

**Academic Affairs Meeting Minutes**

**Date: 01/27/2020, Monday 3:30-4:30 PM**

**Location: Max Merrill Room, Library 221**

**Present (voting members):**

John Liccardo (*Transfer Faculty*) – Chair  
Michael Hansen (*Faculty at Large*)  
Dan Alberghetti (*CTE Faculty*)  
Wayne Yeatman (*CTE Faculty*)  
Carolyn Schmidt (*Classified Representative*)  
Kirsten Hostetler (*Transfer Faculty*)  
Amy Harper (*Faculty Forum President*)  
Betsy Julian (*VPI*)

**Absent (voting members):**

Julia Russell (*ASCOCC representative*)

**Present (non-voting members):**

Steve Broadbent (*IT Representative*)  
David Schappe (*CTE Council*)  
Jane Morrow (*Chairmoot Representative*)  
Vickery Viles (*Director of Curriculum & Assessment*)  
Tim Peterson (*Shared Governance Committee*)  
Krista Leaders (*Committee Specialist*)

**Absent (non-voting members):**

Tyler Hayes (*Director Admissions & Registrar*)

**Guest**

Tina Hovekamp

Meeting began @ 3:30

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

**Unfinished Business**

1. Review Academic Affairs Committee minutes from 1/6/20
  - a. **Kirsten Hostetler motioned to approve, Wayne Yeatman 2<sup>nd</sup>, motion passed unanimously with suggested edits**
2. Review Curriculum Committee minutes from 1/14/20, 1/21/20
  - a. **Reviewed**

**New Business**

1. **Action Item: Proposal to create OER task force (Tina Hovekamp)—2<sup>nd</sup> reading**
  - a. Suggested members of the task force are Tina Hovekamp (Library), Tamara Marnell (Library), ASCOCC student representative, E-Learning Kristine Roschau, Julie Downing (Instruction), Frank Payne or Samantha McGraugh (Bookstore), 2 Faculty members representing transfer and CTE.
  - b. The task force will inform Faculty Senate of the plan.
  - c. Task force will report to Academic Affairs regarding the plan in late May.
  - d. **Jane Morrow motioned to approve the task force, Wayne Yeatman seconded.**

2. **Action Item: New Program Approval Process (Vickery)— 1st reading**
  - a. This proposal is defining a more comprehensive process over the existing one outlined in 2015.
  - b. The committee gave feedback regarding the process for new program approval.
    - i. Improved timeline
    - ii. Clearer process
  - c. Seeking input from the campus community, those not serving on Academic Affairs.
  
3. **Action Item: Curriculum Standard Feedback: Courses limited to one Foundational Studies or Discipline Studies List (Vickery)—1st reading**
  - a. The committee provided feedback that the best practice would be not allowing a course to be on both the Discipline Studies list and the Foundational Studies list with the exception of Cultural Literacy courses.

The meeting adjourned at 4:18 pm.

**Next Meeting: is February 3, 2020 3:30 – 4:30, Max Merrill room**

DRAFT

**Curriculum Committee Meeting Minutes - DRAFT**

**Date & Time 1/28/20, Tuesday 8:30 - 9:30 AM**

**Location: OCH 141**

**Present (voting members):**

- Annemarie Hamlin (Instructional Dean, Presidential Appointment)
- Ron Boldenow (Chair, CTE Representative)
- Michele Decker (Faculty Forum, CTE Representative)
- Sarah Fuller (Faculty Forum, Transfer Representative)
- Paul Pelly (Faculty Forum, At Large)

**Absent (voting members):**

- Elizabeth Hylton (Faculty Forum, At Large)

**Present (non-voting members):**

- Erika Carman (Instructional Systems Specialist, Curriculum and Assessment)
- Jared Forell (Assistant Director of Curriculum and Technology, Admissions and Records)
- Vickery Viles (Director of Curriculum and Assessment, Curriculum and Assessment)

**Absent (non-voting members):**

- Keri Podell (Academic Advisor, CAP Center)
- ASCOCC Representative (not yet appointed)

**Guests**

- Alan Nunes (Program Director, Massage Therapy)
- Meredith Humphries (Assistant Professor II, Biology)
- Paula Simone (Chair, Natural & Industrial Resources)

**Minutes:** (Note: **Approvals and required action items** written in red)

**Consent Agenda**

1. Approve 1/21/20 minutes
2. Approve second readings
  - a. Mathematics
    - i. Course inactivations
      1. MTH 085: Technical Mathematics I
      2. MTH 086: Technical Mathematics II
    - ii. New courses
      1. MTH 015: Basic Mathematics
  - b. Structural Fire Science
    - i. Course revisions
      1. WF 215: S-215 Fire Ops Urban Interface
    - ii. New courses
      1. SFS 175: NFPA Firefighter 1 Academy
      2. SFS 265: Fire Emergency Service Admin
    - iii. Program revisions
      1. 5600: Fire Science AAS

- a. **The Fire Science AAS was pulled off the consent agenda and moved to a second reading due to sample plan changes received after first reading.**

- c. Cascade Culinary Institute
- i. Course revisions
    1. BAK 280: Baking Industry Internship
    2. CUL 102: Food Safety and Sanitation
    3. CUL 242: Charcuterie
    4. HM 130: Supervision in Hospitality
    5. HM 150: Procurement Cost Control
    6. HM 190: Dining Room Operations
    7. HM 290: Career Success and E-Folio
  - ii. New courses
    1. BAK 265: Retail Baking Management
    2. CUL 104: Applied Math for Culinary Arts
    3. CUL 203: Food Truck Operations
  - iii. Program revisions
    1. 5262: Culinary Arts AAS
    2. 5263: Baking and Pastry Arts AAS
    3. 5264: Baking and Pastry Arts CC2

- d. **Sarah Fuller motioned to approve the consent agenda and Michelle Decker seconded the motion. The motion was unanimously approved.**

#### **New Business**

1. Massage Therapy
  - a. Course revisions
    - i. LMT 135: Managing a Massage Practice
      1. Updated course description and student learning outcomes.
      2. Recommendation: Course description should reflect that students will create a resume and cover letter.
      3. Recommendation: Update outcome #4 and #5 to a verb other than "understand".
      4. Recommendation: Remove "demonstrate" from outcome #7.
      5. **Annemarie Hamlin motioned to approve the changes to LMT 135 and Paul Pelly seconded the motion. The motion was unanimously approved.**
    - ii. LMT 217: Aromatherapy Applications
      1. Updated course title and prerequisite to reflect that students do not need to take LMT 216 before LMT 217.
      2. Recommendation: Remove reference to LMT 216 from the course description since it no longer needs to be taken before LMT 217.
      3. Recommendation: Update outcome # 1 and #2 to a verb that demonstrates the course is application based.
      4. **Sarah Fuller motioned to approve the changes to LMT 217 and Annemarie Hamlin seconded the motion. The motion was unanimously approved.**
  - b. Course inactivations
    - i. LMT 241: Neuromuscular Treatments 2



