ONLINE LEARNING AND ACADEMIC TECHNOLOGY

AY 17-18 TACTICAL PLAN
SUPPORTING FACULTY, STAFF, STUDENTS AND RESOURCES
FOR STUDENT ACCESS AND SUCCESS
Office of Online Learning and Academic Technology

MISSION
To provide high quality, accessible and affordable online educational opportunities and services – including university transfer, technical and lifelong learning programs – that promote individual development and improve the overall quality of life in a multicultural community.

VISION
Cuyahoga Community College’s online student environment must expand its role as an innovation leader, focusing on equity and student success through the delivery of engineered instructional academic content in blended and online environments that addresses the needs of all students, regardless of socioeconomic status or other factors.

Online Learning and Academic Technology (OLAT) is committed to transparency in its work with the College’s Centers of Learning Excellence and campus faculty to promote the effective use of instructional tools that support the student experience.

VALUES
To fulfill its mission and vision successfully, the Office of Online Learning and Academic Technology is consciously committed to integrity, academic excellence and the achievement of individual and institutional goals. OLAT staff is dedicated to building trust, respect and confidence among colleagues, students and the community.

Executive Summary
The Online Learning and Academic Technology (OLAT) department, which reports to the College’s VP of Learning and Engagement, has been reinvented and is focused on engineering student success and access into the online learning environment at Cuyahoga Community College (Tri-C®). Over the next few years, OLAT will engineer a complete, mobile-friendly online learning environment that allows students to access course content anywhere, on any device. This tactical plan covers new initiatives and focus areas for AY 17-18 that support the OLAT mission and vision.
Higher Learning Commission (HLC) and OLAT

Online Learning and Academic Technology (OLAT) is proud to work with the HLC, accrediting bodies and other academic partners to align online technology and support of content for students taking online courses regardless of location, subject or modality. OLAT is currently working on updating technology support information as required by the HLC. Your department is encouraged to reach out to Thomas Kemp at 216-987-3649 or thomas.kemp@tri-c.edu with questions, comments or suggestions related to accreditation support for online classes. For general information about online learning, visit www.tri-c.edu/online.

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Message from the Vice President and Executive Director

Over the past few months, senior administrative staff and other campus partners have participated in rebuilding the former eLi department by hiring staff members for the new Office of Online Learning and Academic Technology (OLAT). The new staff brings a unique set of skills that support the intentional switch in focus from innovation to student success within the College’s online learning environment.

With assistance from the Office of Learning and Engagement, Information Technology Services, the Distance Learning Committee and senior administration, six priorities have emerged which affect the College’s ability to host online instructional content effectively.

These priorities relate to the current technology needs of faculty, students and the institution. Specifically, fundamental technologies focused on accessibility, flexibility and more interactive functionality within the existing Blackboard Learning Management System have been prioritized. They are:

- Accessibility
- Engineering best practices and student success
- ADA compliance
- Workforce, community and economic development
- Academic transparency
- Marketing of online programs to northeast Ohio students

Student success and access to online content is central to the OLAT mission and serves as its primary purpose. Over the next few years, OLAT will engineer a complete, mobile-friendly environment wherein students may use their own technology devices to complete online learning and workforce training at the College. Data storage limitations in Blackboard, attention to video streaming functionality, and policies regarding specific teaching materials will be updated.

Another OLAT endeavor includes the development of new Blackboard faculty training modules offered face-to-face or as interactive online training modules. With help from the College’s Distance Learning Committee, OLAT will also create an online learning student assessment (OLSA) for use during the online student onboarding process. Additionally, the department is committed to captioning instructional videos used online courses into ADA compliance – evidence of its pledge to serve all students and faculty. OLAT will also work to assist program managers from academic and workforce departments in the marketing and technology needs of new online programs and certifications.

These focused efforts will enable the department to positively impact student success at Cuyahoga Community College.

Lisa Williams
Vice President, Learning and Engagement
Cuyahoga Community College

Thomas L. Kemp, MAE
Executive Director, Online Learning and Academic Technology
Cuyahoga Community College
Six Online Learning and Academic Technology Priorities for AY 17-18

1. College-wide Focus Area #1: Student Completion
   Increase graduation rates for first time, full-time, entering fall students as well as the overall number of certificates and degrees granted annually.

