

## **Administrative Department Review Plan**

Due: \_\_\_\_\_

***Being an effective institution means the College is meeting its stated mission. Measuring degrees of effectiveness and modifying where needed to meet the mission is based on a philosophy of continuous improvement. The effectiveness of an institution isn't captured on what our "inputs" are, but what effect they have on students and the community. Administrative Department Review processes help to measure the effectiveness of the activities we do, and give strategic direction for improvement when needed.***

**Administrative Department Reviews are submitted to the President's Advisory Team, the President, and the Assessment Web Page every three years, and include:**

- Review and confirmation of department mission, purpose, and expected outcomes related to College Mission and Vision.
- Identification of 1-3 assessment activities.
- Documentation of results and analysis of assessment activities.
- Identification of departmental needs related to goals.
- Provision of data for College Planning, including resource allocation.

### **Department Overview**

**Administrative Department** : eLearning and Academic Technology

**Contact (Person responsible for reporting)** Michael Murphy (541-383-7519)

**Participants** Kristine Roshau, Yasuko Jackson, Michael Murphy

**Date Review submitted** May 30, 2019

**Report Submitted to** Betsy Julian

## 1. Mission Fulfillment

How does your department support/strengthen the college's ability to fulfill its mission and vision?

**Mission:** Central Oregon Community College promotes student success and community enrichment by providing quality, accessible, lifelong education opportunities.

**Vision Statement:** To achieve student success and community enrichment, COCC fosters student completion of academic goals, prepares students for employment, assists regional employers and promotes equitable achievement for the diverse students and communities we serve.

Please provide your department's mission statement, including specifically how your department contributes to (check one or both):

- Student Success  
and/or  
 Community Enrichment

**Department Mission Statement:**

Our mission is to promote student success by providing flexible and equitable online and face-to-face learning environments.

**Department Vision Statement:**

Our vision is that COCC eLearning and Academic technology will be a leader in distance education who supports the personal and academic goals of every student in Central Oregon and beyond.

## 2. Department Purpose

What are the key duties, responsibilities, and/or functions of your department that support your department mission? Include brief descriptions of staffing, budget, services, and location. (Location may be room or building specific, and/or branch campus specific.) Include any relevant recent changes. Response should be limited to one paragraph to one page maximum.

The eLearning and academic technology (eLearning) department at COCC represents far more than purely online education opportunities. We advocate for the use of academic technologies to enhance and expand opportunities for student success and growth.

Within the primary areas of access, stability, and quality, of academic technologies, eLearning is building on the collective strength of stakeholders at COCC. Using data driven decisions, eLearning is developing a framework based on the college wide strategic plan goals and objectives.

Over a decade ago eLearning at COCC was in its infancy and had only a handful of online courses and resources, and only one dedicated employee. Today, eLearning has three full-time employees who support approximately 2000 sections, including 171 online courses, and 301 hybrid courses (an increase of 60% over 5 years). This includes all COCC campuses. Additionally, we support several hundred sections that use various degrees of online learning materials within our Learning Management System (LMS), Blackboard. Blackboard, because of its broad scope, is one of the major learning technology tools that allows us to support students with different learning styles, provide flexible timing, and reduce the need for physical proximity by using a web-based environment. However, beyond Blackboard, the majority of our work is with faculty who want to develop strategies that enhance their face-to-face instruction and their ability to engage with students.

Due to our growth, and because of the frequently changing technologies, the eLearning department is developing a framework that continually self-evaluates, remains flexible, and is adaptable to the changing needs of students and faculty. In addition to LMS support for faculty and students, we provide targeted training on a broad range of web-based tools to help faculty improve their teaching. This includes training faculty to use technology to increase accessibility of their instruction. The department also provides self-serve instructional videos and documentation resources for both students and faculty.

