



# eLearning Strategic Plan

2013-2016



## Introduction

This document presents the Bellingham Technical College (BTC) *eLearning Strategic Plan* for 2014-2019. The eLearning Department, with input from faculty, student services and administration, developed this plan for the purpose of formalizing existing and developing new processes, procedures, relationships and initiatives. This plan provides a road map to work towards the effective integration of technology into instruction, whether in the classroom or online to enhance the teaching and learning missions of BTC.

The eLearning Department at BTC was established in 2007. There has been no consistent long-term staff to oversee operations and move initiatives forward.

This plan comes at a time when technology enabled courses and the number of students enrolling in them is growing substantially. Until this point there has been no formal strategy for evaluating, growing and promoting our online and hybrid courses.

This document provides directions, management goals, and specific strategies with the intention of normalizing technology use in the classroom and promoting innovation. It sets the direction for the development of the eLearning Department, its integration into the wider campus community and the future of technologies and services within the institution.

## Priority Goals

### Goal 1

Establish and implement a long-term plan for offering and marketing new online and hybrid courses.

### Goal 2

Increase objective quality of online, hybrid and web-enhanced courses.

### Goal 3

Establish common professional development curriculum for instructors to prepare, strengthen and inspire understanding and knowledge of instructional technology

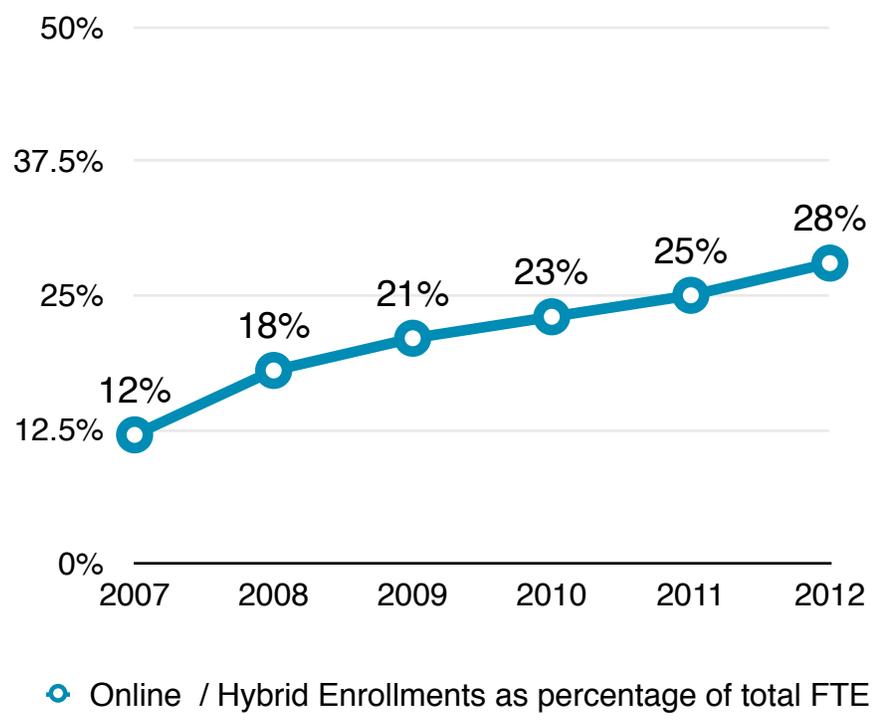
### Goal 4

Establish support structure for incoming students in need of increased digital literacy skills.

### Goal 5

Establish a technology infrastructure that supports the campus-wide instructional needs.

# Technology Use



As displayed in the chart above, enrollments in courses with an online component have more than doubled in the last 5 years and continue to increase. Without a formal survey of technology use in traditional face to face courses, we cannot assume that this same trend is happening there as well, but based on professional development and support requests in eLearning, face to face courses are using more technologies as well.

It is the purpose of this plan to give the eLearning Department a solid direction with regards to its daily operations and mission, including establishing goals that will further the mission of the college as a whole.

