

**ADMINISTRATIVE DEPARTMENT REVIEW
REPORT OVERVIEW
eLearning**

Report to be submitted annually.

Data and analysis from three annual report will inform a new assessment plan.

Note that a 2020 report was not submitted due to staffing changes, so this report will cover the 2020 academic year through June 2021.

Section 6a: Measurement Tool and Timeline

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.

Our listed outcomes/activities for 2020 (as written in 2019) were thus:

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.

The LMS Review project was one area where, even within the context of COVID, eLearning was able to achieve and exceed their goal. In the late spring of 2020, RFIs were collected from potential vendors, and [posted to LMS Review webpage](#) for community review. On June 8th – this update was formally presented to Academic Affairs and the Task Force was approved to continue with the RFI process in the following year.

After faculty returned in early September the RFIs were again presented for review and consideration. Following several weeks of promotion, the Task Force and eLearning released a survey (posted to Bobcat Community 9/16/20) to gauge whether the campus community at large was prepared to commit to an LMS transition. The survey results (posted to Bobcat Community on 12/03/20) were conclusively in favor of an LMS change.

Once Presidential approval was sought (and subsequently acquired), eLearning and ITS began the process of writing an RFP. In the process of this, it was found that a State consortial contract with Instructure Canvas was available through [OETC](#). The option to bypass the RFP [process was discussed at length](#), presented to the campus community, and with no objections given, the college proceed to review the contract and ultimately licensed with Canvas in late March 2021.

As of this writing, the contract is officially live and migration of technical systems and integrations is underway, as well as access for early adopters. Progress is recorded on our [Path to Canvas webpages](#), including timeline and report of [project updates](#).

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.

Proposals for the 2021-2023 biennium were sent to HECC for approval in Spring 2020 and included a 15% raise in available funding (from \$3000 to \$3500 for each year) specifically for Professional Development (training and conference attendance) funding. The overall proposal includes the following:

Budget Item Description	Amount
Training & Conference Attendance - year 1 (\$3,500/school)	\$59,500
Training & Conference Attendance - year 2 (\$3,500/school)	\$59,500
Completion conference attendance and presenter/panelist pay (2 conferences)	\$25,000
ITC Leadership Academy Scholarships (\$2000/2 schools/2 years)	\$8,000
Administrative Costs (10%)	\$15,200.00

As of June 30th, HECC has approved the amount of \$702M for Community Colleges, meaning this proposal is funded (if not formally signed).

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 checklist is provided for documentation of online reviews to instruction within the academic school year 2019-2020.

A. While not as a direct result of this goal, as part of our COVID response, eLearning has published and maintained the following pages which speak directly to remote and online best practices.

- [Academic Continuity – Homepage](#)
- [Remote Instruction Resources for Faculty](#)
- [Remote Instruction prep for Faculty](#)
- [Remote Instruction prep for Students](#)
- [Student Technology Resources](#)

We have also published (and will continue to do so as part of our LMS transition and associated technology updates) guides for best practice and use of many of our most adopted tools and resources for [Video and Media](#) and [Assessment and Grading](#).

B. In August and September 2020 eLearning lead the first Summer Institute training series, covering topics such as:

1. Outcomes and Alignment
2. Effective Online Grading
3. Developing Formative and Summative Assessment
4. Regular and Substantive Interactions
5. Busting Myths about Online Assessment
6. Beyond Text: Multimedia Learning
7. All About Zoom

Sessions were held live on Zoom, with an accompanying asynchronous option in Blackboard. Over the span of the seven sessions, over 90 unique faculty attended and over \$11k in stipends were honored for their participation.

The 2021 Summer Institute is scheduled to begin August 5th, 2021.

C. While not solely the work of eLearning, Kristine Roshau and Yasuko Jackson both participated in the Online Instruction Workgroup, whose main tasks for 2021 were developing a specific online course assessment rubric for COCC (and accompanying handbook).

The rubric was released in a draft format for piloting in Winter 2021, and was actively used in guiding the peer review process for several faculty (though the workgroup does not currently have specific reports from these participants).

At the end of the 2021 academic year, the workgroup was focusing on revising the existing [Peer Review Handbook for Online Classes](#) to a) reflect the use of the [Peer Evaluation Rubric for Online Courses](#) and b) provide more specific and relevant guidance for faculty reviewing peers who teach online courses.

In the 2021-22 academic year, this workgroup hopes to move forward in integrating these resources into the existing peer review/evaluation process.

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.

