**Academic Affairs Meeting Minutes**
**Date: 06/10/2019, Monday 3:30-4:30 PM**
**Location: Max Merrill Room, Library 221**

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| **Present (voting members):** <br> Jessica Giglio *(Transfer Faculty)* – Chair <br> Michael Hansen *(Faculty at Large)* <br> John Liccardo *(Transfer Faculty)* <br> Ken Swartwout *(CTE Faculty)* <br> Wayne Yeatman *(CTE Faculty)* <br> Amy Harper *(Faculty Forum President)* <br> Barbara Bellinger *(Classified Representative)* | **Absent (voting members):** <br> TBD *(ASCOCC representative)* |
| **Present (non-voting members):** <br> Betsy Julian *(VPI)* <br> Tyler Hayes *(Director Admissions & Registrar)* <br> Jeff Floyd *(IT Representative)* <br> Paula Simone *(CTE Council & ChairMoot Representative)* <br> Krista Leaders *(Committee Specialist)* <br> Michael Murphy *(Guest)* | **Absent (non-voting members):** <br> Vickery Viles *(Director of Curriculum & Assessment)* <br> Stacey Donohue *(Shared Governance Committee)* |

Meeting began @ 3:30

*(Note:  **Approvals and Action items written in red**.)*

**Unfinished Business**

1) Review Academic Affairs Committee minutes from 5/20/19
   a) **John Liccardo motioned to approve, Wayne Yeatman 2nd, with suggested edits, motion passed unanimously**
2) Review Curriculum Committee minutes from 6/4
3) **Second Reading**: Academic Affairs Form updates
   a) **Michael Hansen motioned to approve, Wayne Yeatman 2nd, motion passed unanimously**

**New Business**

1) **Informational Item: End-of-year Report**

   a) Discussion ensued regarding upcoming vacancies on the committee. Barbara said she would connect with Justin Koon about finding a representative from the classified association for the next term.

2) **Informational Item: LMS Review Task Force update (Michael Murphy presented)**

   a) The task force reviewed the current LMS (Blackboard) to determine its usefulness with the revised strategic plan at the department level as well as college wide.

   b) The review took longer than anticipated and will continue into the fall.

c) A SWOT analysis was done with Blackboard, including input from faculty, staff, and students.

    i. Backboard currently is the most expensive option

    ii. Moodle the most customizable and would require significant college resources to implement and tool it for COCC.

d) Reviewed LMSs used by other Oregon educational institutions, including high schools and transfer institutions.

e) Demo other LMSs

    i. Blackboard

        (1) Strengths

            (a) Accessibility

            (b) Modern user interface in Ultra:  Mobile/PC

            (c) File storage and management

            (d) Support for collaboration, providing collaborative workplace

            (e) Personalization

            (f) Specialized grading tools

        (2) Weaknesses

            (a) Learning curve to Ultra

            (b) More front-end changes than back-end changes in gradebook, discussions, assignments

            (c) Support

            (d) Cost

    ii. Canvas

        (1) Strengths

            (a) Accessibility

            (b) Modern user interface: Mobile/PC Ease of administration

            (c) File storage and management

            (d) Strong support for collaboration: Supporting group works by providing collaborative workplace

            (e) Personalization: Students/Instructors can customize Canvas settings in their preferences (Good Branding tools) Good Gradebook support

            (f) Remarkable Usability/ Support

            (g) Cost

        (2) Weaknesses

            (a) Learning curve to Canvas

            (b) Migration of courses

(c) Simplistic rich text editor

(d) Simplistic learning analytics in base LMS

(e) Limited customization of navigation panel

iii. Moodle

(1) Strengths

(a) Customization

(b) Modern user interface

(c) File storage and management

(d) Proven interface with Banner

(e) Cost

(2) Weaknesses

(a) Greatest learning curve to Moodle from COCC perspective

(b) Accessibility: Not certified from the National Federation for the Blind

(c) No base structure ready for course deployment

(d) Insufficient maintenance investment: Uncertain about the scale and backend support

(e) Heavy dependency on 3rd-party add-ons and Server Support from hosting environment

(f) Grading tool not integrated with Assignments/Assessment

iv. D2L

(1) Strengths

(a) Accessibility

(b) Modern user interface

(c) File storage and management

(d) Personalization

(e) Cost

(2) Weaknesses

(a) Learning curve

(b) Migration of courses

(c) Limited faculty customization of navigation

(d) Unknown level of support

f) Surveyed faculty and students

i. 50% said Blackboard is meeting needs

ii. Interested in switching LMS? About half were indifferent

    iii.    Focus group indicated little experience with other systems, but would be willing to try another system if it was mobile friendly

g)   Future tasks

    i.    Create a comparison chart comparing Blackboard to other top LMSs

    ii.    Compile rubric scores for evaluated LMSs

    iii.    Discussion with Deans and Chairmoot to raise awareness regarding the LMS review process

    iv.    Updates on the process and more information can be found on the E-Learning intranet page, LMS Review https://intranet.ad.cocc.edu/departments/elearning/lms_review/

3) **Informational Item: Academic Master Plan Work Group update**

a)   Academic Master Plan is built based on feedback from summits, APR goals and needs, Strategic Plan comments and goals.

b)   Final draft to be completed in Fall 2019

c)   Activities are covering areas under the control of Instruction

The meeting adjourned at 4:20 pm.
**Next Meeting:  is TBD, 3:30 – 4:30, Max Merrill room**