2023-24 Mission Fulfillment Report (published February, 2025)

NOTE: **This version of the MFR is available to the public and includes only the text of the goals, objectives and indicators along with the benchmarks. See [link when available] for top level data available to the public.**

MISSION - As a south King County college striving for social justice, Highline College partners with global students as they envision, plan, and achieve their educational and professional goals.

MFR Purpose

In order to monitor how well Highline College is meeting its mission[A1], Highline's Office of Institutional Research publishes an annual Mission Fulfillment Report (MFR). This report shows whether we are meeting our benchmarks on key performance indicators required for accreditation[A2] as well as other areas designated by the campus community as critical indicators of mission fulfillment. Measures are organized within Strategic Goals[A3]. In response to our NWCCU mid-cycle evaluation, in June, 2024, we developed a more streamlined MFR, which meant that some measures were moved from the MFR to divisions and departments. While we are not required to measure these for accreditation, these measures have been identified as important indicators of continuous improvement toward our strategic goals. They will be monitored and used for strategic planning at the division or department level.

Mission Fulfillment

Highline College defines mission fulfillment as meeting x% of our benchmarks. Note: Definition of mission fulfillment is in development.

A Guide for Readers

Appendices

Throughout this document, you will see superscript links to the Appendices at the end of the document.

   Appendix A includes term definitions and links to resources related to specific sections of the MFR. For example, when you click the A6 at "assessment of student learning[A6]" it will lead you to the sixth entry in Appendix A, with a definition of assessment and a link to Highline's Assessment website.

   Appendix B includes explanations of data sources and links to those sources where possible. For example, clicking on the B15 at "Institutional Effectiveness reports[B15]" will lead you to the fifteenth entry in Appendix B with an explanation of IE Reports and a link to Highline's IE webpage where you can find the reports.

To return to the top of the core theme, click on the ⬆ (blue arrow) next to the name of the appendix entry.

Benchmarks and status markers

   Benchmarks may be contained within the measure, as in "Retention rates improve annually, equity gaps are reduced, and Highline meets or exceeds CTC peer outcomes," where *meets or exceeds CTC peer outcomes* is the benchmark. Or the benchmark will be indicated directly below the measure, as in "**Benchmark**: 100%."

   Status markers can be found in the last column in each data table, located under each measure/benchmark.   You will see colored shapes that indicate how well Highline is meeting the benchmark. Data are sometimes provided in a table for context even when not included in the benchmark. See Status Key below.

   Status key:

   △ = **Meets benchmark**: Meets or exceeds all benchmarks while *also* improving or maintaining results

   ▭ = **Partially meets:** Meets at least one, but not all, benchmarks *and* improving **OR** meets benchmarks but declining

   ⬤ = **Caution**: Improving or maintaining but not yet meeting benchmark **OR** meeting only one benchmark and declining

   ▽ = **Warning**: Falls below benchmark *and* not improving

   ▢ = Category not included in benchmark

   N/A = Comparison data Not Available for this year; cannot determine status

Strategic Goal 1: Access – Increase equitable and representative access to postsecondary educational and career opportunities that lead to social and economic mobility in Highline's service area

Objective 1: Community members have equitable access to college learning opportunities

  Indicator 1: Enrollment at Highline College reflects the diversity of Highline's service district
   Measure 1: Enrollment by race/ethnicity/sex/income in each academic program[A4] reflects the college service district population[B1].
      Benchmarks:
      Race/Ethnicity: *Historically underserved student groups* no less than 5 percentage points below service area percentage.
      Sex: Distribution by sex within 10 percentage points of the district.

   - ELCAP (English Language, Career and Academic Prep)[A4]
   - Transfer
   - Prof-Tech
   - BAS

   Measure 2: Degree-seeking enrollment by race/ethnicity/gender reflects enrollment of high schools from nearest school districts - Federal Way Public Schools (FWPS) and Highline Public Schools (HPS).
      Benchmarks:
      Race/Ethnicity: *Historically underserved student groups* no less than 5 percentage points below service area percentage.
      Sex: Distribution by sex within 10 percentage points of the districts.

Strategic Goal 2: Learning – Increase equitable learning, retention, completion and transfer rates, and improve labor market outcomes using evidence-based innovation and high-impact practices in and out of the classroom.