- 2. Annemarie Hamlin motioned to approve the changes to EMT 195 and Sarah Fuller seconded the motion. The motion was unanimously approved.**
4. Military Science
  - a. Course revisions
    - i. MS 111: MSI:Leader/Personal Devlpmt
      1. Updated course title and course description.
      2. Recommendation: Move first sentence of the course description to the end.
      3. Recommendation: Update verb in outcome #1 to “demonstrate.”
    - ii. MS 112: MS I: Intro to Tactical Leader
    - iii. MS 113: MS I:Orienteering Land Navig
      1. Recommendation: Update the verb in outcome #1 to “relate” instead of “understand”.
      2. Recommendation: Update the verb in outcome #4 to “explain”.
    - iv. Sarah Fuller motioned to approve the changes to MS 111, MS 112 and MS 113 and Paul Pelly seconded the motion. The motion was unanimously approved.**
5. Biology
  - a. New courses
    - i. BI 108: Introduction to Human Genetics
      1. Designed for non-science majors.
      2. Received confirmation from University of Oregon that BI 108 will transfer as a general education science course.
      3. Recommendation: Remove the first sentence in outcome #4.
      4. Comment: Continuing education may be interested in offering this course as non-credit.
      - 5. Annemarie Hamlin motioned to approve BI 108 and Sarah Fuller seconded the motion. The motion was unanimously approved.**
6. Related Instruction Impacts on CTE Programs
  - a. Created by Curriculum and Assessment staff, reviewed and confirmed by A&R staff, GradTracks staff, and CTE program directors. Manufacturing Technology and Nursing discipline changes are not including pending clarification.
  - b. The related instruction changes were not reviewed in the meeting and were moved to the first item on next week’s agenda.
    - i. Two committee members were not comfortable approving the related instruction changes partially due to the volume of changes.
    - ii. One committee member suggested having each program director come to Curriculum Committee to present the related instruction impacts in their area. Another suggestion was to have each program director email the committee to confirm they reviewed the changes.
    - iii. Action item: Vickery will create a statement for next week’s agenda that states the related instruction changes were reviewed and approved by CTE program directors.**

## Addiction Studies

### COURSES

**HS 162**

1. Change prerequisite from “HS 101, MTH 031 or higher, and choose one of WR 121, 122, 227” to “HS 101 and WR 121”.

**HS 208**

1. Same as HS 162

**\*\*HS 161**

1. Same as HS 162

**PROGRAMS**

**AAS Addiction Studies**

1. Remove MTH 031, add MTH 105 (or one course from the foundational requirements math list)
  - a. Swap courses in sample plan
  - b. Edit Courseleaf RI field
2. Change total credits from 94-68 to 95-99

**CC2 Addiction Studies**

1. Remove MTH 031, add MTH 105 (or one course from the foundational requirements math list)
  - a. Swap courses in sample plan
  - b. Edit Courseleaf RI field
2. Change total credits from 85-86 to 86

## *Automotive Technology*

**COURSES**

**AUT 102**

1. Change recommended preparation from “MTH 020 or higher or minimum placement into MTH 060.” to “MTH 060 or higher or minimum placement Math Level 10.”

**AUT 106**

1. Change recommended preparation from “or to be taken with AUT 101, AUT 107, AUT 110, AUT 115, and MTH 020 or higher or minimum placement into MTH 060.” to “or to be taken with: AUT 101, AUT 107, AUT 110, AUT 115, and MTH 060 or higher or minimum placement Math Level 10.”

**AUT 115**

1. Change recommended preparation from “or to be taken with MTH 020 or higher or minimum placement into MTH 060.” to “or to be taken with: MTH 060 or higher or minimum placement Math Level 10.”

**AUT 201**

1. Change recommended preparation from “or to be taken with MTH 020 or higher or minimum placement into MTH 060.” to “or to be taken with: MTH 060 or higher or minimum placement Math Level 10.”

**AUT 208**

1. Change recommended preparation from “or to be taken with MTH 020 or higher or minimum placement into MTH 060.” to “or to be taken with: MTH 060 or higher or minimum placement Math Level 10.”

**AUT 253**

1. Change recommended preparation from “or to be taken with MTH 020 or higher or minimum placement into MTH 060.” to “or to be taken with: MTH 060 or higher or minimum placement Math Level 10.”

## **PROGRAMS**

### **AAS Automotive Management**

*Changes below are in Courseleaf workflow.*

1. Change WR 121 to BA 214 or WR 121
  - a. Swap courses in sample plan
  - b. Edit Courseleaf RI field
2. Remove MTH 060, add BA 104 or MTH 102 (or one course from the foundational requirements math list)
  - a. Swap courses in sample plan
  - b. Edit Courseleaf RI field
3. Change BA 178 to “Human relations:” (links to HR list)
  - a. Swap courses in sample plan
  - b. Edit Courseleaf RI field
4. Change total credits from 100-104 to 98-105

### **AAS Automotive Tech and Elect Diagn**

*Changes below are in Courseleaf workflow.*

1. Remove MTH 058, add BA 104 or MTH 102 (or one course from the foundational requirements math list)
  - a. Swap courses in sample plan
  - b. Edit Courseleaf RI field
2. Change total credits from 97-102 to 96-102

### **CC2 Master Automotive Tech**

*Changes below are in Courseleaf workflow.*

1. Change WR 060 to BA 214 or WR 121
  - a. Swap courses in sample plan
  - b. Edit Courseleaf RI field
2. Remove MTH 060, add BA 104 or MTH 102 (or one course from the foundational requirements math list)
  - a. Swap courses in sample plan
  - b. Edit Courseleaf RI field
3. Change total credits from 76-79 to 74-79

## *Aviation*

### **COURSES**

#### **AV 110**

1. Change recommended preparation from “MTH 020 or higher” to “MTH 060 or higher or minimum placement Math Level 10.”



**AV 115**

1. Change recommended preparation from “MTH 020 or higher” to “MTH 060 or higher or minimum placement Math Level 10.”

**AV 117**

1. Change recommended preparation from “MTH 020” to “MTH 060 or higher or minimum placement Math Level 10.”

**AV 150**

1. Change recommended preparation from “MTH 085, 111, or higher” to “MTH 102 (or one course from the foundational requirements math list) or minimum placement Math Level 14.”

