Lessons Learned Navigating a Shift to Remote-Learning with an Emergency Academic Plan (EAP) Approach

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QM Connect 2022
#QMConnectEAP #QMConnect

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Eddie Andreo, MBA – Sr. Learning Exp. Designer

- *17 years of Higher Education online teaching experience*
- *14 years in Instructional Design*
- *QM Certified Peer and Master Reviewer*
- *Nationally QM Certified F2F & Online Facilitator*
- *Directors' Award for Exceptional Service to Quality Matters*
- *QM Rubric Higher Ed Revision Committee Member (6th & 7th Ed.)*

Learning Objectives

1. Discuss best practices for improving future shifts in instructional delivery, especially in times of emergency.

2. Describe the process of developing an Emergency Academic Plan (EAP).

3. Identify resource needs, including staffing, in order to pivot successfully during a time of crisis.

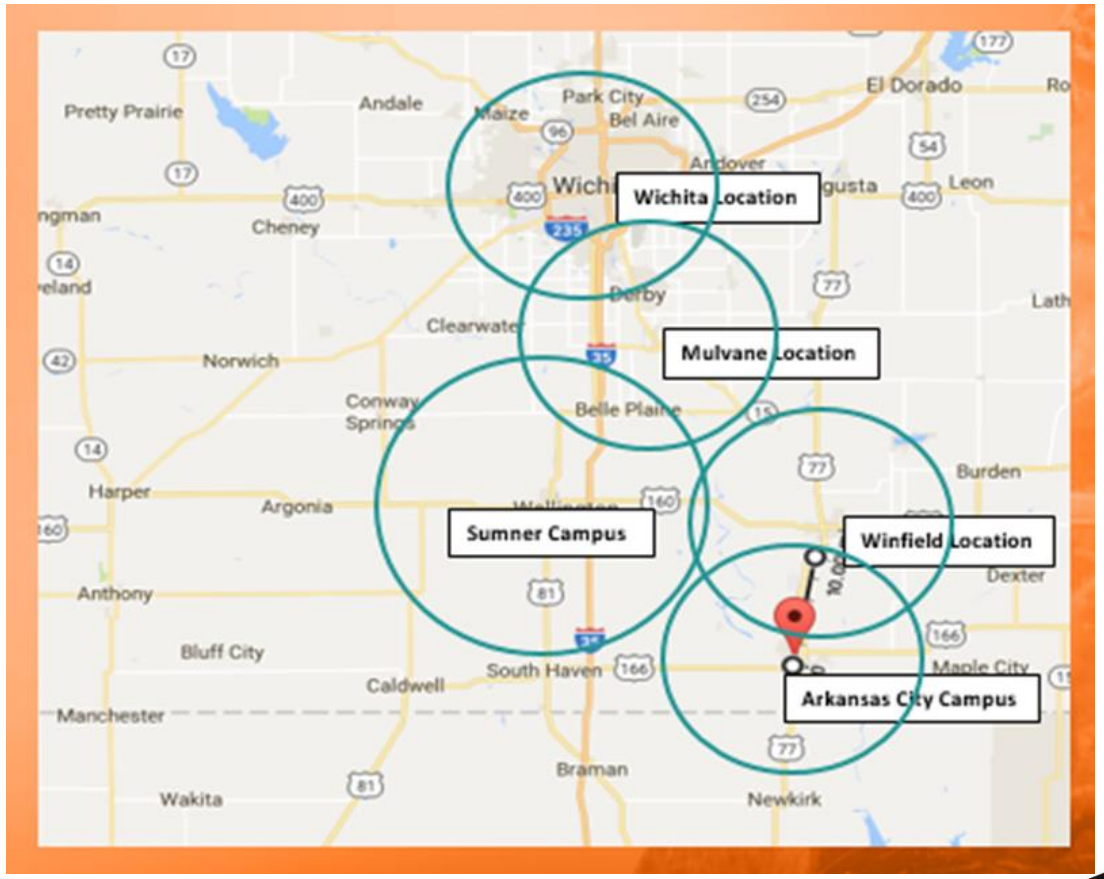
Focus – Quality Chat

This presentation will describe how our institutionalized emergency preparedness plan aided a successful transition from all in-person courses to a virtual modality due to the constraints presented by COVID-19.

