2012-2013 Student Services ATF Assessment Summaries

Access Services

Prepared by: Nancy Allen

Building on the results of a previous assessment, Access Services focused our 2012-13 assessment on evaluating and expanding the information and resources featured on our website. In our 2011-12 assessment of the Access Services website, 1/3 of the instructors that responded requested more information regarding resources for serving students with disabilities and more information about the services Access Services provides. Access Services staff used this feedback to restructure and enhance our current website.

During 2012-13, Access Services continued to explore how our website can expand the information provided and to make the website user friendly. Faculty and staff were sent a link to the website for feedback at the end of spring quarter. In addition, a small focus group provided additional feedback. As a result, Access Services staff plan to be more cognizant of using acronyms and assuming that our web audience understands their meaning. The feedback also indicated that additional pictures and icons would enhance our website. Through the assessment process, we also revised other portions of the website to create more consistency and a common message. As we restructured the website it also became evident that there is a need to make changes to the student section of the site. Additional resources were added to the website and the home page and student pages were revised as well. After we submitted our "2012-13 Assessment Summary", additional faculty/staff responded and gave us more valuable feedback that we plan to incorporate in the future.

This assessment has provided the department an opportunity to come together as a staff and create a website that more accurately reflects our mission, values, and procedures and also engages our faculty. In the upcoming academic year, we will solicit feedback from students regarding the usefulness and accessibility of our site.

Our second assessment focused on an evaluation of the effectiveness of the Alternate Format Text Books utilized by the students with disabilities. Our evaluation revealed that many students needed more than the audio and required a more viewing powerful screen. To better serve this population, Access Services purchased the "Read/Write Gold" program (R/W Gold) that provides students better access and more learning options. Access Services sponsored weekly R/W Gold workshops to introduce students to the software and to train them on the use of the program to specifically meet their academic needs . In addition, 18 students met one on one with Access Services staff for R/W Gold support and 29 staff and faculty attended at least one orientation to learn about the software and how it can be used to increase student engagement and retention. With the feedback from students, the staff determined that offering more training about the use of the R/W Gold system is a valuable service

and should be continued. Next year Access Services staff will continue to update our skills using R/W Gold software and "freeware options" and make changes to our assessment processes.

As a staff, we agree that this has been one of our most productive years yet with regard to our assessment process and meeting our outcomes. We believe that we have increased our ability to meet the needs of our students and our overall campus community while further defining who we are as a department.

Admissions
Prepared by: Jasmin Godoy
The Admissions staff focused our assessment activities on two primary areas. The first assesment explored whether there is a correlation between a student's application and matriculation to the college and academic probation during the student's first quarter. Our second focus was to develop a more informed understanding of the reasons that newly admitted individuals do not enroll for classes. The rationale for this assessemnt was to determine if this is, or is not, a viable population for continued outreach efforts.

In order to achieve our first goal we attempted to collect data about students that had been placed on academic probation during their first quarter of attendance. However, we discovered that due to limitations of our "Student Management System" (SMS), it was a more complex project then we antcipated. At the same time, the staff began to identify possible research questions for that population and then determined that this assessment was duplicative of efforts being made by others. Although exploring this issue was of interest to us, we believe that until a way to identify the population is possible, this assessment is not possible. For the future we now understand that because of system limitations, it is essential to determine if the population is extractable before settling on any future assessment activities.

For our second assessment, 1,644 individuals were invited to participate in a verbal or electronic survey designed to collect information about the reasons a person may have applied but not registered for classes. We received a total of 410 total responses, a response rate of 24.9% which is a very high response rate for an audience without a vested relationship with Highline. Of the 410 respondents, 28 opted not to participate and only 17 elected to provide commentary. Slighlty more than half of the responses were represented in two primary responses. The barrier to metriculation was most often attributed to personal obligations (26.03%) and that HCC was their not their first choice for college(24.38%). Of the few comments made, ,most were benign or a further explanation that was redundant from their initial responses. In terms of specific areas of dissatisfaction, a few students that expressed concerns with the Testing Center and their personal interactions with some staff. We are interpreting the responses as an indication that overall, the decision not to enroll was not necessarily caused by something HCC is or is not doing. It is largely reflective of the personal circumstances of the prospective students. The purpose of this study was to determine if reaching out to this population is a worthwhile effort for our college outreach efforts. Therefore, if enrollment dips, the results of this assessment indicate that college recruitment efforts be concentrated in other areas.