# SWOT Analysis

## Strengths

- Online and Hybrid enrollments more than doubled from 2007 to 2012, so demand for online courses is apparent
- Faculty continue to show interest in using technology in and out of the classroom, exploring its use and pedagogical impact
- There is much interest in increasing enrollment and reaching students at a distance through embedding technology into curriculum, student services and campus life
- Current culture of innovation and campus infrastructure to support the adoption of effective learning technologies is favorable

## Weaknesses

- Assessment of student success and faculty abilities in eLearning is weak or does not exist in a structured and measured way
- Formal policies and processes do not exist to ensure faculty professional development and success in the use of technology
- Assessment of student access to technology at home (mobile or computer) is weak or does not exist in a structured, systemic, and measured way
- Current college web presence and design makes it difficult to find desired information and resources
- Adoption of new and innovative instructional technologies is inhibited by existing processes and decision-making hierarchy

## Opportunities

- Growth in hybrid and distance learning options do not show signs of slowing in the future
- Increased faculty interested in eLearning technologies favor its continued and foreseeable adoption
- Increased training in sound pedagogical models for the use of eLearning combined with faculty collaboration will improve abilities and quality of instruction by creating a culture of evidence and sharing in technology enabled courses
- The line between face-to-face and online instructional technologies continues to blur, eliminating the line between instructional asset and information technology asset

## Threats

- Growth and direction of online course offerings has been without clear structure and continues so
- Faculty accountability for student success in the online environment is largely unchecked
- Integration of technology lacks robust processes which may prove costly, inefficient and detrimental to learning
- Web presence does not easily allow for dynamic updating of content by BTC staff through intuitive interface, nor does it provide opportunity for stakeholder interaction in the same manner

# What is eLearning?

The definition of eLearning is still somewhat elusive to many. Some may use the word to refer only forms of learning and instruction that take place online, while others may adopt a broader definition which includes all technologies that support classroom *and* online instruction.

This plan uses the term eLearning in the latter meaning, (any and all technologies that support classroom and online instruction), one which serves a number of purposes.

Using this definition, eLearning:

1. Facilitates learning through the appropriate use of technology
2. Implies deliberate instructional design, based on existing pedagogical models and theories
3. Supports ongoing faculty training in technology use for intentional instructional results

From these purposes, eLearning can be defined as the deliberate use of technology to support and enhance the learning experience regardless of learning context or location.

It is the primary purpose of the eLearning Department to support, encourage and advocate for technology use in the above manner.

Examples of eLearning components include:

- Learning Management Systems
- Classroom Technologies
- Lecture Capture
- Webinar Software
- Cameras, Mobile Devices
- Data collection tools
- Online Collaborative Tools
- Videoconference Courses
- Social Media
- Online learning materials such as hypertext, animation, video, audio or images
- Online Polling Software
- Open Educational Resources

eLearning also includes technologies that support and administer learning such as:

- Learning Management Systems
- Learning Analytics
- Online Content Management Systems
- Student and Faculty eLearning Portals
- Online Professional Development Tools

## Planning Process

This plan is intended to be a flexible working document that will adapt to the changes that will inevitably come to the College, as well as to the technologies we use on a daily basis, such as software, hardware and network resources.

Development of an overall eLearning vision will provide a foundation for departmental functions as well as serve as a launchpad for new initiatives and projects.

Guiding Principles will give more detail on specific ideas and philosophies that guide and impact decision making within the department.

Yearly reports will be conducted which will demonstrate the current state of eLearning practices, technologies and policies and will address issues and recommend changes.

## Vision Statement

eLearning works to support, encourage, and facilitate the seamless use of technology in quality learning experiences both online and on campus to increase student enrollment, retention and success.

## Mission

1. Support faculty, student and staff use of eLearning technologies
2. Administer Learning Management System (LMS)
3. Provide professional development to faculty in areas of online, hybrid and web-enhanced pedagogy
4. Provide analytics for online and hybrid courses to Deans, Institutional Research and other parties to identify opportunity for professional development and to inform enrollment strategy
5. Promote the innovative use of eLearning Technologies through grant work, campus initiatives, and off-campus professional development opportunities
6. Create or assist in the creation of technology based learning materials
7. Work with and support the wider campus community, including Deans, Program Directors and other stakeholders, on any projects that involve eLearning Technologies
8. Support Marketing department in the effort to grow online and hybrid enrollments
9. Prepare the College for the future by exploring emerging technologies, instructional methodologies, institutional practices, and innovative campus cultures.

