

ELEARNING & ACADEMIC TECHNOLOGY ADMINISTRATIVE UNIT REVIEW: DEPARTMENT PLAN

Department Mission Statement



Our mission is to promote student success by facilitating digital access to quality, flexible, and equitable learning environments in all delivery methods.

Section 1: Mission Fulfillment

The College deliberately calls out “quality, accessible, lifelong educational opportunities” as part of its mission, and “fostering the completion of academic goals... [while promoting] equitable achievement for its diverse community of students” in its vision statement. eLearning is deeply involved in the fulfillment of these – particularly in the area of **student success**. More than 70% of courses at COCC utilize academic technology in some notable way, and roughly 25% of our course offerings are taught fully online. The technical and pedagogical work that eLearning does in preparing faculty to teach effectively with these tools helps to ensure an equitable and quality learning environment. Further, the availability of accessible digital course content (both in the sense of physical access and ADA compliance), communication methods, and on-demand resources allow more students with diverse needs to engage with their content and reach their unique academic goals in the means and methodologies that serve them best.

Section 2: Department Purpose

The eLearning and Academic Technology (hereafter eLearning) Department at COCC represents far more than access to purely online educational opportunities. While we are specifically focused on the areas of access, stability, and quality of technology-assisted instruction, the eLearning department builds on the collective strength of stakeholders at COCC by using data-informed decisions to promote and expand student success and growth, to contribute to a quality student experience, to collaborate with other departments to enhance institutional efficiency, and to offer more opportunities for community enrichment through our relationship with non-credit.

The COVID-19 pandemic resulted in massively accelerated adoption of our supported technologies. Adapting to the new needs of the college was at times challenging, but it has also allowed us the opportunity to expand our influence in areas where our expertise can be utilized. As such, we now have strong collaborative relationships with most areas of the college and work particularly closely with stakeholders on the Redmond, Madras, and Prineville campuses, with Disability Services, all Credit programs and departments, and with Community Education to ensure that our goals and projects are aligned toward the goal of promoting student success through the use of academic technology.

Section 3: Strengths and Accomplishments

The eLearning department strives to be a significant part of COCC’s effort to offer equitable access to education. In this context equity can mean support for Universal Design for Learning, compliance with ADA regulations and requirements, but also through location, methodology, delivery methods, and schedule. Our accomplishments in these areas include:

Course Quality

A huge accomplishment for our department was our migration from the Blackboard to the Canvas learning management system, and as a parallel endeavor, our dedicated effort to raise faculty awareness of course quality standards and how to meet them during the migration process.

Between March 2021 and January 2022, eLearning staff worked with faculty to migrate and convert over 1000 courses in preparation for our first new term on Canvas (Winter 2023), and provided ongoing training and resources in subsequent terms so that a full cycle of courses has now been offered on the new LMS.

During this time we also offered strategic, targeted training events (including our 2nd annual Summer Institute Series) on using Canvas, course design and development, assessment strategies, and universal design for learning. These trainings were attended by over 100 unique faculty, and through the CARES Grant we were able to distribute over \$10,000 to attendees in stipends.

Between 2020 and 2023, COCC's faculty training course (formerly HOT, now 'Online Teaching Certification' or OTC) was also revised to include new content, reflect the LMS change, and establish a protocol to assess and recognize faculty with significant prior experience in online teaching. Over 70 faculty were approved and/or certified for online teaching after these revisions.

Faculty and Student Support

In the last three years, eLearning has made significant efforts to improve our outreach to faculty. We have enhanced our website for better usability, added many new sections of on-demand material, and uploaded over 100 videos to our YouTube channel.

Besides the course conversions that took place as part of our LMS migration, eLearning staff has worked with specific programs and departments (specifically in CTE) to incorporate new curricula and revise course content. We have partnered closely with the Office of Disability Services to more thoroughly support faculty teaching students with accommodations and created the Canvas for Faculty course which automatically enrolls all faculty in a Canvas training course customized for teaching at COCC.

We have made similar strides forward in our support for students, including a redesign of our required online prerequisite course, the Orientation for Online Classes at COCC, which has had over 3000 students complete. Working with faculty in Human Development, we designed and delivered HD188: Remote Readiness as a free, early intervention course for struggling students. The Canvas Training for Students (and automatic enrollment) was created and deployed.