About Us – Cowley College

2022 Demographic

- Founded: 1922
- 3619 Headcount
- 1856 FTE
- 756 Dual Credit
- 59:41 female:male



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History

- 2005 Hurricane Katrina
- 2009 H1N1 Pandemic
- 2010 Action Project:
  - Academic Quality Improvement Plan (AQIP)
- 2016 Emergency Academic Plan

Daily Journal

WEDNESDAY

August 31, 2005

Lee County Edition

KILLER KATRINA

Residents struggle to survive, await rescue

STORM STORIES

THE TIMES

CROWN POINT FINAL EDITION

EXPANDED COVERAGE INSIDE

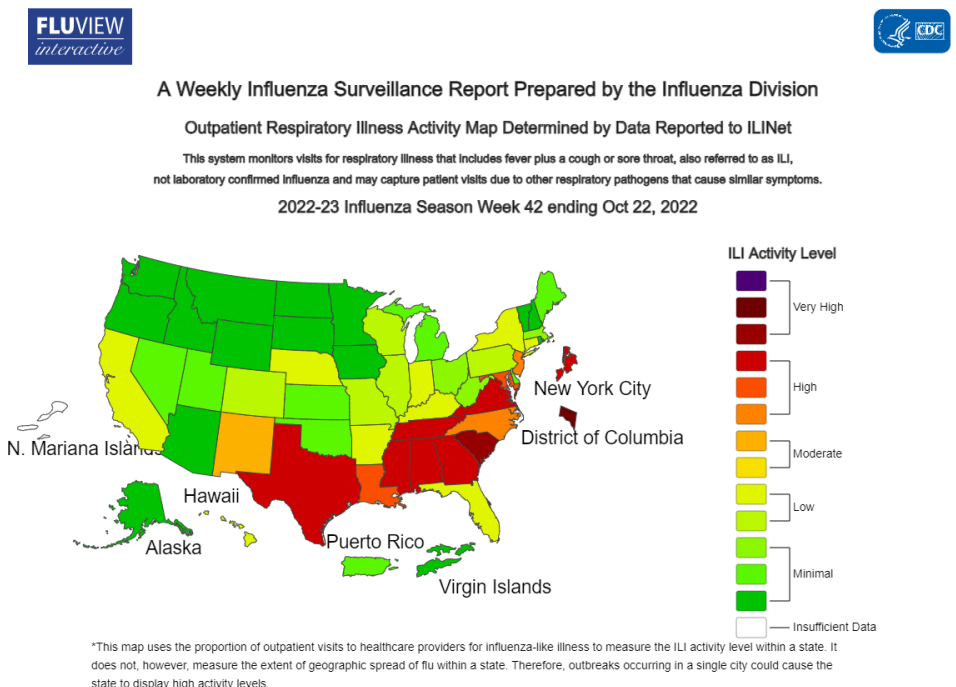
KATRINA'S WRATH TOUCHES REGION

» New Orleans spared worst-case scenario forecasters had feared

» At least 55 dead, more than 1 million people without power

Trial for former fugitive canceled

Woman settles her suit with Tri-Creek



FLUVIEW interactive

A Weekly Influenza Surveillance Report Prepared by the Influenza Division

Outpatient Respiratory Illness Activity Map Determined by Data Reported to ILINet

This system monitors visits for respiratory illness that includes fever plus a cough or sore throat, also referred to as ILI, not laboratory confirmed influenza and may capture patient visits due to other respiratory pathogens that cause similar symptoms.