## Relationships

### 1. Computer Information Support Services

In concert with the Library and coordinated with Program directors, and faculty, eLearning will inform CISS of any instructional needs for technology and partner in their launch, preparation, maintenance and support

### 2. Library

eLearning will collaborate with the Library to support students in the seamless use of eLearning Technologies by co-facilitating trainings, creating learning materials and assisting with help desk activities

### 3. Student Services

eLearning will support Student Services in their operations by providing data, guidance and working with other stakeholders to develop materials and processes involved in the integration of technologies that support their respective mission.

### 4. Instruction

As part of instruction eLearning works towards fulfilling the mission and strategic goals set out in this document, while serving as an example of forward thinking and innovative practice.

# Guiding Principles

1. Learning technologies should be transparent to both students and instructors whenever possible and maintain focus on the subject matter of the course.
2. Adopted learning technologies should enhance learning through greater access and lower investment in student time, effort and financial resources.
3. Policies and procedures that encourage and reward innovation should be given priority in instruction.
4. Unless volunteered, private student information should always be protected
5. Faculty members must remain current in the use of instructional technology and integrate it appropriately into their teaching methods.
6. Bellingham Technical College must invest in both its technologies and its people so as to remain current in an ever changing connected landscape.
7. Student access to education should not be hindered by their location, external responsibilities or financial situation.
8. Faculty access to technology and resources should promote innovation and encourage new practices, campus wide.

## General Truths we recognize about eLearning in general

- Pedagogy comes first. Technology should not dictate the educational process, but enhance instructional practices.
- eLearning extends outside of the classroom into other aspects of student life. The line between a physical place of instruction and a learn-anywhere paradigm is quickly becoming blurred.
- eLearning is a normal and established part of higher education.
- eLearning includes the application and adaptation of assistive educational technology regardless of location.
- Instead of anecdotal evidence, the best way to assess eLearning's effectiveness is through research (including the Scholarship of Teaching and Learning) and established scientific methods for data collection.
- eLearning technology is not a single instance purchase, but a normal and ever increasing operating cost to the college both in infrastructure (hardware and software) and human resources (professional development and new hires)
- Faculty and staff of the 21<sup>st</sup> Century must participate in continual professional development to remain current in eLearning trends and the College must be an active and supportive participant in this development.
- A distinction between eLearning technology and distance learning technology as separate from each other is no longer valid. They both share part of the same suite of technology tools, use the same principles and paradigms, interact seamlessly with each other, and must be recognized as a single system.

## General Truths we recognize about distance education, the online subset of eLearning

- Distance education/learning is taking place when the delivery of curriculum and instruction occurs when the instructor and the student are not in the same physical place at the same time.
- Bellingham Technical College defines distance education as education that is occurring when a Bellingham Technical College student is taking a Bellingham Technical College course but is not in an Bellingham Technical College classroom when it is happening.
- Online education (education delivered over the Internet) is the dominant distance delivery system today, but not the only modality for distance education delivery.
- All 100% Distance learning courses should be implemented with the assumption that students will not be physically present in a Bellingham Technical College facility.
- Distance students of all demographics face obstacles that generally prevent them from being able to come to a campus during traditional class meeting times or traditional hours of operation
- Bellingham Technical College should provide equal access and equal services to all Bellingham Technical College students regardless of location or ability.
- Distance students will access class work and college services at will regardless of time of day as a regular practice.
- Consistency and predictability in a distance learning course alleviates uncertainties brought about by a lack of traditional non-verbal cues and is therefore critical to student communication and understanding.
- eLearning recognizes Social Constructivism as the dominant learning theory in online education and believes this theory provides the best online learning experience for students.
- Interaction between students and between the teacher and students is imperative to forming proper and productive educational environments.
- Distance students need a sense of community and connection with their campus-wide and course communities to increase retention and success in completing their academic goals.

# Assumptions

## Students

- All students do not learn the same way.
- Students expect to use the latest technology to foster their educational efforts.
- Students expect to succeed in the use of technology.
- Online classes require a level of accessibility that is not available to some students.
- Many students lack the necessary skills to use technology.
- Some students lack the basic English and math skills required for success.
- Some students lack a true understanding of what it takes personally to be a successful e-learning student.
- Some students expect to use online classes to fill in gaps in their schedules.

