Salt Lake Community College

DRAFT, v2.2

College eLearning Strategic Plan
2014-2019

November 2014

An Opportunity for Enhancement

eLearning, the use of electronic media and technology in teaching and learning, is a critical component in leading the college into the future. Technology now affords us the opportunity to provide increased access, flexibility and convenience to higher learning. It enables new learning pathways, creates new partnerships with businesses and organizations, and fosters new connections to the various communities that we serve.

To address this opportunity, an eLearning Taskforce was organized to develop a five-year College eLearning Strategic Plan. The taskforce was made up of faculty, staff, and administrators from across the College (Appendix A). Working groups (in most cases co-chaired by faculty) were established around strategic goals and strategies. Over 60 college employees participated in these working groups. The work of the working groups is reflected in this plan. A list of frequently asked questions (Appendix B) is also included to address recurring questions with the plan and its implementation. This plan represents the Taskforce's best efforts in charting the next five years. As the plan is implemented, aspects may need to modified or adapted.

This plan is about more than institutional growth and revenue. It underscores a massive opportunity to create increasingly relevant, engaging, and long-term educational impact for our students. It also showcases our strength in directly supporting faculty in their mission to deliver the highest quality technology-enabled educational experiences.

This strategic plan is about SLCC's opportunity—an opportunity to enrich the established structures, policies, and culture of our institution and to look anew at what they can become. It is an opportunity to enhance the educational experiences we provide to our students. It is an opportunity to empower our students to access a quality learning experience from nearly anywhere. It is an opportunity to modernize our elearning offerings.

Active involvement and collaboration by all areas of the College (students, faculty, staff, and other leaders) will be critical in order to identify the specific solutions, standards, processes, procedures, or metrics associated with pursuing the proposed future state and recommended initiatives/actions of each strategic focus area.

Sincerely,

College eLearning Taskforce & Working Groups

Strategic Goals & Strategies

This plan serves as a five-year roadmap in fulfilling the following strategic goals.

- Develop a culture of accountability, shared governance, and collaboration.
- Establish a systemic approach to developing, delivering, and assessing elearning courses, programs, and services.
- Provide options for regular and time-shortened degree/certification completion.
- Achieve 25% FTE delivered via elearning formats (online, hybrid, etc.), as listed in the Facilities Master Plan.
- Increase the quality of the elearning experience to achieve parity in student completion and success as compared to traditional classroom formats.
- Provide access to previously underserved populations and markets.
- Increase quality and effectiveness of elearning courses.

To achieve the above goals, it is proposed that SLCC pursue the following strategies:

- Develop complete online and hybrid certificates and degrees that are responsive to student needs and goals.
- Incorporate quality standards and a consistent, collaborative team course development process.
- Ensure students are properly prepared to succeed in elearning courses.
- Develop appropriate faculty training and certification workshops and programs.
- Address instructional technology infrastructure needs.
- Establish a systemic organizational approach to support approved strategies and goals.

Course & Program Selection

Recommendations for development of online and hybrid course and program offerings would come from various stakeholders with close collaboration with the academic department/school. Course development priorities would be more strategic, focusing on key elements such as program association, student demand, and community impact.

Identified needs would be presented to a College eLearning Advisory Committee (proposed college-wide standing committee) which would assist in assessing development priorities and future planning. Membership of the Advisory Committee would include representatives (faculty and staff) from across the College.

The Advisory Committee would also assist in future planning, ensuring that existing and proposed offerings are prioritized, current, and responsive to community needs and the strategic priorities and mission of the College. Market analysis of local, regional, and national offerings and opportunities would be conducted and reviewed periodically. Using internal and external data sources, the common demographics and characteristics of learners would be analyzed.

