



# Instructor Engagement

Edmonds Community College  
Heather Sipple

Building Pathways to a Brighter Future

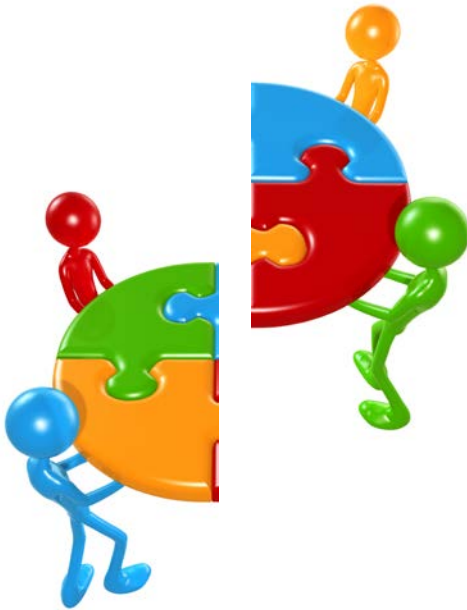
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# The Basics: Getting on the Same Page Understanding and Coordinated Efforts

## ➤ Find the Right Fit

- ☐ Interview candidates; ask questions that pertain to diversity
- ☐ Explain the program; give potential candidates examples of student scenarios
- ☐ Demonstrate student success; show a timeline of a student story starting with the barriers through academic life (struggles and successes) and lastly employment success



# The Basics: Getting on the Same Page

## Understanding and Coordinated Efforts

➤ **Understanding Poverty:** See poverty as a diversity issue—Don't punish crisis

- ❑ “Understand people act and communicate differently when they are in the war zone of poverty. They are responding appropriately to their context”
- ❑ “Suspend judgment—Understand the structural causes of poverty and how to support communities in developing solutions from within.”



Donna Beegle,  
*Communication Across Barriers*,  
[www.combarriers.com](http://www.combarriers.com)

# The Basics: Getting On The Same Page

## Understanding and Coordinated Efforts

### ➤ Coordinated Efforts:

- ❑ Seeing crisis management as a problem solving/critical thinking teaching moment.

### ➤ Shared Problem solving Model:

- ❑ “Wise Choice,” On Course (pp.35-36) by Skip Downing
  - ✓ What is my present situation?
  - ✓ How would I like my situation to be?
  - ✓ What are possible choices?
  - ✓ When and how will I assess my plan?



# Instructor Engagement for Student Success

## Putting the Pieces Together



### ➤ Consistent Communication

- ❑ Early Alert and Regular Meetings, Emails, etc.



### ➤ Collaboration & Support

- ❑ Teamwork and the Instructional Technician Model



### ➤ Coordination— All on the same page

- ❑ Wraparound Services and Cohorts



### ➤ Career Focus— It is all about the future

- ❑ Integrating Career Soft Skills Throughout Curriculum

# Consistent Communication: Early Alert and Frequent meetings

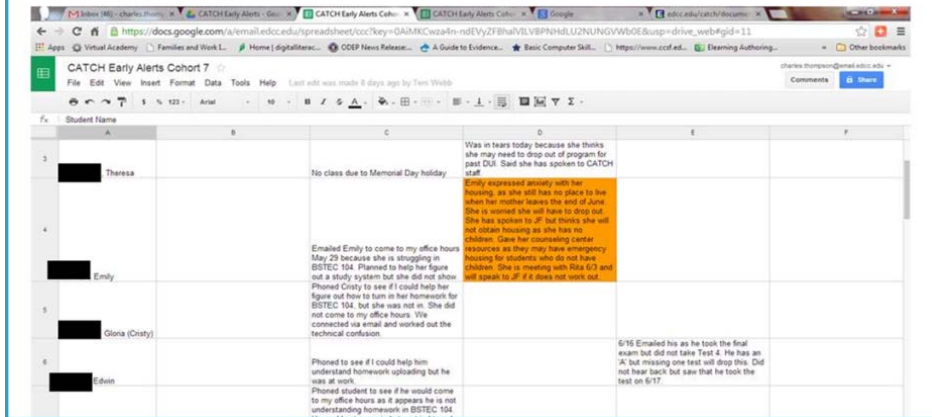


## ➤ Team collaboration while providing services:

- ☐ Instructors enter notes of concern on a shared document
- ☐ Staff add notes and follow up
- ☐ Team members meet weekly to discuss concerns and successes; email necessary updates between meetings