## Faculty

- Faculty need ongoing professional development, training and support
- Some faculty will be better prepared for using technology.
- Faculty do not have enough technology. They want more hardware, software, and support.
- Faculty are more accepting of technology than in the past.
- Faculty have limited time to explore new technologies to adopt in the classroom or engage in professional development activities.
- Some faculty will not believe that the online component of eLearning is a viable delivery system.
- Some faculty have limited experience teaching in the online environment

## Staff

- Technical skills among staff will vary.
- All positions will be increasingly technology-driven.
- Staff need ongoing technology training.
- Staff may feel inundated by e-mail and other information.

## Technology

- The College may not adopt cutting edge technology.
- All faculty and staff will not know how to use and apply technology.
- The College may not have sufficient resources to support technology.

## Resources

- eLearning resources are expensive
- BTC will provide services and resources to promote student success.
- Constant change in technology will continue.
- Quality high-tech job candidates are scarce.
- There is a need for increased support services, however we need to think carefully about our needed support services.
- There is a need for increased instructional design assistance.

## The Plan

- The plan will change as conditions change.
- The plan serves as a roadmap.
- The plan needs annual review and revision.

# Alignment with College Strategic Plan

**Mission:**

To deliver superior professional technical education for today's needs and tomorrow's opportunities.

**Vision:**

Bellingham Technical College will be a recognized leader in providing innovative and effective technical education, creating options for career success, and developing a competitive workforce.

**Institutional Goals:****Excellence and Innovation**

BTC will support and promote excellence and innovation throughout the College.

**Access**

BTC will increase student access to seamless educational pathways.

**Student Success**

BTC will increase students' goal achievement by providing activities and opportunities for learning, growth, and leadership.

**Partnerships**

BTC will maintain and develop effective partnerships that enrich the communities we serve.

**Welcoming Campus Environment**

BTC will create and maintain an attractive and inclusive campus environment that promotes a sense of community, respect for individuals, and effective work and learning.

**Accountability**

BTC will demonstrate to its constituents the effective, efficient, ethical, and strategic use of all resources.

**Marketing and Resource Development**

BTC will broaden resources and community support to ensure the College's growth and viability.

# Objectives tied to College Strategic Plan

## 1.3.a.f Improve student technology support in the library (See **Relationships** Section)

- While not a part of eLearning's Goals or Strategies, student technology support is primarily the responsibility of the Library, and should involve eLearning where appropriate. eLearning will work closely with the Library to assist in Student Technology support, creating help documentation, eliminating redundancy and making recommendations to streamline help procedures

## 2.5.a.b Work with all student technology support stakeholders to create a data-informed plan to address the digital and information literacy deficiencies that impede student success (**Goal 4:** Establish support structure for incoming students in need of increased digital literacy skills)

- eLearning will work with Student Services and Instruction to develop digital literacy assessments and expand course offerings, resources and trainings to reduce barriers to learning.

## 2.5.b.a Develop a "Technology Page" as the online support structure for eLearning; complete all phases of myBTC Portal (see **Additional Recommendations**)

- eLearning will work with Computer Information Support Services (CISS) to simplify and expand the current technology page, with the goal of developing a full eCampus site where students can access all information relevant to instruction and student services in one place.

## 2.5.b.c Develop a process for launching new campus instructional technology and software

- As a member of Instructional Technology Committee (formed in Fall 2013 by the VP of Instruction), a set of policies and procedures will be developed to facilitate this action.

## 2.5.b.d Review and revise the Technology Plan to address the computing needs and infrastructure of administrative, instructional, and support media

- As a member of Instructional Technology Committee (formed in Fall 2013), a set of policies and procedures will be developed to facilitate this action.

## 2.5.b.e Increase number of digital resources available to all students and staff including Open Education Resources

- eLearning will host workshops on the use of acquisition of OER.
- eLearning will also conduct an assessment of current content management needs and existing support mechanisms.

## 2.5.d.a Create mechanisms and opportunities for sharing best practices, knowledge and skills gained from professional development and instructional activities

- eLearning will be involved in faculty meetings and will host weekly professional development workshops focusing on technology and instructional design, where faculty can share ideas, insights and best practices
- As tied to 2.5.b.a, eLearning will work to create a faculty-centric support page complete with training resources, calendars and the ability for faculty

## 3.1.a.c Investigate and create an implementation plan for high quality evening, weekend, online, and hybrid course offerings

- As tied to eLearning Goal #4, eLearning will work with other administrators in Instruction to develop a plan for expanding course offerings and delivery options.