The taskforce recommends the following initiatives or actions related to this focus area:

	Initiative/Action	Timeline
A1	Establish a College eLearning Advisory Committee.	Spring 2015
A2	Using internal and external data sources, identify the common demographics and characteristics of students that currently enroll in and would likely benefit from elearning delivery formats.	Spring 2015 (annually thereafter)
A3	Focus initial development priorities towards an Online GenEd Certificate.	Fall 2015
A4	Design or redesign high-enrolled, gateway courses for multiple delivery formats (online, hybrid, accelerated, etc.).	Ongoing (5+ courses/year)
A5	Establish an evaluation rubric to define development priorities.	Summer 2015
A6	Create an online portal (SLCC Online or eCampus) allowing easy access to information regarding elearning courses and programs, as well as student support services.	Fall 2015
A7	Develop and promote 5 new online program (certificate or degree) offerings.	Fall 2019
A8	Conduct a market analysis of local, regional, and national eLearning offerings.	Spring 2015 (annually thereafter)

Course Design & Development

Courses and programs would be designed and reviewed according to nationally recognized quality standards and best practices for elearning course and program delivery. It is proposed that the College adopt the Quality Matters (QM, www.qualitymatters.org) standards and peer review materials.

Course and program reviews would be conducted regularly, aligned with other current curricular review processes and timelines. A course that does not meet the approved standards and guidelines would need to be revised, before it is listed in future class schedules. Course reviews would continue to be conducted by two approved faculty peer reviewers. For new or redesign course development projects, quality review checks would be incorporated in the development process.

New and redesign course development projects would be facilitated by a collaborative development team, including, but not limited to the following team members. See Appendix C for a course development process diagram and additional details.

- Associate Dean
- Faculty Developers/Discipline Experts (2 or more)
- Instructional Designer(s)
- Media Developer(s)
- Instructional Technologist(s)
- Library/Materials Specialist(s)
- Assessment Specialist
- Project Manager
- Peer Reviewers (2)

Assigned faculty developers would represent the academic department on questions and processes related to learning outcomes, assessments, learning activities, discipline-specific pedagogy, instructor resources, etc.

Course learning outcomes would continue to be defined as part of the CCO by the academic departments and approved by department, school, and college curriculum committees. Instructional designers would assist faculty developers in creating effective learning activities and assessments that align with the approved learning outcomes.

The selection of course materials would continue to be the primary responsibility of academic departments and faculty. Where available, and of approved quality by the academic department, open educational resources (www.oerconsortium.org) would replace purchased or licensed materials to help reduce the costs for students, as well as to facilitate adoption and adaptation of reusable materials. Any new materials developed by the development team would have an appropriate creative commons attribution license, allowing the materials to be shared

with other faculty peers. Support personnel would assist faculty in developing course materials (screencasts, videos, online texts, etc.).

Training and support resources would be more readily available to assist with digital conversion, video captioning and transcription, as well as effective use of media in teaching. An Instructional Media Studio would be created, staffed by media professionals who would work with faculty in developing effective, accessible instructional media.

Faculty developers would be eligible for development compensation or released time for course development activities as specified in the Academic Guide. Compensation would be structured to recognize efforts throughout the development process, and be shared with at least one other faculty colleague assigned to the project. Where additional time and effort is needed, a scope change would be secured and additional compensation provided.

The taskforce recommends the following initiatives or actions related to this focus area:

	Initiative/Action	Timeline
B1	Promote and recommend the use of OER in all new and redesign activities, where appropriate.	Ongoing
B2	Establish a certificate or degree that utilizes OERs. (Open AA or AS)	Fall 2016
B3	Establish collaborative course development teams for each course development project.	Ongoing
B4	Organize three annual (fall, spring, and summer) development RFPs aligned with program and course development priorities.	Ongoing
B5	Formalize the design and development process for elearning courses.	Fall 2014
B6	Create an Instructional Media Studio, staffed by instructional media experts who will work with faculty in developing accessible instructional media.	Summer 2015
B7	Provide design consultations and training workshops for faculty in partnership with academic departments and the Professional Development Center/FTLC.	Ongoing
B8	Establish a set of core design standards and templates for departmental courses and programs, where applicable.	Fall 2015
B9	Replace existing OCR standards with nationally recognized quality standards and practices for online delivery (QM). Update review processes to ensure proper accountability.	Summer 2015