2022-23 Influenza Season Week 42 ending Oct 22, 2022

ILI Activity Level

Very High

High

Moderate

Low

Minimal

Insufficient Data

New York City

District of Columbia

N. Mariana Islands

Hawaii

Alaska

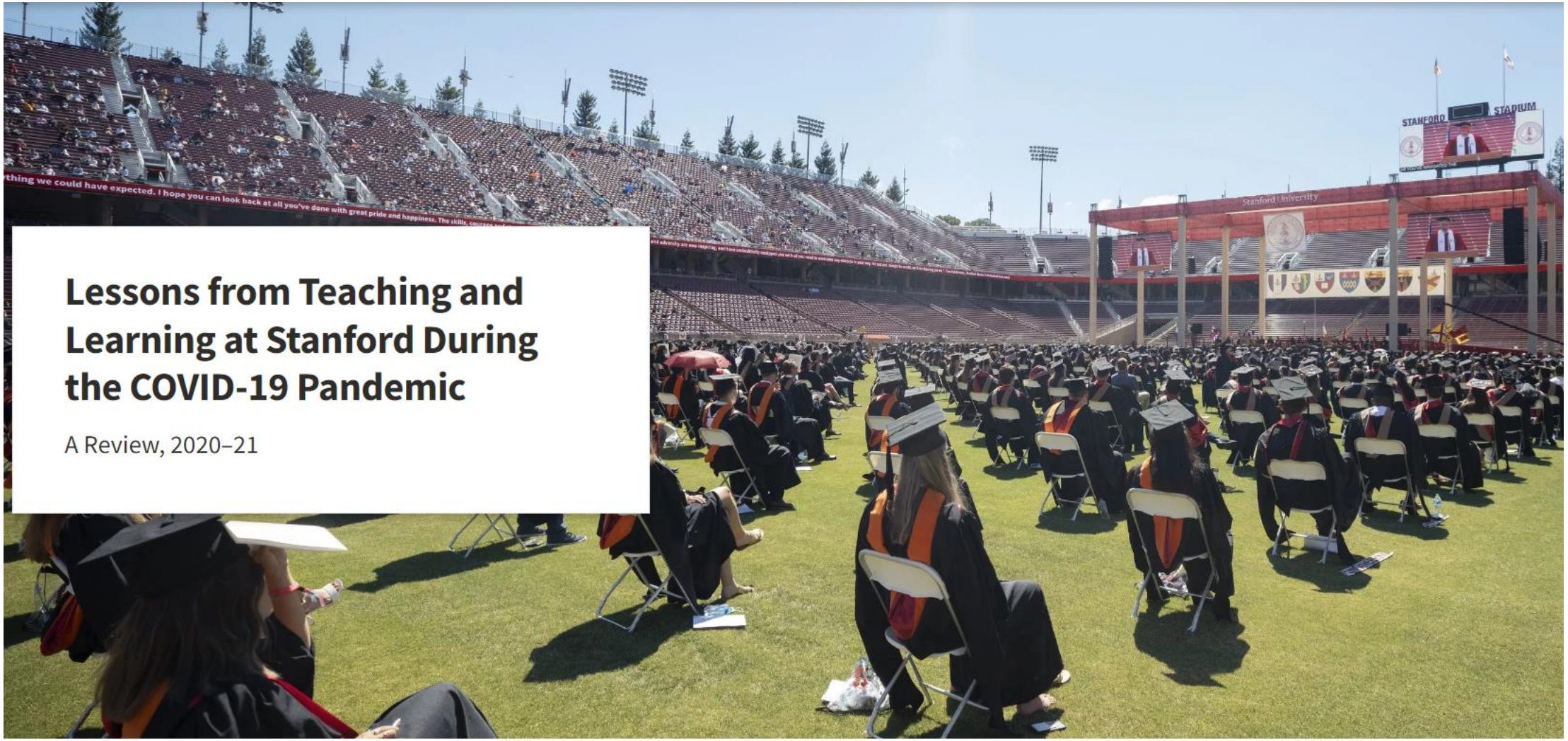
Puerto Rico

Virgin Islands

*This map uses the proportion of outpatient visits to healthcare providers for influenza-like illness to measure the ILI activity level within a state. It does not, however, measure the extent of geographic spread of flu within a state. Therefore, outbreaks occurring in a single city could cause the state to display high activity levels.

Northeast Mississippi Daily Journal, August 31, 2005;
The Times of Northwest Indiana, August 30, 2005.
https://gis.cdc.gov/grasp/fluview/main.html

In the News….



https://pandemiced.stanford.edu/

In the News….

Provost Persis Drell said:

"This review documents the resilience, creativity, and compassion that blossomed at Stanford in the face of a pandemic that upended our educational practices, It shows how our community pulled together to ensure we continued to support our educational mission. Now, as the pandemic wanes, we have the chance to chart a new course in digital learning that is guided by the lessons we learned during the pandemic."

https://pandemiced.stanford.edu/

In the News….

Key Subjects:

I. Innovations in Pedagogy
II. The Changing Role in Students and Staff
III. The Development of Professional Networks
IV. A New Emphasis on the Whole Student

https://pandemiced.stanford.edu/

Crisis Management Plan

- The College will maintain a plan specifying policy and procedures to be used in such crisis or emergencies of which are a significant disruption to the general operations of the College including but not limited to: natural disasters (tornado, floods, earthquakes, etc.), industrial accidents, fire, any illness/injury or other medical emergency, outbreak of disease or infection, violent crimes or behaviors, criminal activities, acts of terror war, political situations, bomb threats, or deaths, attempted or otherwise, and all other similar situations that require the orderly management of resources and processes to protect life and property.