# Priority Goals

## Goal 1

Establish and implement a long term plan for offering and marketing new online and hybrid courses

### Background:

Previously, developing and offering an online or hybrid course has sometimes been a haphazard process, with no deliberate strategy or empirical justification for offering said course online, and little to no pedagogical or technical support in the instructional design process. Concurrently, there has previously been no targeted marketing strategy for flexible course offerings.

### Strategies and Objectives

1. Ensure all Courses are coded correctly.
  1. Audit Courses for alignment with established course definitions on a quarterly basis
2. Analyze needs and deliberately implement courses based on program needs, student demands, and instructional initiatives
3. Ensure all new online and hybrid courses use campus LMS so as to limit cost and investment of student time or resources in accessing content and learning activities
4. Work with Marketing to target and grow our online certificates, programs and courses.

# Priority Goals

## Goal 2

### Increase objective quality of online, hybrid and web-enhanced courses

#### Background

Currently, there is no process in place for assessing online courses through collection of data from the campus LMS, or faculty and student perspectives. To increase the quality of online courses, data must be collected for comparative reporting with the final goal of increasing student success, and retention. This refers to course instructional design, student and faculty engagement, transparency of chosen technologies, etc.

#### Strategies and Objectives

1. Establish campus-wide expectations for all modality of flexible course offerings
2. Assess all hybrid and online courses based on the above expectations on a quarterly basis
3. Conduct Student surveys to collect data on learning experiences
4. Provide professional development support for course quality and instructor performance
5. Ensure that eLearning is directly involved in the development of any and all new online or hybrid courses

# Priority Goals

## Goal 3

Establish common professional development curriculum for instructors to prepare, strengthen and inspire understanding and knowledge of instructional technology

### Background

The College has traditionally provided targeted technology-based professional development in the area of eLearning and hasn't engaged the faculty fully in areas of instructional design and learning theory. Recognizing faculty expertise and training in these areas

### Strategies and Objectives

1. Build course for all online or hybrid instructors to take before, or while currently teaching, their first online course
2. Identify and reward current online instructors for their expertise in instruction through optional engagement in the above
3. Conduct scaffolded training throughout the quarter that will focus on emerging instructional technologies and complimentary pedagogical strategies.
4. Survey faculty to determine gaps in knowledge and skills to inform future professional development needs.

This goal will provide faculty support services that:

1. align with the real needs of eLearning faculty
2. provide learning objects and materials in eLearning enhanced courses
3. are distance friendly and accommodate distance/hybrid faculty needs
4. provide student success and retention statistics, as well as strategies to enhance student success and retention, to faculty
5. provide recommendations on classroom technology needs, and learning object integration that aligns with sound pedagogy, educational theory and authentic assessment practices.

### The Center for Teaching and Learning

Conceptually, The Center for Teaching and Learning constitutes the home for the Faculty Support arm of the eLearning department. It is the conduit on campus and online that is dedicated to support the development and promulgation of the best in faculty understanding and use of:

- New and effective eLearning and pedagogic methods
- Effective eLearning tools and programs
- Analytics, diagnostics, and student assessment in course design and modification
- A modular approach to curriculum creation
- Online course management
- Applications of the latest research in human cognition
- A learning object library
- Developing a facilitator/guide role in faculty for all class locations
- Classroom learning, teaching and facilitating strategies
- Online student collaboration
- Community of Learner/Practitioner theory and application
- Social/professional college networking
- Transformational practices in the classroom

# Priority Goals

## Goal 4

### Establish support structure for incoming and returning students in need of increased digital literacy skills

#### Background

At this point the College admits students into online and hybrid courses without targeted support mechanisms, placing particular students with less proficiency at a disadvantage. This goal seeks to prepare learners for the increased demands and skill sets needed to be successful in an online environment and provide evidence for new proficiencies gained.