Objective 1: Academic and student affairs structures, policies and practices increase equitable student outcomes and sense of belonging

  Indicator 1: Students meet course and degree learning outcomes
   Measure 1: Students meet course learning outcomes[B2].

Benchmark: 80% of assessed students meet CLOs[A7].

Measure 2: Students meet core competencies.[B3]
Benchmark: 85% of assessed students meet core competencies.

Benchmarks for Indicators 2 through 6: *For Indicators 2 through 6, our goal is to decrease equity gaps each year until all groups meet or exceed selected peer outcomes. Outcomes will be disaggregated by race/ethnicity, gender, income, and/or first generation status, as appropriate to each measure. If peer data are not available, outcomes will be measured against previous years' Highline data and the Highline overall percentage.*

Indicator 2: Retention rates improve annually, equity gaps are reduced, and Highline meets or exceeds CTC peer outcomes.
Measure 1: Fall to Winter retention rates meet or exceed peer outcomes[B4].

Measure 2: Fall to Fall retention rates meet or exceed peer outcomes[B4].

Indicator 3: The percentage of students who complete Gateway courses (college-level English and math) within their first year improves annually, equity gaps are reduced, and Highline meets or exceeds CTC peer outcomes.
Measure 1: Completion of college-level English within the first year (4 quarters) meets or exceeds CTC peer outcomes[B5].

Measure 2: Completion of college-level math within the first year (4 quarters) meets or exceeds CTC peer outcomes[B5].

Indicator 4: Course completion rates improve at equitable rates.
Measure 1: Course completion rates are equitable and overall rate **meets or exceeds 80%**[B8].

Indicator 5: Transfer and Completion rates improve annually, equity gaps are reduced, and Highline meets or exceeds CTC peer outcomes.
Measure 1: IPEDS 6-year completion rate meets or exceeds our national and CTC peer outcomes[B5].

Measure 2: Transfer student completion rate of FTEC fall cohort meets or exceeds CTC peer outcomes[B5].

Measure 3: Transfer degree graduates transfer within four years of entry, at equitable rates that meet or exceed CTC peer outcomes[B5]. For more details on students leaving Highline, see the [College Outcomes for Students Leaving Highline dashboard](#).

 Measure 4: Prof-tech completion rates are equitable and meet or exceed CTC peer rates[B5].

 Measure 5: BAS students complete their degrees within four years of beginning BAS coursework[B10].

Indicator 6: ELCAP students progress toward their educational and career goals at equitable rates that meet or exceed CTC system peer outcomes. (Peer data not yet available[B11].)
 Measure 1: ELCAP students enroll in college level courses. (Benchmark: TBD)

 Indicator 7: Students from diverse backgrounds experience the College as welcoming and inclusive.
 Measures 1: Students feel like they belong at Highline and that faculty and staff understand them and support their goals [B12].

 Measures 2: Students feel that their cultural communities are valued and can be seen on campus[B13]. (Benchmark: 80%)

 Measures 3: Students say they trust people at Highline to care about them and support them[B13]. (Benchmark: 80%)

Objective 2: Highline's academic and workforce programs are aligned with labor market needs and social/economic mobility.
 Indicator 1: Workforce students become employed at equitable rates.
 Measure 1: Workforce students become employed within four years of starting their program, at equitable rates that meet or exceed CTC peer rates[B5].

 Indicator 2: BAS students begin working in their field of study soon after completing[B10].
 Measure 1: BAS graduates gain employment/internships within four years of beginning a BAS program[B10].

Objective 3: Completions of high wage programs are equitable by race/ethnicity, gender, and income level.
 Indicator 1: Student completion of workforce degrees shows equitable access to all workforce degrees; equity gaps, including equity gaps in accessing high-wage[B7] programs, are reduced.

Measure 1: Distribution of high wage vs low wage workforce degrees earned is equitable by race/ethnicity, gender and income level.

Benchmark: Percent of High Wage degrees awarded no less than average for each demographic group. Caution status ⬤ assigned if below average but within 2 percentage points of the average.

Strategic Goal 3: Community – Increase breadth and depths of partnerships with K-12, other postsecondary institutions, community-based organizations, employers and government that align with Highline's strategic priorities and contribute to economic and social vibrancy of communities it serves.

