



Academic Technology Department Program Review Self-Study Report

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Section 1: Executive Summary

The Academic Technology (AT) team is a collection of academic support programs that have the shared goal of strengthening Lane's academic offerings, supporting instruction and helping students access high-quality instruction and instructional support services. Services include:

- Academic Technology Center
- Instructional Design Services
- LaneOnline
- Media Services
- Center for Teaching and Learning.

The Academic Technology team started the program review self-study in the the fall of 2022 by reviewing the process, guidelines, and templates, scheduled regular meetings, and began writing. We used Lane's [administrative program review process](#). This work was largely completed by spring 2023. Due to transitions in personnel, summer break, and college closures during severe weather the manager and coach continued the work and wrapped up the report during the winter of 2023.

Considerable progress toward the accomplishment of previous goals has been achieved and is outlined in detail in Section 2 below. A few highlights include the creation of a unified online course development process that meets agreed-upon quality standards, including accessibility requirements and compensation for faculty work; decreased response times for service; enhanced students' digital literacy; evaluated delivery methods; provided training for academic deans; prepare faculty to teach online and prep students for online learning; increase available support; create a culture of innovation and excellence through the Center for Teaching and Learning; enhance accessibility. A mission statement will be written in the coming years.

Key findings and recommendations are listed throughout the document. Below is a summary of recommendations that emerged from the self-study process. One of the lessons learned was that planning at the program, department, division, and institutional levels is not coordinated, integrated, or well-communicated and that Lane's Strategic Planning process should include all stakeholders' voices. Another insight was that personnel are laser-focused on trends that impact their work, including technology, artificial intelligence, etc. This focus allows them to meet and overcome challenges proactively.

The team engaged in a SWOT¹ Analysis and identified strengths related to relationships, innovation, strong reputation, diverse team, and a culture of inquiry and collegiality. Academic Technology (AT) is a highly effective and collaborative force that consistently delivers results.

During the self-study, the team identified institutional and departmental weaknesses.

Institutional weaknesses include:

- A lack of consistency from course to course in the Learning Management System (LMS). This results in an uneven student experience, where students may need to relearn where information, assessments, and tools are located within each course.
- Too much lag time in providing new employees with access to systems and tools
- Insufficient clarity in roles and responsibilities in Information Technology and Academic Technology personnel
- Fees associated with distance education courses can be a barrier for students and may negatively affect enrollment and the accessibility of these programs
- Lack of recognition of Academic Technology team members, which lowers morale

In the department, team members believe that their own high standards often lead them to overcommit to projects and frustration when outcomes do not meet their expectations. Post-pandemic, the team is experiencing low morale and struggles with aligning the availability of instructors and designers. This issue affects the effectiveness and efficiency.

Opportunities for improvement include making data-informed instructional decisions, evaluating the impact of efforts on student success, implementing artificial intelligence in instruction, enhancing collaboration, distributing and integrating instructional design campuswide, broadening outreach, engaging in shared governance, streamlining workflow of instructional design, amplifying marketing, exploring new teaching and learning modalities, supporting faculty skill development, maintaining work-life balance, build upon existing distance education offerings, expanding access to the Academic Technology Center, And implementing peer reviews for continuous improvement.

Some of the current threats include budget cuts that will negatively impact the quality of education, increased student fees or barriers for students, the use of student technology fees for infrastructure that reduces the ability to support students, decreased online offerings that decrease college competitiveness, and risk associated with artificial intelligence, and fewer textbook providers are concerning. Improvements to the quality and consistency of online learning are hindered by faculty contract constraints and negatively impact students. Any lack of equitable opportunities for diverse students must be addressed.

¹ Strengths, Weaknesses, Opportunities, and Threats

Feedback was gathered from an all-employee survey. Identified gaps are being addressed. Gaps outside the departmental scope that Lane needs to work on include providing professional development for classified staff and open educational resources for students.

Classified staffing levels are inadequate for the current demands, in particular with regard to Media Services. Faculty staffing levels need to be examined in the near future to ensure that staffing is adequate to meet institutional needs.

Funding is derived from student enrollment and is thus inconsistent, making budget projections difficult and inaccurate. Increased demands will require stable funding and may require increased staffing. Professional development is somewhat adequate at this time, but lack of sufficient funding may hinder success over the long term.

The AT Team excels at collaboration, communication, technology use, innovation, and complying with and educating others about accessibility.

Increased competition for students, rising costs for technology, increased faculty pay, and compliance with NWCCU's Regular and Substantive Interaction (from Title IV) standards are risks that must be monitored closely. Financial analysis shows how student fees are used wisely and effectively.

In Sept 2024, all team members met for an intensive strategic planning discussion. They also discussed how their recommendations for action support the president's priorities and Lane's Strategic Plan. Initiatives and actions include implementing recommendations from this process, creating a Digital Tool Library, rebooting ATAG meetings, performing an Online Engagement Tool Review, presenting to the Board of Education, and updating the LaneOnline Logo.

Recommendations that emerged during the self-study are listed below, followed by alignment with [Lane's Strategic Plan](#) objectives in parentheses.

Recommendations for Academic Technology:

- Continue to regularly gather stakeholder feedback (1.3, 4.2, 4.3)
- Collaborate with IR to gather student success rates (4.3)
- Partner with Classified Professional Developmental Team to raise awareness of the various types of training available (4.5, 6.1)
- Ensure that personnel can access adequate professional development (4.5, 6.1)
- Raise awareness about Regular and Substantive Interactions standards (1.3)
- Create a mission statement (5.7)
- Collaboratively develop and offer an online learners' assessment and an orientation program for students who are new to online and digital learning. Academic Technology will reach out to campus partners to seek consensus and work on implementation. (1.3, 5.4, 4.4)

Recommendations for Lane Community College:

- Lane's strategic and other planning and resource allocation decision-making processes must include more opportunities for input by all stakeholders (1.5, 4.1, 5.6)
- Lane should incorporate the Executive Directions Accountability Team goals related to online learning into Lane's nascent integrated planning framework (4.1, 5.6, 5.7)
- Lane should address the gap in classified professional development (6.1)
- Lane must clarify the roles and responsibilities between departments and divisions related to training and professional development (6.1)
- Lane needs to gather student success data for Online Learning/Distance Education courses that can be disaggregated by demographics and shared across academic divisions (4.3, 4.4)
- Lane must comply with the Department of Education's requirements to include [Regular and Substantive Interactions](#) (RSI), which is also a [requirement by the accreditation agency](#) (Northwest Commission on Colleges and Universities) (5.7)
- Lane must create and implement a thoughtful and collaborative process for technology implementation to meet multi-functional objectives (5.6, 5.7, 6.13, 6.15)
- The college should provide an opportunity for the Academic Technology Department to have input into the existing and new spaces, facilities, and infrastructure at the college (5.7)
- Lane should maintain a consistent organizational structure and high-level administration titles to save time and money (4.3, 5.7)

Section 2: Progress on Previous Program Outcomes, Goals and/or Recommendations

Academic Technology has made a great deal of progress toward program goals. In 2017, the [Lane Online Course Quality Initiative](#) (LOCQI) was developed by a team of administrators, teaching faculty, instructional designers, and classified staff. LOCQI had 25 recommendations to update, improve, and expand Lane's online course offerings. Of the 25 recommendations, 6 were not pursued. The remaining 19 recommendations were either successfully implemented or are in the process of being implemented. These are listed below.

Additionally, the Executive Directions Accountability Team was convened in approximately the year 2020 by former administrators to set [goals related to online learning](#). **Many of these goals have been successfully accomplished**, and a few are in process. The Academic Technology team will continue working toward achieving the goals in the coming years. It is hoped that this work will be incorporated into the nascent integrated planning framework being developed by the college.

Recommendation: Incorporate the [Executive Directions Accountability Team goals related to online learning](#) into Lane’s nascent integrated planning framework.

