Highline College Institutional Effectiveness Department Report

2020-2021

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| **Department information** | |
| Department name | ELCAP |
| Date this report was completed | July 29, 2020 |
| Staff who contributed to this report | Maurea Brown, Linda Faaren, Shana Friend, Christie Knighton, Lijun Shen, Laurie Stusser-McNeil, Justin Taillon, Steve Washburn |
| Department Mission statement  (if applicable) | The mission of the English Language, Career and Academic Prep (ELCAP) department at Highline College is to prepare our students to be college and career ready by fostering a pursuit of life-long learning, innovative thinking, problem-solving skills, cultural responsiveness, and contributions to the community. |

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| **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** |
| *Core Theme 1, Objective 3, Indicator 3.1: Advanced basic Skills Students will transition from non-credit to credit courses.*  **Oline Math**  Last Fall ELCAP launched the first accessible and open asynchronous online math class. This program allows students to study only the topics they need or study all precollege math subjects.  While at least 5 hours of study is required, students are able to work at their own speed at a time that suits them. Community building and study skills are built in to a weekly discussion and assignment given to all students. While online learning is always challenging, we were able to serve a number of students whose schedules did not permit them to attend a face to face class. In Fall 2019 it was the only known free precollege math class in the system, serving at least 2 students who from outside the service area. This class has also proved invaluable during the switch to online instruction. It has been shared in Canvas Commons and is under continuous improvement thanks to feedback from students. Students who took this class were: professionals preparing for college, students preparing for the GED test, ESOL students preparing for college or wishing to help their children in school.  Below are a few examples of how the success of a sampling of students.  Student 8804431389 was unable to attend a math class and enrolled to bring up his skills until could enter a math class. This class kept him connected to math and he is now finishing up his Algebra in a virtual environment.  Student 809254418 used the class to brush up her skills at her own speed and passed her GED faster than if she was in a traditional class in Feb 2020.  Student 925393712 hadn’t done any math for 45 years and needs to pass a math entrance exam and prepare for college level math. She has been taking advantage of the ability to work at her own speed and redo lessons. In 2 quarters she was able to complete whole numbers, decimals, fractions, ratios, proportion, and perfects, and began studying algebra. She is continuing with algebra in the Summer and should take a placement test Fall 2020. Note: This was the only free online math class with teacher support that this student could find as of Fall 2019. She is studying credit classes with another college in the system.  Student 880344149 was also unable to find a free online math class with student support to help her prepare for college entrance. She flew through the online material and should be beginning college level math classes in Fall 2020.  Student 880457214 really wanted a face to face class, but was having scheduling issues. She was able to work in this class while her children were occupied and is close to finishing her GED.  Student 880446887 had a shifting work schedule. He was able to make it to evening language arts class, but couldn’t get there in time for math. With this program, he was able to do the online math class on his breaks at work.  The flexibility of this class – where you are never behind schedule – is a good match for students such as 880428662 who joined the program near the end of spring quarter and was able to get started right away with the material she needed.  **Online Bridge to College**  In the Fall 2019 we launched the first time ever online Bridge to College class to reach more ESL and ABE students in focused efforts to transition students to college. We were able to serve our evening and Saturday students as opposed to just the 11:00 a.m. weekday students. In this online class students are learning how to explore their career using Career Coach, use Highline’s Pathways to navigate course offerings to the highest credential, learn about different funding options to pay for school, create an educational plan and access campus resources to support their college journey. As a former Faculty in Residence for Instructional Design for 5 years, the instructor has implemented best practices she learned making her content accessible and engaging for all learners. With students' feedback about design, content and delivery, the instructor is continually revising the course for user-ability for this specific population.    During Fall quarter 33% of the students were currently taking ESL 4 and 5 classes, 62% in ESL 3 and 3 Writing, and 5% in ABE/GED. Students age data shows the following distributions; 43% of students are 21-29 years old, 38% are 30-39, 14% are 40-49, and 5% are 50-59. Student’s highest education level reported is as follows; 5% had a masters degree, 38% graduated from a university, 19% attended some college, 26% graduated from high school, and 10% some high school. When asked about jobs students reported;  43% have jobs, the other 43% don’t work, and 14% reported that they don’t want to work. When asked about what they wanted to study at Highline College, students reported; Informant Manager, Computer Science, Business, Law, Human and Social as a Peacemaker, Geography Teacher, and Paralegal.  **ECE IBEST**  The Education Dept. offers the first two Early Childhood Education State Certificates in language cohorts: English, Somali, Arabic, and Spanish. Students in the non-English cohorts were having challenges getting to the State Certificate (and beyond) due to the college level English and math requirement. We expanded our I-BEST ECE program to include two, year-long cohorts. Students who place in ESL Level 3 or higher, and who have completed the first two state certificates qualify for the English cohort. During the year-long program, students attend class on the weeknight and Saturday. Here are the classes for the English cohort:  EDUC 150 and ECED 180 + ESL (fall quarter)  EDUC 130 and ECED 170 + ENGL 097 (winter quarter)  ECED 160 + ENGL 101+ (spring quarter)  Once students finish the English cohort, they are invited to move to the math/science cohort. Most students have finished the required Education classes, so the cohort does not include additional Education classes. Here is the sequence:  ECE Math Prep I (summer quarter)  ECE Math Prep II (fall quarter)  Math-P 146 + ABE (winter quarter)  ENVS 101 + ABE (spring quarter)  Last summer, the Math Department agreed to use the CAM curriculum (first five units) as a prerequisite for Math-P 146. About the end of July, I switched over to exclusively use the CAM curriculum (I was using EMPower before that, which is the base of the CAM curriculum). We continued the CAM Curriculum in the fall. This year I started summer quarter fully using CAM.  