Objective 1: Highline College contributes to economic and social vibrancy of the communities it serves.
  Indicator 1: Highline builds and maintains positive/beneficial partnerships with the local, national and international community
    Measure 1: Community partners are highly satisfied with their partnership with Highline[B14]
      Benchmark: Average of 80% satisfaction on community survey conducted annually

Strategic Goal 4: Create capacity for meaningful strategic planning and transformation to become an anti-racist college through intentional development of employees, facilities, and systems that support student success and close equity gaps.

NOTE: A review of Strategic Goal 4 is on the Executive Cabinet's 2024-25 work plan. Once this review is complete, the objectives, indicators and measures below may be revised.

Objective 1: Inclusive, equitable and supportive policies and practices lead to high retention of employees

  Indicator 1: Employees experience the college as a welcoming community
    Measure 1: Employees feel a sense of belonging, connection and cultural validation[B13]. Benchmark: 80%

Measure 2: Employees rarely or never experience discrimination or microaggression at the college. Benchmark: 80%

Measure 3: Employees believe that the college is committed to fostering an inclusive environment. Benchmark: 80%

Objective 2: Faculty and student-facing staff are trained to use antiracist and culturally competent practices when interacting with students.

Indicator 1: Faculty and student-facing staff are trained to use antiracist and culturally competent practices when interacting with students.

Measure 1: % participating in PD focused on anti-racist, inclusive and/or culturally-responsive practices, disaggregated by full and part time faculty and staff

Objective 3: Employees demonstrate the ability to use antiracist practices in goal setting, scenario planning, assessment and continuous improvement.

Indicator 1: Staff and faculty make meaningful changes to their practice after participating in professional development[A5] focused on anti-racist, inclusive and/or culturally-responsive practices

Measure 1: % reporting changes in practice meant to improve equitable student outcomes.

Indicator 2: All Highline departments and programs demonstrate continuous improvement tied to Highline's institutional goals, including closing equity gaps in access, student progression and achievement.

Measure 1: 100% of student support services and administrative departments annually report implementing strategies to improve services and close equity gaps in access to and/or use of service, based on assessment of evidence gathered, including disaggregated data[B15]

Measure 2: Faculty use the results of assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes.[B16]

Objective 4: Highline College creates and maintains physical facilities and technology infrastructure to ensure accessible and safe learning and working environments

   Indicator: The college creates and maintains safe and accessible physical facilities

      Measure 1: The college maintains sufficient resources (X% of total budget) to address critical facilities maintenance and improvements

      Measure 2: The college meets industry (APPA) standards for Managed Care level of maintenance personnel

      Measure 3: Overall Facility Condition Survey scores improve each year for all buildings, excluding those scheduled for demolition and replacement

   Indicator 2: The college maintains accessible and sufficient technology infrastructure to support the needs of students and employees
      Measure: TBD

Objective 5: Highline's annual revenue meets or exceeds expenses required to meet the college's strategic goals

   Indicator 1: Annual revenue from tuition and state allocation meets or exceeds expenses required to meet the college's strategic goals.
      Measures 1: Highline meets annual state FTE allocation target[B17].

      Meeasure 2: Highline meets budgeted FTE targets for each funding category: state-supported, Running Start, BAS, and contract international students[B17].

Appendix A

A1. Highline College Mission, Vision and Values ⬆

MISSION - As a south King County college striving for social justice, Highline College partners with global students as they envision, plan, and achieve their educational and professional goals.

VISION - Highline College creates anti-racist, equitable pathways in higher education to close opportunity gaps experienced by our students. We support employees to foster the conditions for student and workplace equity. We accept people as they are and honor the life experience they bring. We are cultivating a collaborative learning community that centers the well-being of the whole person and provides a sense of belonging. We highly regard the families and support systems that enable our success and acknowledge that by working together we are limitless.

VALUES - Highline College seeks to live out these values in everyday practice:
- Accessibility
- Accountability
- Cultural Responsiveness and Agency
- Environmental Sustainability
- Equity-First Focus
- Life-Long Learning
- Partnership with local and global communities
- Respect
- Social Justice
- Student-Centered Approaches
- Transparency

A2. Accreditation Standards ⬆

The following standards from our accrediting body, the Northwest Commission on Colleges and Universities (NWCCU), inform our processes, structure and methodology related to Highline's Mission Fulfillment Report (MFR). A complete list of standards can be found on the NWCCU [website](#).

1.B.1 The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.