B10	Promote the incorporation of universal design principles (www.cast.org/udl) and best practices in all elearning course offerings to proactively ensure that they are accessible to all students.	Ongoing
B11	Establish clear guidelines and policies for integration, adoption, and procurement of course materials (publisher and OER).	Fall 2015

Course Delivery & Faculty Support

Academic departments would continue to determine section enrollment caps for any section in order to acknowledge unique disciplinary elements. Additional information regarding appropriate class sizes is stated in the Academic Guide.

The number of online and hybrid section offerings would be reviewed regularly by the eLearning Advisory Committee in balancing student demand with available resources and strategic planning. eLearning offerings would be added or expanded, where possible, to provide greater flexibility and access to students as noted in the College mission.

Online courses and programs would be organized and marketed in partnership with the academic department, within the SLCC Online or eCampus portal. Online programs would be given dedicated web URLs for program marketing and communication.

Associate Deans would continue to determine section teaching assignments. In order to be eligible to teach an elearning course (online or hybrid), faculty would need to successfully complete the associated instructor training. Faculty who regularly receive low evaluation feedback would not be assigned to future elearning sections. When new faculty appointments are available, it is recommended that hiring committees would indicate a preference for elearning teaching experience where applicable.

Teaching compensation would remain as currently constituted for regular and overload assignments, as stated in the Academic Guide. It is proposed that additional compensation for online sections be eliminated or modified upon approval of the new rank advancement salary schedule.

Faculty evaluation processes would be modified to include the following statements and process changes:

- Divisions and departments would discuss and describe the characteristics of good teaching in all modalities, including elearning modalities.
- The faculty member being evaluated would make her/his online course sites available to all reviewers.
- Peer evaluators would take care to observe teaching in all the modalities in which the faculty member being evaluated teaches.
- Peer evaluators would make note of the particular characteristics of quality online or hybrid teaching when they evaluate teaching done in those modalities.
- Faculty supervisors would take care to observe teaching in all the modalities in which the faculty member being evaluated teaches.
- Faculty supervisors would make note of the particular characteristics of quality online or hybrid teaching when they evaluate teaching done in those modalities.

Student evaluation data would be regularly reviewed by faculty supervisors. Summary evaluation data would be used to inform plans for faculty training and professional development.

Faculty would have access to Canvas support (via Instructure, 24/7/365) directly by phone, live chat, or email / webform. Local support personnel will also be available to address support and training needs. Support data would be reviewed regularly to ensure that support is timely and effective.

Faculty would also have access to instructional media support (captioning, video and audio recording/editing, digital conversion of materials, etc.) in the new Instructional Media Studio. Academic Resource and Learning Centers would provide faculty (and students) access to in-person technical support for college-owned or personal devices.

Faculty who are assigned to teach an online course would be required to participate in an Online Instructor Orientation. Offered in an online or hybrid format, the Orientation would orient faculty to online teaching best practices and procedures. All faculty, regardless of online teaching experience, would be required to complete the orientation course. Similar orientation courses could be developed for other delivery formats (hybrid, classroom, etc.).

Faculty who participate in course development projects would be eligible to participate in a new Instructional Development Certification Program. This program would integrate specific pedagogical and technical workshops within the course development process. Successful completion of the program would lead to a faculty developer certification. Certified faculty developers would be given preference when faculty developers are assigned to course development projects.

Faculty would also have access to online, hybrid, and in-person workshops on various elearning topics (building community, accessibility, assessment rubrics, effective discussions, etc.) provided by college learning professionals, as well as other reputable professional organizations. Faculty would participate in these activities per their personal professional development plan with approval of their Associate Dean. Academic departments would continue to provide specific curricular training, when and where applicable.