**PROGRAMS**

**AAS Aviation-Prof Pilot Airplane**

1. Remove MTH 085, add MTH 102 (or one course from the foundational requirements math list)
  - a. Swap courses in sample plan
  - b. Edit Courseleaf RI field

**AAS Aviation-Prof Pilot Helicopter**

1. Remove MTH 085, add MTH 102 (or one course from the foundational requirements math list)
  - a. Swap courses in sample plan
  - b. Edit Courseleaf RI field

**AAS Unmanned Aerial Sys Operations**

1. Change WR 121 to BA 214 or WR 121
  - a. Swap courses in sample plan
  - b. Edit Courseleaf RI field
2. Remove MTH 085, add MTH 102 (or one course from the foundational requirements math list)
  - a. Swap courses in sample plan
  - b. Edit Courseleaf RI field
3. Change total credits from 94-98 to 93-98

## *Business*

**COURSES**

**BA 104**

1. Change Prerequisite with concurrency from “MTH 060 (or higher) or minimum placement into MTH 065.” to “MTH 060 (or higher) or minimum placement Math Level 10”.

**BA 111**

1. Change Prerequisite with concurrency from “MTH 060 (or higher) or minimum placement into MTH 065.” to “MTH 060 (or higher) or minimum placement Math Level 10”.

**BA 211**

1. Change recommended preparation from “MTH 060 (or higher)” to “MTH 060 (or higher) or minimum placement Math Level 10”.

**BA 214**

2. Change recommended preparation from “WR 065” to “WR 065 or minimum placement Wr/Comm Level 7”.

**BA 217**

1. Change recommended preparation from “MTH 060” to “MTH 060 (or higher) or minimum placement Math Level 10”.

**BA 226**

1. Change recommended preparation from “sophomore standing, WR 121 and BA 101.” to “BA 101 and (BA 214 or WR 121).”

**PROGRAMS**

**AASO Accounting**

1. No change to program, but remove BA 206 from Courseleaf RI HR field

**CC1 Accounting Clerk**

1. Remove WR 121, add BA 214
  - a. Swap courses in sample plan
  - b. Edit Courseleaf RI field
2. Change total credits from 40-45 to 39-44

**CC1 Entrepreneurship**

1. Remove WR 121, add BA 214
  - a. Swap courses in sample plan
  - b. Edit Courseleaf RI field
2. Add BA 178 as HR
  - a. Add BA 178 to first term (this will move total credits to 16-20).
  - b. Edit Courseleaf RI field
3. Change total credits from 44-48 to 46-50

**AAS General Business**

1. No change to program, but remove BA 206 from Courseleaf RI HR field

**AASO Management**

1. No change to program, but remove BA 206 from Courseleaf RI HR field

**CC1 Marketing Communications**

No changes

**CC1 Office Professional**

No changes to proposed program IP in CourseLeaf

**CC1 Retail Management (currently not approved with CCWD)**

1. Remove WR 121, add BA 214
  - a. Swap courses in sample plan
  - b. Edit Courseleaf RI field
2. Change total credits from 43-47 to 42-46

**AASO Small Business/Entrepreneur**

1. No change to program, but remove BA 206 from Courseleaf RI HR field

## *Cascade Culinary Institute*

**COURSES**

**CUL 110**

1. Change Prerequisite with concurrency from “CUL 090; CUL 102; and either WR 121 or BA 214.” to “CUL 102; CUL 104; and either BA 214 or WR 121.”

**BAK 110**

1. Change Prerequisite with concurrency from “CUL 090; CUL 102; and either WR 121 or BA 214.” to “CUL 102; CUL 104; and either BA 214 or WR 121.”

**HM 150**

*Changes included with other changes in Courseleaf workflow.*

1. Change Prerequisite from “CUL 090” to “CUL 104.”
  - a. Keep CUL 090 in SCAPREQ.

**HM 210**

1. Change Prerequisite from “CUL 090” to “CUL 104.”
  - a. Keep CUL 090 in SCAPREQ.

**HM 240**

*Other changes and RI changes below are in Courseleaf workflow.*

1. Change recommended preparation from “WR 121 and HM 101” to “(BA 214 or WR 121) and HM 101.”

**PROGRAMS**

**AAS Baking & Pastry Arts**

*Changes included with other changes in Courseleaf workflow.*

1. No change to program, but edit Courseleaf RI HR field from HM 130 to HM 190
2. Remove CUL 090, Add CUL 104
  - a. Swap courses in sample plan
  - b. Edit Courseleaf RI field

**CC2 Baking & Pastry Arts**

*Changes included with other changes in Courseleaf workflow.*

1. No change to program, but edit Courseleaf RI HR field from HM 130 to HM 190
2. Remove CUL 090, Add CUL 104
  - a. Swap courses in sample plan
  - b. Edit Courseleaf RI field

**AAS Culinary Arts**

*Changes included with other changes in Courseleaf workflow.*

1. No change to program, but edit Courseleaf RI HR field from HM 130 to HM 190
2. Remove CUL 090, Add CUL 104
  - a. Swap courses in sample plan

- b. Edit Courseleaf RI field

### **CC2 Culinary Arts**

1. No change to program, but edit Courseleaf RI HR field from HM 130 to HM 190
2. Remove CUL 090, Add CUL 104
  - a. Swap courses in sample plan
  - b. Edit Courseleaf RI field

### **AAS Hospitality Management**

1. No change to program, but edit Courseleaf RI HR field from HM 130 to HM 190
2. Remove CUL 090, Add CUL 104
  - a. Swap courses in sample plan
  - b. Edit Courseleaf RI field

### **CC2 Hospitality Management**

1. No change to program, but edit Courseleaf RI HR field from HM 130 to HM 190
2. Remove CUL 090, Add CUL 104
  - a. Swap courses in sample plan
  - b. Edit Courseleaf RI field

## *Computer and Information Systems*

### **COURSES**

#### **CIS 131**

*Changes below, as well as other changes, are in Courseleaf workflow.*

- a. Remove Recommended preparation "MTH 060 or 085 or BA 104."