1.B.2 The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison with regional and national peer institutions.

1.B.3 The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

1.B.4 The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it considers such findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals.

1.D.1 Consistent with its mission, the institution recruits and admits students with the potential to benefit from its educational programs. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advice about relevant academic requirements, including graduation and transfer policies.

1.D.2 Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and postgraduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).

1.D.3 The institution's disaggregated indicators of student achievement should be widely published and available on the institution's website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against

indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision making, and allocation of resources.

1.D.4 The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.

A3. Strategic Goals ⬆

Full text of the Strategic Goals can be found on the Strategic Goals and Objectives page of Highline's Office of the President website.

STRATEGIC GOALS

- **Access** – Increase equitable and representative access to postsecondary educational and career opportunities that lead to social and economic mobility in Highline's service area.
- **Learning** – Increase equitable learning, retention, completion and transfer rates, and improve labor market outcomes using evidence-based innovation and high-impact practices in and out of the classroom.
- **Community** – Increase breadth and depths of partnerships with K-12, other postsecondary institutions, community-based organizations, employers and government that align with Highline's strategic priorities and contribute to economic and social vibrancy of communities it serves.
- **Culture & Capacity** – Create capacity for meaningful strategic planning and institutional transformation to become an anti-racist college through intentional development of employees, facilities, and systems that support student success and close equity gaps.

A4. Academic Program ⬆

In ctcLink, an Academic Program is a broad area or level of study. Academic programs at Highline include:

Academic (referred to at Highline as Transfer)

Professional Technical (sometimes referred to as Workforce)

Baccalaureate

Transitional (referred to at Highline as ELCAP; see below description)

Continuing Education

ELCAP (English Language, Career and Academic Prep) is a program providing basic skills training, mostly through noncredit classes.

A5. House Bill 5227 ⬆

HB 5227 requirements: PD mandatory for ALL NEW faculty and staff and 80% of ALL faculty/staff every two years beginning in 2022-23. Excerpt from law: "Provide professional development, either existing or new focused on diversity, equity, inclusion, and antiracism for faculty and staff. This program must be developed in partnership with the institution's administration, faculty, staff, and student leadership groups [emphasis added]. Efforts must be made to ensure the program is developed and delivered by individuals with innate and acquired experience and expertise in the field of diversity, equity, and inclusion. The content framework for professional development must be posted on each institution's public website for parents and community members. The professional development must begin in the 2022-23 academic year."

A6. Assessment of Learning Outcomes ⬆
Assessment is the process of identifying how well students are meeting the student learning outcomes, reflecting on our instructional strategies, and planning methods to improve both student learning and our teaching methods. Managed by the faculty-led Assessment Committee, assessment of student learning is an ongoing process and involves all members of the Highline community.

A7. Course Learning Outcomes (CLOs) ⬆
Course Learning Outcomes (CLOs) are statements that specify what students will know, be able to do, or demonstrate when they have completed a specific course.

A8. Core Competencies ⬆
Highline College students, upon successfully completing their courses of study, will demonstrate abilities in the following areas. In achieving these abilities, students' lives will be improved academically, professionally and personally.

Communication

Critical Thinking

Quantitative Reasoning

Information and Visual Literacy

Community and Social Responsibility

Globalism

Appendix B

B1. Enrollment and Service Area Headcounts ⬆

Highline College enrollment headcounts (for disaggregated enrollment within programs) come from our internal CTCLink data. Headcounts for our service area come from census data in 16 local ZIP Codes. Only residents aged 15-54 were included, as the closest available proxy for our target population. Official US Census data is updated every 10 years for race/ethnicity and sex demographics. Estimates based on the American Community Survey and US Health Department birth and mortality data are updated midway between each official US census year.

B2. Assessment of Course Learning Outcomes ⬆

Faculty are required to submit quarterly assessments of student learning for at least one course. Data are stored in Canvas, our Learning Management System, and aggregate data are reported to IR after each quarter.

B3. Core Competency Measurement ⬆

Core competency assessment will be tracked within Canvas. Data will be sent to IR periodically for analysis. Benchmarks will be established as data are available.

B4. Regional (CTC) and National Peers ⬆

Based on similar characteristics, the colleges selected for peer comparison are listed below. Regional and national peers have been selected using guidance from NWCCU. All national peers have been Aspen finalists and provide us with aspirational targets.