Recommendations	Results (as of June 2022)
<p>#3: A unified online course development process - All online courses at Lane will undergo the same set of processes for development as they are converted from traditional to an online format</p>	<p>Fully successful! All funded course development goes through a unified process with Instructional Design Services. (Faculty can always choose to forgo funding and not participate in the course development process.)</p>
<p>#4: Online course development will be a collaborative effort involving deans, faculty, ASA leadership, and AT. Decisions to offer an online course are made in response to program and student needs.</p>	<p>Largely implemented: Ian Coronado has strong relationships with ASA leadership and deans. Deans encourage their faculty to work closely with AT when developing online courses.</p>
<p>#5: Guided by online instructors and governance councils, the college will adopt a set of standards, e.g. Quality Matters rubric or OLC Online Scorecard, to set clear expectations for organization, clarity, accessibility, and engagement within online courses.</p>	<p>Fully successful! Instructional Design Services faculty have adopted OSCQR standards to guide course development.</p>
<p>#6: Establish a timeline for the development of courses that have not been taught online before</p> <ul style="list-style-type: none"> ● Ideally, 11 weeks (one term) ● 22 weeks (two terms) if the instructor has not taught online before 	<p>Largely implemented: We recommend that timeline; however, due to the nature of part-time faculty course assignments, this timeline is not always followed.</p>
<p>#7: All online course development is done in consultation with Academic Technology</p>	<p>Fully successful! All funded course development goes through a unified process with Instructional Design Services. (Faculty can always choose to forgo funding and not participate in the course development process.)</p>

Recommendations	Results (as of June 2022)
<p>#8: The college pays stipends to faculty for the first-time development of online course templates (one course template for each course, e.g. only one course template for Math 95) that are developed with the Academic Technology team.</p>	<p>Recommendation adjusted: AT is able to pay stipends to <i>all</i> faculty who develop online courses (not just one course template for each course). In order to be eligible for funding, courses must follow our process and collaborate with an Instructional Designer.</p>
<p>#10 All courses that the college pays to develop must:</p> <ul style="list-style-type: none"> ● Be accessible according to section 508 standards of the Rehabilitation Act ● Map course assessments to course and core learning outcomes. 	<p>Largely implemented: We require that all courses be designed with the goal of full accessibility to receive funding. We strongly recommend that all courses follow universal design principles for learning. However, there is no final or ongoing quality check to ensure that a course adheres to those requirements.</p>
<p>#11: Implement timeline, process, and stipends for course redevelopment periodically to keep pace with evolving online pedagogy methods</p>	<p>Fully successful! The Course Refresh process has been designed to follow this recommendation.</p>
<p>#14: Responsive support available to assist students and faculty within 24 hours for course emergencies</p>	<p>Fully successful! The Academic Technology Center (ATC) responds promptly to faculty needs. The Student Help Desk (SHeD, which is not part of AT program review), assists students.</p>
<p>#16: Online courses will have the option to be reviewed periodically (every 3-5 years) for clarity, accessibility, and effectiveness of delivery methods based on the standards that the college has adopted.</p> <ul style="list-style-type: none"> ● This review and redevelopment process will be paid work for the faculty who undertake it. ● Possible options for review include peer review via Teaching Pairs or a regularly scheduled review 	<p>Somewhat implemented: Faculty can participate in Teaching Pairs and Course Refresh. Teaching Pairs puts two faculty members teaching online or hybrid courses together to review a course the other person teaches. Faculty can be paid for Teaching Pairs once per course they teach. Course Refresh pays faculty members to improve their course focusing on two OSCQR standards. Faculty can participate in Course Refresh every three years for a course. In addition, faculty can always schedule one-on-one meetings with Instructional Designers to review aspects</p>

Recommendations	Results (as of June 2022)
<p>between the ATC/LaneOnline team and the instructor.</p>	<p>of their courses.</p>
<p>#17: Online students will have reasonable access to the same services that students have to on-campus, including:</p> <ul style="list-style-type: none"> ● Tutoring ● Proctored testing ● Advising ● Counseling ● Library ● Technology support ● General support 	<p>N/A: With the exception of Tutoring, none of the services listed to the left are within the purview of this AT Program Review. However, our partner programs of Tutoring, the Library, and the Student Help Desk (SHeD) provide online students the same services as in-person students via the Lane Support Hub and via email.</p>
<p>#18: The college will offer an assessment for first-time online learners and an orientation program</p>	<p>Partially implemented: An assessment was developed and was advertised to all faculty in Fall 2018. (It is no longer monitored due to staffing changes, but students can take the assessment.) There is no orientation program. We recommend that Academic Technology implement this recommendation in Year #2 of Program Review.</p>
<p>#19: Explore an online study skills course to promote how to be successful in online courses and how to get help before things get too challenging.</p> <ul style="list-style-type: none"> ● Explore incentives to get students to take the course 	<p>Largely implemented: In 2018, EL 121 was developed. EL 121 is a project-based course that builds digital literacy for students currently enrolled in any class requiring digital skills. Currently, the incentives for students are that the class is a variable credit, tuition-free class. It uses free or OER materials. The next steps to improve EL 121 include 1) determining how the course can be brought inside the Academic Support & Innovation (ASI) Division and 2) working with academic departments on campus to include EL 121 in their programs' Default Academic Plans.</p>

Recommendations	Results (as of June 2022)
#20: A uniform set of standards to evaluate methods used for delivery, organization, engagement, and accessibility in online courses	Fully successful! Instructional Design Services faculty created a Course Quality Check based on OSCQR standards.
#22: Training will be available for Academic Deans to evaluate online courses	Fully successful! Ian Coronado has worked with deans to recommend courses and help them learn more about online teaching
#23: Online courses are to be capped at the equivalent of their face-to-face courses	Fully successful!
#24: Policies and procedures need to be updated to be inclusive of online courses, online services, and online students.	Partially in progress: The Student ID Verification policy is currently in development and is inclusive of online courses, services, and students

Section 3: Program Description, Alignment with College Mission and Strategic Plan Goals

Program Description and Purpose

The Academic Technology (AT) team is a collection of academic support programs that have the shared goal of strengthening Lane’s academic offerings, supporting instruction, and helping students access high-quality instruction and instructional support services. The AT Department was formed in 2010 as the natural evolution of the Distance Learning program that started in 1996. Before Distance Learning, we had our original inception as the Telecourses program when the college first began offering them in 1979. Academic Technology, along with the Library and Academic & Tutoring Services, sits within the Academic Support & Innovation division. Academic Support & Innovation currently is under the School of Arts & Sciences, moving there in July of 2022 after previously reporting to the Provost and Executive Vice President of Academic Affairs.

The Academic Technology Department is comprised of the following programs and initiatives:

- Academic Technology Center
- Instructional Design Services
- LaneOnline
- Media Services
- Center for Teaching and Learning

Academic Technology Center

The Academic Technology Center (ATC) is a one-stop support center for faculty and staff. We provide troubleshooting, training, production assistance, and a drop-in lab to support the use of various technologies for instructional and academic purposes. This includes

- Daily drop-in lab hours for staff and faculty to provide a place to work without distraction.
- Equipment checkout of electronic devices & accessories — including emerging tech.
- Learning Management System (Moodle) course set-up, assistance, and troubleshooting
- Online course development, tools, and instruction
- Pedagogical advice & course design support
- Instructional web page development and editing
- Lecture and presentation development
- Training related to distance education, digitally enhanced pedagogy, and the tools Academic Technology supports
- Lane-specific information sharing through knowledgebase articles, support documentation, and web resources

Instructional Designers

We employ Instructional Designers in the ATC to help the college advance distance education and digitally enhanced pedagogy. Instructional designers are focused on supporting the college in the continuous development and growth of online and hybrid courses and engaging with faculty instructors using a faculty-supporting-faculty model in online course design and pedagogy. ID Services coordinates streamlined access to a network of support and expertise from within Lane's own online teaching community.

An Instructional Designer (ID) is a faculty member dedicated to helping LCC faculty use research-based best practices and related technologies as part of the teaching-learning process. Within this role, they are prepared to work as information resources, facilitators, consultants, advocates, troubleshooters, liaisons, advisors, and leaders.

Instructional Designers focus on assisting other LCC faculty with the logistics of course design as it applies to distance learning modalities. We work with the Open SUNY Course

Quality Review (OSCQR) to provide a framework for course development. Our areas of expertise cover course structure and building, accessibility compliance, online assessment, Regular and Substantive Interactions (RSI), general pedagogy, selection and integration of multimedia, graphics, and more.