CLS

Prepared by: Jonathan Brown

Findings from the 2012-13 assessment initiatives have fueled a number of programmatic changes for the Center for Leadership and Services (CLS). Again this year, one focus of the assessment was to identify how student engagement and leadership correlates to student persistence and academic success. The CLS department studied the academic achievement (GPA) and annual persistence of the most involved student leaders compared with students who were moderate users of departmental services and a control group of transfer students not utilizing the CLS services. After failed programmatic interventions during previous years to intentionally boost student GPA performance, this year's additional mandate that all student employees obtain mid-quarter academic advising seems to have made a positive difference related to academic achievement.

Persistence rates remain significantly higher for the students who are actively involved in CLS programs and services. Reflecting our prior year's assessment, the moderate users of the department's services and programs were 11% more likely to persist from fall to spring than the control group. In addition, 100% of our most involved students persisted from fall to summer while only 68% of the control group persisted for the same period. With three years of similar results, staff can say with confidence that involvement in leadership programs does contribute to student success, particularly with regards to student persistence. We are further exploring the strong relationship between student retention and participation in campus programs and we will be creating a new student cohort offering this year to further study this impact.

CLS also studied student satisfaction and perceptions of the relevancy of certain topics during the Associated Student of Highline Community College (ASHCC) Council Meetings with the ASHCC student club representatives. Our data demonstrated that student engagement is higher in meeting components where student representatives have more access to the "floor" and engagement with discussion topics. We also noted a bi-polar trend of involvement. Specifically, student reps either get "involved and stay involved" as engaged members, or they come just for their initial "business" (e.g. club recognition) and then do not return for future meetings. We will be making changes to our ASHCC meetings as a result of our assessment and we will share with 2012-2013 ASHCC leaders the data results from this assessment as part of our fall 2013 CORE services training and annual planning. Additionally, we plan to increase the components of ASHCC Council meetings so voting club representatives can guide and direct content for the meeting since we have demonstrated that this engagement increases students' perceptions of both engagement and relevancy with the meetings. Moreover, we had great success this year in involving student leaders in the design and implementation of our ASHCC related assessment. We will likely continue bringing students into our assessment initiatives as it created beneficial learning experiences for those students that participated.

In conclusion, it is apparent that Highline's vibrant leadership programs and trainings are meaningful to students as they develop their understanding of what it means to work and lead in a community. HCC students clearly experience positive benefits of an engaged student life when they choose to get involved.

Counseling Center

Prepared by: Allison Lau

The Counseling Center staff addressed two primary outcomes this year that are focused on the themes of cultural responsiveness and student persistence. The first outcome was to improve our preventative outreach programs to contribute to student persistence and completion.   Students, faculty and staff who participated in pilot prevention programs provided anonymous feedback to inform future improvements to these programs. Each quarter, a campus-wide event was offered to the community that focused on education, dialogue and critical thinking about topics that included mental health, career development, and tools for success in college. 151 respondents completed surveys that requested suggestions for both improvements to our programming and the program benefits identified by the participants . Three themes emerged from the suggestions for improvement including: 1) More participant interaction (e.g., discussion, hands-on activities, more questions posed); 2) More handouts and worksheets for participants; and 3) More advertisement prior to event. We also asked what future workshops they would attend. <u>The feedback from Winter quarter suggested career development issues, balancing life roles, and overcoming barriers to success</u>. With this feedback, we immediately implemented changes to our Spring quarter outreach efforts and changed the format to be discussion-based and interactive, and to continue our partnership with the Inter-Cultural Center to provide these topics that students and workshop participants requested. These suggestions will guide the nature of future workshops and we will continue to request feedback to improve the quality and structure of our prevention efforts.