Emergency Academic Plan (EAP) Objectives

- The college makes every attempt to provide students with a high quality education. Even during a time of crisis, the College will safeguard this commitment. The College will provide an academic learning environment to help students in their scholastic endeavors with minimal interruption whenever possible. This is achieved by providing:
  - adequate facilities,
  - an online platform in which to deliver instructional information,
  - and qualified faculty and staff to teach.

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Emergency Academic Plan – Ensuring an Academic Environment During Times of College Crisis

- Items to address
  - **Facilities** – How will teaching and learning continue if the physical spaces are affected by a natural disaster?
    - Alternate locations - Local churches, schools and colleges
  - **Faculty** – How will teaching and learning occur if we do not have enough qualified faculty due to illness or faculty are not able to came to work?
    - Arrangements with surrounding colleges and remote learning tools
  - **Infrastructure** – Do we have the technology and online infrastructure needed?
    - Maintaining consistency and quality in an online learning environment (2010 action project)

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Emergency Academic Plan (EAP)

- APPENDIX of Crisis Management Plan
- EMERGENCY ACADEMIC PLAN The intent of this plan is to supplement other administrative procedures and guidelines for addressing an emergency situation that specifically threatens academic instruction.
  - The purpose of the Emergency Academic Plan is to provide guidance to faculty and staff to help ensure a continued academic learning environment during a time of crisis.
  - The three primary threats to ongoing instruction are facility damage or destruction, loss of online capabilities and loss of faculty and teaching staff.