LaneOnline

LaneOnline is Lane's brand for distance education offerings and programs. All LaneOnline courses are found in Moodle, the learning management system used to provide online learning at Lane. Students log in to Moodle on the first day of the term to begin their courses. Each course has an assigned instructor to guide the learning process. Outside the course, Lane has online resources available, including online tutoring, the student help desk, and library assistance. Students new to online learning can take a tuition-free course that introduces online learning skills and techniques (Effective Learning 121).

Tuition and fees are charged at the same rate as on-campus courses. Distance education courses are assessed a fee that is used to pay for online support service staff, faculty training and online course development to ensure that courses are accessible and engaging. Students enrolled only in online courses are not charged the Student Activity or Health Clinic fees and are not eligible for an LTD bus pass.

Media Services

Media Services is Lane's in-house video streaming and production center, specializing in creating rich and engaging media for in-class and online instruction. We provide a full range of services, including media development, video and audio recording, online video conferencing, and live event production.

Services available:

- Consultation for instructional videos and other media content
- Online video conferencing
- Live event streaming and broadcast
- Synchronous online classroom support via Zoom Video Conferencing
- Single and multi-camera video recording
- Audio and video production, development, and editing
- LED Lightboard support for instructional videos: Lightboards are a great way to convey complex information quickly similar to whiteboards.
- Video conferencing classrooms: We provide video conferencing services that include; "live" interactive classes, workshops or meetings sent to Downtown, Florence, and Cottage Grove campuses or virtually anywhere.
- Video hosting services

Since the 2023 fall term, in addition to increasing requests from the college community for streaming video of college events, the Media Services team has taken on running sound and video for events in spaces like the Center for Meeting and Learning and other events that require live sound reinforcement. This is a duty that was previously handled by Information Technology (IT) staff. This additional duty has come with no additional resources for staffing despite the increased demands for staff time and overlapping requests. To fill the gap in staffing, a part-time employee with the background and experience to help the team has been transferred from the Library Student Help desk to the Media Services team. This is problematic because this position is funded from student technology fees, and is a reduction of staffing resources from the Library. We highly recommend that the college allocate funding for a part-time position at a minimum in order to keep pace with the demand for college functions.

Center for Teaching and Learning (CTL)

Academic Technology is the steward and co-facilitator of the CTL. The CTL was reinvigorated after being on hiatus up until the 2019 academic year, when it was reformed by a collection of scholarly activities and programs united with the same goal of improving and enhancing the learning environment.

The reinvigoration efforts were paused briefly by the pandemic, but it was brought back in earnest, so that starting in the spring term of 2021, the CTL held its first Spring Symposium, a collection of professional development opportunities that occurred during a 2-week span.

Program Mission Statement

Academic Technology directly addresses the Lane values of Learning and Innovation. At this time, Academic Technology does not have a mission statement. We recommend that a mission statement be developed in Year #2 of Program Review and aligned with the college mission and the Lane values.

Recommendation: Create a mission statement for the Academic Technology Department.

Alignment with College Mission and the Strategic Plan Goals

In this section, we discuss how our work supports the college mission and Strategic Plan. In the Executive Summary above, our goals are aligned with Lane's Strategic Plan goals and objectives.

One of Lane's five strategic directions in the [2016-2021 strategic plan](#) was "A Culture of Teaching, Learning, and Innovation." "Expand Quality Online Instruction, Curricula, and Course Materials" was a key strategy to achieve the objectives listed under that direction,

and OER and Academic Technology were specifically mentioned as areas that support Lane's advances toward that strategic direction. The college was directed to "provide professional development and engagement opportunities to support the development, use, and integration of online pedagogies and open and low-cost education resources" and "enhance systems to support online teaching, learning, and student success." Academic Technology and OER fulfilled that directive.

Lane's [2022-2027 Strategic Plan](#) was developed without input from Academic Technology. The new strategic plan includes no mention of Academic Technology, OER, distance education, teaching, learning, innovation, or support for faculty. Given that prior to the start of the pandemic, online enrollments accounted for 30% of the college's credit FTE, and at the time of this writing, accounts for 41% of Fall 2023 enrollment, there is a clear shift in preference by our students toward an online and hybrid learning environment. We owe it to our students to make sure that as a college, we work toward giving them a robust, accessible, and engaging online learning experience.

This section focuses on the goals that the LCC Cabinet created for Academic Technology. In 2021, the LCC Cabinet directed Ian Coronado to "create an online center of excellence," so Ian and others developed goals and strategies, actions, and evidence to meet this Executive Direction in [EDAT 1.2](#) (Executive Directions Accountability Team).

Recommendations:

- Lane must ensure that the next iteration of the college's strategic plan includes more opportunities for input by all stakeholders
- Lane should incorporate the Executive Directions Accountability Team goals related to online learning into Lane's nascent integrated planning framework

Section 4: Environmental Scan

In this section we analyzed and discussed how to proactively prepare for internal and external factors that may impact the Academic Technology Department.

The Academic Technology Team is laser-focused on changes and new developments in the digital learning landscape. They maintain awareness by connecting with peers across the state and nationally in professional groups, participating in discussions and forums, and working with vendors sharing new technologies.

The Academic Technology Team used a SWOT analysis to address the environmental scan. Below is a summary of the results.

Strengths

The Academic Technology team is a highly adaptable, responsive, and engaged unit that prioritizes timely support for faculty and staff. We are committed to staying informed of trends and evaluating technology investments. The ID Services team is proactive in building relationships and identifying opportunities for improvement. The AT Team has a strong reputation and is a diverse team with ample resources for professional development. A culture of inquiry and positive collegiality drives the team to seek out innovative solutions to challenges. Overall, the Academic Technology team is a highly effective and collaborative force that consistently delivers results.

Weaknesses

The Academic Technology (AT) team is encountering several challenges that need addressing:

Recognition and Standards: The AT team feels its exceptional work often goes unnoticed by other departments in the college. Additionally, the lack of a uniform, standards-based approach to course development across the college results in varied expectations, which can lead to confusion and frustration.

Quality Expectations: The team perceives a disparity in the quality standards between different departments. They believe that their own high standards often lead them to overcommit to projects, exacerbating frustration when outcomes don't meet their high expectations.

Support for New Staff: Onboarding new staff members is challenging due to delays in providing access to necessary systems and tools. This hinders new team members from promptly and effectively contributing to their roles.

Role Clarity: The AT team is working on clarifying their roles and services in contrast to the IT department. Some ambiguity exists in understanding the functions of each team, which is further complicated by a strained relationship with the IT department.

Course Quality Consistency: An opt-in model for course improvement without a required certification process can lead to inconsistent learning experiences for students in the digital environment.

Morale and Alignment: Post-pandemic, the team is experiencing low morale and struggles with aligning the availability of instructors and designers. This issue affects the effectiveness and efficiency of the team's work.

Course Fees: The AT team recognizes that fees associated with Distance Education courses can be a barrier for students, which could potentially affect enrollment and the accessibility of these programs.

Opportunities

Opportunities seen by our group included the following:

- **Data-informed decision making:** Harnessing data to make more informed instructional decisions.
- **Analyze Impacts:** Conducting before-and-after studies to evaluate the impact of our efforts on student success in the distance education environment.
- **Smartly Integrating AI:** Advising on effectively implementing Artificial Intelligence (AI) in instructional strategies.
- **Enhancing collaboration** with the LaneCC infrastructure for seamless tech support.
- **Integrating Instructional Design (ID)** services into existing campus networks and groups to provide more comprehensive support.
- **Maintaining Connections:** Broadening the reach of our outreach team meetings to engage more stakeholders including establishing departmental liaisons to ensure every department's needs are adequately addressed.
- **Shared Governance:** Engaging in committee work to have a say in institutional decision-making.
- Creating formal channels to streamline the workflow of instructional design (ID).
- Amplifying marketing efforts for our online programs to attract more students.
- Exploring new teaching and learning modalities to stay abreast of educational trends.
- Strengthening faculty skills for online teaching to enhance the quality of instruction.
- Redefining work-life balance norms to ensure staff wellbeing and productivity.
- Building upon existing distance education offerings to meet diverse learning needs.
- Expanding access to the Academic Technology Center (ATC) with more support staff for better service.
- Implementing mandatory peer reviews in a non-evaluative format to encourage continual improvement.
- There is an opportunity for Lane to maintain a consistent organizational structure and high-level administration titles. The frequent changes require updates to COPPS, multiple websites, writing new code to update software systems, wayfinding signs, and any published documentation, which can cost significant time and money.
- Putting out a request for information and possibly a request for proposal for student engagement platforms (for learning, tools to help instructors foster engagement in the Learning Management System {LMS}). [Capital campaign]

- Vendor platform review of video hosting platforms (OCCDLA) by faculty, students, and classified staff in collaboration with other Oregon community colleges. This opportunity concluded.
- Artificial intelligence
- LMS system review (also add this to the feedback section)
- Operational planning, incident response, and strategic planning

Threats

Financial Concerns

Budget cuts to personnel and reduced faculty funding for course development and professional development could potentially affect the quality of online education. If faculty members cannot continually improve their teaching skills and course materials, it can harm student learning outcomes.