   **OLAT Core Priority #1: Accessibility**
   Make online content accessible to everyone – anywhere and from any device.

2. College-wide Focus Area #2: Student Experience
   Decrease time to completion while engaging students in the learning process through structured pathways and individualized support.

   **OLAT Core Priority #2: Engineering Best Practices and Student Success**
   Follow online engineering best practices of the Blackboard Learning Management System (LMS) and remove third-party vendors whose technology negatively impacts the complete student and faculty learning experience.

3. College-wide Focus Area #3: Equity in Outcomes
   An intentional focus on the reallocation of resources to make higher education credentials attainable for all students, regardless of age, race or economic standing.

   **OLAT Core Priority #3: ADA Compliance**
   Caption online video content (voice to text) to achieve ADA compliance to ensure greater success for all students.

4. College-wide Focus Area #4: Workforce Impact
   Provide quality training, products and services by aligning workforce training programs with high-demand, rapidly changing industry sectors.

   **OLAT Core Priority #4: Workforce, Community and Economic Development**
   Create a process to assist in the creation or updating of online workforce programming.

5. College-wide Focus Area #5: Transparency, Accountability and Communication
   Communicate outcomes and achievements in a transparent manner, promoting good stewardship of resources and holding ourselves accountable as an organization.

   **OLAT Core Priority #5: Academic Transparency**
   Remain transparent when communicating to faculty, staff and students about new technology initiatives and training opportunities.

6. College-wide Focus Area #6: Commitment, Continuity and Community Outreach
   Maintain our institutional mission, vision, culture and service in the face of social, economic and political change.

   **OLAT Core Priority #6: Marketing**
   Unifying, streamlining and providing technological support for marketing online programs, courses and certifications for the College.
OlAT Core Priority #1: Engineering Best Practices and Student Success

Make online content accessible to everyone – anywhere and from any device.

Students’ ability to successfully interact with instructional content is the top priority in managing an online learning environment. At Cuyahoga Community College (Tri-C®), more than 16,000 students connect to use the Blackboard Learning Management System (LMS) every month. Historically, more than 24,000 Tri-C students have attempted to connect to the LMS through the Blackboard mobile app via a cell phone, iPad or other off-campus device. A direct reflection of current educational technology trends, this demonstrates the need for continued focus on student accessibility. Currently, OLAT does not openly support the use of mobile apps. Because access is a major focus, support of the student and faculty Blackboard LMS will be a priority. (See Accessibility for more on this topic.)

The College’s current model of online instructional support looks very similar to the adjacent diagram. Several solutions exist, which do the same thing with different degrees of success. Other solutions, though loosely tied to the current Blackboard environment, are still largely independent of the LMS. The current model is largely inefficient, requires further integration and necessitates looking at the online learning environment holistically into how it can be improved.

As one example, the blue circles in the adjoining image represent video technologies connected to the Blackboard LMS. OLAT is looking at ways to merge some of these technologies to promote a better user experience and utilize Blackboard data storage more efficiently. None of the current instructional video LMS solutions is ADA-compliant, making this an urgent matter to address. Budgeting for these separate solutions is expensive and unsustainable. Most importantly, asking online students to use multiple systems that require different computer programs and windows to be open at the same time sets them up for failure.

As of Aug. 1, 2017, there were 2,643 registered faculty users in the Tri-C Blackboard LMS. It is OLAT’s responsibility to provide institutional support and basic Blackboard training to faculty and support staff. OLAT also encourages and supports faculty mentors and Centers for Learning Excellence personnel at individual campuses.

Metrics: Track app utilization and downloads to get a sense of the number of students attempting to access coursework using a mobile device; track number of active student users in the Blackboard LMS.
OLAT Core Priority #2: Accessibility

Follow online engineering best practices of the Blackboard LMS and remove third-party vendors whose technology negatively impacts the complete student and faculty learning experience.

OLAT will support the College and its nontraditional student body by emphasizing ease of student access. To better support the mobile student learner, a major initiative is being implemented to put in place engineered, mobile-capable technology to support any device a student chooses to access academic content through the College’s LMS.

Nontraditional students look for opportunities to fit learning into their busy lives wherever they can. A recent national poll of online students showed the most popular location to complete online coursework is at a local fast food restaurant with free Wi-Fi. Other common places include a friend’s home, library or a coffee house.