The second assessment was to develop a baseline of demographic data about the students who use our counseling services. <u>Changes in the Counseling Center leadership and data collection methods from 2011-12 to 2012-13</u> The purpose of this assessment was to utilize data to increase access to Counseling services by students who may experience institutional barriers and negative perceptions about counseling particularly due to cultural values and norms. Our hypothesis was that methods of collecting demographic and student self-report data would help us identify populations and remove barriers for students to receive support through counseling services through strategic planning and changes to business practices. We found that Hispanic/Latino students seeking Counseling services in Winter and Spring quarters increased from last academic year. Other racial/ethnic categories remained consistent from 2011-12 to 2012-13 but did increase from Winter to Spring 2013. Students of color receiving Counseling services increased significantly between Winter and Spring quarters. The current data reveal that recent proactive outreach and specific partnerships with key departments and faculty have increased utilization of services by historically underrepresented racial/ethnic groups with exception of the Latino/Hispanic community. The department's strategic plan incorporates targeted outreach to students of color, particularly Latino students by partnering with the institutional engagement efforts and continuing collaborations with the Inter-Cultural Center (ICC) and the Center for Leadership and Service (CLS). Another method of increasing access to counseling services is highlighting our career development services as a primary source of advertisement and visibility. This method is based on current data which indicate that students self-report at their initial session that they have primarily career-related concerns as opposed to personal issues. However, Counselors categorized their sessions as mostly personal counseling and less related to career counseling. This may indicate that students feel

more comfortable identifying career-related issues when they seek counseling services and it may be perceived by students as a more socially acceptable reason to seek counseling. Once they meet with a counselor, it may be that the nature of the work becomes more holistic and addresses issues that are critical to their persistence in college with a focus on behavioral changes and anxiety- and stress-management. The plan for 2013-14 is for faculty counselors to integrate the CAREER EXPLORATION course (CARER 110) content into the required degree coursework so students have increased incentive to enroll and therefore increase their exposure to retention support services such as career counseling and personal counseling.

Educational Planning and High School Programs
Prepared by: Gwen Spencer
The Educational Planning and Advising (EPAC) and High School Programs (HSP) team focused their assessment on three key initiatives that included the following:

- A preliminary analysis of the effectiveness of the newly launched mandatory New Student Orientation program;
- An exploration of the student needs and services for our Transfer Center that opens in the fall of 2013;
- A clearer understanding of the possible causes and challenges that face students when they are placed on academic probation.

The assessment of our New Student orientation consisted of two types of evaluations. The first evaluation was conducted using two sets of pre and post tests distributed to students attending the orientation. One of the pre/post tests measured what students learned about navigating the registration procedure and the other measured what students learned about Highline's programs and degrees. 101 students answered five questions for the "navigation" pre and post tests. The results of the assessment demonstrated that students improved in their understanding about registration procedures at a significant level. In the pre-test questions, the average percentage of correct response for each of the five items was 62.58% and after the orientation students could correctly answer the five questions at an 84.76% rate. For the second pre and post tests on the "degrees and programs", the 81 student respondents showed an improvement in their correct responses from 34% correct answers for the pretest and 51% correct answers for the post test.

 Our second New Student Orientation assessment compared the first quarter GPA and persistence for students who attended our on campus Orientation with students that did not attend. Students who selected the online orienation were not included in this study.

From the beginning of July 2013 through the first week of September 2013, we tracked student orientation participants and compared them with students who did not attend the on campus orientation. For the purposes of this study, we only compared students who attended the on campus and not the online orientation with non-attendees.

Comparison of Persistence and First Quarter GPA for Students Attending and Not Attending Orientation

Number of students who did not attend the online or on campus orientation = 150	Average GPA of non- attendees at the end of their first quarter at Highline = 2.33	# of students of non-attendees that registered for at least one quarter beyond initial quarter at HCC = 68 or 45%
Number of students who attended the on campus Orientation = 226	Average GPA of Orientation attendees at the end of their first quarter at Highline = 2.72	# of students who registered for at least one quarter beyond initial quarter at HCC = 193 or 85%

Clearly the results confirm the value of attending an on campus orientation in term of persistance and academic success demonstrated in the average GPA earned by the orienation participants.