### **PROGRAMS**

#### **AAS Computer & Information Systems**

1. Remove MTH 085 or BA 104 and add MTH 102 (or one course from the foundational requirements math list).
  - a. Swap courses in sample plan
  - b. Edit Courseleaf RI field
2. Change total credits from 94-98 to 95-98

#### **CC1 Computer & Information Systems**

1. Remove MTH 085 or BA 104 and add MTH 102 (or one course from the foundational requirements math list).
  - a. Swap courses in sample plan
  - b. Edit Courseleaf RI field
2. Change total credits from 46-48 to 47-48

#### **AASO Computer Aided Drafting (CAD)**

1. Remove MTH 085 or BA 104 and add MTH 102 (or one course from the foundational requirements math list).
  - a. Swap courses in sample plan
  - b. Edit Courseleaf RI field
2. Change total credits from 95-99 to 96-98

#### **CC1 Computer Aided Drafting (CAD)**

1. Remove MTH 085 or BA 104 and add MTH 102 (or one course from the foundational requirements math list).
  - a. Swap courses in sample plan
  - b. Edit Courseleaf RI field
2. Change total credits from 46-48 to 47-48

#### **AASO Networking**

*Edited but not in Courseleaf workflow; changes below have not been made.*

1. Remove MTH 085 or BA 104 and add MTH 102 (or one course from the foundational requirements math list).
  - a. Swap courses in sample plan
  - b. Edit Courseleaf RI field
2. Change total credits from 94-98 to 95-98

#### **AASO Web Development/Database**

*Other changes but not those below are in Courseleaf workflow.*

1. Remove MTH 085 or BA 104 and add MTH 102 (or one course from the foundational requirements math list).
  - a. Swap courses in sample plan
  - b. Edit Courseleaf RI field
2. Change total credits from 94-98 to 95-98

## *Criminal Justice*

#### **COURSES**

None

#### **PROGRAMS**

AAS Criminal Justice

- a. Remove MTH 020 and add "Choose one course from the related instruction computation list or the foundational requirements math list."
  - b. Swap courses in sample plan
  - c. Edit Courseleaf RI field
2. Change total credits from 93-99 to 92-94

## *Dental Assisting*

### **COURSES**

#### **DA 115**

1. Change prerequisite
  - a. from “CIS 010; CIS 120 or Computer Competency Test; HHP 252; MTH 095 or higher; Choose one of the following Psychology Courses: PSY 101, PSY 201, PSY 215 or PSY 216; COMM 218, and WR 121.”
  - b. to “AH 105 (or course from the foundational studies math list); BA 214 or WR 121; CIS 120 or Computer Competency Test; HHP 252; Choose one of the following Psychology Courses: PSY 101, PSY 201, PSY 215 or PSY 216; Choose one from the following HR courses: AH 115 or BA 178 or COMM 115 or COMM 218 or COMM 219.”
  - c. Leave MTH 095 in SCAPREQ.

### **PROGRAMS**

#### **CC1 Dental Assisting**

*Changes below are in Courseleaf workflow; only these changes are proposed so could be pulled from workflow.*

1. Change WR 121 to BA 214 or WR 121
  - a. Swap courses in sample plan
  - b. Edit Courseleaf RI field
2. Remove MTH 095, add AH 105 (or one course from the foundational requirements math list)
  - a. Swap courses in sample plan
  - b. Edit Courseleaf RI field
3. Change COMM 218 to a choice of AH 115 or BA 178 or COMM 115 or COMM 218 or COMM 219
  - a. Swap courses in sample plan
  - b. Edit Courseleaf RI field
4. Remove CIS 010
5. Change total credits from 72-77 to 69-77

## *Education*

### **COURSES**

None

### **PROGRAMS**

#### **AAS Early Childhood Education**

1. Remove MTH 060 and add BA 104 or MTH 105 (or one course from the foundational requirements math list)
  - a. Swap courses in sample plan
  - b. Edit Courseleaf RI field
2. Add one credit to Education Electives (from 11 to 12) in order to meet minimum of 90.

#### **CC1 Equity in Education**

*May have 30% issue with state depending on how they calculate.*

1. Remove MTH 060 and add BA 104 or MTH 105 (or one course from the foundational requirements math list)
  - a. Swap courses in sample plan
  - b. Edit Courseleaf RI field
2. Change total credits from 37-40 to 36-40

## *Emergency Medical Services*

### **COURSES**

#### **EMT 151**

1. Change Prerequisite from “WR 065 or higher or placement into WR 121, MTH 020 or higher or placement into MTH 060.” to “WR 065 or higher or minimum placement Wr/COMM Level 9; and MTH 015 or higher or minimum placement Math Level 7.”
2. **\*\*Keep MTH 020 in SCAPREQ.**

### **PROGRAMS**

#### **CC1 Emergency Medical Tech**

1. Remove MTH 065 and add AH 105 (or one course from the foundational requirements math list)
  - a. Swap courses in sample plan
  - b. Edit Courseleaf RI field
2. Remove FOR 211 and edit to read Choose one course from the following: AH 115; BA 178; BA 285; COMM 218; COMM 219; HS 208
  - a. Swap courses in sample plan
  - b. Edit Courseleaf RI field
3. Change total credits from 59-62 to 58-63

#### **AAS Paramedicine**

*Curriculum Office began edit for non-course requirements but hasn't completed or entered workflow.*

1. Remove MTH 065 and add AH 105 (or one course from the foundational requirements math list)
  - a. Swap courses in sample plan
  - b. Edit Courseleaf RI field
2. Remove FOR 211 and edit to read Choose one course from the following: AH 115; BA 178; BA 285; COMM 218; COMM 219; HS 208
  - a. Swap courses in sample plan
  - b. Edit Courseleaf RI field
3. Change total credits from 99-102 to 98-103

## *Forest Resources Technology*

### **COURSES**

#### **FOR 235**

1. Remove recommended preparation “MTH 085 or higher.” and add “MTH 102 (or a course from the foundational requirements math list).”

### **FOR 236**

1. Remove recommended preparation “MTH 086 or higher and FOR 230B) and add “MTH 102 (or a course from the foundational requirements math list) and FOR 230B.”

### **FOR 237**

1. Remove recommended preparation “MTH 086 or higher, FOR 235, and FOR 236.) and add “MTH 102 (or a course from the foundational requirements math list) and FOR 235 and FOR 236.”

## **PROGRAMS**

### **AAS Forest Resource Technology**

1. Remove MTH 085 and MTH 086 and add MTH 102 (or a course from the foundational requirements math list)
  - a. Swap MTH 085/102 courses and remove MTH 086 in sample plan
  - b. Edit Courseleaf RI field
  - c. Edit footnote on courselist to remove reference to MTH 085 and 086.
2. Remove COMM 111 from the list of required COMM courses.
  - a. Swap courses in sample plan
  - b. Edit Courseleaf RI field
3. Change total credits from 101-106 to 97-102.

## *Geographical Info Systems*

## **COURSES**

### **GEOG 270**

1. Change recommended preparation from “MTH 060 or equivalent.” to “MTH 060 or higher or minimum placement Math Level 10.”