Student evaluation data would continue to be collected according to current institutional procedures and practices. Core evaluation questions used in all course offerings would remain unchanged for evaluation comparison and research. Supplemental evaluation questions would be reviewed for relevancy and effectiveness, providing faculty or departments the ability to add additional questions for specific assessment purposes. Summary evaluation data would be used to inform areas of improvement in support and training activities for students and faculty.

The taskforce recommends the following initiatives or actions related to this focus area:

Initiative/Action	Timeline

C1	Additional compensation for online sections be eliminated or modified upon approval of the new rank advancement salary schedule.	Spring 2015
C2	Modify faculty evaluation processes to include reviews of all delivery modalities.	Spring 2015
C3	Utilize Quality Matters to regularly review elearning offerings.	Summer 2015
C4	Technical support be expanded to include 24/7/365 support via phone, live chat, and email / webform.	Spring 2015
C5	Review and update existing student evaluation questions, associated with elearning delivery formats.	Spring 2015
C7	Provide and facilitate regular faculty elearning training and professional development workshops.	Ongoing
C8	Create and implement an Online Instructor Orientation Course requirement.	Fall 2015
C9	Partner with the DRC, Universal Access Committee, and the FTLC/PDC to create and implement universal design and accessibility workshops for faculty.	Ongoing

Student Support

Students enrolled in an online course for the first time would be encouraged to complete an online orientation, prior to the start of the class. The orientation course would assess soft and technical readiness skills, cognitive abilities, and ensure that the students are adequately prepared for online or hybrid learning. Additional support resources and materials would be accessible to students in Canvas.

It is proposed that students who test into two or more developmental courses would not be eligible to enroll in an elearning course. Additionally, it is proposed that students would have up to two attempts to successfully complete an online course. If students fail both attempts, they would be required to take the course via another delivery format.

Student accessibility accommodations would continue to be facilitated by the Disability Resource Center (DRC). A link to the DRC would be available on the SLCC Online or eCampus portal and within the learning platform (Canvas).

It is proposed that students be provided Canvas support (via Instructure, 24/7/365) directly by phone, live chat, or email / webform. Additional student support resources would be available via the eCampus portal or in-person at the Support Center, making it easier for students to acquire course materials, connect with an advisor, access tutoring and college success workshops, get technical support, or any other support issue or question.

A SLCC Online or eCampus portal would be a prominent component on the College website, where targeted marketing is made for specific program and course offerings, with a larger focus on elearning offerings and its benefits. As complete programs are developed, specific marketing materials would be created and distributed to highlight these programs.

Students would have access to an online academic advisor via the SLCC Online or eCampus portal. Specific online program advisors would be added, in partnership with Academic Advising and the associated academic department, for online programs. Online program advisors would proactively connect with students enrolled in a program regularly (weekly or bi-weekly) to ensure they are supported in their educational goals.

The taskforce recommends the following initiatives or actions related to this focus area:

	Initiative/Action	Timeline
D1	Create an online student orientation resource, recommending student completion prior to registration for any elearning course.	Fall 2015
D2	Provide access to additional resources so that students can address deficiencies self-identified in the orientation	Fall 2015

	process, as well as a continued support resources while they enroll in future courses.	
D3	Limit students to taking the same course online no more than twice.	Spring 2015
D4	Provide highly visible, timely technology support (Open Labs, Learning Centers, Resource Centers, Libraries) for students at all locations.	Fall 2016
D6	Expand online tutoring services and integrate with Canvas and the SLCC Online or eCampus portal.	Ongoing
D7	Develop and distribute elearning program marketing materials.	Ongoing, as programs become active
D8	Establish online program advising services.	Fall 2015 (with Online GenEd Certificate)
D9	Review enrollment data for trends, concerns, and opportunities.	Annually
D10	Provide Canvas orientation and support resources for students.	Ongoing

Capacity & Planning

Strategic planning would be expanded to include specific course and program offerings, policies and guidelines, shared governance, and support resources to effectively provide additional access to higher education for the communities that we serve. As previously mentioned, an eLearning Advisory Committee would help guide the College forward with these strategic needs and opportunities. eLearning delivery would continue to be a strategic priority for new or allocated funding and initiatives.