Our second assessment initiative was to "mine for data" by tracking 96 students who went on first quarter probation at end of the fall 2012 through the end of spring quarter 2013. Eight staff members tracked 10-15 students that went on first quarter academic probation. Staff members used a rubric that explored some of our "hunches" about students that struggle academically. Among the 96 students, the themes that we identified included the following:

1. Very few students utilized the "repeating of classes" option to improve their GPA.
2. The highest percentage of students who went on academic probation were more likely to be pursuing Nursing, Engineering, as well as competitive science and medical fields. Although there was a greater number of undecided students on probation, the percentage of students identifying themselves as "undecided" is also signficantly higher than those students pursuing some of our more competive programs.
3. Every quarter approximately 15-17% of the students earned a 0.0 in all of their classes which may indicate that students do not understand the necessity of dropping their classes.
4. Students registering at least one week after their registration appointment were more likely to experience academic failure or simply chose to drop out of Highline.

These themes will be considered for additional research in the future as we continue to support our students who are not achieving academically.

 Our third assessment, focused on identifying student needs and developing services for our new Transfer Center. Our assessments utilized a focus group to identify student priorities for the Transfer Center, a survey of our faculty and benchmarking with two existing Transfer Centers at Green River Community College and Seattle Central Community College.

A Transfer Focus Group was conducted in the spring of 2013 with eight students participating. The results of the focus group revealed that transfer students are very concerned about financing their university education (did not want to waste their time or money), determining what transfer school is best for them, tracking deadlines and special admission expectations for competitive programs and navigating the information on university websites. The students expressed interest in having transfer information printed and available to them and not simply posted on a website. Focus group participants expressed their support of and appreciation for transfer workshops, EPAC's "Major Steps" publications,

as well as Highline's Degree Audit.   And finally, the students expressed their interest in more "student to student" networking opportunties i.e. bringing students who have successfully transferred to a university back to Highline for a panel or individual contacts.

Highline faulty advisors were surveyed in May-June 2013 to determine what issues they see that students need help in making a successful transfer. Eighteen faculty respondents shared the following suggestions and concerns regarding our transfer students:

- • 24% felt that students do not understand the transfer process
- • 22% believed that students are challenged to identify which transfer college would be the best for them
- • 18% observed that students have no idea about their major, classes required to be admitted into a particular major and/or GPA necessary to transfer into a particular major

In addition, the faculty observed that students need help searching for scholarships, learning how to complete the Common Application and understanding how degrees and credits transfer to a university. Faculty advisors recommended that the Transfer Center conduct class presentations and programs on how to transfer successfully, and "How to write a Personal Statement" as well as provide more information publications about preparing for specific majors.

Our visits to two area Community College Transfer Centers revealed that we were definitely moving in a positive direction in terms of resources, programming and furnishings. As a result of our assessments, we are planning special programs on a weekly or bi-weekly basis on such topics as "Writing your Personal Statement", "Completing the Common Application", "Selecting the Transfer School That is Right for You" and "Transfer Major Preparation".

And finally, as we have done in the past, the Educational Planning staff randomly distributed an eight-question satisfaction survey to 109 students who came to EPAC during the second week of winter quarter. Results from the surveys demonstrated a very high satisfaction rate with a range of 3.87 to a low of 3.64 on a scale of 1 (low satisfaction) to 4 (very high satisfaction).

Financial Aid
Prepared by: Lorraine Odom

The Financial Aid Department assessed three staff interventions designed to help students understand financial aid policies and procedures including financial aid suspension and student loans. In addition, the staff evaluated the training provided to our student employees.

In the past, the Financial Aid Office recommended that students on financial aid suspension attend a financial aid information session. The session provides detailed information on Highline's Satisfactory Academic Progress Policy and allows students to ask questions regarding the financial aid process. Although no formal assessment was conducted to measure the value of attending this orientation, it seems logical that this session was offered too late and that students would derive more benefit by attending this information session before their aid was suspended.