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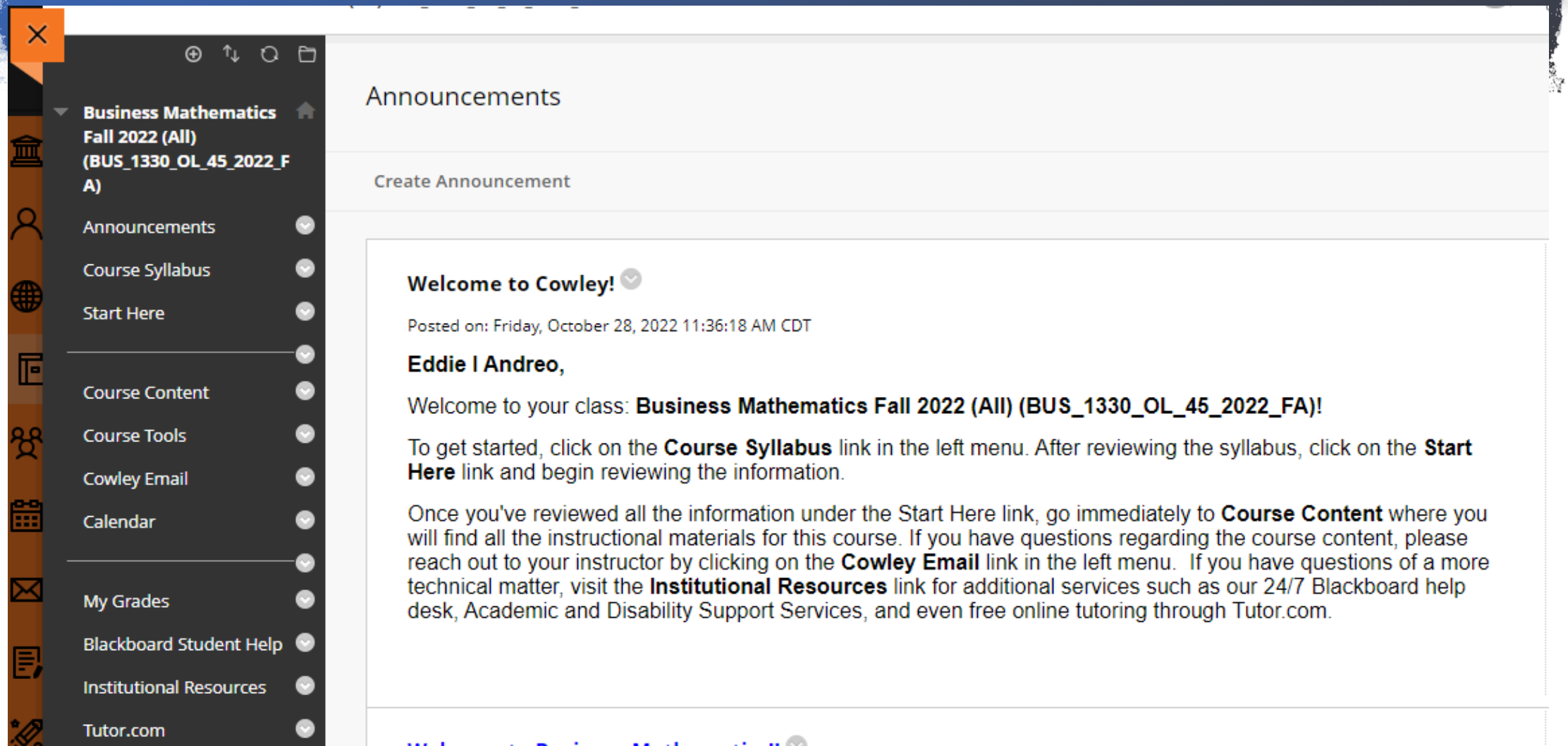
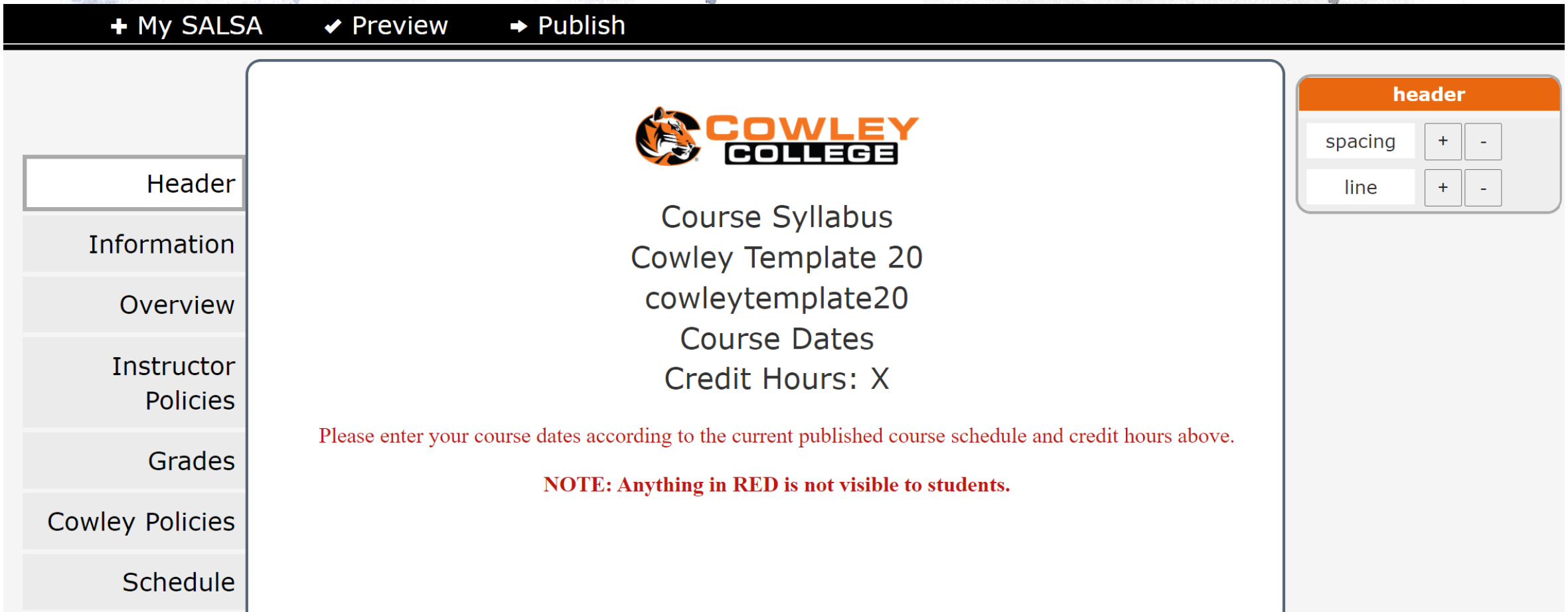
Online Quality and Consistency