The increase in costs that specifically target online students (such as technology fees), and the unbalanced draw on these fees to support on-campus infrastructure could lead to financial strain on online students and may make the college's online courses less attractive compared to other offerings in the marketplace.

Quality and Competitiveness of Offerings

The reduction in online offerings to "boost" in-person offerings could lead to a narrower range of available courses for online students. This could make the college less competitive, particularly for students seeking flexible learning options. Concerns about the quality of online courses, including a lack of quality control and all-around confusion around modalities, may harm the college's reputation and dissuade prospective students.

The increase in "All-in-one" LMS/AI/Textbook providers could either improve or degrade the quality of the educational experience, depending on the effectiveness and user-friendliness of these platforms.

The current online course offerings not being competitive with the national marketplace (in terms of quality, price, reputation, marketability, and ease of access) is a serious concern. The college must critically assess its offerings and consider improvements or changes to become more competitive.

Labor Relations

The college's current Collective Bargaining Agreement (CBA) with faculty presents obstacles to standardizing and improving Distance Education courses. This makes it difficult to adapt to the rapidly changing educational environment. The contract

specifically states that faculty are not obliged to use a uniform format, method, course organization, or learning management system when developing or altering a distance learning course². While the college does emphasize the importance of course organization in training sessions for online teaching, it is not a mandate. This lack of standardization has led to student feedback indicating the need to adapt to different course structures, impeding the overall learning experience.

Enrollment Concerns

Enrollment drops, canceled classes, and program cuts could result in a negative spiral for the college. As offerings decrease and quality drops, fewer students may be attracted to the programs, leading to further cuts.

Educational Equity

If student success is not equitable in online courses across different demographics, this could lead to serious concerns about fairness and equity in the college's programs. It's essential that all students, regardless of their background or circumstances, have an equal opportunity to succeed in online courses.

In summary, the college faces challenges related to financial sustainability, maintaining and improving the quality and competitiveness of its online offerings, maintaining positive labor relations, ensuring stable enrollment, and achieving educational equity. These challenges are interconnected, and changes in one area could have implications in others. It will be crucial to approach these issues strategically and holistically to ensure the sustainability and success of online and distance education programs.

Section 5: Assess Student/Client Access, Learning, Development, and Success

In this section we assess how well our program meets student/client needs and how we know.

In Spring 2022, AT sent out an all-employee survey, and we received 105 responses.

Respondents identified the following gaps in our services:

² *The Main Agreement to June 30, 2024 & Memoranda of Agreements.*
inside.lanec.edu/sites/default/files/hr/documents/the_main_agreement_to_6_30_24.pdf.
Accessed 6 Sept. 2023.

- Provide a “Standard Template added to all Moodle Shells with regularly updated contact information for campus student services - SHeD, Tutoring, Mental Health, Food insecurity, etc.”
- “I would like to see classified staff offerings on gmail, google docs, softdocs, excel training [sic] etc.”
- “Support and professional development for classified staff as well as faculty.”
- “We need more "How to" videos for Moodle.”
- “I would like to see more of a focus on supporting bi-lingual students.”
- More help with “Managing the logistics of varying modalities - juggling classroom computers w/Zoom and DTEN units, etc.”
- “Better support and funding for developing or adapting OER materials or books.”

80 respondents responded “yes” to the question: “Do you offer instruction at Lane?” We decided not to frame the question as “Are you a faculty member at Lane?” because there are a number of classified staff who teach workshops and instruct Lane staff, students, and faculty on how to use various services.

Through this survey, the Department has begun closing the gaps identified. Some of the recommendations made by stakeholders are not within the purview of the Department. For example, the training for classified professionals identified has not been part of this unit’s work and OER is outside the scope of the Academic Technology Department.

Recommendations:

- Administer survey every other year to identify opportunities for improvement
- Work with Institutional Research to gather and use data on student success rates across demographics
- Partner with Classified Professional Developmental Team to raise awareness of the various types of training available
- Lane should address the gap in classified professional development
- Lane must clarify the roles and responsibilities between departments and divisions related to training and professional development
- Lane needs to gather student success data for Online Learning/Distance Education courses that can be disaggregated by demographics and shared across academic divisions

Section 6: Programmatic Assessment Using Key Quality and Effectiveness (Success) Indicators

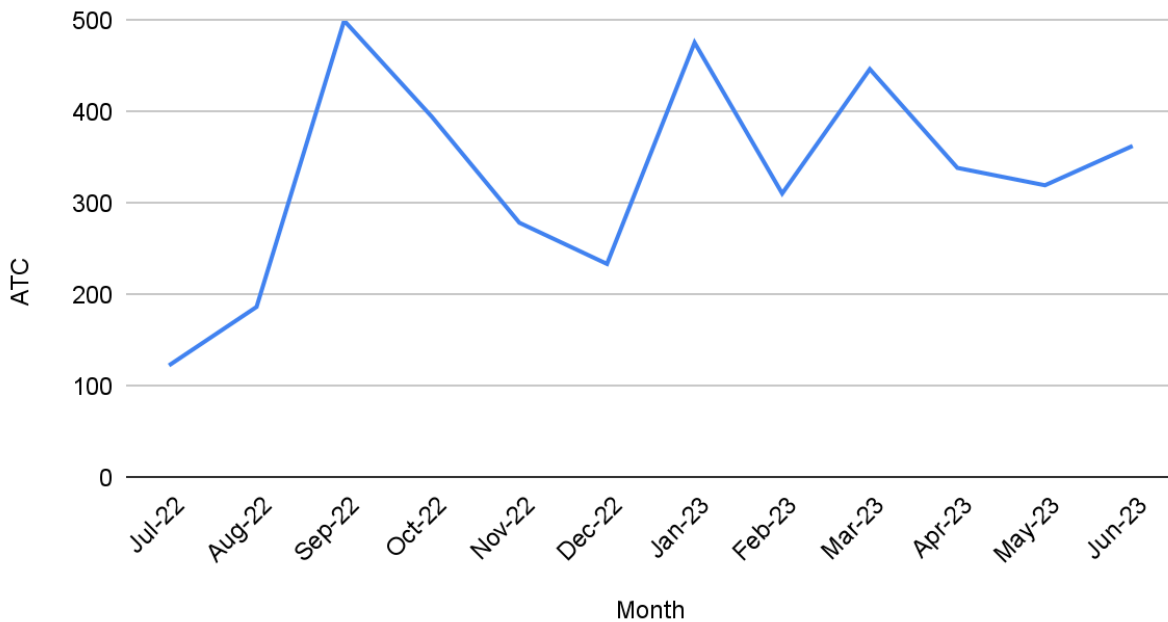
In Spring 2022, Academic Technology sent out an all-employee survey, and we received 105 responses. Responses were overwhelmingly positive. Respondents provided some constructive feedback about how AT can improve, but zero respondents wrote that they were dissatisfied with our services.

In the future, the Department will use the [Online Learning Consortium Scorecards](#) collaboratively and integrate the assessment tool into the process of self-review.

The Department helps remove barriers to learning by raising awareness of universal design for learning. Examples of this include work around accessibility of materials, use of multi-modal assignments, and consistency and clarity of course design.

