



ELEARNING & ACADEMIC TECHNOLOGY DEPARTMENT AND PROGRAM REVIEW: ANNUAL REPORT

Part 5: Data Findings

Goal 1: Create/collect a searchable, user-friendly and on-demand index of resources supporting distance education standards for online course development.

Measure (from department plan)	Plan target	Status at end of AY25-26
Repository is built on a platform that supports analytics; a schedule for tracking and recording analytics is set	Year 1	In progress. The intranet homepage redesign (with MPR) was completed in Spring 2026. The repository's final location and faculty access have not been confirmed, so no analytics schedule is set yet.
Repository includes a catalog of downloadable, approved resources for direct use in Canvas	Year 3	In progress. A catalog of accessible course templates is being built on a continuing basis, with broad promotion to faculty planned for AY26-27.
Repository has examples demonstrating each Distance Education Standard and sub-criterion, across major instructional approaches (CTE, CBE, transfer, hybrid)	Year 2	Partially complete. The Distance Education Standards, criteria, and rubric have been posted to the eLearning Intranet , along with revised and updated faculty resources for online course prep, Academic Technology use, and FERPA considerations in Academic Media. A repository of examples for each Standard has not yet been built.

Related activity and data:

- A searchable index of DE Standards resources and a DE glossary were planned, but work has largely paused for lack of content because faculty have been hesitant to share their course materials publicly as examples.
- The public-facing eLearning homepage redesign is in progress. Planning with MPR showed that the content we host must be reduced and updated before major redesign work can begin.
- The redesigned eLearning *Intranet* (see above) will continue to be refined based on page-tracking data.
- In AY25-26, we offered faculty training, including the Back to Basics and Canvas Teaching Essentials series, the 2025 Summer Institute, a Remarkable Online Student Experiences (ROSE) professional learning community, and Outcomes Assessment workshops. Additionally, eLearning and SAS partnered to deliver a two-part workshop on designing for inclusion and Universal Design for Learning (UDL).

- Yearlong cohorts for ROSE and a new UDL learning community will run November 2026-May 2027.

Goal 2: Complete and maintain a comprehensive Academic Technology Catalog for student and faculty reference.

Measure (from department plan)	Plan target	Status at end of AY25-26
Catalog has entries for all known approved academic technology, all using the same template (license/purchasing, accessibility/security, support resources, supported platforms)	Year 1 (known tools); Year 2 (additions from Canvas survey)	Complete (Year 1 portion). A sortable, public-facing Academic Technology Catalog is published and live.
Analysis of technology currently used in Canvas, with findings shared	Spring 2026 (internal project target)	In progress. A faculty survey on student tech readiness was deployed in Spring 2026. Combining its responses with existing tool lists and Canvas search results, and analyzing the result, is ongoing.
A process for acquiring new instructional technology is agreed on by all stakeholders and written into COCC's technology purchasing and approval documentation through shared governance	Year 3	Early stage / Deferred. A brainstorming meeting with the Digital Accessibility Coordinator was held in January 2026. Consulting stakeholders on current processes and reviewing existing rubrics to inform a technology adoption rubric are goals for Years 2 and 3.

Related activity and data:

- Students: A major redesign of the Student Tech Hub (the Canvas-based student technology orientation) began in Summer 2026, cross-walked with Get Tech Ready, FYE events, and CAP.
- Inclusive Access: eLearning advocacy led to college leadership expanding Inclusive Access (IA) into an institution-wide initiative focused on user experience, streamlined processes, and data management.
 - Phase 1, the transition from RedShelf to VitalSource, was completed in Fall 2025. It included implementing the VitalSource Connect management platform and automating user enrollment from Banner to VitalSource to Canvas.
 - Phase 2, moving course material adoptions into VitalSource Collect, is underway, with an automated billing process targeted for Spring 2027. Separately, eLearning and the Center for Business & Community Education (CB&CE) are gathering data for the IA workgroup on how co-enrolled non-credit students can access IA materials.
- Student Tech Readiness Workgroup: The workgroup has completed its initiation and planning phases and is now in execution. Its Spring 2026 faculty survey feeds the Canvas technology analysis (above). Implementation moved to Spring 2027 because of uncertainty around faculty contract negotiations.