To address specific areas of confusion around COCC's multitude of course delivery methods, we consulted with Instructional representatives on the Schedule of Classes page and authored a video in early 2022 explaining each method in detail; this video has over 700 independent views.

Our physical presence has also expanded, as we now have a dedicated eLearning Resource Center on the Bend campus and staff regularly posted in the Redmond Campus Student Commons.

Cross-Department Collaboration

In our previous AUR, we made it a goal to increase our cross-departmental collaboration, especially our relationships with the Redmond, Prineville, and Madras campuses, ITS, Community Education, and College Now. We are pleased to report that these efforts have been fruitful. Examples of where we have been able to work together for greater student success include our support of and help in launching a Student Helpdesk (operated out of ITS); creating guides, support systems, and pedagogical and technical training to support the continued availability of streaming classes between campuses; partnership with College Now to enhance the training and mentorship program for High School faculty; assisting with remote versions of iAVANZA! and GANAS and now, post-pandemic, the continued availability of digital content to supplement these programs; and facilitated more effective technical communication between Banner, Canvas, and the Community Education registration system to allow for a greater offering of co-enrolled courses and the continued delivery of fully online CE Licensed Massage Therapy, Construction Contractors Board (CCB) and CNA courses.

Section 4: Department Challenges

The biggest challenge we identified is how eLearning has historically been left out of conversations that directly impact our work. Major college initiatives, discussions, and restructures have taken place without our input and have radically changed how our department functions. Considering how intersectional eLearning has become both within Instruction and in many other student support areas, it is increasingly important that we are present to offer our perspective, brainstorm ideas, and offer solutions at a higher level. If the college is going to follow a shared governance model, we believe it is important that we are included in that governance.

(This has improved from recent years and is closely tied to leadership restructures which have clarified our reporting lines, improved communication overall, and given us avenues to raise what we believe are important questions and concerns.)

A related challenge is the perception of authority from our department. We have been able to accomplish many based on the goodwill of historical relationships and trust built among the college community, but in reality, we do not have decision-making power over many aspects of what we do. With the college seriously considering online programming, introducing a formal review process of course design, and hiring an instructional designer to oversee much of this process, we need to make sure that we can enact the necessary changes and enforce them when need be.

Section 5: Department Goals and Outcomes

Over the next three years, eLearning will...

Goals:

1. Establish and implement a review **cycle** and metrics to regularly evaluate the quality of online courses.
2. Provide students access to training and preparatory material related to technology-assisted delivery methods and use of the technology in the classroom before placement and registration.

3. Develop accessible orientation material, training, and other essential 'Getting Started at COCC' information for new faculty
4. Collaborate with other departments (e.g.: ABS, CBIPD, CTE program directors) to create and deliver eLearning-specific resources for community members and prospective students.

Outcomes:

1. With oversight from eLearning staff trained in instructional design, the quality of COCC's online courses (and consequently, student experience) will improve.
2. Student retention in online and hybrid delivery methods will increase.
3. New faculty satisfaction and retention will improve through implementation and early access to support resources and the COCC community of instructors and administrators.
4. Greater community outreach will be achieved through the promotion and distribution of low-maintenance resources: for example, targeted 'just-in-time' clinics/workshops which have a low barrier to access.

Section 6: Measurement Tool and Timeline

We will measure our progress toward these goals and outcomes in the following ways:

1. eLearning will partner with pilot departments or courses and students to regularly assess their courses against the rubric while the institutional process is being developed. Reports will be compiled comparing retention, student success, and achievement of course outcomes over time.
- 2.A. eLearning will add a survey to attach to student preparatory material that asks about [the students'] perception of its effectiveness toward their knowledge and preparedness to take online courses.
- 2.B. eLearning will monitor enrollment in online courses/sections and advise Instruction quarterly on noted trends.
- 3.A. eLearning will develop a survey to accompany New Faculty Orientation materials and deploy them to the new hire cohorts on a yearly basis to gauge long-term perceptions of satisfaction, community, and preparedness.
- 3.B. eLearning will review and compare hire and exit reports quarterly for new Part-time and Adjunct faculty to gauge their retention, and will report trends to Instruction and Human Resources.
4. eLearning will measure the number of attendees yearly to assess growth, and with Institutional Effectiveness develop a dashboard to see if those students went on to take/continued to take COCC credit courses.

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