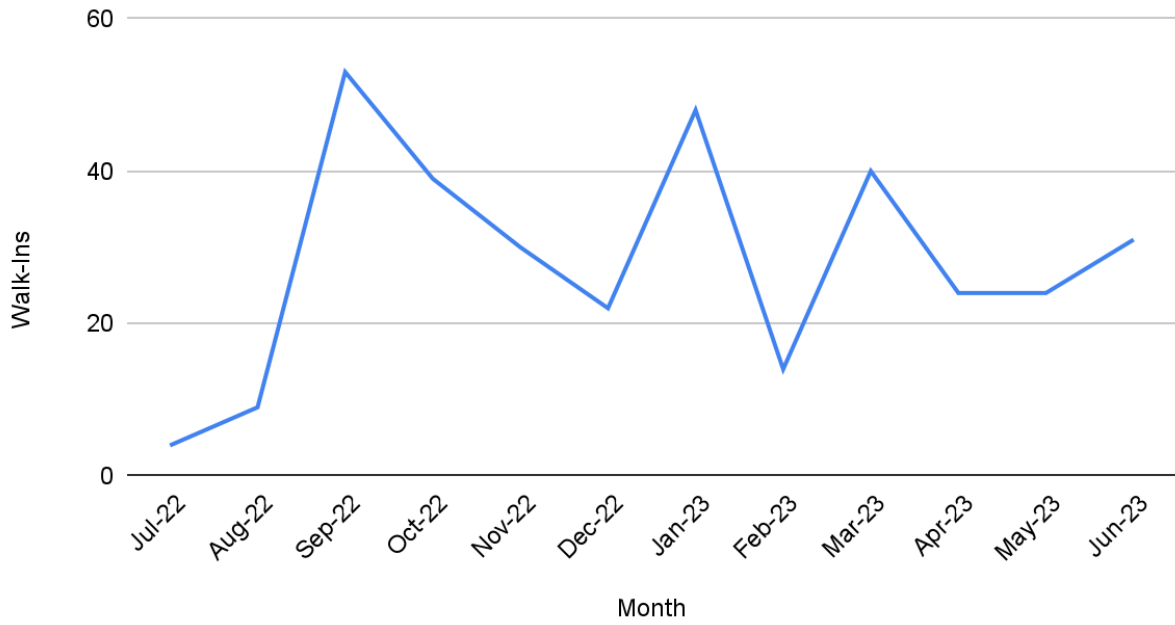
ATC Metrics

ATC Sent Emails/Month



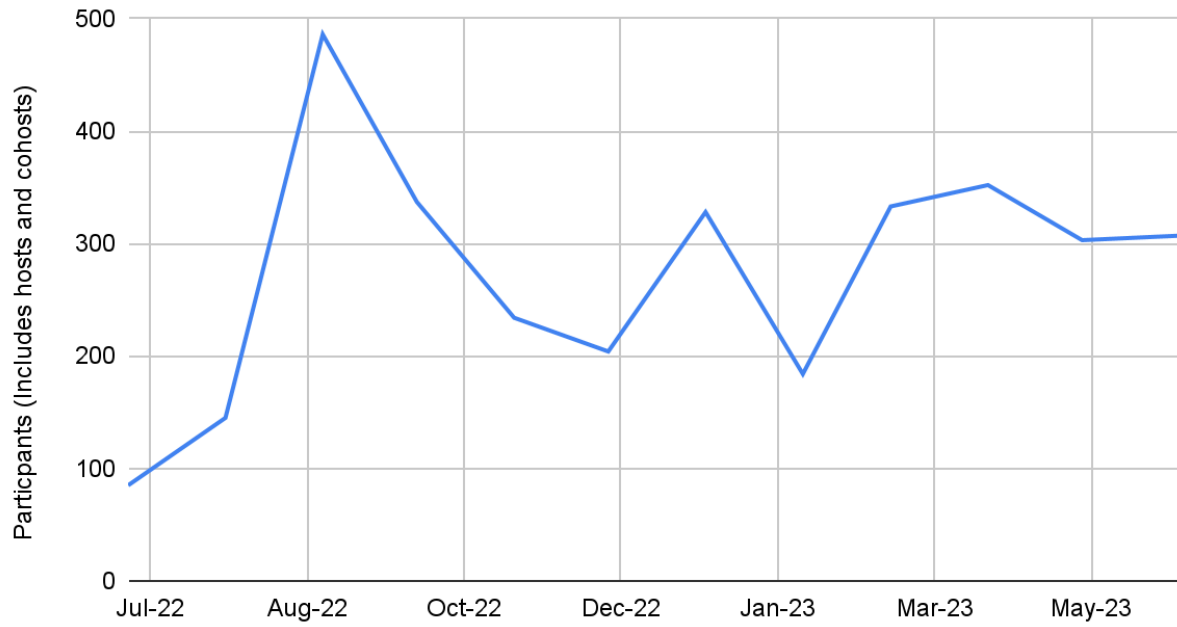
Month	Jul - 22	Aug - 22	Sep - 22	Oct - 22	Nov - 22	Dec - 22	Jan - 23	Feb - 23	Mar - 23	Apr - 23	May - 23	Jun - 23	Total
Emails	123	187	500	395	279	234	476	311	447	339	320	363	3974

ATC Walk-In Support Requests



Month	Jul - 22	Aug - 22	Sep - 22	Oct - 22	Nov - 22	Dec - 22	Jan - 23	Feb - 23	Mar - 23	Apr - 23	May - 23	Jun - 23
Walk-Ins	4	9	53	39	30	22	48	14	40	24	24	31

ATC Virtual Support Requests



Month	Jul - 22	Aug - 22	Sep - 22	Oct - 22	Nov - 22	Dec - 22	Jan - 23	Feb - 23	Mar - 23	Apr - 23	May - 23	Jun - 23
Virtual Support	85	145	486	337	234	204	328	184	333	352	303	307

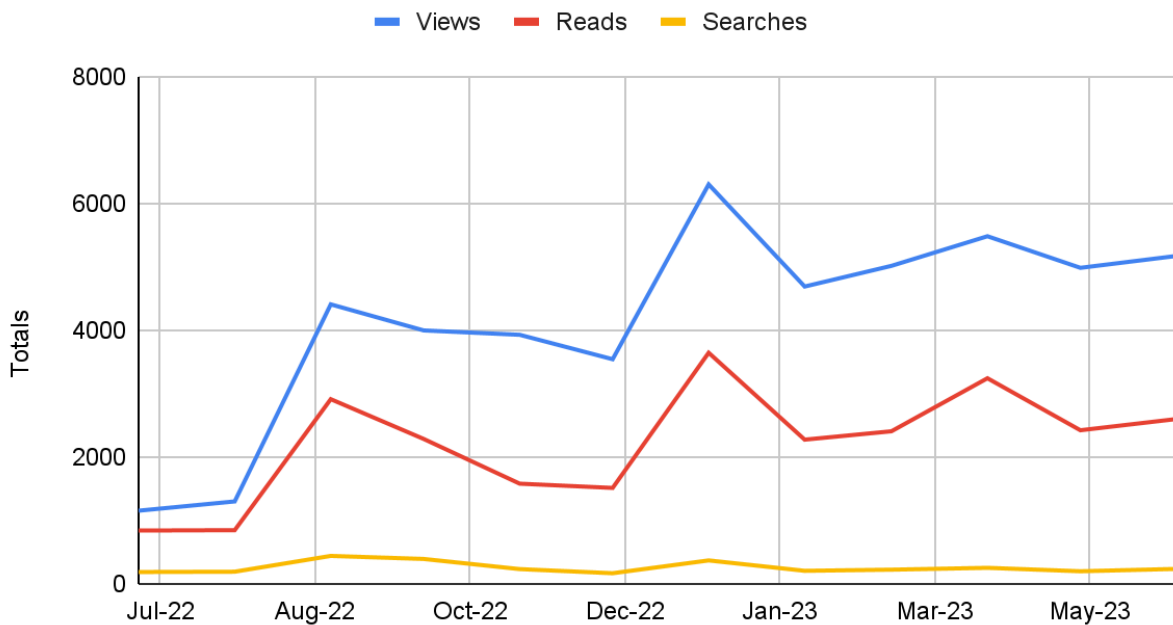
[Support.lanecc.edu](https://support.lanecc.edu) knowledge base (KB)

Support.lanecc.edu is a support and knowledge base portal for Lane Community College. It is designed to assist both students and faculty/staff with various aspects of college life and technical support. Key features of this site include:

Student Help Desk: This section provides a collection of answers and guides specifically tailored for students. It includes resources for troubleshooting common issues, accessing college services, and navigating academic tools.