## **PROGRAMS**

### **AAS Geographical Info Systems**

*Currently in Courseleaf workflow (already reviewed) for other changes but not those noted below; **may have 30% issue with state depending on how they calculate.***

1. Remove MTH 085 and MTH 086 and add MTH 102 (leave choice of MTH 105) or \*\* choose a course from the foundational requirements math list.
  - a. Remove MTH 085 & MTH 086 from sample plan, add MTH 102 or MTH 105 to first year fall term.
  - b. Edit Courseleaf RI field
2. Remove “Choose any course from the HR list” and add choice of BA 178; BA 285; COMM 115; COMM 218; COMM 219/
  - a. Swap MTH 085/102 courses and remove MTH 086 in sample plan
  - b. Edit Courseleaf RI field
3. Change total credits from 94-101 to 94-97.

### **CC1 Geographical Info Systems**

1. Add MTH 102 or MTH 105 or \*\* choose a course from the foundational requirements math list.
  - a. Edit sample plan: MTH 102/MTH 105 should go in fall term. WR 121 should go in winter term. HR should go in spring term.



- b. Edit Courseleaf RI field
2. Remove “Choose any course from the HR list” and add choice of BA 178; BA 285; COMM 115; COMM 218; COMM 219/
  - a. See sample plan notes above.
  - b. Edit Courseleaf RI field
3. Change total credits from 50-51 to 54-55.

## *Health Information Management*

### **COURSES**

#### **HIM 103**

This course is IP in Courseleaf and includes the change below.

1. Change prerequisite from “AH 111; CIS 120; and WR 121” to “AH 111; BA 214; and CIS 120.”

### **PROGRAMS**

#### **AAS HIM**

*Changes below, as well as other HIM course changes and removal of COMM 111 and addition of CIS 131, in Courseleaf workflow; may have >30% issues with CCWD.*

1. Change WR 121 to BA 214 (\*\*removed error of choice of WR 121)
  - a. Swap courses in sample plan
  - b. Edit Courseleaf RI field
2. Remove MTH 031
  - a. Remove courses in sample plan
  - b. Edit Courseleaf RI field
3. Remove choice of BA 285 and PSY 101 from COMM 218.
  - a. Edit sample plan.
  - b. Edit Courseleaf RI field.
4. Change total credits from 103 to 105 (includes HIM course changes).

#### **CC2 Coding Competency**

*Changes below, as well as other HIM course changes and removal of COMM 111 and addition of CIS 131, in Courseleaf workflow; may have >30% issues with CCWD.*

Change WR 121 to BA 214 (\*\*removed error of choice of WR 121)

- a. Swap courses in sample plan
  - b. Edit Courseleaf RI field
2. Remove MTH 031
  - a. Remove courses in sample plan
  - b. Edit Courseleaf RI field
3. Remove choice of BA 285 and PSY 101 from COMM 218.
  - a. Edit sample plan.
  - b. Edit Courseleaf RI field.
4. (Credits don't change at 83)

#### **CC2 Medical Billing**

*Changes below, as well as other HIM course changes and removal of COMM 111 and addition of CIS 131, in Courseleaf workflow; may have >30% issues with CCWD.*

Change WR 121 to BA 214 (\*\*removed error of choice of WR 121)

- a. Swap courses in sample plan
- b. Edit Courseleaf RI field
2. Remove MTH 031
  - a. Remove courses in sample plan
  - b. Edit Courseleaf RI field
3. Remove choice of BA 285 and PSY 101 from COMM 218.
  - a. Edit sample plan.
  - b. Edit Courseleaf RI field.
4. Change total credits from 72 to 68 (includes HIM course changes).

### **CC1 Medical Office**

*Changes below, as well as other HIM course changes and addition of CIS 131, in Courseleaf workflow.*

1. Change WR 121 to BA 214 (\*\*removed error of choice of WR 121)
  - a. Swap courses in sample plan
  - b. Edit Courseleaf RI field
2. Remove MTH 031
  - a. Remove courses in sample plan
  - b. Edit Courseleaf RI field
3. Remove choice of BA 285 and PSY 101 from COMM 218.
  - a. Edit sample plan.
  - b. Edit Courseleaf RI field.
4. Total credits unchanged.

## *Massage*

### **COURSES**

#### **LMT 113**

1. Edit prerequisite from “WR 065 or higher or minimum placement into WR 121; MTH 010 or higher or minimum placement into MTH 020.” to “WR 065 or higher or placement in Wr/Comm Level; MTH 015 or higher or minimum placement in Math Level 7.”
  - a. Keep MTH 10 in SCAPREQ.

#### **LMT 130**

1. Edit prerequisite from “WR 065 or higher or minimum placement into WR 121; MTH 010 or higher or minimum placement into MTH 020.” to “WR 065 or higher or placement in Wr/Comm Level; MTH 015 or higher or minimum placement in Math Level 7.”
  - a. Keep MTH 10 in SCAPREQ.

#### **LMT 155**

1. Edit prerequisite from “WR 065 or higher or minimum placement into WR 121; MTH 010 or higher or minimum placement into MTH 020.” to “WR 065 or higher or placement in Wr/Comm Level; MTH 015 or higher or minimum placement in Math Level 7.”
  - a. Keep MTH 10 in SCAPREQ.

#### **LMT 170**



1. Edit prerequisite from “WR 065 or higher or minimum placement into WR 121; MTH 010 or higher or minimum placement into MTH 020.” to “WR 065 or higher or placement in Wr/Comm Level; MTH 015 or higher or minimum placement in Math Level 7.”
  - a. Keep MTH 10 in SCAPREQ.

## PROGRAMS

### AAS Massage Therapy

*Currently in Courseleaf workflow with changes below as well as many other course changes; may have 30% issue with state depending on how they calculate.*

1. Change WR 121 to BA 214 or WR 121
  - a. Swap courses in sample plan
  - b. Edit Courseleaf RI field
2. Remove MTH 020, add AH 105, BA 104, MTH 102, or MTH 105 (or one course from the foundational requirements math list)
  - a. Swap courses in sample plan
  - b. Edit Courseleaf RI field
3. Add option of AH 115 to current choice of BA 178 or COMM 218.
  - a. Add AH 115 to sample plan.
  - b. Edit Courseleaf RI field.
4. Change total credits from 93-107 to 90-106.

### CC2 Massage Therapy

*Currently in Courseleaf workflow with changes below as well as many other course changes; may have 30% issue with state depending on how they calculate.*

1. Change WR 121 to BA 214 or WR 121
  - a. Swap courses in sample plan
  - b. Edit Courseleaf RI field
2. Remove MTH 020, add AH 105, BA 104, MTH 102, or MTH 105 (or one course from the foundational requirements math list)
  - a. Swap courses in sample plan
  - b. Edit Courseleaf RI field
3. Add option of AH 115 to current choice of BA 178 or COMM 218.
  - a. Add AH 115 to sample plan.
  - b. Edit Courseleaf RI field.
4. Change total credits from 60-64 to 56-67.