#### Strategies and Objectives

1. Establish an entry-point Digital Literacy Assessment
2. Develop a face to face Digital Literacy Short Course
3. Built a self-paced Digital Literacy Short Course built into LMS to provide instructors with evidence of proficiency
4. Develop public-facing resources to increase digital literacy skills for students
5. Provide evidence for newfound proficiencies to online and hybrid instructors
6. Work with the Library to support Digital Literacy needs

# Priority Goals

## Goal 5

Establish a technology infrastructure that meets the current and future demands of instruction.

### Background

With the increased demands of technology use in instruction, campus-wide infrastructure for technology, including hardware, software, processes and procedures should be continually assessed and improved upon. Historically, there has been no formal process established by eLearning to inform the wider campus community of the impacts and opportunities in technology infrastructure. This goal sets out to establish that.

### Strategies and Objectives

1. Assess current and future college needs and report quarterly to VP of Instruction, making recommendations based on instructional needs, cost-effectiveness and futures planning.
2. Serve as one of many on-campus communication avenues to inform Computer Information Support Services (CISS) of the needs of faculty, students and staff.
3. Regularly meet with and ask for input from faculty regarding their technology needs to further other eLearning goals and guiding principles
4. Work to decentralize control over hardware, software and information flow on campus while developing processes and procedures to ensure instructional integrity, cost effectiveness, task efficiency and the safeguarding of sensitive business information

# Additional Recommendations

## Recommendation 1

Work toward creating an eLearning department that can meet growing and maturing needs of the college community.

### Background

Historically, the eLearning department at the College has consisted of no more than two individuals. Currently, there is an eLearning Director and an eLearning Instructional Technician. If the College wishes to grow the use of eLearning technologies, practices and support, a more structured and capable department will need to be developed.

### Strategies and Objectives

1. Develop a process to continually assess needs for instructional design, asset development, training and other eLearning priorities within the campus-wide college community
2. Hire additional staff as needed
3. Develop processes, procedures and policies to ensure efficiency and reliability in departmental work

## Recommendation 2

Adopt a distance learning fee structure to support eLearning departmental operations that is equitable and fair to all users, and not based on FTE generation.

### Background

Currently, all students are charged \$1.92 per credit for a general technology fee and students enrolled in online courses are charged an additional fee of \$17.04 per credit. As most students are using these same technologies, a change in fee structure is needed.

### Strategies and Objectives

1. Ensure fee structure is fair and equitable for all users of eLearning technologies.
2. Evaluate current and future needs of eLearning and CISS at the College and implement a fee structure that encourages the innovative use of technology in instruction

# Additional Recommendations

## Recommendation 3

Support the College in the adoption of a multi-layered web presence in lieu of a single web site strategy for its public Web-facing operations

### Background

There is currently only one or two domains on the public-facing website for the college which does not include any subdomains for any audience-specific, or function-specific information. The current model for management of web content is to break up content within the site for specific purposes, both internal and external using

### Strategies and Objectives

1. Develop <http://teaching.btc.ctc.edu>, which serves as a 'one stop shop' for instructors at the College for all related work practices, including grades, student services duties, reporting, pedagogical training, etc.
2. Work with College web design team to develop a deliberate eCampus presence (in concert with SBCTC ctcLink project), to replicate student services equivalent to those available on campus, and to provide resources in the use of eLearning Technologies.

# Goal 1

Establish and implement a long-term plan for offering and marketing new online and hybrid courses

OBJECTIVE	INITIATIVE	RESPONSIBILITY	DUE DATE
Ensure all Courses are coded correctly.	Finalize definitions of online, hybrid and web-enhanced courses, including alignment with credit hour policies	eLearning	Fall 2014
	Work with Administration, Deans, and POCs to ensure alignment with definitions and coding	eLearning Registration Title III personnel	Ongoing
	Recode courses and change credit hour listing as needed	eLearning Registration	Fall 2015
Work with Title III to analyze needs and deliberately implement courses based on program needs, student demands, and instructional initiatives	Identify programs that only need a few classes to become hybrid or online implement	eLearning Title III personnel Deans	Fall 2015
	Develop process to continually examine need for online and hybrid courses	eLearning Title III personnel Deans	Fall 2015
Ensure implementation of new courses are supported by data and assessment for student success, student retention and faculty success	Identify courses with consistent wait lists & courses with high enrollment to offer online/Hybrid versions	Student Services eLearning Deans	Ongoing
Ensure all new online and hybrid courses use campus LMS so as to limit cost and investment of student time or resources in accessing content and learning activities	Stipend form-charge it to reflect use of campus LMS	eLearning Instructional Technology Committee Instruction Council	Fall 2015
Work with Marketing to target and grow our online certificates, programs and courses.	Create Marketing page on website and quarterly schedule	eLearning Director Marketing Director	Spring 2015, then Ongoing