Academic Technology (Faculty/Staff): This area offers support articles and step-by-step help created by the Academic Technology Center, catering to the needs of faculty and staff. This section includes resources for using academic technologies, learning systems, and other tools relevant to teaching and administrative functions.

Knowledge Base Activity Per Month

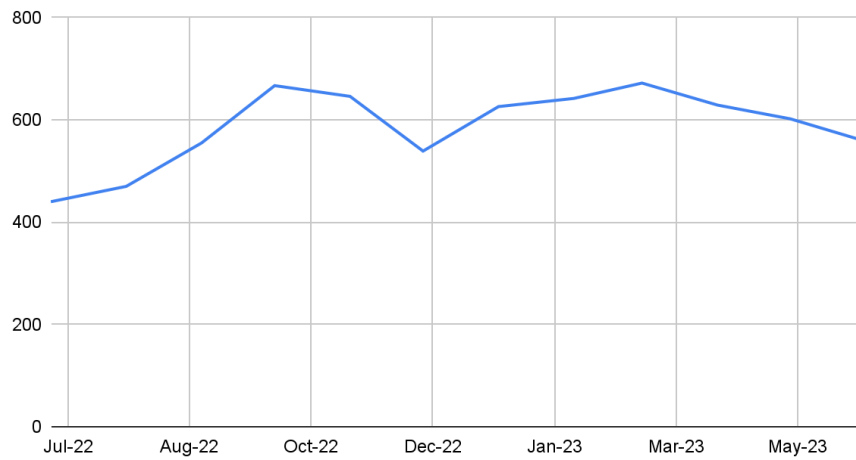


Month	Jul - 22	Aug - 22	Sep - 22	Oct - 22	Nov - 22	Dec - 22	Jan - 23	Feb - 23	Mar - 23	Apr - 23	May - 23	Jun - 23	Total
Views	1154	1300	4407	3996	3927	3542	6298	4688	5014	5481	4983	5170	49960
Reads	841	847	2912	2285	1580	1513	3644	2274	2406	3242	2422	2599	26565
Searches	187	192	441	393	233	168	370	206	224	253	199	236	3102

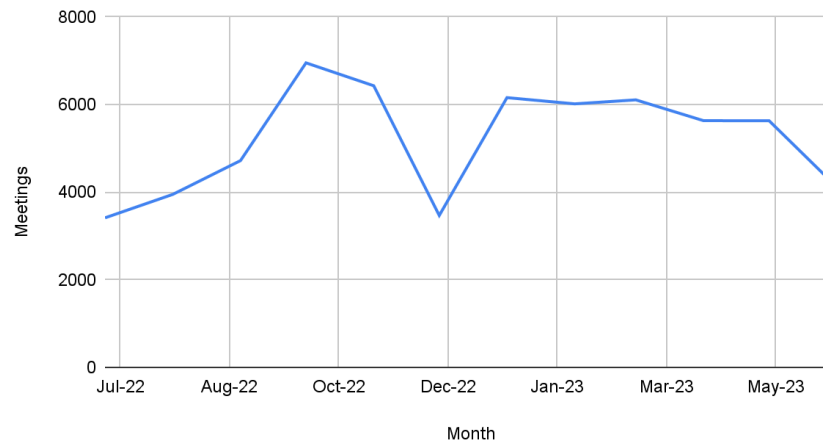
Zoom Activity Supported

Zoom was brought to Lane in 2015 by the ATC through its participation in the Oregon Community College Distance Learning Association (OCCDLA) and has been supporting it since then.

Zoom Active Users College Wide



Zoom Meetings College Wide



Month	Jul - 22	Aug - 22	Sep- 22	Oct - 22	Nov - 22	Dec - 22	Jan - 23	Feb - 23	Mar - 23	Apr - 23	May - 23	Jun - 23	Total
Active Users	440	470	555	667	646	539	626	642	672	629	602	558	7046
Meetings	3414	3949	4720	6952	6429	3468	6158	6016	6107	5632	5631	4117	62593

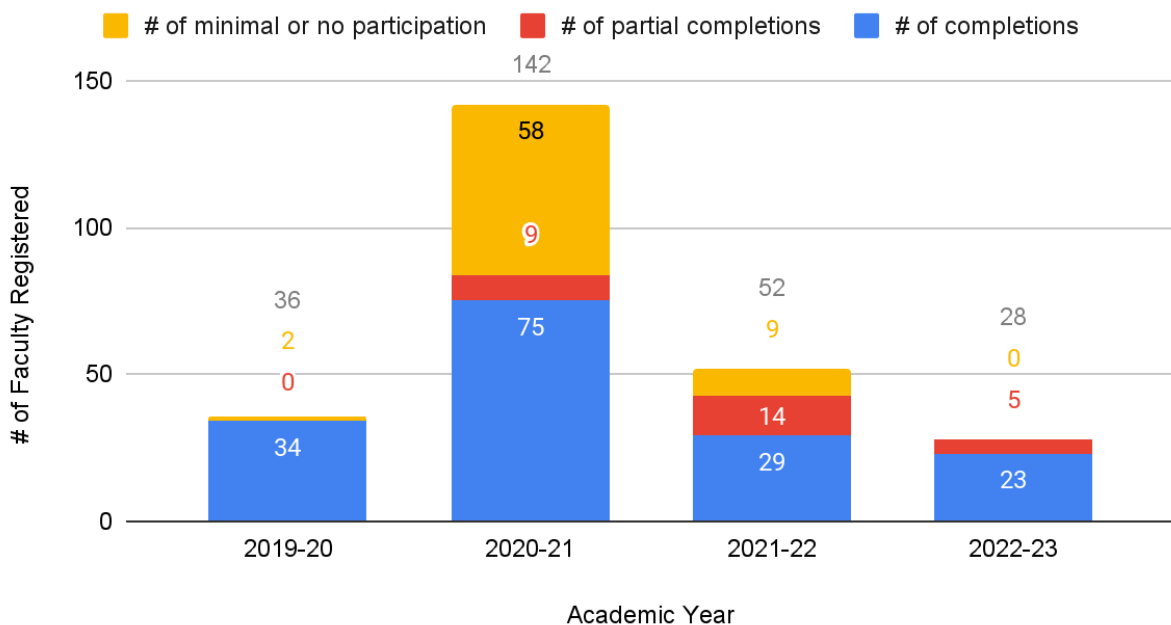
Professional Development Offered

The faculty instructional designers offer a professional development course that focuses on the fundamentals of online instruction and course design. This is a paid opportunity with faculty able to earn a full or partial stipend for participation.

Since the summer of 2019, 273 faculty members have engaged with our professional development offerings. Of these participants, 169 successfully completed the full course, 35 partially completed components of the course, and 69 had minimal participation.

Overall, 204 faculty members, representing 75% of those who initially registered, demonstrated substantive participation by finishing all or part of the professional development course over the past four years.

Number of Faculty Registered Per Academic Year





Section 7: SOAR Analysis

The Department completed a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis as part of the Environmental Scan in Section 4 above. The Department culture includes regular discussions about current impactful trends and is laser focused on changes to the educational landscape.

Section 8: Other Program Considerations

The following section contains other considerations not covered elsewhere in the report.

Human Resources Personnel

Staffing levels are adequate for now but are built on “soft money” tied to student fees and enrollment and are inconsistent (e.g. online course fee that students pay; curriculum development funds based). Without consistent and predictable funding, it is difficult to project budgets and provide assurance of a stable workforce for staff and faculty. The funding model should be stable and consistent, especially considering the high expectations and demands that the Academic Technology Department faces. Future expectations and needs, such as supporting the Downtown Center and other locations and upcoming staffing changes, will require that the staffing levels be examined further.

Professional Development

Professional development (PD) is strongly encouraged and supported for ATC staff by the Department. However, the current travel freeze at the college due to budget considerations is limiting PD opportunities. Some external funds are available for PD via the Oregon Community College Distance Learning Association (OCCDLA), but may not always be available. Because the Department relies heavily on personnel maintaining high-level and up-to-date skills, limiting professional development may prove to be a barrier for success over the long term.

Recommendation: Ensure that personnel can access adequate professional development

Collaboration and Communication

The Department excels at collaboration and communication. New technologies such as Slack and Zoom have increased the teams' abilities to communicate quickly and efficiently. These tools were embraced prior to the pandemic and allowed folks to readily move into an online environment. As we go through the post-pandemic era, some services and support have remained in place such as virtual support for faculty in Zoom, which has been as popular as walk-in support in the Academic Technology Center.