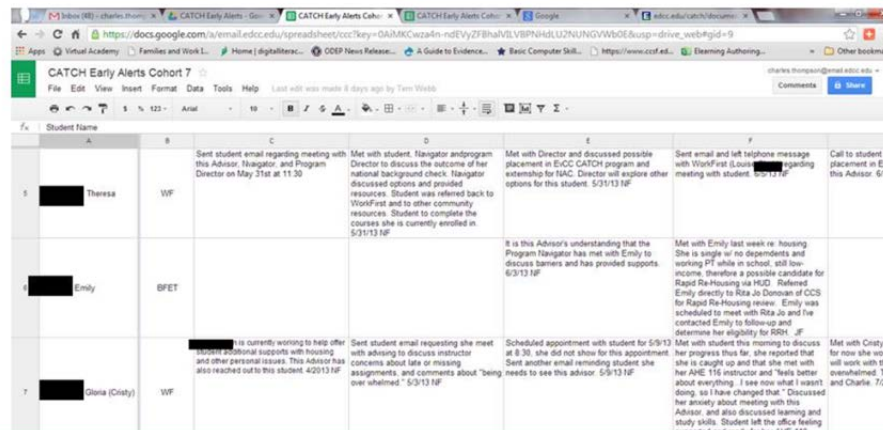
# Consistent Communication: Early Alert

## Edmonds Community College Early Alert Shared Document Instructor Notes



Student Name	A	B	C	D	E	F
Theresa			No class due to Memorial Day holiday	Was in team today because she thinks she may need to drop out of program for past DSI. Said she has spoken to CATCH staff		
Emily			Emailed Emily to come to my office hours May 29 because she is struggling in BSTEC 104. Planned to help her figure out a study system but she did not show. Phoned Crissy to see if I could help her figure out how to turn in her homework for BSTEC 104, but she was not in. She did not come to my office hours. We connected via email and worked out the technical confusion.	Emily expressed anxiety with her housing, as she still has no place to live. She is worried she will have to drop out. She has spoken to JF, but thinking she will not obtain housing as she has no money. Case her counseling center resources as they may have emergency housing for students who do not have children. She is meeting with Rita Jo and will speak to JF if it does not work out.		
Gloria (Crissy)			Phoned to see if I could help him understand homework uploading but he was at work. Phoned student to see if he would come to my office hours as it appears he is not understanding homework in BSTEC 104.		6/15 Emailed him as he took the final exam but did not take Test 4. He has an A, but missing one test will drop this. Did not hear back but saw that he took the test on 6/17.	

## Edmonds Community College Early Alert Shared Document Advisor/Navigator Notes



Student Name	A	B	C	D	E	F
Theresa		WF	Sent student email regarding meeting with this Advisor, Navigator, and Program Director on May 31st at 11:30	Met with student, Navigator and program Director to discuss the outcome of her national background check. Navigator discussed options and provided resources. Student was referred back to WorkFirst and to other community resources. Student is currently enrolled in 5/31/13 NF	Met with Director and discussed possible placement in ECCC CATCH program and externship for NAC. Director will explore other options for this student. 5/31/13 NF	Sent email and left telephone message with WorkFirst Louis regarding meeting with student. 6/13/13 NF
Emily		BFET			It is this Advisor's understanding that the Program Navigator has met with Emily to discuss barriers and has provided supports. 6/3/13 NF	Met with Emily last week re: housing. She is single w/ no dependents and working FT while in school, still low-income, therefore a possible candidate for Rapid Re-Housing via HUD. Referred Emily directly to Rita Jo Doman of CCS for Rapid Re-Housing review. Emily was scheduled to meet with Rita Jo and I've contacted Emily to follow-up and determine her eligibility for RRH. JF
Gloria (Crissy)		WF	Student is currently working to help other students with housing and other personal issues. This Advisor has also reached out to this student. 4/20/13 NF	Sent student email requesting she meet with advisor to discuss instructor concerns about late or missing assignments, and comments about "being overwhelmed." 5/3/13 NF	Scheduled appointment with student for 5/9/13. She did not show for this appointment. Sent another email reminding student she needs to see this advisor. 5/9/13 NF	Met with Crissy re: for now she would work with this Advisor, and also discussed learning and study skills. Student left the office feeling encouraged and ready to see JF on 6/13/13.



# Collaboration and Support: Teamwork and Instructional Technician Model



## ➤ Teamwork:

- ☐ Community College staff: Program Director/Manager, Program Specialist, Academic Advisor, Instructional Technician, Outreach Coordinator
- ☐ Local Workforce Investment Board Program Navigators and Employment Navigator
- ☐ Business Access Community Navigator
- ☐ Refugee Immigrant Services NW



# Collaboration and Support: Teamwork and Instructional Technician Model



## ➤ Instructional Technician Model

- ☐ Prep support
  - ✓ Roster, make copies
- ☐ In classroom support
  - ✓ Book checks, help with computers during lab
- ☐ Bridge support
  - ✓ Communication between students, instructors and staff

# Coordination: Wraparound Services & Cohorts

## ➤ **Wraparound Services in the Classroom:**

- ☐ Employment Navigator provides in class workshops on resume writing and interviewing techniques
- ☐ Computer Community Navigator provides in class workshops on Word, PowerPoint and Computer Security
- ☐ Refugee Immigrant Services NW provides workshops on cultural diversity and global healthcare

## ➤ **Wraparound Services Outside of the Classroom:**

- ☐ Program Navigators coordinate with the instructors and staff using the “Intentional Interventions” (by Laurie L. Hazard) strategy and guide students in working towards self-sufficiency, stability
- ☐ Academic Staff provide support in navigating career pathways and increasing student retention



# Coordination: Wraparound Services & Cohorts

## ➤ The Cohort Model

- ☐ Consistency with courses and instructors, scheduling and collaboration
- ☐ Peer support among students is developed
- ☐ Coordination with Instructional Technician
- ☐ Collaboration between instructors and staff is coordinate based on cohort activities
- ☐ Employment and Computer Support



# Focus on the goal



## ➤ Keep Career goals in mind

### ❑ Bring it together:

- ✓ academic/vocational training
- ✓ retention events
- ✓ soft skill training
- ✓ job search skills

**Thank you**

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