Standardized Online Course Shell Design



Standardized Syllabus Template



Faculty Training and Support

2020 Rubrics and Discussions

Cowley College

2020 iPad Training

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2020 Summer Symposium

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Quality Matters IYOC

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2019 Summer Symposium

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Blackboard Online Qualified

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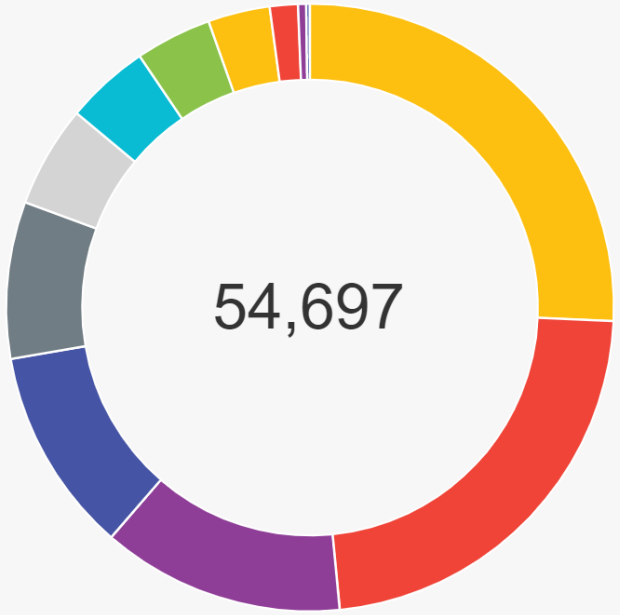
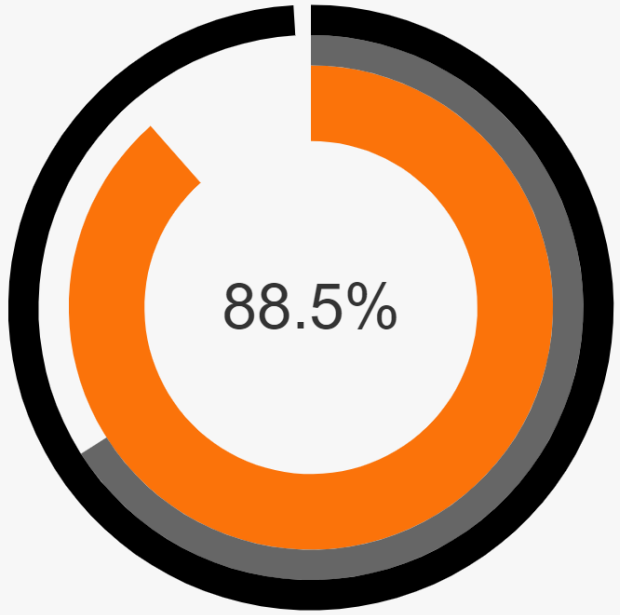
Improved Accessibility