Beginning with the completion of fall quarter, the staff notified students who were on a financial aid warning status that they were "required" to attend an orientation. Students "on warning" are required to successfully complete all credits registered in the next quarter they attend. If this is not accomplished, they are placed on financial aid suspension. Approximately 350 students who were placed on financial aid warning received notification of the mandatory information session. Of the 350 students, 59 attended the session. Thirty-five continued to be successful during the following quarters and 24 went on suspension.

It is clear that in order for the financial aid information session to be successful and effective, we will need to increase the number of students who attend. To expand our student audience, we are considering the development of an online orientation option. We will also use different wording in the letter to focus on the importance of attending. It is the director's belief that making this mandatory may create barriers so requiring attendance is not being considered.

With the data collected it appears that the orientation provided helpful information to the majority of student attendees. With these results, we will continue to "recommend" that students on financial aid "warning" attend our financial aid information program with the recommendations previously mentioned. We will continue to monitor this process during the 2013-2014 academic year to determine if having students attend an orientation is beneficial to the student.

One important goal of the financial aid office is to educate Highline students about taking on student loan debt. We have established numerous policies and processes to achieve this goal. However, denying or limiting the amount of loans our students choose to borrow is not in the purview of the Financial Aid Department. Yet the students who are unable to pay back their loans after leaving Highline can penalize the college and current students. This is the reason why I chose to use USA Funds to assist with managing our students who are in student loan repayment.

We started analyzing our borrowers in February 2013 and reviewed the resulting data at the end of June. During this timeframe we contacted student borrowers who were delinquent in their loan repayment from 181 days to 359 days. Phone calls, emails, and letters were used as the points of contact with the heaviest focus on the most delinquent borrowers.

Through this assessment we identified 26 students who were most likely to go into default. After our contact with these borrowers, 8 did not go into default. We also identified 79 borrowers who were 181-270 days delinquent on their payments and also likely to go into default. Of these borrowers, 60 did not go into default. We believe that with our continuous contact, these borrowers will have the ability to remain in good standing and not return to a default status.

We are pleased with the results we are seeing and plan to continue this process. We are currently reviewing the data from USA Funds twice a month and contacting students monthly. The department plans to analyze the data every three months to determine the results of our efforts. With this continuous review process the ultimate goal is to reduce our current 3 year draft default rate which is currently 17.2%.

Supervisors in the Student Services Department identified the need for work-study students to be trained in a number of areas. A student employment task force was developed to identify the areas of training needed, the trainers, and the mode of the training. Understanding campus resources, confidentiality and FERPA, customer service and cultural competency were the focus of the trainings.

Survey results proved that this training was beneficial to our student employees and the presenters were pleased with the enthusiastic interactions. Additionally, supervisors were able to see an immediate benefit of employing better trained staff.

With these positive results, we plan to continue the trainings during the 2013-2014 academic year. Some ideas we will explore to enhance the training include adding a resource scavenger hunt, assigning homework and providing certificates of completion. We will also begin to develop a training manual for supervisors to use and for students to utilize as a refresher.

In conjunction with the student employment training, a number of student employees were also cross trained to work in more than one department. This need was identified due to the varied peak demands times in our various offices. Trained students "floated" between Admissions, Registration and Financial Aid.

This training also proved to be very successful. Students gained an increase in knowledge and understanding of different departments and their functions and enjoyed the opportunity to meet and work with different staff members. The departments indicated that utilizing the "floaters" helped the three departments to function more efficiently and effectively.

With these results, we will continue to train Student Services student employees to be "floaters" and will explore the feasibility of adding other departments during the 2013-2014 academic year.

International Student Programs

Prepared by: Jennifer Wascher

International Student Programs (ISP) recruits and welcomes over 480 international students from 35 countries. We support students' educational and personal development goals, connect them with the campus, and provide them with opportunities to share their global perspectives. Consistent with ISP's mission, this year, we focused our assessment on student learning in the College Survival Class and the quality of our services and support for Short-Term Program international student participants. 230 new internatinoal students enrolled in the College Survival course and we served 22 Short-Term Program participants.