## Medical Assistant

### COURSES

#### MA 110

1. Change prerequisite from “AH 114; BI 105; CIS 120 (or computer competency test); choose either (BA 214 or WR 121); and choose either (AH 105 or MTH 105 or a higher math course).” to “AH 114; BI 105; CIS 120 (or computer competency test); choose either (BA 214 or WR 121); and choose either (AH 105 or MTH 105 or one course from the foundational requirements math list).”

## PROGRAMS

### Medical Assistant CC1

1. Add to AH 105 or MTH 105 option “or choose one course from the foundational requirements math list.”
  - a. Swap courses in sample plan
  - b. Edit Courseleaf RI field
2. Edit choice of AH 115 or PSY 215 to a choice of AH 115, COMM 115, COMM 218, or COMM 219.
  - a. Swap courses in sample plan
  - b. Edit Courseleaf RI field

## Nursing Assistant

### COURSES

None

### PROGRAMS

#### CC1 Nursing Assistant

*Currently in Courseleaf workflow with changes below as well as other course changes; **may have 30% issue with state depending on how they calculate.***

1. Edit choice of WR 065 or WR 121 to BA 214 or WR 121.
  - a. Swap courses in sample plan
  - b. Edit Courseleaf RI field
3. Edit choice of MTH 020 or MTH 058 to choice of “AH 105 or MTH 102 or MTH 105 or choose one course from the foundational requirements math list.”
2. .
  - a. Swap courses in sample plan
  - b. Edit Courseleaf RI field
3. Remove PSY 215 from choice with COMM 218, add AH 115, BA 178, COMM 115, or COMM 219
  - a. Swap courses in sample plan
  - b. Edit Courseleaf RI field
4. Change total credits from 36-41 to 36-46.

## Pharmacy Technician

### COURSES

PHM 100

1. Change prerequisite from “AH 105 or MTH 105 (or higher math course) or minimum placement into MTH 060; WR 065 (or higher) or BA 214 or minimum placement into WR 121 or WR 121 plus WR 098 Writing Seminar; and BI 105.” to Recommended Preparation of “MTH 015 (or higher) or minimum placement Math Level 7; WR 065 (or higher or BA 214) or minimum placement Wr/Comm Level 7; and BI 105.”
  - a. Keep AH 105 as prereq in SCAPREQ

## PROGRAMS

### CC1 Pharmacy Technician

1. Add option to AH 115 of COMM 115, COMM 218 or COMM 219.
  - a. Add courses in sample plan.
  - b. Edit Courseleaf RI field.
2. Add option to choose a course from foundational requirements math list to AH 105 or MTH 105.
  - a. Add to sample plan.
3. Change total credits from 52-54 to 52-55.

## Structural Fire Science

### COURSES

#### SFS 232

*The change below is in Courseleaf workflow.*

1. Change prerequisite from “MTH 065 or higher, GS 104, GS 105, SFS 105, and access to engines or affiliation are highly recommended for students' success in the class.” to prerequisite of SFS 105 and recommended prep of “MTH 098 (or higher) or minimum placement Math Level 14.”

#### SFS 263

1. Change prerequisite from “SFS 101; SFS 102; SFS 110; SFS 112; SFS 120; MTH 060 or higher or minimum placement into MTH 065.” to “SFS 101; SFS 102; SFS 110; SFS 112; SFS 120; MTH 098 or higher or minimum placement Math Level 14”

### PROGRAMS

#### AAS Fire Science

*The changes below as well as other program changes are in Courseleaf workflow; **may have 30% issue with state depending on how they calculate.***

1. Remove FOR 211 and add the following courses to BA 285 option: AH 115; BA 178; COMM 218; COMM 219; HS 208.
  - a. Add courses in sample plan.
  - b. Remove COMM options but require COMM 111 on its own.
  - c. Edit Courseleaf RI field.
2. Remove MTH 065 and add MTH 105 (or choose a course from the foundational requirements math list).
  - a. Add courses in sample plan.
  - b. Edit Courseleaf RI field.
3. Remove WR 122 or WR 227.
  - a. Add courses in sample plan.
  - b. Edit Courseleaf RI field.
4. Change total credits from 96-100 to 98-100.

## Vet Tech

## **COURSES**

### **VT 101**

1. Edit prerequisites from “BI 101 or BI 211; GS 105 or CH 104; MTH 095, 111 or higher; WR 121; and COMM 218.” to “Prerequisites: BI 101 or BI 211; CH 104 or CH 221; MTH 095, 111 (or higher) or minimum placement Math Level 18; WR 121; and COMM 218.”

### **VT 114**

1. Edit prerequisites from “VT 101, VT 102, VT 103 and VT 117.” to “VT 101; VT 102; VT 103; VT 117; and MTH 095 or MTH 111 (or higher) or minimum placement Math Level 18.”

## **PROGRAMS**

### **AAS Veterinary Technician**

*Currently in Courseleaf workflow with changes below as well as other course changes.*

1. Remove MTH 095 as program requirement.
  - a. Edit CourseLeaf RI field to show VT 114.
  - b. Edit sample plan to one prep term
2. Change total credits from 105-106 to 104.

**Adjourn:** 9:40 a.m.

**Next Meeting:** Tuesday, February 4, 2020—OCH 141 at 8:30 a.m.



## Form 1: Presentation Checklist

Name: \_\_\_\_\_ Michael H Murphy \_\_\_\_\_

Date: \_01/28/2020\_

Department: \_\_\_\_\_ eLearning \_\_\_\_\_

COCC Contact Information: \_\_\_\_\_ mhmurphy@cocc.edu \_\_\_\_\_

Use the instructions for this document to complete your presentation checklist; then e-mail your completed presentation checklist (*not* the instructions) to the Academic Affairs chair by his or her specified deadline. **Please note:** If an item listed is not relevant to your specific presentation to Academic Affairs, please mark as **N/A**. Use as many pages as necessary.

### PROPOSAL OVERVIEW

Academic Affairs created a work group to study the possibility of converting to a new Learning Management System. At this time, we propose that we invite (via an RFI) LMS vendors to visit our Bend campus, and provide information regarding the merits of their systems. We will Zoom in other sites

After the presentations - the LMS task group will conduct a campus wide evaluation survey. The LMS task group will compile the campus-wide responses to other LM systems. We will provide the results to AA and estimates for change costs, and a go/no-go on an RFP recommendation to change our current LMS.