Total content created



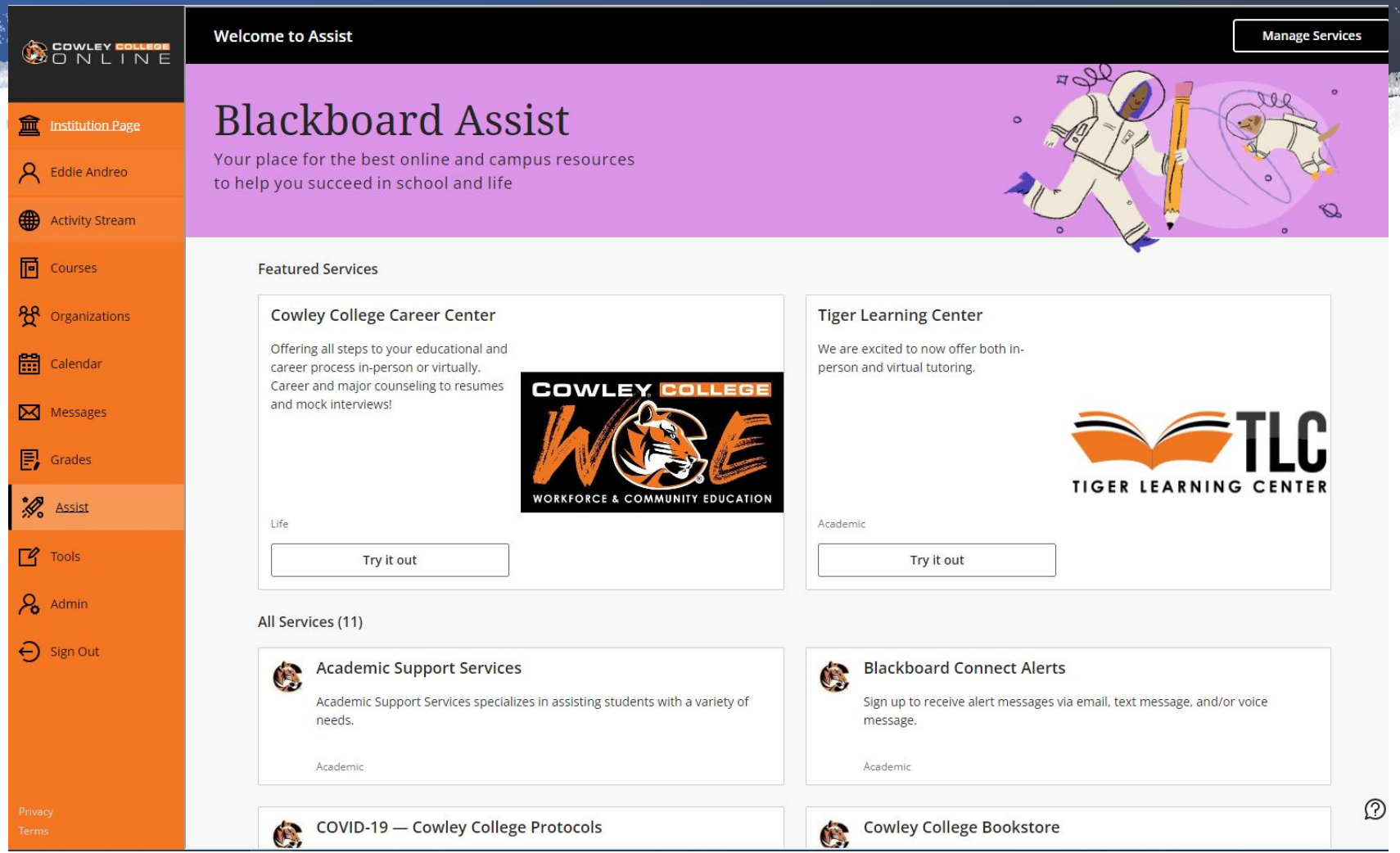
22% ↓

Overall accessibility score



1% ↑

Faculty and Student Resources



Faculty Role in EAP

- Some Skepticism – will we ever use this plan?
- Maybe some short-term event; tornado, flood, ice storm
- Doubtful if anyone seriously considered the scope and duration of the current pandemic

So, why "prepare"?

- Most faculty could see benefits to teaching and learning, whether or not we ever have a disaster.
- Learn new ways to engage students.
- Learn new technologies and keep our programs "fresh".
- Keep courses more uniform and easier for students to navigate (SALSA syllabus template for example)
- Improve accessibility for ALL students – ALLY score

Preparation for EAP – Training and Support

- Summer Symposia
- Faculty-led Professional Development Days
- Badging
- LMS support / Blackboard Collaborate
- Et-Al Resources
- Zoom Pro Accounts
- Training for new Software and Hardware

Preparation for EAP – Technology & Equipment

- Zoom Carts
- Video Equipment
- Presentation Cameras (ELMO / Hover, for example)
- Webcams
- Laptops and/or iPads for every instructor

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Training quietly and routinely continued until....Spring Break, 2020

- News began to break regarding colleges and universities on the east coast moving to 100% online instruction due to pandemic
- Government mandated quarantines and meeting limits put in place
- Administration and faculty leaders determined that Spring Break would be extended for students by one week for faculty to pull all training and resources together for 100% remote instruction
- We had the training and resources -- now was the time for action!

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Overcoming Roadblocks

- Those proficient in use of LMS and technology mentored those who needed assistance
- Technology staff visited with each faculty member to ensure that technology needs were met
- Distance learning/instructional design staff assisted faculty in using the LMS and the "toolbox" they had been helping us to assemble over time - Et Al Resources
- Remote assessments were necessary; obtained Honorlock license
- Bookstore staff assisted in providing e-texts and other electronic resources to faculty and students
- Lab science faculty collaborated regarding delivery of lab lessons and materials

Our New Teaching & Learning Landscape

- Fully remote or hybrid for the remaining 8 weeks & summer term
- Fall semester saw the return to face-to-face operations, BUT...
- Accommodations needed to be made for students who were ill and/or quarantined for extended periods of time, faculty made use of tools in the toolbox: recorded lessons, delivered lessons synchronously, provided remote assessments via LMS and Honorlock

Bottom Line?

