Highline College Institutional Effectiveness Department Report

2020-2021

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| **Department information**  |
| Department name | Learning and Teaching Center |
| Date this report was completed | 7/12/2020 |
| Staff who contributed to this report | Bob Scribner |
| Department Mission statement (if applicable) | Providing resources to meet the professional development needs of instructors |

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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** |
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| **Accomplishment:** | **CoreTheme:** | **MFR Indicator:** | **Evidence:** |
| Launched a faculty inquiry group with 12 faculty in 2019-20 on the 4 Connections. The [4 Connections](https://drive.google.com/a/students.highline.edu/file/d/1XotnXwaEI2UD4_DLycaRGwqnAM53iHq_/view?usp=sharing) support faculty engaging with students on a personal level, by engaging in authentic care, checking in with them regularly to provide feedback, meeting with them individually, and practicing paradox with students when their lives and school collide. The faculty inquiry group was augmented with a winter institute workshop on utilizing the 4 connections online, and [eight sessions during spring](https://docs.google.com/document/d/12xRrUVEfhwGe_VSsT26opMa7OglQmzNZXdZ7c4TMG5E/edit?usp=sharing) on how to use the connections during emergency remote teaching. | Two | Objective 3. Students from diverse backgrounds progress, achieve goals, and complete degree certificates. | Faculty cohort, all students, all sections:2017-19 pass rate: 79%WI20 pass rate: 85%SP20 pass rate: 87%[Link to full data](https://docs.google.com/document/d/11cBOPAeaIXEwyjfj-rU4Og5uvdn9sIF_iKDkiyqnQfI/edit?usp=sharing)(includes disaggregated data) |
| Launched Small Teaching and Small Teaching Online (Flower Darby) faculty inquiry groups with 17 faculty in 2019-20. The faculty inquiry group was augmented with two [article discussion sessions](https://docs.google.com/document/d/1WjZGHEXb2Xd4TYbR6UM9XWbdc-3EwkF0jkuS9lVvIlA/edit?usp=sharing) during spring, using Darby’s [How to be a better teacher online - Advice guide.](https://www.chronicle.com/interactives/advice-online-teaching)Both are examples of instructors’ continuing desire to engage in professional development, and examples of two ways to provide similar content to different audiences. Full time faculty have benefited from increased use of faculty inquiry groups as a means of development, which allow them to take a deeper dive into how to do something (or do it better) as they meet regularly. Adjunct faculty, who are perhaps not able to commit as much time, participate in regularly in workshops, zoom sessions, and other individual training events. | Four | Indicator 1.1 - Staff and faculty actively pursue continuing professional development opportunities. | Faculty show continued desire to engage in professional development, even in the midst of the switch to emergency remote teaching. In Spring 20 and the first half of Summer 20, 125 participants were seen in professional development offerings coordinated by the LTC, including many adjunct faculty. (year-over-year data is not available as 2018-19 data is paper-based, and located in the LTC office in B9).In academic year 2019-20, 26 faculty members partnered with the LTC to offer professional development for Highline instructors. This speaks to not only to demand for professional development, but I also consider facilitation of learning opportunities as being professional development for the facilitators themselves.Faculty frequently ask for recordings, supporting materials, or even additional sessions of a workshop they may have missed. Instructors also contact the LTC individually for consultations, scholarship suggestions, or requests for contextualized workshops. For example, in SP20/SU20, Mary Weir has requested assistance in helping her CJ faculty work on course alignment. |
| Launched Reflecting with peers on teaching remotely project in Spring. This was a structured opportunity for faculty to reflect, with a peer, on their courses from a student’s point of view, specifically through the lens of a sense of caring and checking in with students.Faculty were required to document changes they had made (or planned to make) in response to self-reflection on their course, or feedback from their peer’s review of their course.Personalized feedback was provided to each participant reinforcing their decisions on changes they had selected to make. | Two | Indicator 1.3 – Students from diverse backgrounds will experience Highline courses as challenging and engaging | 58 pairs began the activity; 56 pairs completed the activity.A couple of specific changes faculty made:- more robust ‘getting to know you’ modules and activities focused on learning something personal about each student (life goals, etc.)- using multiple means of expression to allow students different options for presenting their materials- adapting ways to provide timely, personalized assignment feedback |

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| **Department strengths** |
| * LTC has explicit access to and support from academic affairs administration
* The center has an articulated mission relevant to campus priorities and key goals aligned to the college-wide tenure criteria
* LTC extends its reach via a dynamic online presence
* LTC has a budget funded proportional to campus mission, vision, and strategic direction
* An advisory board for gathering input has been formed
* The center works closely with Educational Technology to provide integrated services
* LTC is staffed with faculty in residence to support work of the department
* Faculty engage with and are supportive of LTC
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| **Department challenges**  |
| * The center has no dedicated meeting space (preliminary plans are in place but due to Covid-19 and campus budget have lost momentum)
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| **Areas you would like to improve** |
| * Have a dedicated classroom and computer space for exclusive LTC use. This would be a space that all faculty can use, including those with contingent appointments, that is welcoming, engaging, and resource-rich. (see above)
* Clarify process for identifying needs
* Ability to more formally assess effectiveness of professional learning opportunities (see goals for 2020-21, below.)
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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!) |
| The following goals are informed by the Guided Pathways workplan:

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| **Goal:** | **Core Theme** | **Core theme objective or indicator:** | **Link to College-wide tenure criteria:** | **Measurement:** |
| Assess effectiveness of professional learning opportunities and revise to improve effectiveness | Four | Objective 1. The College recruits, retains, and develops a highly qualified workforce. | n/a | * Participants are provided Level 1 evaluations ([Kirkpatrick, 1993](https://learning.linkedin.com/blog/learning-thought-leadership/the-best-way-to-use-the-kirkpatrick-model--the-most-common-way-t)) for professional learning opportunities
* Participants are asked to develop action plans detailing how they will apply their learnings (Kirkpatrick - Level 3 evaluation)
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| Design and deliver professional learning opportunities intended to increase faculty knowledge, expertise, and comfort with using formative assessment techniques as a way to assess/improve learning with their current group of students | One | Indicator 2.1 Faculty continually plan, assess, and improve teaching methods based on assessment of student learning. | 1A, 1C, 1D, 1F, 2A, 2B | * Participants are asked to document their plan for closing the loop on assessment (Kirkpatrick - Level 3 evaluation)
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| Design professional learning opportunities aimed at increasing faculty knowledge, expertise, and comfort in reviewing disaggregated course completion data with the goal of planning improvements | One | Indicator 2.1 Faculty continually plan, assess, and improve teaching methods based on assessment of student learning. | 1A, 1F, 2A, 2B, 2C | * Pre-test to measure knowledge and attitude about disaggregated data, and then a post-test after the learning (Kirkpatrick Level 2)
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| Design professional learning opportunities aimed at increasing faculty knowledge, expertise, and comfort in using common rubrics to design assignments and assess student work with the goal of improving instruction | Two | Indicator 1.3: Students from diverse backgrounds experience HC courses as challenging and engaging. | 1C, 1F, 2A, 2B | * Pre-test/post-test (Level 2)
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| **Suggestions to improve this report or process** |
| So thankful to have this process in place! Perhaps shift the cycle from Summer to during the main academic year (fall or winter would be ideal). This would allow me to get more input for the report from my two faculties-in-residence. |