CTC Peers

Highline is part of the Washington Community and Technical College (CTC) system, which includes 34 institutions.   The institutions below were selected based on similar characteristics such as student demographics, size, and academic/workforce focus. This group matches our IPEDS Comparison Group, with the addition of South Puget Sound Community College.

    Bellevue College

    Edmonds College

Everett Community College

Green River College

North Seattle College

Pierce College District

Seattle Central College

Shoreline Community College

South Puget Sound Community College

South Seattle College

Tacoma Community College

National Peers

Kingsborough Community College (NY)

San Jacinto College (TX)

Truckee Meadows Community College (NV)

Valencia College (FL)

Note: For colleges on a semester system, spring semester is used instead of winter quarter in the Fall to Winter retention table.

B5. First-Time Entering Student Outcomes (FTEC) ⬆

This SBCTC dashboard provides data on retention, completion, transfer, employment, and milestones (credits earned, English and math completed) for various cohorts of students starting in each year. These cohorts can include or exclude first-time college students, first-time Highline students (with prior college), and Running Start students. VPN is required for access when off-campus.

Data for each measure can be found in the following tabs within the dashboard.

SG 2, Obj 1, Ind 2, Measure 1 (Fall to Winter Retention): Retention tab
SG 2, Obj 1, Ind 2, Measure 2 (Fall to Fall Retention): Retention tab
SG 2, Obj 1, Ind 3, Measure 1 (English Completion): Credit Milestones tab

SG 2, Obj 1, Ind 3, Measure 2 (Math Completion): Credit Milestones tab

SG 2, Obj 1, Ind 5, Measure 2 (Transfer Degree Completion): Completion tab

SG 2, Obj 1, Ind 5, Measure 3 (Transfer Within 4 Years): Post-College Transfer tab

SG 2, Obj 1, Ind 5, Measure 4 (Prof-tech completion): Completion tab

SG 2, Obj 2, Ind 1, Measure 1 (Workforce Employment): Post-College Employment tab

B6. Note on Filipino Student Data ⬆

Filipino student data come from Highline's system and have been included in a category separate from other Asian students due to the large size of the population and their dissimilar outcomes to other Asian students. SBCTC does not separate Filipino students from other Asian students. Therefore, no comparison data are available in SBCTC's dashboards. Filipino students will be included in overall Asian student data from SBCTC. The same is true of regional and national peer data.

B7. Note on Low-Income Data ⬆

For SG 1, Indicator 1, measure 1: Low income is defined as households with 12 month income less than 200% of the Federal Poverty Level for a family of 4.

SG 2, Objective 1, Indicators 2 (retention) and 3 (gateway course completion), and Indicator 5 (Measures 2, 3, and 4 (transfer and completion)): Low income is defined as the bottom two SES quintiles (data come from FTEC).

SG 2, Objective 1, Indicator 4 (course completion) and Indicator 5 (Measures 1 (IPEDS grad rates) and 5 (BAS completion)): Low income is defined as receiving need-based aid (provided by IPEDS or SBCTC's BAS dashboard).

SG 2, Objective 2, Indicator 1 (workforce employment): Low income is defined as the bottom two SES quintiles (data come from FTEC).

SG 2, Objective 2, Indicator 2: Low income is defined as receiving need-based aid (provided by IPEDS or SBCTC's BAS dashboard).

SG 2, Objective 3, Ind 1, measure 1: Low wage jobs are those that have median wages lower than needed to support a family of 3 at 300% of the poverty line. High-wage jobs include those with median wages high enough to support a family of 3 at 300% of the poverty line, in our service area.

B8. Highline College Pass Rates Dashboard: This internal Tableau dashboard shows pass rates in specific courses in the chosen year(s) and quarter(s). These can be disaggregated by race, gender, and many other categories. ⬆

B9. Sample Sizes Less Than 10 ⬆

In alignment with standard practice in research, SBCTC does not display data when there are fewer than ten students in the group. This prevents the possibility of identifying individuals or small groups of students based on very specific attributes.

B10. First-Time Entering Baccalaureate Student Outcomes (BAS Outcomes) ⬆

This SBCTC dashboard provides data on retention, completion, and employment for BAS cohorts. The Progression Disaggregation tab allows for retention and completion milestones to be selected. VPN is required for access when off-campus.