Goal 3: Document and streamline eLearning department operations, data practices, and recurring processes.

Measure (from department plan)	Plan target	Status at end of AY25-26
Slab knowledge base has an established organizational scheme, template, and review/update schedule; all current topics have content	Year 1	Partially complete. The index of needed entries is finished, and most primary and priority entries have articles. The remaining entries are targeted for completion in AY26-27, and new entries will be added as topics are identified. Who maintains each article, and on what schedule, has not yet been defined.
A schedule for data reporting and archiving is set, aligned with other institutional data processes, and automated as much as possible	Schedule: Year 1; automation: Year 2	In progress. A calendar of recurring processes and dates has been drafted and will move to Slab. Several automations were completed ahead of the Year 2 target (see below).
Data lifecycles are defined by type and purpose, and responsibility for maintaining them is made clear	Framework by end of Year 1	Partially complete. Storage and archiving processes are in place (see below). Account cleanup is complete for Zoom and Canvas but not yet for other systems or set as a recurring schedule.

Related activity and data:

- Course archiving: An automated process runs at the end of every term (about every 100 days) and saves an offline copy of all Canvas courses from the previous term.
- Canvas Data: An automated sync copies Canvas Data (Instructure DAP) into an offline database, capturing a snapshot of student assessment and activity records.
- Account management: With ITS, we built an Argos report of active employees and their departments. For services not linked to ADFS (Zoom, Kaltura, Canvas), it lets us identify accounts to retire and manage access to features (such as the Zoom AI Beta) by user type, department, or other attributes.
- Accessibility reporting: With the Digital Accessibility Coordinator, we are building regular reports that turn YuJa Panorama data into progress tracking and improvement areas for departments. Once complete, they will go to Instructional Deans and Department Chairs/Program Directors.
- Co-enrolled sections: After the non-credit offices (CBIPD, SBDC, and CE) were consolidated under one director and the staff member who managed the Enrole registration system left the college, eLearning and CB&CE documented current knowledge and established a single process for collecting co-enrollment data in a central location.
- Part-time faculty onboarding: With HR, Payroll, ITS, and academic department administrative assistants, we aligned the HR Onboarding Checklist with eLearning's PT Faculty Orientation modules. An Argos report now notifies us when new faculty are hired

and creates a ticket for account setup. HR notices of separation (NOS) for faculty are also flagged so that their Canvas and Zoom Pro access can be adjusted.

- Selective admissions (Nursing and EMT): With Admissions, we moved the acceptance process for selective-admission programs from email into Canvas. Each program has a Canvas course where selected students submit their acceptance letter, sign program contracts, and upload required documents. This replaces email exchanges that caused miscommunication and scattered documents across messages. Admissions now has one organized record per student, and students have one clear place to complete the steps. In the first cycle, 88 students completed the process.

Part 6: Data Interpretation

Accomplishments we're proud of

- Academic Technology Catalog published (Year 1 target met).
- Course archiving and Canvas Data sync automated ahead of the Year 2 target, giving us a reliable, scheduled record of course content and student activity.
- DE Standards, criteria, and rubric published alongside updated faculty resources.
- A full year of faculty training aligned with the DE Standards, digital accessibility, and UDL, with several sessions now available on demand.
- Improved processes for managing access to data and systems, including Argos-based account management.
- Inclusive Access expanded to an institution-wide initiative, with Phase 1 (VitalSource transition and Banner→ VitalSource→ Canvas enrollment automation) complete.
- Cross-department onboarding for part-time faculty, with automatic hire notifications and ticketed account setup that improve the new-hire experience.
- Nursing and EMT selective admissions moved from manual tracking through email into Canvas in partnership with Admissions.