### 3. Department Strengths

What are your department's greatest strengths and/or most significant accomplishments during the past 1-3 years that support your department mission? What are the real, proven, consistent, documented elements of your department that make you stand out?

eLearning is customer service oriented, and we prove this each day in our interactions with our co-workers and our students. We are consistently praised for our timely, pleasant, personalized, and accurate feedback from our faculty and students.

Four of the most significant accomplishments we have made during this past year are:

Integrating the single sign-on process with Blackboard, thus students do not need a separate login for utilizing their online/hybrid course entry.

Second, through a review of historical call data, and in collaboration with IT services and student services, we implemented a centralized technical support phone line to better target the type of help needed by students (or faculty).

Third, to improve our outreach and connection to our northern campuses, we now provide face-to-face training and support for students and faculty during the first two weeks of each term. Being present and available to the branch campuses is critical to us, and we want to be strategic with physical visits, often combining visits to multiple campuses in a day.

Finally, we are working on our departmental strategic framework, which will align within the college strategic plan. We are committed to becoming more proactive and responsive to the COCC community and our partners outside of the college. The ultimate goal is to leverage technology to improve student success and increase access to courses and services that students need for completion of their educational goals.

#### 4. Department Challenges

Describe any challenges that may negatively impact accomplishing your department mission. What are the opportunities for improvement in your department? What internal and external factors challenge your area? Please use the terms “internal” and “external” in any way that is relevant to your department.

The eLearning department is working to overcome some existing challenges so that we may introduce online programs and certificates to our students in the near future. We want more of our faculty to be prepared to teach online, and now have over 220 instructors that have completed our Hybrid and Online Teaching certification course, based around the concepts of best practices for online and hybrid learning. Students that are new to online instruction are required to take an online orientation class before they can register for fully online courses. Since September of 2016, we have had over 3033 students complete their online orientation.

Over a five-year period, our online course completion rate has risen from 70.56% to 77.31%, closing the gap with the success rate for face-to-face courses (82.65%). This rapid improvement is probably due to the maturation of online instruction, improved delivery methods, and increasing student experience with independent instruction. We see no reason that this upward trend should not continue over the coming years through additional training in best practices and accessibility.

Funding and lack of staffing to support all 4 campuses remains a challenge for our department, however, we are always looking for ways to streamline our services and support.

#### 5. Department Goals → Department Outcomes

Based on your strengths and challenges, what are your department goals? What product or service do you want to provide?

**Student Success:**

eLearning will provide Academic Technology resources to the COCC community in the support of student preparedness, empowerment and goal achievement.

**SS Goals:**

**SS-1:**

Proactively promote and provide resources and training which are relevant to a broad spectrum of users.

**SS-2:**

Implement a process that incorporates quality control measures to enhance the use of academic technologies in course offerings.

**Student Experience:**

eLearning will collaborate with campus stakeholders to advocate for and strategically expand support structures, course options and academic resources to all students.

**SE Goals:**

**SE-1:** Collaborate with instruction to develop and implement a plan to increase courses and sections offered in online and hybrid across campus locations.

**SE-2:** Implement a plan to identify and close gaps in availability of services and support to online and hybrid students.

**Community Enrichment:**

eLearning will cultivate a consistent approach to strengthen and develop our relationships with educational institutions and community partners.

**CE Goals:**

**CE-1:** Collaborate and develop plans with departments that have relationships with community partners regarding online education.

**CE-2:** Collaborate with other state institutions in statewide initiatives to improve costs, availability and partnerships that enhance student educational success and experiences with technology.

**Institutional Efficiency:**

eLearning will model clarity and effectiveness through a sustainable review of department and procedures that align with institutional goals and initiatives.

**IE Goals:**

**IE1:** Collaborate with administration to develop procedures *based on best practice, which* incorporate *consistent* standard for online, hybrid course *and instructor* review processes.

**IE2:** eLearning guidelines, processes, and procedures are documented and shared with stakeholders and made available to all departments for transparent and seamless collaboration within the eLearning and Academic Technology Webpages.