## Goal 2

### Increase Objective Quality of Online, Hybrid and Web-enhanced Courses

OBJECTIVE	INITIATIVE	RESPONSIBILITY	DUE DATE
Establish campus-wide expectations for all modality of flexible course offerings	Create Rubric & stability form students within contacts	eLearning Director Instruction Council	Fall 2016
Assess all hybrid and online courses based on quality specifically targeting those with low success rates.	Quarterly review of Online/Hybrid to Deans for review and subsequent eLearning or Peer Review	eLearning, Deans, Faculty	Quarterly Starting Fall 2015
Conduct Student course evaluations to collect data on learning experiences	Implement universal student surveys to all students for faculty to view, and encourage faculty to their own.	eLearning Instruction Council Support Staff	Quarterly Starting Fall 2015
Ensure that eLearning is directly involved in the development of any and all new online or hybrid courses	Amend Curriculum development procedures	eLearning Director	June 2014

## Goal 3

Establish common instructor professional development curriculum to prepare and strengthen faculty understanding and knowledge of educational technology

OBJECTIVE	INITIATIVE	RESPONSIBILITY	DUE DATE
Build course for all online or hybrid instructors to take before, or while currently teaching, their first online course	Develop two courses. One for teaching, one for developing online course.	eLearning Staff	Fall 2015
Identify and reward current online instructors for their expertise in instruction through optional engagement in professional development activities	Research grant work to fund new projects, stipends etc. Develop badges for recognizing completers of professional development activities	eLearning Staff	Ongoing
Conduct scaffolded training throughout the quarter that will focus on emerging instructional technologies and complimentary pedagogical strategies.	Write Blog entries, conduct weekly training sessions, new tutorial videos, with quarterly schedule developed and shared.	eLearning Staff	Ongoing

## Goal 4

Establish support structure for incoming students in need of increased digital literacy skills

OBJECTIVE	INITIATIVE	RESPONSIBILITY	DUE DATE
Establish an entry-point Digital Literacy Assessment	Develop & implement DL assessment	Assessment Center eLearning Student Services	Fall 2014
Develop a face to face Digital Literacy Short Course	CAP100 in development	eLearning Faculty Deans Dir. Basic Academic Skills Dir. Advising Career Services	Fall 2014
Develop a self-paced Digital Literacy Short Course built into LMS to provide instructors with evidence of proficiency	Research desired proficiencies, based on CAP100 course and adapt to self-paced environment.	eLearning Staff	Fall 2015
Provide evidence for newfound proficiencies to online and hybrid instructors	Add badges to Canvas	eLearning Staff	Spring 2015
Develop public-facing resources to increase digital literacy skills for students	Develop new student and instructor support sites for elearning and digital literacy.	eLearning CISS Library	First phase, Fall 2014, then ongoing

## Goal 5

Establish a technology infrastructure that supports the campus-wide instructional needs

OBJECTIVE	INITIATIVE	RESPONSIBILITY	DUE DATE
Assess current and future college needs and report yearly to VP of Instruction, making recommendations based on instructional needs, cost-effectiveness and futures planning.	Deliver comprehensive report on eLearning, including enrollments success rates, etc. & recommendations for improvement	eLearning Director	Yearly
Serve as one of many on-campus communication avenues to inform Computer information Support services of the needs of faculty, students and staff.	Communicate needs to CISS when appropriate	eLearning Staff	Ongoing
Regularly meet with and ask for input from faculty regarding their technology needs to further other eLearning Goals and Guiding Principles	Instructional Technology committee agenda item (needs, input, etc.). Faculty Surveys.	eLearning Instruction Faculty	Ongoing
Work to open up the use of hardware, software and information on campus while developing processes and procedures to ensure instructional integrity, cost effectiveness, task efficiency and the safeguarding of sensitive business information and student records	Develop policy that speaks to adoption of technologies campus wide.	eLearning Director	Fall 2015

## Recommendation 1

Work toward creating an eLearning department that can meet growing and maturing needs of the college community.