Compliance, Ethics, Law and Policy

The Department follows all compliance, ethics, law and policies such as accessibility standards, FERPA, Department of Education's Regular and Substantive Interactions (RSI). Complying with and educating others around accessibility standards is a strength of the Department.

Risk, Technology and Renovations

In addition to collegewide risks, risks to the Department include decreased student enrollment due to the fact that online course availability is no longer tied to geography or to the standards of students' states. Meaning if Lane is not meeting their needs, they will take courses elsewhere.

Other risks include the increasing costs for technology. For instance, cloud hosting costs have been rising much faster than for other technologies.

There is a financial risk driven by the faculty contract that requires faculty pay for work that is not in the contract. For example, compliance with the Department of Education's new [Regular and Substantive Interactions](#) (RSI) is now also a [requirement by the accreditation agency](#) (Northwest Commission on Colleges and Universities). RSI distinguishes distance education from correspondence education and requires instructor/student interaction. Unlike correspondence education, distance education is eligible for federal Title IV financial aid *if RSI is demonstrated*. These regulations require that Lane demonstrate and show evidence of direct instruction. If Lane runs afoul of these regulations it may lead to repayment of federal financial aid³, accreditation sanctions, or other problems. In sum, the risk includes penalties of running afoul of the requirements and added costs to the college to pay faculty for work outside the contract. A related consequence is a less nimble Department and college.

To ameliorate these risks, it is necessary for Lane to increase awareness around and action to meet RSI requirements. Lane must demonstrate that more than 50% of the courses

³ According to [Inside Higher Ed](#), 16 Nov 2022, Western Governors University was required to reimburse \$713 million in federal financial aid funds; later this conclusion was reversed.

meet RSI requirements. The college should create an RSI plan for each course, requiring that faculty to participate in course changes.

Recommendations:

- Develop a plan to raise awareness about and meet RSI and other compliance requirements including course-level actions, and tracking mechanisms to demonstrate compliance
- Lane must comply with the Department of Education's requirements to include [Regular and Substantive Interactions](#) (RSI), which is also a [requirement by the accreditation agency](#) (Northwest Commission on Colleges and Universities)

Technology is of paramount importance in the Academic Technology Department. Technology is ever changing and skill sets in the department are regularly evolving to keep pace. Because of the extreme importance and use of tech, departmental personnel are very highly trained and skilled with technology.

At times, work tasks in the Department require select employees to use skills traditionally found in IT personnel. For example, systems administration of the Learning Management System (LMS). In an attempt to maintain cyber security IT places restraints and restrictions on technology that limit what instructors and student workers can accomplish.

The college should support and increase cross-departmental collaboration in order to achieve shared goals. For example, new technology funded by a past bond was installed in classrooms with no input from the stakeholders who oversaw the space and were fostering the intention of a flexible pedagogical space.

While it is important to support cyber security goals, those goals should not limit or hinder the Department's goals when a collaborative process could be developed to meet both goals simultaneously.

At this time all technology needs are reasonably well met. The biggest need is flexibility in the use of tech tools and the opportunity to work with other departments in a thoughtful and collaborative process for technology implementation.

Recommendation: Lane must create and implement a thoughtful and collaborative process for technology implementation to meet multi-functional objectives.

Facilities and infrastructure

The physical location lacks sufficient office space but for now the hybrid environment allows the Department to avoid an increased footprint. However, the teams support more areas in person and virtually, creating new challenges. For example, there are staff that are

working in physical spaces that are not appropriate for their type of work. In one case, a student worker in the Downtown Center is working in an open theater classroom without walls, stadium seating, and no projection system. A more appropriate location in an office setting is needed, but has not been met by the college.

Recommendation: The college should provide an opportunity for the Department to have input into the existing and new spaces, facilities, and infrastructure at the college

Section 9: Financials

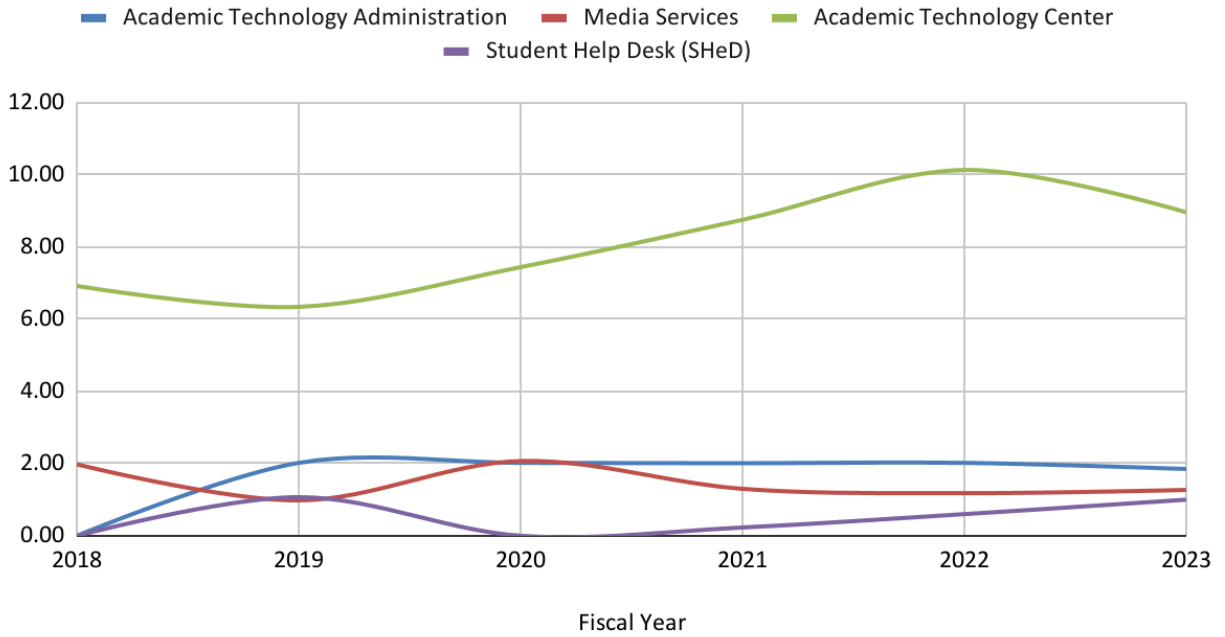
In this section, we created the [Academic Technology Budget](#) showing the current year, past 5 years, and 1 projected year. The departments included are the Academic Technology Center (including administration and grants), Media Services, Online Courses, and one Student Help Desk (SHeD) position. Due to organizational changes, the budget does not include several programs/departments (Design Media Center, Open Educational Resources (OER), Instructional Testing Services, and Live Courses).

The financial statements demonstrate good stewardship of the funds and growth and contraction of staffing due to the global pandemic. Because some of the fees students pay for services, the team feels it's important to provide transparency on how the funds are used.