An annual report would be developed in partnership with Institutional Research to report on activities and initiatives, student enrollment and demographics, trends and best practices, as well as areas of improvement and success. A culture of continuous improvement would remain evident by practices, processes, and services.

A focus on program support, marketing, and services would be expanded, providing the means to administer all of the various student services online via the SLCC Online or eCampus portal.

Learning systems and applications would be tightly integrated with other college systems, specifically MyPage and Banner, to provide a single platform to all services and systems.

Technology in classrooms and other learning spaces would be organized into a five-year replacement cycle, ensuring that faculty have access to current technology and equipment in their teaching. Technology and facility upgrades would place an increased focus on mobility and flexibility in each learning space and remove the pedagogical limitations of a front of a room. Additionally, classrooms would be upgraded to include multiple displays (where applicable), the ability to easily access power, adequate bandwidth to wireless access, and the ability to easily project supported devices to these display(s). Accessibility of classroom technology and furnishings would be incorporated into classroom upgrades and remodels. Where needed, additional equipment and technology would be incorporated and integrated.

Classroom technology support would be provided in a two-tier support model. Tier I support (quick fix or temporary solution) would be available to every classroom within 5 minutes of a support call, addressing the immediate class needs. Tier II support would be provided within 24-48 business hours to identify a permanent solution with new or replaced equipment. Analytics and reports on usage will continue to be installed and reviewed, to assess technology needs, support, and training.

Organizational structures would continue to be analyzed to identify areas of improvement in helping to more effectively meet staffing needs, responsibilities, and growth.

eLearning support would continue to operate on mixed funding sources, including general operating, course fee and grant monies. Budget forecasts would continue to be developed to predict changes in budgetary practices and needs, with a focus on reducing costs for students, where available.

The online course fee would be relabeled as an elearning course fee and be attached to defined elearning course sections (online and hybrid). Monies collected from the fee would continue to be directed towards student support and educational technology needs.

The taskforce recommends the following initiatives or actions related to this focus area:

	Initiative/Action	Timeline
E1	Develop elearning vision and mission statements with guiding core values, aligned with the College Strategic Plan, as well as the college vision and mission statements.	Spring 2015
E2	Promote BYOD and provide discounts to eligible students and adjunct faculty.	Ongoing
E3	Standardize definitions of classroom technology levels.	Fall 2014
E4	Create small group study spaces (libraries, buildings, common areas, etc.) in support of flipped delivery, active learning, and student engagement outside of class.	Fall 2018
E5	Modify/Consolidate computer labs, while continuing to support open and specialized labs, as needed.	Fall 2017
E6	Remove desktops in classrooms and in faculty computer purchases. All faculty would be provided access to a laptop/tablet (assignment or loan).	Fall 2016
E7	Establish Canvas as the common course gateway for all sections, providing access to course syllabi and student progress within the course (gradebook).	Fall 2016
E8	Review existing/new contracts for third-party learning systems and materials for accessibility and integration with approved college systems.	Spring 2015
E9	Implement single sign-on (SSO) from MyPage to Canvas.	Spring 2015
E10	Create marketing materials to educate faculty and students on the benefits of Canvas.	Fall 2014
E11	Provide course templates for new Canvas sites that include best practices, which promote student success.	Spring 2015
E12	Promote the use of a shared digital repository (Equella) and a video management system (Kaltura) to improve the	Ongoing

	quality and use of open and shared learning materials.	
E13	Rename the online course fee to elearning course fee and attach to hybrid offerings.	Summer 2015
E14	Restructure classroom technology support into a two-tier model for all SLCC locations.	Spring 2015
E15	Organize a five-year classroom technology replacement plan with ongoing funding for personnel and equipment.	FY16
E16	Expand testing proctoring services (in-person and remote) to include hybrid courses, as well as online.	Summer 2015

Appendix A: Taskforce & Working Groups

An initial draft of an eLearning Plan was developed by Ryan Carstens, Jason Pickavance, and Ryan Hobbs in Summer 2013, per request of Executive Cabinet. Deans and Associate Deans were solicited for initial feedback on the draft in early Fall 2013.