Here are the numbers from the math/science cohort:  Fall quarter: started with 32 in ECE Math prep, 25 moved into Math-P 146  Winter quarter: started with 25 in Math-P 146, 100% passed  Spring quarter: started with 23 in ENVS 101, 100% passed (two students opted not to continue with school because of COVID-related issues).  **HOST IBEST**  These are some alterations we have made in HOST I-BEST to, hopefully, improve COVID-19 learning while also meeting the requests of students:   * HOST has moved to flipped classrooms for our I-BEST coursework. This means that lectures are pre-recorded and the entirety of our time together is active. Active for HOST during COVID-19 implies groupwork, teamwork, sessions of 2-4 students and an instructor.   + This allows students to spend more time working online asynchronous, which is important given the responsibilities and barriers to education so many of our students are facing right now. Students have consistently requested we allow them to work online asynchronous as much as possible.   + Also, with many of our ESL students completing their work from different time zones (e.g. Asia), more online asynchronous is good. * All lectures are subtitled, Word documents containing the entire lecture in written form, and PPTs are provided with notes for the lecture. This allows students to ensure they comprehend the material in multiple manners. We are calling this *triangulation*. * We are checking the notes that students took prior to letting them complete a quiz. This ensures each student is prepared for the quiz. In class we would normally check the notes, but online this can be more difficult. We have multiple ways for students to provide their notes pre-emptively to the instructor (e.g. software, PDF, submissions in Canvas, email, holding up to the camera, etc).   + Many I-BESTers are new to the USA's approach to formal education. Thus, we are not only providing them information. We are working with them so they can learn in new ways. If someone's notes are not ready yet, then we work with them until the student is prepared for the quiz. * Instead of having an official class time listed on classes.highline.edu, we allow students to provide their availability to the instructor at the beginning of the quarter. The instructors then assign class times for the students. There are 3-4 students assigned to each class time.   + This is primarily because the more individualized attention so many students need is not possible in large ZOOM classrooms.   + Also, student schedules are quite varied. Having official times where entire classes need to be online is not conducive to online learning. This way the instructor and 4 students at a time are working together. Everyone has ample time to speak and ask questions.   + And since all lecture materials were checked, and notes checked, before class we know everyone is prepared to effectively consider the material and discuss it. * We have moved to weekly quizzes. There are no Midterm/Final Exams. Coupled with note-taking, this ensures no student falls more than one week behind without our knowledge. * Finally, I conducted research. I completed a critical discourse analysis of existing online learning best practices in pedagogical literature. We built assignments based on this research. Interestingly, best practices in literature and what students said during focus groups and on surveys aligned nearly perfectly. Students seem to be self-aware in that they identified how they believe they learn best and it aligned with research findings.   + This leaves me wondering why an instructor would create an assignment that has already been identified as leading to poor learning outcomes AND students have let us know it does not work. I do know that in our rapid movement to an online learning environment some individuals have created such assignments - my students have let me know.   HOST held two focus groups with students and subsequently surveyed students before coming to the aforementioned conclusions and implemented practices. I believe we did successfully align learning outcomes, best practices in online learning, and student requests. Of course, gauging success is still a work in progress. I will next be surveying the HOST students in late November/early December. I am looking forward to those results! |
| **Department strengths** |
| * Adaptability * Caring about student learning and support * Cadre of instructors with a wide range of expertise (from low level to transitions) * Flexibility * Large and diverse teaching staff who bring a variety of teaching styles. Diverse office staff that provide important language and cultural capacity as outreach to students * Collaborative faculty and staff |
| **Department challenges** |
| * Improving communications with low-level students at home—how to encourage and create self-directed learning opportunities while minimizing confusion * Finding and creating level-appropriate materials on-line with copyright sensitivity since we don’t have funding for ready-made online curriculum * Outreach to boost GED/ABE enrollment * Students don’t all have access to the technology they need to do school this way (computers, wifi, data packages, etc.) * Bridging the digital divide: Access to technology and ability to use it independently at home |
| **Areas you would like to improve** |
| * Staying connected as a department and with our students in a distant learning environment * Minimize duplicated efforts: keep building towards a truly collaborative culture * Capturing student voices: meeting needs and wants in our classes and building community amongst students |

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| **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 3. Students achieve their goals by progressing on educational pathways.  Indicator 3.1: Advanced Basic Skills students will transition from non-credit to credit courses.  **Goal 1**: Implement ESOL skills courses (Reading/Writing, Speaking/Listening). Pilot Fall quarter, evaluate, expand as appropriate. The goal is to increase retention, progression, and transition.  **Goal 2**: Implement and expand MATH 146P IBEST. Pilot fall quarter with pre-college level students (non-ELCAP (ABE) students). Expand to ELCAP students subsequent quarters. The goal to accelerate students to complete college level math.  **Goal 3:** Increase overall IBEST enrollment using IELCE to fund student tuition (to those that qualify). |
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| **Suggestions to improve this report or process** |
| I appreciate the format and content of the report. My only request is that we complete this in spring quarter when all full time are available to provide input. |