Data for each measure can be found in the following tabs within the dashboard.
> SG 2, Objective 1, Ind 5, Measure 5 (BAS Degree Completion): Progression Disaggregation tab
> SG 2, Objective 2, Indicator 2, Measure 1 (BAS Employment): Employment Trend tab

B11. BEdA Dashboard ⬆

SBCTC's Basic Education for Adults Outcomes dashboard (available only to CTC system employees) was designed to help track the progress and outcomes of Basic Education for Adults (BEdA) students in transitioning to college level programs. The dashboard includes precollege progress, college level progress, and college program completion outcomes for BEdA students in their first three school years after enrolling. After being removed from SBCTC's website in 2021 due to data issues, it is estimated to be available again by spring 2023. Once system data are available, benchmarks will be set.

B12. DEI Listening and Feedback Sessions ⬆

More info to come on using mandated DEI listening and feedback session input for CT 3, Obj 1, Ind 1, Measure 1: Students feel like they belong at Highline and that faculty and staff understand them and support their goals.

B13. Campus Climate Assessment ⬆

In accordance with WA House Bill 5227[A5], Highline administers a campus climate assessment every two to three years. In 2022, we administered the Culturally Engaging Campus Environments (CECE) survey developed by the National Institute for Transformation and Equity (NITE). Results from the assessment are used to determine progress on two indicators.

SG4, Indicator 1: Students from diverse backgrounds experience the College as welcoming and inclusive.

Measure 2: Students feel that their cultural communities are valued and can be seen on campus. Aggregate answers to Q3:

At this institution, there are enough opportunities to discuss important social issues with people from different cultural backgrounds
At this institution, there are enough opportunities to discuss important political issues with people from different cultural backgrounds.
At this institution, there are enough opportunities to discuss important diversity-related issues with people from different cultural backgrounds.
I feel like I am part of the community at this institution.
I feel like I belong at this institution.
I feel a strong connection to the community at this institution.

NOTE: Positive responses include agree and strongly agree.

Measure 3: Students say they trust people at Highline to care about them and support them. Aggregate answers to Q1.

In general, people at this institution help each other succeed.
In general, people at this institution support each other.
In general, people at this institution work together toward common goals.
People at this institution often send me important information about new learning opportunities.
People at this institution often send me important information about supports that are available.
People at this institution check in with me regularly to see if I need support.

NOTE: Positive responses include agree and strongly agree.

SG4, Indictor 2: Employees experience an inclusive and welcoming college community.

Measure(s) TBD.

Measure 1: Employees feel a sense of belonging, connection and cultural validation[B25]. Aggregate answers to:

I feel a strong connection to the community at this institution.
In general, people at this institution value knowledge held by people in my cultural communities.
In the last year, how often have you felt like you did not belong?

Measure 2: Employees rarely or never experience discrimination or microaggression at the college. Benchmark: 80%

In the last year, how often have you experienced discrimination or microaggression?

Measure 3: Employees believe that the college is committed to fostering an inclusive environment.

How much do you disagree or agree that Highline is committed to fostering an inclusive environment?

B14. Community Partners Satisfaction Survey ⬆

NOTE: IA and IR developed an in-house survey to distribute annually to community partners. This survey is intended to solicit feedback from educational partners, school districts, CE partners, economic development and workforce training partners, and equity and inclusion partners.

B15. Institutional Effectiveness Reports ⬆

Our Institutional Effectiveness process is designed to keep the college in alignment with NWCCU accreditation standards. At the beginning of each academic year, each service and administrative unit of the College develops an *Institutional Effectiveness Plan.* These plans are designed to connect departmental work to the larger strategic goals of the college, document plans for meeting those departmental goals, and to identify measures to assess how well the goals are being met. At the conclusion of each academic year, each department submits an *IE Reflection*. These reflection reports provide an opportunity for departments to reflect on their IE process over the previous year, acknowledge changes that are needed to that process, and to celebrate accomplishments or learning that has taken place.

B16. Improving Student Learning Outcomes ⬆

SG4, Indicator 3, Measure 2 is based on NWCCU's Standard 1.C.7: The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes.

B17. SBCTC Enrollment/Allocation Monitoring Reports ⬆

FTE targets are based on SBCTC's Enrollment and Allocation Monitoring Reports. VPN is required for access when off-campus.