalog. Program/Discipline Reviews for instructional units are in place on a five-year rotating schedule, using an improvement science framework. The Budget Advisory Committee is in its second year. It has representatives across campus, including the Institutional Research Director, who brings data that informs work on this committee.	data and to provide feedback and recommendations to Executive Cabinet as part of the budget development process. For example, during budget development FY2022-23, BAC recommended and Executive Cabinet adopted providing lump sum payments to eligible professional employees for equity purposes. BAC reps also participated in the Campus Budget Forum. The Program/Discipline Review process has provided departments with disaggregated data and a process which focuses on four phases of work: (1) understanding the problem, (2) developing a theory of improvement, (3) conducting a small test of change and (4) reflecting and spreading what works. The process which was implemented in 2021 has produced results for various departments including strategies for improvement in reading apprenticeship, writing across the curriculum and other various strategies. Faculty continue to assess course learning outcomes each quarter. These are reported in the Assessment Tool. Departments then annually review this data and their goals from the previous year, then create new goals to continuously improve student learning.
3. Develop a comprehensive plan to focus divergent priorities and stabilize enrollments and budget	**Recommendation 3** **Progress to date:** The Strategic Enrollment Management team (**S**EM) was created to manage and increase enrollment numbers. We are actively managing enrollments of current students in classes, including changes in contract to support small classes; our next step is to provide resources and support for coordinators to become more strategic in when and where they offer classes	**Update on Recommendation 3** The board of trustees approved Highline's new mission, vision, and values. These were developed by the Equity First Strategic Planning Core Team (made of staff, faculty, and students) with input from the campus at large at several listening sessions. The equity plan is in its final stages; the equity first core themes, objectives, indicators and most measures are in place, and align with NWCCU 2020 Standards.

	to reach the most students. Currently, more types of instruction choices are being offered, and ITS is working with Academic Affairs and our Educational Technology support team to ensure that we have the equipment needed to support hyflex and other modalities.	There is now ongoing training for budget managers, clearer guidelines and procedures including quarterly reporting processes; clearer and stricter grant management practices for reporting, with monthly reports due. This allows the college to invoice every month and collect money sooner, and it also helps grant managers recognize if spending for that year needs to be adjusted before the end of the year; we now have several tools for people to learn to manage their budgets. For two years, budgets were not loaded and chart strings were not correct. Much work has been done to load budgets accurately at the beginning of the FY, and to correct chart strings so expenses are being charged against the correct budget.

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