Outcomes analyzed:

- College Survival students will develop an awareness of college resources, become more effective time managers, and increase study and test taking skills.
- Short-Term Program participants will report a positive study abroad experience at Highline in regards to orientation, classes, and ISP services (advising and activities).

The College Survival assessment indicated that students developed a high level of awareness of campus resources and a moderate understanding of time management and classroom appropriate communication skills.   In the beginning students had a minimal understanding about how online Angel courses work and at the end of the course, there was a significant improvement navigating Angel with a 90% mastery level. With Angel web-enhancement to SSER 100, students received a strong foundation in online course study skills, participated in weekly discussion boards and exercised deadline compliance. Insufficient skills working with Angel were problematic to student success in other classes which made this an important SSER 100 learning outcome. In the future, the College Survival course will introduce Angel before the start of the class to better prepare new international students.

Short-Term Program survey responses were positive overall and highlighted several strengths of their experience at Highline:

- Orientation provided them useful information as a new student
- Their study abroad experience will benefit their studies and career goals
- Advising appointments were helpful to plan classes and understand the registration process;
- The ISP Staff was knowledgeable.

In fact, all participants that reported TOEIC (Test of English for International Communication) scores signicifantly improved their scores after their Highline Short-Term Program improved their scores. The majority of respondents studied Hospitality & Tourism (71%) at Highline and 12 of 17 Kanda University students completed internships. In the future, additional staffing is recommended to focus on this growing student population that requires more support and communication with faculty in developing short-term study options.

College Survival and Short-Term Program assessments will continue in the 2013-14 school year as they are tools for evaluating engagement, learning and achievement for key groups of international students. The data collected is also informative to ISP's new student orientation, which may require modifications to content and an assessment process. Adjustments to programming in response to assessment data will be ongoing.

Multicultural Affairs

Prepared by: Natasha Burrowes

Multicultural Affairs (MCA) focused our assessment on a key learning outcome that as a part of our mission: to support students as they personally integrate their awareness on issues of diversity, multiculturalism and social justice. This year, we focused our assessment on Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, and Asexual issues.

One of the MCA's priorities is to coordinate a campus-wide Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, and Asexual (LGBTQIA) task force. The LBGTQIA Task Force mission is to provide more access and support for LGBTQIA students, staff and faculty. It also is tasked with creating a campus climate that ensures equity and inclusion at every level of the institution. The department sought to better understand the campus climate around issues of heterosexism and to explore what

Highline's LGBTQIA student populations need for success at the college. Data was collected from a campus-wide survey that was distributed to 170 students and from a focus group of 10 students who are members of the People Respecting Individuals and Sexual Minorities (PRISM) Club. The data collected will be used to provide direction for the task force to determine the educational, programmatic, and service needs that will create a campus that is inclusive, supportive, and representative of LGBTQIA student populations.

As a result of this assessment, Multicultural Affairs will be increasing visibility of campus support services for LGBTQIA student populations. To provide more visibility, MCA will expand our LGBTQIA website and identify ways to make support services for LGBTQIA students more visible on the HCC website. The findings from the focus group were an affirmation of the importance of the LGBTQIA History Month events and programs sponsored by Multicultural Affairs and the LGBTQIA task force during the start of the academic year. Promotion of these campus-wide events and programs demonstrate to new and continuing students our institutional climate and values. MCA and the LGBTQIA task force will be expanding the month considerably this year by offering more programs and collaborating with additional campus partners. MCA also will place a greater focus on the promotions aspect of this event in order to provide more intentional visibility on the campus. Given the comments made in the focus groups around creating "safe spaces" in the classroom, task force members will be reviewing the Safe Zones curriculum over the summer and reflecting on how to expand the training curriculum to address student needs in the classroom around intentional visibility, creating inclusive space, and support.

For the 2013-2014 assessment year, MCA will conduct another focus group assessment in order to gather more detailed data around LGBTQIA students and their classroom experience. MCA may also explore conducting a focus group of students that identify as LGBTQIA that are not as involved with PRISM in order to capture diverse student experiences across the campus.