Areas needing attention

- Distance Ed examples: Because faculty have been hesitant to share their courses, we will likely build examples ourselves. There is an opportunity to use samples created during the ROSE program as well as the recent NUR 10X/20X common template adoption.
- Web content: The public homepage redesign depends on first reducing and updating existing content.
- Data lifecycles and upkeep: Account cleanup is not yet fully complete across systems or on a dedicated schedule, and Slab articles lack defined owners and review dates.
- Technology inventory: Until the inventory is analyzed, we can't draw specific conclusions about COCC's academic technology needs.

Internal and external factors

- Partner dependencies. Shared projects move at the pace of shared schedules.
- Anticipated faculty contract. Some Goal 1 and Goal 3 decisions, including how we build and promote Standards-aligned material and which processes to document, are on hold until the contract's impact is clearer.

- College-wide priorities. The Fall 2026 Guided Pathways launch set the timing for student-facing work such as the Student Tech Hub, and the growing focus on accessibility compliance increased demand for accessibility reporting.
- Staffing and restructuring. The consolidation of non-credit offices and staff turnover required us to rebuild undocumented processes, such as co-enrollment data, which reinforces the need for Goal 3's documentation work.

Adjustments to measurement

- Distance Ed examples: We will widen what counts as an example to include staff-built examples (sample pages, modules, or a model course), examples adapted from faculty courses with permission, and examples from our existing resources.
- Use and impact: Most Year 1 measures were completion milestones. For Years 2 and 3 we will add:
 - Page views for the Standards pages and intranet resources.
 - Course template use.
 - Catalog page views, and the share of catalog entries that are complete.
 - Slab articles with an assigned owner and review date.
 - Scheduled archive and Canvas Data runs completed on time.
 - Accounts reviewed or retired each term, by system.

Part 7: Action Plan

Adjustments to current goals

Goal statements are unchanged. Adjustments are to timing and priority:

- *Goal 1:* Move the target for the full DE Standards examples library from Year 2 to Year 3.
- *Goal 2:* Move the Canvas technology inventory analysis into AY26-27.
- *Goal 3:* Structure the process calendar and Slab documentation so new or changed processes can be added quickly once the faculty contract is ratified.

New goals

No new goals are proposed. We will revisit this heading into AY27-28, once any new processes from the faculty contract are identified.

Actions for AY 2026–27

Goal 1 – DE Standards Resource Repository

- Confirm the repository location and how faculty will access it.
- In anticipation of the faculty contract, prioritize updated guides on RSI, digital accessibility, and UDL, and link them explicitly to the published Standards rubric.
- Promote the accessible course template catalog to faculty and begin tracking template use.
- Identify the most-needed Distance Ed standards for the examples library, and draft the glossary.
- Continue aligning CAFE sessions, retreat sessions, and self-paced modules with repository content.

Goal 2 – Academic Technology Catalog

- Finish and analyze the Canvas technology inventory (API search results, existing lists, and faculty survey responses).
- Continue to add newly identified tools to the catalog using the standard entry template.
- Launch the redesigned Student Tech Hub and coordinate it with Guided Pathways onboarding and Get Tech Ready.
- Continue technology adoption process work with ITS and the Digital Accessibility Coordinator. Review existing rubrics for adaptation, and seek ESLT sponsorship for drafting policy and procedure.
- Carry out the Student Tech Readiness Workgroup’s implementation plan in Spring 2027.

Goal 3 – eLearning Documentation and Data Practices

- Finish the remaining Slab entries and assign an owner and review date to each article.
- Convert the process calendar to a Slab page and keep it current.
- Draft a data lifecycle framework, starting with course archives and media, that lines up with ITS and A&R retention practices.
- Document the co-enrollment and PT faculty onboarding processes in Slab and add them to the process calendar.