#### 6a. Procedure, Measurement Tool and Timeline

Describe the activities will you do to accomplish your Outcome(s). How will you measure your success toward the 1-3 outcomes and mission fulfillment? What tools will you use? (Survey, budget, Institutional Effectiveness department data, banner/Argos, etc.) How frequently will you gather relevant data? Provide any data references that you use. The Institutional Effectiveness department will provide relevant data upon request. Data will be reviewed and reported **annually** on the following page.

**Based on Student Success Goals:**

**SS-1:**

Proactively promote and provide resources and training which are relevant to a broad spectrum of users.

**Outcome 1:** eLearning will lead a Learning Management System (LMS -Blackboard) review in the Spring and Fall of 2019 to determine if the current LMS meets the needs of the COCC community.

**Based on Community Enrichment Goals:**

**CE-2:** Collaborate with other state institutions in statewide initiatives to improve costs, availability and partnerships that enhance student educational success and experiences with technology.

**Outcome 1:** eLearning will collaborate with the Oregon Community College Distance Learning Association to increase the professional development funding stream in the 2019-2020 by 25% to allow faculty to participate in Quality Matters training.

**Based on Institutional Effectiveness Goals:**

**IE1:** Collaborate with administration to develop procedures *based on best practice, which incorporate consistent standard for online, hybrid course and instructor review processes.*

**Outcome 1:** An initial set of standardized guidelines and best practices for online and Hybrid courses are described in a document posted within the eLearning and Academic Technology webpages, within one year, updated at least once every academic year by eLearning. In addition, a check-list is provided for documentation of *online* reviews to instruction within the academic school year 2019-2020.

**Outcome 2:** A pool of (5 or more) faculty will be trained in standardized guidelines and best practices for online courses and will pass an administered quiz at the end of training with a 90% score to ensure competency.

**Outcome 3:** One team member from eLearning and the office of Instruction will pilot and *evaluate online courses and instructors using the Standardized Guidelines and best practices document/checklist by the Spring of 2020.* Based on this checklist and

approval, the best practices document will be used to check each *fully* online course once annually by a trained faculty and eLearning team member to provide feedback and suggestions for continuous online course improvement.

**IE2:** eLearning guidelines, processes, and procedures are documented and shared with stakeholders and made available to all departments for transparent and seamless collaboration within the eLearning and Academic Technology Webpages.

**Outcome 1:** 80% of stakeholders will document at least a score of 3 (satisfactory) on a 5-point scale of satisfaction on a survey regarding access and clarity of guidelines, processes, and procedures for online courses.

**Plan** submitted every **three years**.

It will serve as a reference for resource allocation, activities, and planning during the three year cycle.

**Administrative Department Review  
Report**

Due: \_\_\_\_\_

| <b>6b. Procedure, Measurement Tool and Timeline</b>   |
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| What activities did you do to accomplish your Outcome(s)? How did you measure your success toward the 1-3 outcomes and mission fulfillment? What tools did you use? How frequently did you gather relevant data? Provide any data references that you used.   |
| <b>7. Data</b>  |
| What data have you gathered that inform your department's effectiveness?  |
| <b>8. Summary and Analysis: Continuous Improvement<br/>(Report-to be completed annually when data are available)</b>  |
| What do these data suggest about your department's effectiveness? Which measurements are strong and affirming? Consider the following points. <ul style="list-style-type: none"><li>• Was your planned activity successful at accomplishing your Outcome(s)?</li><li>• Have you accomplished your outcomes? Is there a need for a new direction?</li></ul> Which measurements indicate an area that you would like to focus on for improvement? <ul style="list-style-type: none"><li>• Identify the goals and improvements that your department is committing to over the next year to help you accomplish your outcomes.</li><li>• What support do you need from the college to carry out your planned improvements? Identify your biggest area(s) of need to help accomplish outcomes. Review question #2, including staffing, budget, services, and location.</li></ul> |
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**Report submitted annually.**  
Data and analysis from three annual **Reports** will inform a new **Plan**.