### TYPE OF AGENDA ITEM (please contact AA Chair if unsure of your item type)

For these item types, you *do not* need to complete the rest of this form:

- Informational Item (requires AA Chair approval)
- Operational Item (for internal committee business)
- New Academic Program (attach Stage 2 document)

For these item types, please complete the rest of this form:

- Policy/Procedure Item
  - Procedure—revision (Attach current procedure with proposed changes illustrated with track changes)
  - Procedure—new  
Identify suggested location in *GPM*: \_\_\_\_\_
  - Policy—revision (Attach current policy with proposed changes illustrated with track changes)
  - Policy—new  
Identify suggested location in *GPM*: \_\_\_\_\_

x  Other Action Item (describe): LMS work group proposal for an RFI/RFP to review upgrade LMS

## **BUDGET**

NO cost for RFI. Potential long-term budget impact, possible savings.

## **INSTRUCTIONAL REQUIREMENTS**

None for RFI. All areas of Instruction are affected, in some way, if a new LMS is adopted. See additional PowerPoint and handouts.

## **OPERATIONAL NEEDS, CURRENT AND FUTURE**

None for RFI. All areas of Instruction are affected, in some way, if a new LMS is adopted. See additional PowerPoint and handouts.

## **STUDENT IMPACT**

None for RFI. All areas of Instruction are affected, in some way, if a new LMS is adopted. See additional PowerPoint and handouts.

## **ANTICIPATED IMPLEMENTATION TIMELINE**

Late February/Early March 2020– LMS vendors visit. Then campus-wide survey implemented. Results tabulated, returned to AA for review for RFP approval or tabled in late spring.





# **Learning Management System Review Update Report**

**LMS Review Task Force**



# LMS Review Charge

The office of eLearning and Academic Technology in partnership Academic Affairs will create a task force that will lead and LMS Review. The purpose of this review is to analyze different LMSs to determine how well Blackboard is meeting our needs and to examine other LMSs to determine which best fits the needs of COCC. After a comprehensive review and testing of the top two choices, a recommendation will be made to Academic Affairs to stay with our current LMS or to move to another LMS. If the recommendation is to move to another LMS, the task force will provide an initial evaluation of the resources required to make the change.



# Task Force Membership

## Faculty:

Jessica Giglio

Brian Gutierrez

Ralph Phillips

Chris Rubio

Joseph Huddleston

Jim Moodie

Shannon Waller

Theresa Freihoefer

Math

Admin

CIS

Humanities

Manufacturing/Redmond Campus

Science

Pharm Tech

Business

## Non-Faculty:

Laura Boehme

Jeremy Green

Tine Hovekamp

ITS

Madras Campus

Library



# Outcomes

1. SWOT analysis of current Blackboard system, including significant input from faculty, staff and students. (completed by LMS review team and campus wide survey)
2. Review of LMSs used by other educational institutions in Oregon and beyond (Completed by LMS review team)
3. Demo other LMSs (Completed by LMS review team)
4. Create a comparison chart or document comparing Blackboard to other top LMSs
5. \*Provide LMS presentations Campus Wide and Survey campus wide.
6. Evaluate the steps and costs (\$, time, personnel, IT...) that would be involved in a LMS change if one is recommended
7. Provide regular communication to campus (via eLearning website and Bobcat Community)



# SWOT Analysis

SWOT Analysis: Blackboard at COCC

Internal	<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• Blackboard is a known entity among campus users (faculty, students, ELearning)</li> <li>• Feature rich             <ul style="list-style-type: none"> <li>◦ Grading</li> <li>◦ Tool variety</li> </ul> </li> <li>• Blackboard has a Technical Support team to assist the college.</li> <li>• Blackboard LMS is accessible for ADA students</li> <li>• ELearning team is experienced with the LMS system.</li> <li>• Integrates with other COCC systems             <ul style="list-style-type: none"> <li>◦ Banner</li> <li>◦ Other key third parties</li> </ul> </li> <li>• Many collaborative features and communication</li> </ul>	<p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>• Blackboard is a large LMS system making it unwieldy to address issues and any changes.</li> <li>• Not intuitive to use for faculty and students.</li> <li>• Feature rich (too many tools)</li> <li>• Blackboard is a high cost LMS system thereby limiting the ability to purchase add-ons.</li> <li>• Interface and usage across other computer systems and devices is not reliable.</li> <li>• Technical support is slow to respond and unreliable.</li> <li>• Disruptions to service is frequent and unpredictable.</li> <li>• Inflexible customization</li> <li>• Dated version in look and feel</li> <li>• Inline grade tool</li> <li>• Adding new features and/or tools is costly</li> <li>• COCC budget limits the ability to add new features</li> <li>• COCC culture is resistant to change making it challenging to update versions and add features.</li> <li>• Elearning team has a small number of people (3) which makes it challenging to meet the ever-growing needs of all faculty and students as we expand into more online course work.</li> <li>• Buggy releases of new Blackboard versions.</li> </ul>
External	<p><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>• Access to a separate Blackboard support team.</li> <li>• Growth potential with continuing education.</li> <li>• Additional OCCDLA funding can provide opportunities to expand Blackboard tools.</li> <li>• Renegotiation of contract is a possibility to gain more features at reduced costs.</li> <li>• Blackboard community across the states is large providing support.</li> </ul>	<p><b>Threats</b></p> <ul style="list-style-type: none"> <li>• Disruptive Bb service outside of our control.</li> <li>• Browser compatibility is dependent on Blackboard's adaptability.</li> <li>• Services not 100% stable (i.e. Crocodoc).</li> <li>• Poor Integration with continuing education.</li> <li>• Blackboard company slow to adapt and general (non-tech) support is insufficient.</li> <li>• High cost of new features and tools limits our ability to customize Bb LMS to meet our growing needs.</li> <li>• Dissimilar to community organizations – K-12 and OSU Cascades – who use other systems.</li> <li>• Dependent on OCCDLA Funds.</li> <li>• Technological changes are constant and Blackboard needs to be adaptable to be effective for users.</li> </ul>

# LMSs Used by Oregon Community Colleges

Institution	LMS	LMS Review
Blue Mountain Community College	Canvas	2015/2016
Central Oregon Community College	Blackboard	
Chemeketa Community College	Blackboard	Moving to Canvas
Clackamas Community College	Moodle	upgraded Moodle/Hosting
Clatsop Community College	D2L	
Columbia Gorge Community College	Moodle	
Klamath Community College	Canvas	
Lane Community College	Moodle (Joule)	Under Review
Linn-Benton Community College	Moodle (Joule) v. 3.3	2016 Canvas vs. Moodle
Mt. Hood Community College	Blackboard	2012-13
Oregon Coast Community College	Canvas	2015-16
Portland Community College	D2L	Currently reviewing Canvas and BrightSpace
Rogue Community College	Blackboard	2013
Southwestern Oregon Community College	eLearning (Jenzabar)	
Tillamook Bay Community College	Moodle	
Treasure Valley Community College	Blackboard	
Umpqua Community College	Canvas	2014