Registration and Records
Prepared by: Debbie Faison

The Registration and Records Department (R & R) engaged in an assessment to streamline and improve the "Application for Graduation" process. It was evident to R & R staff that the process and forms were not transparent and clear to students as well as faculty members. This confusion lead to a stymied graduation application process that slowed the posting of diplomas in a timely fashion. The R & R department developed a new procedure and graduation application form. Before implementing the new format for the entire campus, the department conducted a "beta test" with Business Technology students and instructors to evaluate the improved process.

Fifty-three newly formatted graduation applications were submitted to faculty to review and thirty-four have been returned to the Records and Registration Department.   As a follow-up to the 34 applications that were processed, students and faculty were surveyed to see how they experienced the new graduation application form and procedure. Eight students and one faculty member responded to the

request to participate in a follow-up survey. From the results of the survey, it is clear that the new forms are an overall success with improved clarity and helpful information. However, students also expressed that they were confused and unsure about what happens next now that their application for graduation had been submitted. Questions remained for students about a number of "next steps" they needed to take which included their concerns about when they would receive their degree, how to participate in the graduation, and/or how to request special recognition because they are graduating with Honors. The Registration and Records Department believe that the improvements in the graduation procedure have been beneficial and will now look into how to communicate the "next steps" to prospective graduates.

TRiO Student Support and Retention

Prepared by: Ay Saechao

With the goal of student retention, academic achievement and college tranfer, the TRiO Department's assessment focused on four key variables critical to student success including student's academic preparedness, transfer readiness, financial literacy, and community engagement.   During the TRiO intake interview and the exit interview, every TRiO student completed a survey instrument that measured these variables on a 1-5 point scale with 1 indicating minimal mastery and 5 indicating strong mastery. The following chart and graph illustrate the pre and post test results.

	Academic Preparedness	Transfer Readiness	Financial Literacy	Community Engagement
Pre-Assessment	3.32	2.77	3.14	3.05
Post-Assessment	4.00	4.03	3.82	4.05

From the intake assesment it is clear that the average student that enrolls in the TRiO program is unaware of the transfer process, not academically confident, financially illiterate and lacks signiciant community engaement with the Highline college campus. Students report lowest competency levels with their transfer readiness (2.77) and community engagement (3.05) during initial intake interviews. In response, the TRiO staff incorporated the following services and resources designed to enhance transfer readiness and community engagement:

- Transfer Advising
- Transfer Portfolio Review Day
- University Campus Visits
- Quarterly Transfer Visits to Bachlelaureate Universities
- Transfer Workshops
- TRiO Bridge Course that focuses on transfer readiness
- Civic Leadership Conference
- TRiO Student Organization & TRiO Student Ambassadors
- Annual TRiO Kick Off and Graduation Event

After participating in TRiO, students indicate confidence growth in all areas with greatest gains in transfer readiness (+ 1.25) and community engagement (+1.0) and lowest gains with their academic preparedness (.68) and financial literacy (.68). In response to our findings, we plan to focus on these two components in the future. Initiatives designed to address our student's needs include the following:

- Refinement of services provided by the TRiO Academic Learning Specialist
- Streamline the TRiO Academic Advising Model
- Increase academic subjects offered by TRiO Tutors
- Mandatory Financial Aid and Financial Literacy Advising

In conclusion, we will continue to analyze the entry level characteristics of our students to build responsive TRiO services. The assessment data has informed the development and expansion of services and resources offered by TRiO that enhance student retention, graduation, and transfer rates. It is encouraging to note that the transfer and graduation rates of Highline's TRiO students is 2 to 3 times higher than the national average recorded for first-generation and low-income students.

First-Generation & Low-Income Graduation and Transfer Rates

Objectives	National Trend	TRiO
Graduation Rate (within 3 years)	30%	56%
Transfer Rate (within 3 years)	18%	53%

Women's Programs/WorkFirst Services

Prepared by: Deana A. Rader

Women's Programs and WorkFirst Services outcome assessments aligned with Highline Community College's Core Theme 1: Promote student engagement, learning and achievement, and Core Theme 2: Build relationships and a meaningful presence within HCC communities.

