

"Assessment that Results in Student Achievement"

During the spring of 2008, Highline's Student Services Division launched an Assessment Task Force (ATF), with the mission of developing an infrastructure for conducting assessment initiatives designed to facilitate continuous improvement in student learning and departmental effectiveness.

The ATF established an action plan, prompting each of the fourteen participating departments to develop a clear mission, primary and secondary departmental functions, primary and secondary service populations, learning and service outcomes, and finally an assessment strategy.

The Student Services Division redefined the assessment framework in 2010-11 to address broader and more intentional goals to improve student retention, achievement, and navigation (RAN).

Once departments had developed a clear, cohesive assessment strategy to continuously evaluate their department's service and learning outcomes, the Division broadened the assessment process to focus on student retention at the college, achievement of their educational goals, and student navigation through the college system from admission to graduation. This enhanced assessment focus supports the college commitments to provide student access and promote student success and achievement. The Division's new initiative requires more interdepartmental efforts to determine how the college can better empower and engage students in the achievement of their educational goals.

Based on findings from the previous assessment cycle and a review of the literature, division leaders designed a framework that better aligns departmental learning and service outcomes and activities that have a more direct impact on student persistence.

Starting in the fall of 2011, the Division has expanded its assessment framework to focus on better understanding how our services and programs can be improved as we constantly look for ways to make necessary and beneficial improvements that improve persistence and achievement.