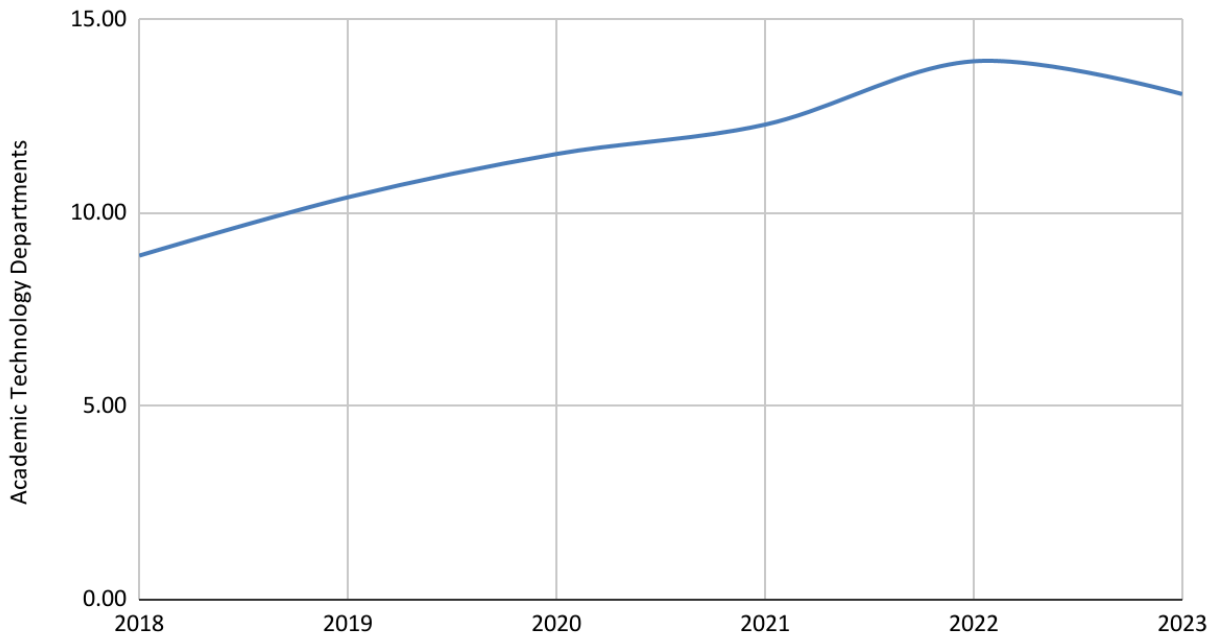
The graphs below show a year-over-year comparison of staffing FTE (full-time equivalent) by department and a look at the same data in aggregate. The data reflects an expansion in FTE during the COVID pandemic and subsequent contraction afterward. Also, there have been managerial reductions. In the 2020 academic year, the Library lost the Dean of the Library. The Dean of Academic Support and Innovation took over those duties.

Note that the student fees are paying for the 1.0 FTE for the Student Help Desk.

FTE Changes Over Time for Academic Technology Departments



Academic Technology Departments' FTE Over Time

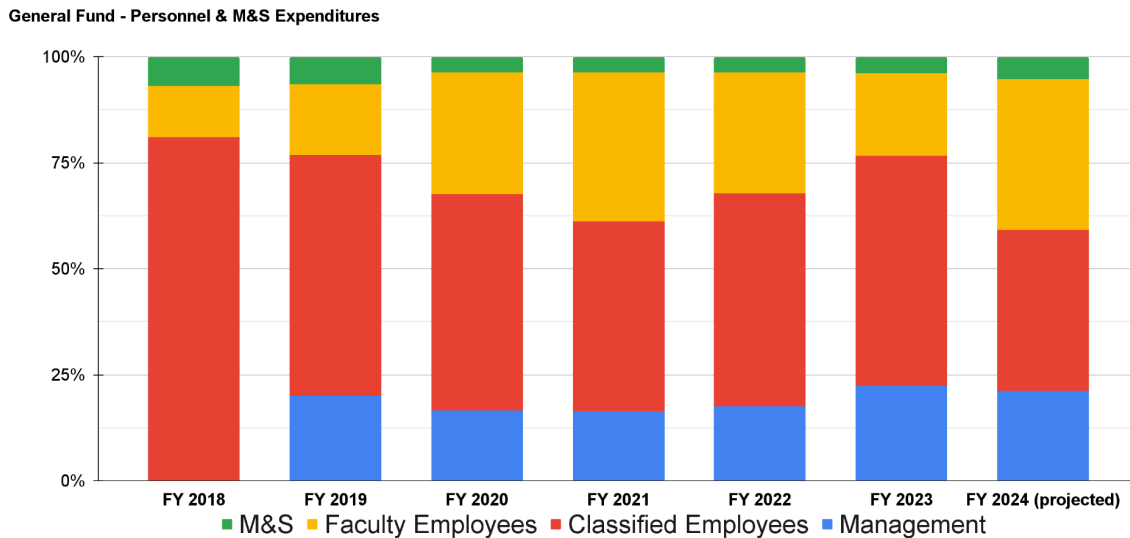


- 2018 – No administration personnel cost is reflected as it was included in the Information Technology budget this year. Faculty instructional designers (1.5 FTE) were hired. Prior to FY2019, Distance Learning revenue was collected in an Income Credit Program (ICP) fund. ICP revenue included a \$22,193 carryforward from FY2017. Primary expenditures included \$11,960 for telecourse licensing fees and \$11,035 for Chromebooks and computers.

Revenue	\$36,126
Faculty Personnel Expenses	\$5,818
Materials & Supplies Expenses	\$23,940

- 2019 - Faculty Instructional Designers (ID) increase to 2.0 FTE. \$136,614 is paid for online course development.
- 2020 - The online course fee structure changed from \$25 per course to \$10 per credit per course, up to five credits, for online and hybrid courses.
- 2021 - 2.0 FTE classified Learning Support Specialists hired to support faculty during pandemic lockdown. \$135,014 is paid for online course development.
- 2022 - 1.0 FTE classified Student Help Desk (SHeD) support position hired. Temporary 1-year appointments of 2.5 FTE Faculty IDs to increase online course development and for faculty support. \$80,901 was spent on Zoom licensing and fees; \$46,804 was spent to purchase D-Tens.
- 2023 - 1.0 FTE temporary faculty continued for a second year. 1.0 FTE classified Academic and Tutoring Services online support position hired and \$53,018 in ATS part-time classified expenses are incurred. AT also hired part-time classified for additional instructor support in the ATC and direct support in the classroom (\$27,025). A one-time transfer out of \$170,000 from the revenue account carry-forward to the general fund was made to help carry the college through a financially challenging year.
- 2024 - 1.0 FTE Instructional Designer hired. The retirement of Instructional Designer in December 2023 will leave two full-time IDs remaining. 1.0 FTE Project Coordinator position is not refilled after the retirement of incumbent in March 2023. The transfer of \$170,000 from the revenue account carry-forward to the general fund was made again.

Below is a chart that shows total actual revenue and expenditures, year-over-year, by department.



Section 10: Stakeholder Feedback and Recommendations

Feedback was gathered from an all-employee survey. Identified gaps are being addressed. Gaps outside the departmental scope that Lane needs to work on include the provision of professional development for classified staff and open educational resources for students. Results are shared in the SWOT Analysis in the section above.

Recommendations for improvement that emerged from the self-study are listed throughout the report and in the Executive Summary.

In Sept 2024, a draft of this report was shared with all of the team members in these departments. No members had any feedback on the report.

In Sept 2024, all team members met for an intensive strategic planning discussion. The session included a look at past accomplishments and achievements, a review of challenges and lessons learned, the creation of a shared vision for future goals and strategic planning, activities to help achieve those goals, and a summary of goals in a work plan. The team members also discussed how their recommendations for action support the president's priorities and Lane's Strategic Plan.

Initiatives and actions include:

- Program Review Recommendation Implementation
- Digital Tool Library
- Reboot ATAG meetings
- Online Engagement Tool Review
- BOE presentations
- Update LaneOnline Logo
- Augment Media Services staffing

Section 11: Reflection and Conclusion

Engaging in this comprehensive program review process provided the Academic Technology team an invaluable opportunity to reflect, assess our services, gather stakeholder feedback, and make plans for the future.

Overall, we are proud of the progress made toward previous goals and the high-quality support we provide to Lane's students, staff, and faculty. Our services demonstrably further Lane's mission to offer affordable, accessible, quality education that promotes student success, personal growth, and civic engagement. We enable broader access to education by supporting robust online and hybrid offerings and multimedia tools.

Key strengths that emerged are our culture of collaboration, communication, innovation, and commitment to accessibility and universal design. We forge strong connections across campus to advance teaching and learning. Our thorough environmental scan positions us to proactively meet upcoming challenges in our dynamic field.

This analysis also revealed areas for growth. We aim to gather more concrete metrics on student success, formalize our mission statement, streamline workflows, secure stable funding streams, and implement peer review processes. Some weaknesses are institutional and require college-wide solutions.

Our recommendations align with and reinforce Lane's strategic goals around access, quality, student support, planning processes, and educational equity. We are energized to lead new initiatives like an online learner orientation while also addressing ongoing issues like technology implementation and professional development.

In the years ahead, we hope to see progress on our recommended actions at both the program and institutional levels. Deepening connections with stakeholders, listening to more voices, and working toward shared goals will lead to better outcomes for students. We in Academic Technology remain committed to propelling Lane forward as a premier community college focused on learner success through quality online engagement.