



Elgin
Community
College

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Survival 101: ICAPS during a Pandemic

*Forum for Excellence
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Using the chat feature, enter a word or short phrase that describes how you felt about your ability to continue ICAPS, bridge, and other adult education programming when campuses first started going remote back in March due to COVID-19.

Using the chat feature, enter a word or short phrase that describes how you feel now about your ability to continue ICAPS, bridge, and other adult education programming during COVID-19.

Providing ICAPS and Bridge programming during the COVID-19 crisis

- *Spring, summer, and fall*
- *Marketing, recruitment, and enrollment*
- *Planning for the future*



ICAPS/IET and Bridge Programming

Bridge Programming

- *Early Childhood Education*
- *Healthcare*
- *Industrial Arts/Manufacturing*



ICAPS/IET Pathways

- *Basic Nurse Assistant*
- *Computer Numerical Control*
- *Dental Office Aid*
- *Emergency Medical Technician-Basic*
- *Heating, Ventilation, Air Conditioning, and Refrigeration*
- *Industrial Maintenance Technology*
- *Phlebotomy*
- *Sterile Processing and Distribution*
- *Welding*

Title III Strengthening Institutions Grant Led to Expanded Collaboration within College

- *In Fall 2016, ECC was awarded a 5-year USDOE Title III Grant to scale up ICAPS and expand available pathways*
 - *Shared the model throughout college to promote understanding, gain cooperation, and to allow other departments to also be able to inform students about ICAPS*
 - *Encouraged “we” instead of “us” and “them”*
 - *Developed a block schedule for students that was consistent over both semesters for two semester programs and simplified registration*
 - *Hired two student support specialists to provide personal student case management, coordinate with CTE, and conduct workplace readiness workshops*

Spring and Summer

Spring bridge programming finished virtually

Spring ICAPS programming

- *Student support specialists and support course faculty continued assisting students as support courses and most CTE content courses went remote. **Collaboration and communication were key to supporting students.***
- *Labs, practicals, and clinicals had to pause due to stay-at-order*
 - *Labs and practicals resumed in June*
 - *Physical/social spacing between students*
 - *Some labs lowered the number of students in attendance at one time and had students attend in smaller groups*
 - *Followed all necessary safety guidelines*
 - *Clinicals resumed in late summer and some are still completing this fall, as sites allow students back*
- *ECC traditionally does not run bridge programming or ICAPS in the summer*



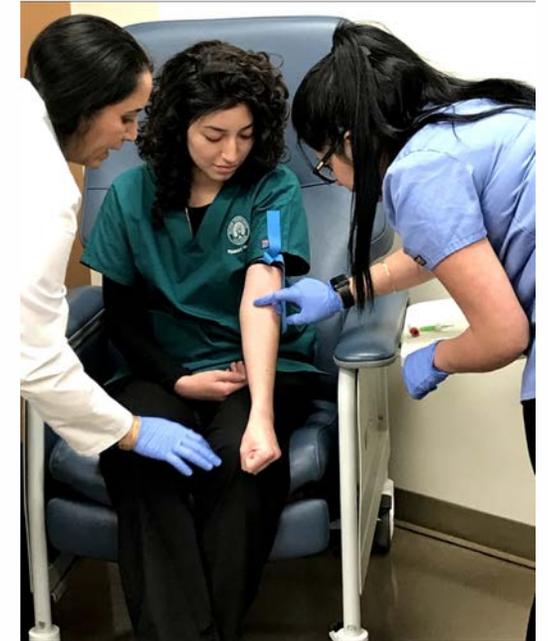
Fall is currently in session.

- *Changes that were made for some labs and clinicals*
 - *On campus D2L (Learning Management System) orientation held by CTE faculty*
 - *Theory is being taught online intermixed with on campus lab*
 - *Enrollment section caps*
 - *Cross list so that online lecture includes all students, but labs have smaller groups*
 - *Finish face-to-face by Thanksgiving*
- *Hope not to lose any days to campus closing, week one already have COVID cases.*
- *If students can't be on campus, faculty will work individually with students who have to make up classes due to illness or quarantine*
- *Clinical scheduling depends on when students are able to be on clinical site with similar options as labs*
- *Spring students who didn't complete in the summer, due to dropping or clinical sites, are finishing now*
- *Support classes*
 - *Synchronous remote classes*
 - *Will use Desire2Learn*
 - *Support instructors are not attending labs in order to lower number of people in lab at one time*
 - *Some support class meeting times were revised to reflect new CTE class times*

Marketing, Recruitment, and Enrollment

Marketing, recruitment, and enrollment have moved mostly to virtual environment

- *Students are informed about ICAPS and bridge programming through*
 - *Orientations and workshops (now virtual)*
 - *Virtual class presentations during synchronous portion of class time*
 - *Adult education transitions coordinator (bridge programming)*
 - *Students support specialists (ICAPS)*
 - *Referred by college admissions, advising, and related program personnel, then contacted by student support specialist*
 - *Announcements posted within Desire2Learn (ECC's learning management system)*
 - *Virtual flyers to One-Stop and community partners*
 - *Hard copy flyers posted where possible as community moves through stages allowing more businesses to open*
 - *Information on the College website and social media*