This did not occur, though between February 2020 and March 2021, 59 faculty completed the HOT (Hybrid and Online Teaching) course, with 33 proceeding to apply for course development stipends through the Office of Instruction.

There is also some cross application here with the work done in producing the Peer Evaluation Rubric for Online Courses with the Online Instruction Workgroup, though we do not have statistical data as of yet.

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.

This did not occur, though we anticipate this work will be assumed primarily in collaboration with the Online Instruction Workgroup.

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.

Did not intentionally occur, though much of our work from the previous year is posted on either the Intranet or, when appropriate, public web for general review and transparency.

Section 7: Data

What data have you gathered that inform your department's effectiveness?

At the risk of being glib...we survived COVID, wrote a 5 year plan that was pitched to the President and VPI that resulted in the addition of 2 new permanent staff members and some administrative position changes that will ultimately serve the department better in the future, made significant strides forward on several major projects (see above), developed new resources and process improvements to serve both the faculty and student populations, wrote, piloted (and in the case of Yasuko, taught) a new Student Success course with the assistance of

Sara Henson, and supported Continuing Education in their own transition to remote teaching (through access to our platform and specifically tools to enable CE-contracted faculty to teach remotely). We have also had significant involvement and collaboration with Disability Services in maintaining our ability to offer ADA compliant classes and materials for all students throughout a time of unprecedented demand due to the nature of online and remote course modalities.

While COVID changed everything about how we would normally look at statistics related to online and remote instruction, it is worth mentioning that out of 3489 FTE in 2021, 2575 of those students were took remote and/or online courses. This means that in the last academic year alone, eLearning was directly involved in supporting, either through faculty development and support through the remote instruction transition, the LMS itself, in developing specific student support resources or other technology-based initiatives, 73% of our student population. (For comparison, in 2019 our online student population was around 15%.)

Section 8: Summary and Analysis

What do these data suggest about your department's effectiveness? Which measurements are strong and affirming? Consider the following:

- Have you accomplished your outcomes? Is there a need for a new direction?

What I have noted is that several things which were included as eLearning specific goals have been achieved through greater collaboration and integration with other departments. There is no way that eLearning staff could have produced a customized, research-backed, and peer-vetted Evaluation Rubric alone while also supporting the college through COVID – we needed, and ultimately greatly benefitted from, our collaboration with the other experts represented in the Online Instruction Workgroup. Similarly, the production and release of HD188: Remote Readiness would not likely have happened without the support and administrative assistance from Human Development and FYE. The LMS Review was entirely a collaborative effort with the Task Force – and later, ITS – even if the initiative itself was lead by eLearning.

We recognized and understood conceptually that we would be more effective through strengthening our relationships with other campus groups and initiatives, and this last 18 months has been proof of concept of a) how much more efficient we are (as a department and institutionally) when we are not always cross-working, but b) how through sharing our goals and ideas we create a better finished product overall.

With that said, many of our overall goals will stay the same. But I suspect that our methods for achieving them (and then measure our success) will always be different.

- Which measurements indicate an area that you would like to focus on for improvement?

This is harder to evaluate given that much of the work we did has not been statistically analyzed...and I find myself wondering why we need to collect satisfaction data on our website documentation, for example. Perhaps it's a post-COVID priority shift.

In other areas, actual *data* would be incredibly useful (such as rubric scores from the individuals who have used, or will use, our evaluation rubric), and we should be more intentional about collecting that where we can in the coming year.

Also, now that the LMS migration is underway, we will have a great opportunity to assess our training methods and materials, and to get feedback that we would normally not be in a position to request.

- Identify the goals and improvements that your department is committing to over the next year to help you accomplish your outcomes.

We will certainly be continuing our commitment to our Student Success and Experience Goals, specifically through the LMS transition and through our work with ITS in helping to form the new Student Helpdesk.

We will also have a higher focus on our relationship with Continuing Education, and spend more time in intentional collaboration and support of their programs and offerings.

- 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.

The increase to 4 full time staff has made a tremendous difference, though we would ultimately aim to also include several irregular wage or student workers. This would allow us more flexibility for expanding support in the evenings, as well as on the Northern campuses.

Greater support of Redmond, Prineville, and Madras is also a goal we would like to focus more intentionally on. Advocacy from the Instructional Outreach Dean will hopefully be very helpful in this, whether that be through providing space and time for eLearning staff to spend at RPM or other means.

Budget increases – especially for services such as closed captioning and live transcription – are usually necessary, and should become a permanent line item in the College's overall budget.