Development of the eLearning Plan was expanded in Fall 2013, to include faculty input in not only the original draft, but in the development of the draft. As a result, an eLearning Taskforce was created.

A primary role of the taskforce was to establish a systemic organizational approach to support approved strategies and goals; one that embeds faculty engagement and/or leadership at the formative and evaluative levels.

Taskforce Membership
The Taskforce was co-chaired by the eLearning Director (Ryan Hobbs) and the Faculty Senate President (Jane Drexler, Dec 2013 to Mar 2014) and FSP appointee (Adam Dastrup, Mar 2014 to present).

Other members of the taskforce include the following:

- Chair of Faculty Senate eLET Committee (Adam Dastrup)
- Associate Dean's Council Representative (Kim Cosby)
- Dean's Council Representative (Kevin Brockbank)
- Faculty Association President (Joe Gallegos)
- Assistant Provost, Academic Support (Nate Southerland)
- All Working Group Chair/Co-Chairs (as noted below)

The following initial strategies/goals were identified in the development of an eLearning Strategic Plan. Working groups were organized around each strategy/goal. Working groups met regularly (between taskforce meetings), and reported on efforts and recommendations to the Taskforce.

Strategy/Goal	Chair/Co-Chairs	Other Members
Ensure that students are properly prepared to succeed in eLearning courses	Katrina Green Brenda Gardner	Craig Ferrin Paula Michniewicz Steven Lewis Katrina Green Maria Griffiths Julie Jackman

		Sonia Parker
Incorporate rigorous academic – and design- standards into a collaborative course design process	Robert Lindsay Claire Petersen	Arleen Sawitzke Glo Merrill Jane Drexler Julie Smith Kim Cosby Maria Skelton
Develop appropriate faculty training and development programs	Jude Higgins Mary Jane Keleher	Megan Avery Louise Bown Candida Darling David Hubert Marianne McKnight Lois Oestreich
Develop appropriate faculty evaluation means and processes for eLearning offerings	Lisa Bickmore	Faculty Senate PGFE Committee
Connect reviews of eLearning courses to other curriculum processes	John Close Sue Briggs	Rachel Lewis Kathy Eppler Ron McKay Tom Zane Jane Drexler
Develop hybrid eLearning Gateway courses, using the Learning Commons	Jason Pickavance Kristen Taylor	Carolyn Clark Jimmy Chen Marianne McKnight Eric Green
Develop complete eLearning certificates and degrees that are responsive to student needs and goals	Dennis Bromley Adam Dastrup	Katrina Green Ryan Hobbs Ruben Rocha Dale Smith
Develop an instructional technology infrastructure plan	Diana Ploeger Ryan Hobbs	Dave Alldredge Jeff Brandt Casey Moore Annette Moulder Kurt Shirkey Nate Southerland Eric Weber Darrell Wood

Enhance assessment and success via academic analytics	Bob Burdette Ryan Hobbs	Rod Buhler Brenda Gardner Barbara Grover Jerri Harwell Lynn Kilpatrick Joe Larkin Claudia Quintero Arleen Sawitzke Zeph Smith Rebecca Sperry Maryanne Tye

Appendix B: FAQs

Why do we need an eLearning strategic plan?
A strategic plan is needed to help the College fulfill its strategic priority of quality elearning delivery and to meet increased student demand for such offerings. A plan is also needed to help the College remain a competitive option for higher learning, as we increasingly compete with state and peer institutions with mature elearning program offerings. Online offerings at the College now accounts for nearly 18% (Fall 2014) of the overall student headcount. As a result, it is important that that these activities are meeting student needs and lead to high levels of success and completion.