OBJECTIVE	INITIATIVE	RESPONSIBILITY	DUE DATE
Develop a process to continually assess needs for instructional design, asset development, training and other eLearning priorities within the campus-wide college community	Track faculty needs over time to determine future needs & areas for expansion	eLearning Staff	Ongoing
Hire additional staff as needed	Determine needs through time tracking & project needs.	eLearning Staff VP of Instruction	Ongoing
Develop processes, procedures and policies to ensure efficiency and reliability in departmental work	Assess time invested in specific types of work for gaps in efficiency to develop changes in processes and products used to address inefficiencies	eLearning Staff	Winter 2015

## Recommendation 2

Adopt a distance learning fee structure to support eLearning departmental operations that is equitable and fair to all users, and not based on FTE generation.

OBJECTIVE	INITIATIVE	RESPONSIBILITY	DUE DATE
Ensure fee structure is fair and equitable for all users of eLearning technologies.	Collect budgetary needs for technology and develop fee structure that is fairly distributed to all users	CISS Media Services eLearning	Fall 2014
Evaluate current and future needs of eLearning and implement a fee structure that supports its activities	Collect budgetary needs for eLearning staff	eLearning	Fall 2014

## Recommendation 3

Support the College in the adoption of a multi-layered web presence in lieu of a single web site strategy for its public Web-facing operations

OBJECTIVE	INITIATIVE	RESPONSIBILITY	DUE DATE
Develop <a href="http://teaching.btc.ctc.edu">http://teaching.btc.ctc.edu</a> , which serves as a 'one stop shop' for instructors at the College for all related work practices, including grades, student services duties, reporting, pedagogical training, etc.	Develop page over summer 2014	eLearning Director	Fall 2014
Upgrade BTC media server as part of the above project to include embeddable links and easy uploading, tagging and categorization of content	Develop after the above project is complete	eLearning CISS	Spring 2015
Work with College web design team to develop a deliberate eCampus presence, to replicate student services equivalent to those available on campus, and to provide resources in the use of eLearning Technologies.	Update student page, assist with Student Portal implementation	eLearning Student Services CISS	Fall 2014

# Related Strategic Plan Goals

OBJECTIVE	INITIATIVE	RESPONSIBILITY	DUE DATE
1.3.a.f Improve student technology support in the library	Work with library to create support materials, facilitate trainings, etc. See <b>Relationships</b> Section	eLearning Staff Library Staff	Ongoing
2.5.a.b Work with all student technology support stakeholders to create a data-informed plan to address the digital and information literacy deficiencies that impede student success	See <b>Goal 4:</b> Establish support structure for incoming students in need of increased digital literacy skills	eLearning Staff Library Staff	Ongoing
2.5.b.a Develop a “Technology Page” as the online support structure for eLearning; complete all phases of myBTC Portal	See <b>Additional Recommendations</b>	eLearning Staff, CISS	First phase, Fall 2014, then ongoing improvements and additions
2.5.b.c Develop a process for launching new campus instructional technology and software	Amend policies and procedures that address the adoption of new technologies	eLearning Director Instructional Technology Committee Instruction Council	Fall 2014
2.5.b.d Review and revise the Technology Plan to address the computing needs and infrastructure of administrative, instructional, and support media for 3-5 years in the future.	Work on Technology Play with other members	Technology Planning Committee (Media Services, Library, CISS, eLearning)	First Draft by Winter 2015
2.5.b.e Increase number of digital resources available to all students and staff including Open Education Resources	Work with faculty and library to research, plan and implement new technologies on campus.	eLearning CISS	Ongoing
2.5.d.a Create mechanisms and opportunities for sharing best practices, knowledge and skills gained from professional development and instructional activities	See <b>Goal 3:</b> Establish common instructor professional development curriculum to prepare and strengthen faculty understanding and knowledge of educational technology	eLearning Staff, Instructional Technology Committee	Ongoing
3.1.a.c Investigate and create an implementation plan for high quality evening, weekend, online, and hybrid course offerings	See <b>Goal 1:</b> Establish and implement a long-term plan for offering and marketing new online and hybrid courses  Research need for online or evening class class (Goal 1)	eLearning, IR, Student Services, Instruction	Ongoing