- Kudos to the EAP team for their foresight
- Fantastic partnership among faculty, instructional design team, and technology team...Faculty are forever grateful for the guidance, cooperation, and leadership of our partners
- Faculty possess the skills and tools necessary to meet new challenges and the demands of our new instructional reality because we have the infrastructure in place to maintain the partnerships crucial to success which were established in the EAP

Questions moving forward…..

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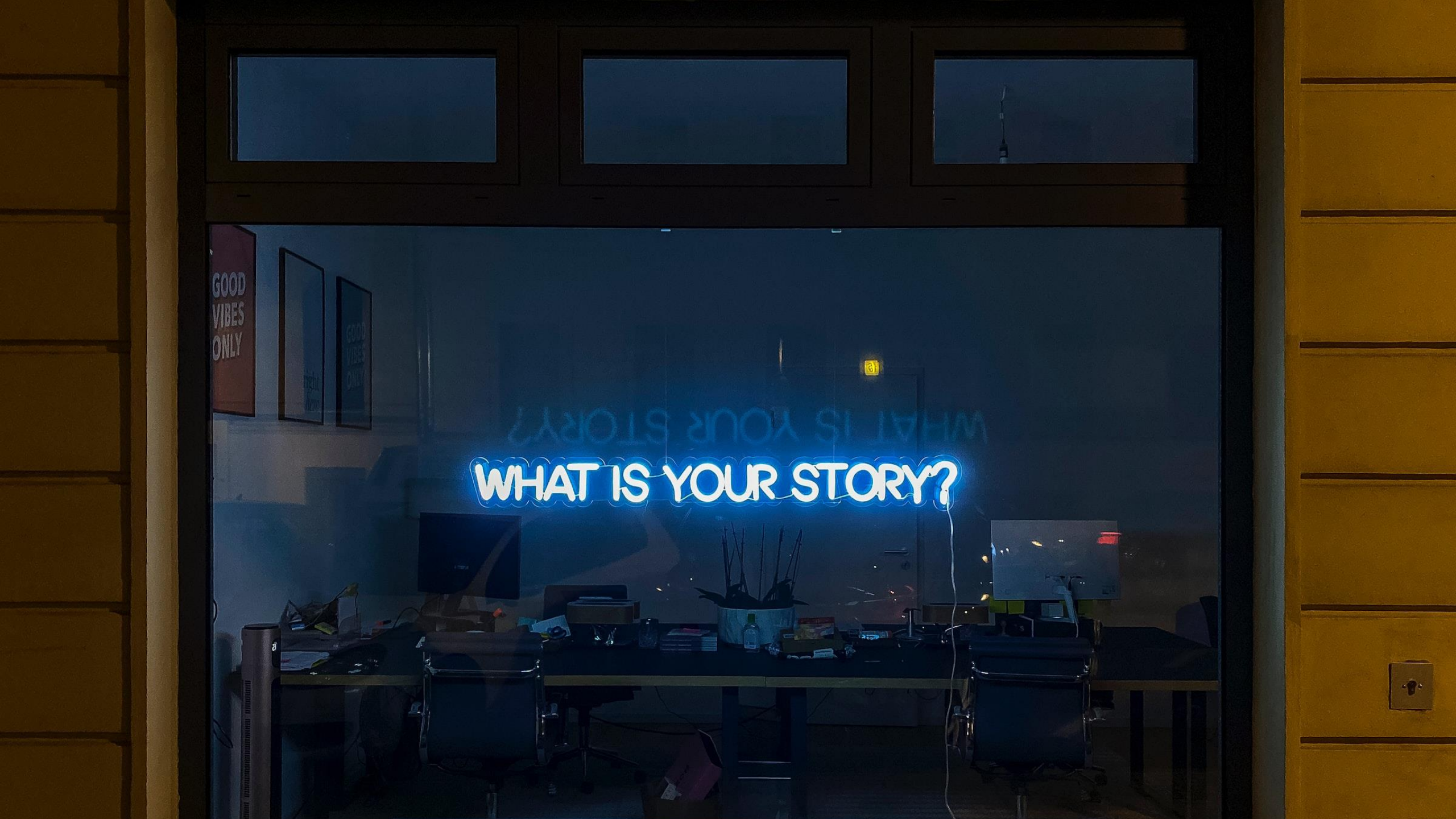
GOOD VIBES ONLY
WHAT IS YOUR STORY?

Thank you!

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