As Tri-C moves toward a single-engineered learning management solution, the LMS will shift from several different solutions working independently of one another to the appearance of a single solution (see diagram above.) Email, content, grading, documents, third-party apps, proctoring and video content will originate from a single, device-agnostic source. Easier access to the instructional and academic content provided by faculty will cause a substantial rise in online student success rates.

With the advent of HTML 5 technologies as a fundamental backbone of online instructional technology, the vision of one cohesive LMS is now obtainable. Every effort is being made to position Tri-C’s online students to take advantage of this newly engineered solutions without adversely affecting the efficiency of faculty working in the online environment.

### Future Engineered Online Learning Mobile Solution

<table>
<thead>
<tr>
<th>Component</th>
</tr>
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<tbody>
<tr>
<td>Blackboard</td>
</tr>
<tr>
<td>Proctor U</td>
</tr>
<tr>
<td>Publisher Content</td>
</tr>
<tr>
<td>Building Blocks &amp; LTI's</td>
</tr>
<tr>
<td>SoftChalk</td>
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<tr>
<td>Video</td>
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### Blackboard Learn Analytics (2015-2017)

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
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<tbody>
<tr>
<td>Spring</td>
<td>2388</td>
<td>2431</td>
<td>2464</td>
</tr>
<tr>
<td>Summer</td>
<td>1061</td>
<td>1014</td>
<td>1051</td>
</tr>
<tr>
<td>Fall</td>
<td>2477</td>
<td>2549</td>
<td>TBD</td>
</tr>
<tr>
<td><strong>Total # development sites:</strong></td>
<td>2635</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total # times Training for Online Learning (TFOL) taught:</strong></td>
<td>162</td>
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</tr>
</tbody>
</table>

**Metric:** Survey students regarding their experience with ancillary online learning technologies.
OLAT Core Priority #2: continued

Moving forward with mobile learning technology at Tri-C

Student mobile device ownership is at an all-time high, with as many as 96 percent of students owning smartphones. Consequently, there is an increased interest in how to use mobile devices as effective resources and tools for academic coursework. Most nontraditional student learners prefer the flexibility and convenience of blended learning environments. Mobile access provides options to fit the needs of students and instructors 24 hours a day, seven days a week.

Supporting mobile learning at Tri-C is now a priority. Mobile learning applications benefit students by allowing them to interact with course content on the devices that they use to connect with every other aspect of their lives. Offering course material in an easily accessible environment can improve student engagement and participation while positively impacting learning outcomes and retention. While OLAT will continue to support desktop applications, the department will focus on using mobile technology to provide greater on-time, on-demand access for students as well as increased functionality for faculty.

OLAT will focus on providing faculty and student access to items such as:

- Course content
- Discussions
- Grades (limited)
- Due dates
- Video/audio media and presentations
- Course polling data

Additionally, OLAT is endorsing some of the most forward-thinking companies and their apps in higher learning technology today, including:

- Introducing the FlippedClass
- Kahoot!
- Cisco WebEx
- Google Earth

![Screenshots]

4,865 SUMMER STUDENTS REGISTERED FOR ONLINE COURSES
OLAT Core Priority #3: ADA Compliance

Caption online video content (voice to text) to achieve ADA compliance to ensure greater success for all students.

OLAT is committed to ensuring all students have equal access to the multimedia content in online and blended learning courses. This will be achieved by:

- Collaborating with programs and working directly with faculty to provide simple, seamless, state-of-the-art recording and lecture capture solutions;
- Maintaining video storage and integration of video outside of the Blackboard LMS;
- Promoting best practices through collaboration and video engagement College-wide through online and classroom faculty training;
- Working with faculty and instructional support staff to ensure multimedia content meets video captioning ADA 508 compliance; using a streamlined workflow that leverages automation where appropriate and is constantly revised to meet student and faculty needs;
- Providing information for faculty and staff on the OLAT website to further their understanding of accessibility and provide online resources;
- Streamlining a standard procedure for creating, storing and distributing new, compliant multimedia content.

In summer 2017, OLAT implemented a text-to-speech reader, ReadSpeaker, that reads navigation and academic content to students wishing to utilize this ADA functionality. This third-party, OLAT-approved feature will be available in the production Blackboard environment for the Fall 2017 term.

