Highline College Institutional Effectiveness Department Report

2020-2021

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| **Department information** | |
| Department name | Educational Technology (Instructional Design) |
| Date this report was completed | July 24, 2020 |
| Staff who contributed to this report | Marc Lentini |
| Department Mission statement  (if applicable) |  |

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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** |
| The migration to remote instruction stands out from this year, from taking the lead on faculty development and development of the remote teaching strategies, supporting ITS role in technology implementations for that, and support for students moving online. Data from the mid-quarter faculty meeting, Peer review project, and end-of-quarter ERT surveys of faculty and students bear out that faculty felt well supported through the transition. Student learning/success data have not been analyzed yet, but may be subject to too many confounding factors to be useful. This activity supports Core Theme 1, Objective 1, Core Theme 2, Objective 1, and Core Theme 4, Objectives 1 and 2.  Campus flagship events, such as Unity Week and Commencement, and other events including the EDI and hiring forums, also successfully migrated online during the Covid transition. These events used a process developed by ITS and EdTech, and then were further supported by EdTech. Attendance at some events met or exceeded that of on-ground events held the previous year. Anecdotal feedback on other events indicated that participants and offering staff were grateful to be able to continue to offer programming, and that they had received some positive feedback. This activity supported Core Theme 1, Objective 1, Core Theme 2, Objective 1, and Core Theme 3, Objective 1.  The Peer-Led Analysis of Instructional Design (PLAID) rubric was adopted as the evaluation tool of choice for tenure-track faculty teaching online courses. The rubric was also expanded to include criteria addressing accessibility. The adoption occurred mid-year, so no assessment of effectiveness has occurred yet. Anecdotal evidence indicates that a rubric has been helpful, but it involves some work to use as part of a review process. This activity supported Core Theme 1, Objective 1, Core Theme 1, Objective 2, and Core Theme 2, Objective 1.  The department delivered professional development focused on interaction in online courses, including:   * The Four Connections Online Winter Institute session * Small Teaching Online peer inquiry group.   The assessment of the Winter Institute and an assessment of the inquiry group were used to review. As a result of this, Small Teaching Online was reconstituted as regular meeting sponsored by the LTC. This activity supports Core Theme 1, Objectives 1 and 2, and Core Theme 4, Objective 1. |
| **Department strengths** |
| Department members have the respect of the faculty, and similarly are well tuned into the concerns of many of the faculty. They have a high level of competence at creating and delivering proactive professional development and support. We have a library of resources to apply to novel situations, and have been developing alignment between those resources and the PLAID rubric. The video production staff have been effective in supporting the transition to remote work. |
| **Department challenges** |
| Department members are still struggling with exhaustion/burnout from the remote teaching transition. This summer a key member of the Faculty Fellow team will transition out of the group. One video production staff member left the college; replacement did not occur before the Covid crisis hit. Many department initiatives require funding faculty stipends, and resources for those will be severely restricted in the coming budget year.  The department is working on better incorporating assessment into our work cycle. This is a two-fold challenge: learning the process is one, and learning how to measure results on student learning when twice removed from that point.  The department is not as well versed in the needs of prof-tech faculty or STEM faculty. The next year will help, with the addition of a STEM instructor to the team; however, there’s a lot to learn. |
| **Areas you would like to improve** |
| We would like to provide better support for ELCAP and STEM, and re-center accessibility in the conversation about online and virtual teaching. We would also like to expand conversations about low-cost and open materials in teaching, and to provide more advanced tools/integrations into our suite of learning technologies. |

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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!) |
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| Continue supporting faculty remote teaching through technology and professional development, using results of ongoing assessments and analysis of changing nature of the crisis to inform practice. Core Theme 1, Objective 1, Core Theme 2, Objective 1, and Core Theme 4, Objectives 1 and 2. (Further assessments of faculty, staff, and student challenges, participate rates in professional development activities, usage rates of technologies.)  Assess the progress and use of PLAID and derivative resources; modify accordingly and include mode-specific guidance as appropriate. Core Theme 1, Objectives 1 and 2. (PLAID utilization, perception survey, analysis of related/additional rubrics, needs analysis of hybrid instructors from Winter 2020, survey of PLAID users to date).  Analyze department staffing and budget alignment with college needs during and post-Covid response; adjust as appropriate. Core Theme 1, Objectives 1 and 2, Core Theme 4, Objective 2. (Budget status throughout the year, staffing utilization/workload reporting)  Analyze impacts of and implement responses to ctcLink migration for Canvas and other learning technologies, including coding for OER and Low Cost materials. (Successful code implementation)  Clarify processes and identify gaps in institutional support or OER implementation. (Completion of a clarified process, acceptance by OER Work Group). |

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| **Suggestions to improve this report or process** |
| Provide lead time and clarity on scheduling, and time for units to adjust. The EdTech planning cycle has been September-August, so the above is based on very preliminary discussions. The department will be meeting in early September, once our new Faculty in Residence is on board, to finalize plans. |