Our first assessments investigated interventions to increase the percentage of successful WorkFirst GED completions as well as the percentage of students transitioning to college credit bearing coursework. Last year the WorkFirst team collected data on all GED completers and discovered that success rate for the WorkFirst GED participants was lower than for the total population of students pursuing their GED. With this data, the WorkFirst team added a new position to their staff, a GED Transitions Coordinator as an intervention strategy to increase retention.

For our first assessment the department tracked the GED completions for the 23 students that attempted the five required GED sub-tests. This is a 30% increase over the number of students attempting to complete all five tests in the previous year. Sixteen of the 23 students that attempted the GED also completed all five tests. This is a 56% increase in completers. In addition, we measured the length of time students used to complete the entire GED.   During 2012-13, the average length of time that GED students needed to complete was 3.7 months which is less than the average length of time it takes mainstream GED students, which is 6-9 months.

Outcome 2 GED transitions resulted in a small data set however there was an increase in student transition to credit bearing compared to 11-12. Due to the small data set, the team decided to survey the GED student completers about their college readiness. Out of the 23 who attempted GED completion 18 responded to the survey. Of the 18 students who completed the GED College Readiness Survey, 17 students plan to take college level classes in the future. Additionally, 44% completed college level classes while 55% have not completed college level classes. Only one student had no plans to move into college classes. Ninety-four percent of the students surveyed believe they will continue on with their college level education.

Results from the two assessment outcomes have informed the WorkFirst team. Outcome 1 results revealed the intervention strategy implementation of a GED Transitions Coordination position has had an effect (increase) on the number of GED students' attempts and completion of all five tests during 2012-13. However, Outcome 2 revealed a small data set which was not enough evidence to support the intervention strategy had effect on the number of students transitioning to credit bearing coursework. GED student college readiness survey results were encouraging so the team will continue this outcome into 2013-14 assessment cycle.

Women's Programs second assessment investigated the outcome of WorkFirst students completing Professional Technical certificates through the use of quarterly mandatory advising sessions. Additionally, the WorkFirst Team implemented the mandatory advising as a retention tool but also to measure student navigation skills. This assessment aligned with Highline's Core Theme 1 and 2 as well as Core Theme 4 sustainability in human resources, operations and teaching and learning.

The overall results from this outcome were positive. Women's Programs surveyed 32 students participating in spring 2013 quarter mandatory advising session. Thirty-two students (68%) gave the mandatory advising session a five out of 1-5 on a Likert Scale with five as the highest score. Ninety-nine percent of the students were returning students. Eighty-seven percent responded they knew how to pull and interpret a degree audit while 71% responded they knew how close they were to completing their coursework and their program. However, only half knew how to apply for a Professional Technical certificate. During the next assessment cycle, the team will work on ways to put an intervention in place to increase this rate of response either by using a survey tool assessing student navigation skills in relationship to the Professional Technical certificate application process and/or continue more data mining to watch for trends.

Workforce Education Services

Prepared by: John Huber

Believing that students are academically more successful if they have an educational plan that supports and monitors their progress, the Workforce Education Services (WES) Department tracked students who had activated an educational plan with students who had no formal plan. An educational plan was defined as an individual, viable and sustainable education plan that connected to the student's career pathway as well as additional financial funding resources and opportunities.

From our results of our assessment, it is evident that 49% of the students with a plan had a cumulative GPA of a 2.5 or higher while only 37% of students without a plan had a cumulative GPA of higher than a 2.5. In addition, 61% of students with a plan had applied for graduation in a timely manner. This is noteworthy since only 14% of students without a plan had applied for graduation in a timely manner. And finally, students with an educational plan were more likely to actually graduate with a credential or degree than those without a plan.

Using our assessment results, the WES department plans to communicate the importance of developing an educational plan with our faculty advisors so they can support and design an educational plan with their student advisees.   WES staff members are also considering linking student priority funding to the students who have developed a viable educational plan.