Whose idea was it to develop a strategic plan?
A request for the strategic plan originated from the now former Provost, Dr. Chris Picard. Additionally, faculty, staff and administrators have expressed a need for a strategic plan/direction.

What are the key ideas of the plan?
- Develop complete elearning certificates and degrees that are responsive to student needs and goals.
- Incorporate national elearning standards and a consistent course design process to develop complete programs of study.
- Develop appropriate faculty training and certification workshops and programs.
- Ensure students are properly prepared to succeed in elearning courses.
- Address instructional technology infrastructure needs.
- Establish a systemic organizational approach to support approved strategies and goals.

What are the biggest changes that the plan proposes?
- Increased focus on elearning program development, marketing and support.
- Incorporation of student readiness requirements and other resources.
- Development of a SLCC Online or eCampus portal.
- Creation of a College eLearning Advisory Committee.
- A consistent, collaborative course development process.
- Replace existing design/review standards with nationally recognized quality standards and best practices.
- Faculty orientation requirement and expanded professional development opportunities.
- Classroom technology guidelines, standards and best practices.

How does the division of eLearning relate to the structure of academic departments and schools?

The Division of eLearning is comprised of several departments within the Academic Support area of Academic Affairs. Unlike traditional academic departments (Biology, English, etc.) it does not have any curricular oversight or direct faculty supervision. It is an area of the College that has responsibility not only in providing quality support services, but also in promoting high impact practices, leveraging instructional tools and trends, contributing expertise in the science of instruction and the application of technology in teaching and learning, and providing elearning leadership and vision for the College.

What does the eLearning plan say about the roles and responsibilities with respect to courses taught in elearning modalities?

The responsibility for design, development and delivery of elearning courses and programs is a shared collaborative effort between many stakeholders at the college, including students and academic and non-academic departments. All stakeholders have a role and responsibility in providing quality learning opportunities and support services to our students.

I'm already teaching an online/hybrid course. How will the eLearning plan affect me and my teaching?

The plan provides the ability to interact and engage with peers and other learning professionals in meaningful course development activities, requires participation in an online instructor orientation and offers the ability to become a certified elearning faculty developer, facilitates technical and pedagogical training and professional development opportunities, provides additional support in producing and incorporating instructional media and universal design (accessibility), promotes active learning in flexible learning spaces (physical and virtual) and supports consistent and informed faculty evaluation practices.

How will this plan be revised and revisited? How can I participate in that ongoing process?

The strategies and proposed initiatives/actions represent current ideas, strategies and best practices. Participation is encouraged in collaboration with the eLearning Advisory Committee, in helping to organize and identify the specific solutions, standards, processes, procedures, or metrics associated with pursuing the proposed future state and recommended initiatives/actions.

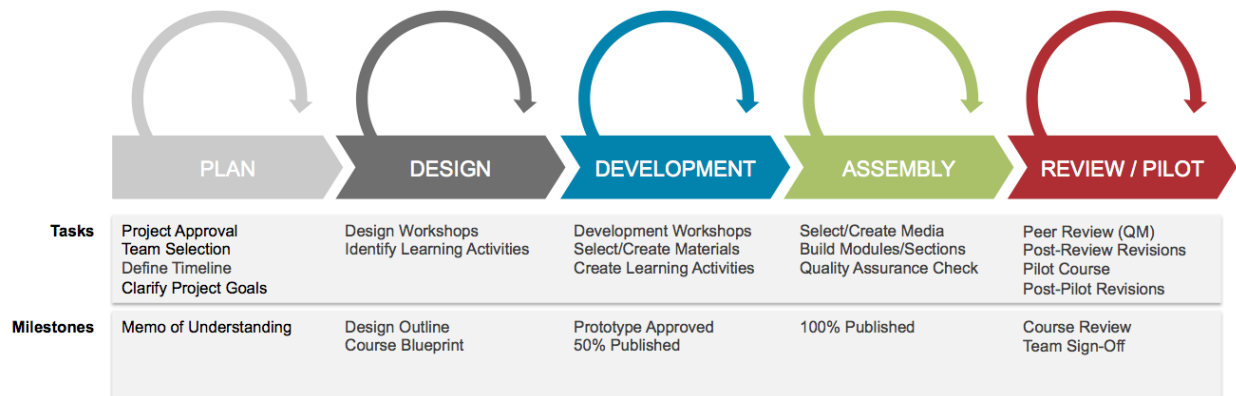**Once reviewed by the college community, what are the next steps for the plan?**