# LMSs at Other Ed Institutions

American College of Healthcare Sciences	Canvas
College of Osteopathic Medicine of the Pacific-Northwest	Blackboard
Concordia University	Blackboard
Corban University	Moodle "Converge"
Eastern Oregon University	Canvas
George Fox University	Moodle "FoxTALE"
Lewis & Clark College	Moodle
Linfield College	Blackboard
Marylhurst University	Canvas
Northwest Christian University	Canvas
Oregon Institute of Technology	Blackboard
Oregon State University	Canvas
Oregon State University - Cascades	Canvas
Pacific University	Moodle
Portland State University	D2L
Reed College	Moodle
Southern Oregon University	Moodle
University of Oregon	Canvas
University of Portland	Moodle
University of Western States	Moodle
Western Oregon University	Moodle
Willamette University	Sakai "WISE"
High Schools	
Bend-La Pine High Schools	
IMESD Eastern Oregon 18 school Disticts	Canvas
Sisters High School	Canvas
Oregon Online Web Academy □	Canvas



# The 'Big Four'

According to Pcmag.com, eLearningindustry.com, Suny.edu most recent LMS report(s) (Fall 2018), 87 % of institutions and 91 % of student enrollments rely upon either Blackboard, Canvas, Moodle, or D2L . COCC LMS Review Team researched:

Blackboard accounts for 28 % institutions / 37 % of enrollments  
Canvas accounts for 21% institutions / 27 % enrollments.  
Moodle accounts for 20 % institutions /12 % enrollments, which suggests that it's most popular with smaller institutions.  
D2L 13 % of institutions , 15% of enrollments.





# LMS Comparison Chart

Comparison Map	Blackboard	Canvas	D2L	Moodle
Accessibility: Gold Certification	X	X	X	?
Mobile User Interface	X	X	X	X
File Storage and Management	X	X	X	X
Collaboration Workspace	X	X	X	\$
Personalization/Navigation	X	X	L	\$
Analytics	\$	\$	\$	\$
Grading tools	X	\$	X	\$
Usability	L	X	X	L
Ease of Administration	L	X	?	\$
Cost		X	X	X



# LMS Comparisons

## • **Blackboard Weaknesses**

- Learning Curve to Ultra
- More front-end changes than back-end changes in gradebook/discussions and assignments.
- Multi-step process for upgrade
- Limited customization of new navigation panel
- Mobile has 2 Apps Student/Instructor
- Support
- Cost

## • **Canvas Weaknesses**

- Learning Curve to Canvas
- Migration of courses
- Simplistic rich text editor
- Simplistic learning analytics in base LMS
- Limited faculty customization of navigation panel

## • **D2L Weaknesses**

- Learning Curve to D2L
- Migration of courses
- Simplistic rich text editor
- Limited faculty customization of navigation panel
- Unknown level of Support

## **Moodle Weaknesses**

- Learning Curve to Moodle
- Accessibility: Not certified from NFB
- No base structure ready for course deployment
- Insufficient maintenance investment:
- Heavy dependency on 3<sup>rd</sup>-party add-ons and Server Support from hosting environment
- Grading tool not integrated



# **LMS Review Results Ranked**

**Canvas 1**

**D2L (BrightSpace) 2**

**Blackboard 3**

**Moodle 4**



Recommendation: Request LMS vendors to visit campuses, provide information regarding the merits of their systems.

After presentations - suggest campus wide evaluation survey. Compile campus-wide responses to other LM systems. Provide estimates for change costs, and a go/no-go on RFP recommendation

**LMS Review Project Timeline**  
**(Initial Draft)**

<p><b>Initial Phase</b> Organizational</p>	<p>Initial discussion with VPI &amp; eLearning/ brief online LMS straw poll. Establish project work with Academic Affairs Committee – reviewed and approved</p> <p>Organization – Identify a working task group / Establish first meeting – goals of task force</p> <p>Establish a public site for institutional communications</p> <p>Review current LMS history, polices, and stats</p>
<p><b>Phase Two</b> Evaluation</p>	<p>Define the scope - What are the institutional needs of an LMS? SWOT Analysis</p> <p>Gather Feedback from Campus*:</p> <ol style="list-style-type: none"> <li>1. Campus – wide town hall meetings</li> <li>2. Campus – wide online feedback</li> <li>3. Focus groups – Faculty, staff, students</li> </ol> <p>Analysis of feedback from working groups</p> <p>Working group to recommend: Blackboard or Other potential LMS tool(s) to match institutional needs.</p>
<p><b>Phase Three</b> Demonstrations</p>	<p>Engage in RFI/RFP</p> <p>Schedule demonstration of LMS tool(s)</p> <p>Send focused invitations or campus-wide invitations</p> <p>Gather Feedback on tool(s)</p> <p>Report to task force finding and accept/reject findings</p>

<p><b>Phase Four –</b> Next Step Recommendations</p>	<p>Identify plan of next steps to Academic Affairs Engage</p> <p>Example: Identify pilots (faculty/ students) /Feedback from pilot participants</p> <p>Working group provides decision on adoption of LMS tool(s) to Academic Affairs Engage RFP</p>
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\*The term campus refers to all campuses for COCC.

DRAFT

## Learning Management System (LMS) Review Update

**Introduction:** The office of eLearning and Academic Technology in partnership with Academic Affairs created a task force that lead an LMS Review in the spring of 2019. The purpose of that review was to analyze different LMSs to determine how well Blackboard is meeting our needs and to examine other LMSs to determine which best fits the needs of COCC.

After a comprehensive review and testing of the top four choices, a recommendation to Academic Affairs to allow the top LMS vendors to visit the Bend campus in the winter or spring of 2020. These LMS vendors will provide presentations to the campuses, (including Northern Campuses via Zoom) and a campus-wide survey will follow to rate the systems.

After the presentations and all surveys are compiled, the final data from the campus-wide surveys, along with the previous finding from the LMS review team will be given to Academic Affairs. The task force will also provide an initial estimate of the resources required to make any changes, including estimated funding costs and training requirements.

If a move is made to another LMS, eLearning and Academic Technology will require time for our campuses to run two LMSs simultaneously for at least six months, in order to make a smooth transition, with training and infrastructure changes to a new mobile friendly online environment.

We believe that given the changes in LMS options and the growing need for flexible, reliable new technologies now is the best time for the department of eLearning and Academic Technology to lead a transparent and inclusive process whereby all stakeholder groups have opportunity to contribute to the analysis of whether or not to shift to a new LMS.

Alignment:

**Student Experience SE 1/2:** The ability for faculty and students to experience a smoother, less cumbersome, and mobile environment in online learning will enhance their opportunities to use online tools. This will create greater opportunities to share content and materials across campuses, and Oregon institutions to provide robust resources and leverage the most optimal experience and success for students possible in an online environment.