Marketing, Recruitment, and Enrollment continued

- *ICAPS students enroll through*
 - *College's process using admissions, advising, and registration*
 - *Student support specialists*
 - *Coordinate student experience*
 - *Assist with adult education testing*
 - *Remote and on campus presence*
- *Bridge students enroll through*
 - *Adult education division*
 - *Adult education transitions coordinator*

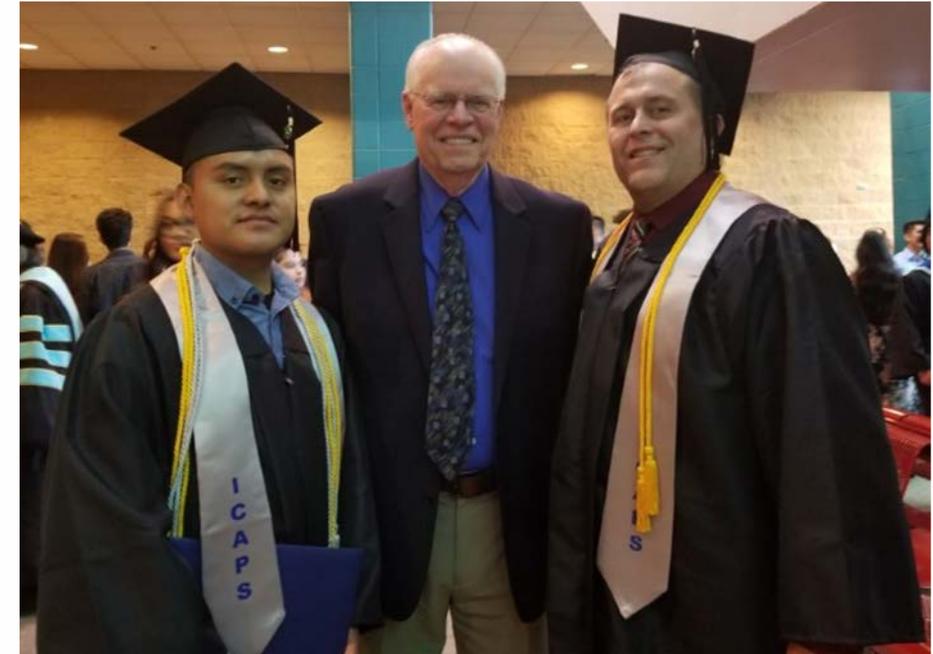


Future Planning

Spring is still being discussed and the COVID-19 situation is still fluid.

Some fall classes and concepts will be rolled over, others need to be revisited

- *Some possibilities for labs and clinicals*
 - *Front load face-to-face*
 - *Enrollment section caps*
 - *Cross list so that online lecture includes all students, but labs have smaller groups*
 - *Select earlier date to finish face-to-face to provide buffer*
 - *Later start to provide holiday buffer*
- *Clinical scheduling depends on when students are able to be on clinical site with particular concern for flu season with COVID-19*
- *Support classes*
 - *Will be synchronous remote classes*
 - *Will use Desire2Learn*
 - *Support instructors will not attend labs in order to lower number of people in lab at one time*
- *Bridge Programming*



● Challenges

- *Communication*
 - *When campus moved to remote learning in the spring, some communication was plenty and clear, while other was lacking and unclear*
 - *Administration still felt connected, but some faculty did not*
 - *Student communication via text, call, and email was challenging*
- *Figuring out how to make up clinical experiences from spring took into summer and continues to be challenge.*
 - *Some hospitals are able to accommodate students and some are not*
 - *Some spring students ended up doing clinicals at hospitals different than originally planned*
 - *If flu season is bad in combination with COVID, may be in same situation with changing or delaying clinicals.*
 - *Hospitals may need to only focus on patient care and not training students*
 - *Concern regarding getting too backed up and impacting next spring with delaying clinicals*
- *At this time school is on the back burner for many students*
- *Testing CASAS, PSB, CPR, etc.*
- *Students are impacted by what is happening with faculty, administration, and college processes changing to remote.*
- *Students already quarantining*
 - *This will be going on all semester*
 - *Communication topic for Thriving in the Workplace*

Lessons Learned

- *Successes*
 - *Communication*
 - *Student support specialists provide genuine attention and positive rapport to triage and facilitate for students*
 - *Adult education support course faculty are well prepared for remote instruction, collaboration with student support specialists, and positive student interaction*
 - *Students are doing well with remote instruction this fall and knew they were ready for online learning*
 - *ICAPS orientation on Zoom and using D2L*
 - *Thriving in the Workplace workshops via Zoom*
 - *CTE faculty held student technology orientation in person*
 - *2019-2020 academic year had 76% completion rate, compared to the completion rate in the 2018-2019 academic school year of 68%*

Questions?

Thank you!