Following support from the college community and approval of the plan from Executive Cabinet, the College eLearning Advisory Committee would be established. In close collaboration with the eLearning Advisory Committee, the Division of eLearning would take a leadership role in the implementation of this strategic plan.

As previously noted, this plan will need to be incorporated into the larger College Strategic Plan, to be established in Spring 2015. It is recommended that this plan serve as support of these goals and strategies to serve as ongoing strategic priorities for the College.

Working closely with the various stakeholders associated in the plan, the stated initiatives and actions would be implemented according to the proposed timeline. The Division of eLearning would report at least annually, or as requested, on the progress of the implementation of the strategic plan to the college community and Executive Cabinet.

Appendix C: Development Process & Teams

	PLAN	DESIGN	DEVELOPMENT	ASSEMBLY	REVIEW / PILOT
Tasks	Project Approval Team Selection Define Timeline Clarify Project Goals	Design Workshops Identify Learning Activities	Development Workshops Select/Create Materials Create Learning Activities	Select/Create Media Build Modules/Sections Quality Assurance Check	Peer Review (QM) Post-Review Revisions Pilot Course Post-Pilot Revisions
Milestones	Memo of Understanding	Design Outline Course Blueprint	Prototype Approved 50% Published	100% Published	Course Review Team Sign-Off

Team Member	Roles/Responsibilities
Advisory Committee	In an advisory capacity, assist in assessing development priorities, future planning, and ensuring that existing and proposed offerings are prioritized, current, and responsive to community needs and the strategic priorities and mission of the College.
Associate Dean	Identifies program and course needs and suggests appropriate faculty developers to work with the eLearning team. Reviews and approves the finished course.
eLearning Director / Assistant Director	Works with associate deans and the project manager to set priorities and allocate resources for course development projects. Defines standards for quality course design. Budget center manager.
Faculty Developer / Discipline Experts	Contributes a deep understanding of students and content, and experience in how to teach that content to students. Collaborates with the instructional designer to identify appropriate assessments, learning activities, and presentations. Creates the syllabus and the instructor guide. Selects the textbook and other content resources.
Project Manager	Responsible for contracts, timelines, milestones, and logistics of course development projects. Approves payments to faculty developers for completion of deliverables. Reports to stakeholders on the progress of projects.
Instructional Designer	Contributes expertise in the science of instruction and the use of technology to teach. Collaborates with the faculty developer to design appropriate assessments, learning activities, and presentations to improve student engagement and learning.

Instructional Technologist	Contributes expertise in Canvas and other tools used to deliver instructional content. Creates course elements like surveys, quizzes, and assessments. Makes courses accessible, including properly formatting documents, web pages, and adding captions to videos.
Media Developer	Creates presentations, graphics, audio files, and video elements to make courses look great and teach well.
Library/Materials Specialist	Consults with the design team to recommend, locate, and license appropriate media resources, including open educational resources (OER). When needed, negotiates copyright clearances for course materials.
Assessment Specialist	Consults with the design team to recommend appropriate assessment activities that will achieve the desired student outcomes.
Quality Assurance Reviewer	Reviews courses to confirm that the design achieves the desired outcomes, navigation and functionality are clean, and the course components are error-free. Also confirms that the course meets standards for accessibility.
Peer Reviewer	Faculty with expertise in online teaching who review courses to confirm they meet the criteria of a quality course.