<table>
<thead>
<tr>
<th>ADA Video Captioning as of 7/28/17</th>
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</thead>
<tbody>
<tr>
<td>Total Videos sent to Premier Visual Voice (PVV) for ADA captioning:</td>
</tr>
<tr>
<td>Total time of videos sent to PVV</td>
</tr>
</tbody>
</table>

In the last 30 days, the number of active Blackboard users was 16,300. Metrics: Increase the number of ADA 508-compliant videos hosted in Tri-C’s LMS by 30 percent; implement a College-wide lecture capture solution and facilitate necessary training for faculty.
OLAT Core Priority #4: Workforce, Community and Economic Development

Create a process to assist in the creation or updating of online workforce programming.

In spring 2017, OLAT began working with staff in the Workforce, Community and Economic Development division (WCED) on the development and support of an Online Healthcare Informatics course. This new online program brought with it questions as to what checks and balances were in place to support a new online academic endeavor. To allow for a smooth transition, OLAT is creating new relationships and refining communication methods within the College to ensure that new online programs or courses can receive support with minimum startup issues.

Original content for the health care informatics course was purchased from a college outside of Ohio that utilizes a different LMS. To import the course, Tri-C used Common Cartridge, a standardized file format that allows common learning management systems to share information. OLAT is committed to working with WCED to update databases with new third-party content, train workforce faculty, and ensure ADA compliance of video content in the College’s streaming solution. The new Online Healthcare Informatics course is scheduled to go “live” October 2017.

In addition to supporting WCED’s new initiatives, one of OLAT’s College-wide goals is to improve upon established procedures for adding Publisher, Building Block and Learning Tools into the Blackboard environment which are often used teaching workforce related content. By developing a single form that allows faculty to request Publisher content be added to the course or request new course tools for integration into Blackboard, OLAT will be better able to track the Learning Tools Interoperability (LTI) and Building Blocks that make up the current Tri-C online learning environment.

Metrics: Successful rollout; timely implementation; successfully merged course content; above-average enrollment and graduation rates; student and faculty interactions; fewer than average support issues.
OLAT Core Priority #5: Academic Transparency

Remain transparent when communicating to faculty, staff and students about new technology initiatives and training opportunities.

OLAT collaborates with a number of academic groups and faculty on all Tri-C campuses. The department partners with associate deans and staff in the College’s Centers for Learning Excellence (CLE) to create online and face-to-face Blackboard training to advance faculty skill sets. OLAT staff also meets regularly with campus presidents and participates on the Technology Governance Committee, ATC Project Committee and Text Book Affordability Committee.

Most of the heavy lifting is handled by the Distance Learning Committee, co-chaired in 2016-2017 by tenured faculty member George Kanieski and OLAT’s executive director, Thomas Kemp. Comprised of 14 members, the group met 15 times over the academic year and covered issues related to procedure, captioning, video capture, course navigation, instructional design and academic freedom, Blackboard notifications, and storage issues and outages. A subcommittee produced two faculty surveys dealing with video captioning and online learning frameworks. All agendas and presentations are archived on the OLAT KWeb site for anyone within the College to reference. It is OLAT’s desire to continue to be completely transparent regarding its support of Tri-C’s academic mission, faculty and students.

Additionally, faculty, campus leadership and other College stakeholders are encouraged to comment on new technology initiatives and timelines. OLAT is also currently playing a part in the Higher Learning Commission accreditation process.

Discussion is taking place regarding the use of a permanent, College-wide, online student focus group to provide feedback on the directional process of technologies considered for future use.

**Metrics:** Continue high participation levels for Distance Learning Committee; continue to meet with and solicit feedback from CLE staff; share survey results with engaged faculty; continue faculty focus groups on specific online technology initiatives.
OLAT Core Priority #6: Marketing

Unifying, streamlining and providing technological support for marketing online programs, courses and certifications for the College.

OLAT will play a technical administrative role in assisting program managers with gathering marketing data on students interested in Tri-C’s online and blended courses and programs using the latest social media tools and a new College website for online students. OLAT will provide program managers with prospective online student contact information and serve as technical contact for the program. By offering these services, OLAT staff will assist potential students with technology issues, provide student online assessment data to program managers and faculty and gather a higher level of analytical data that can predict online education needs and trends based on economic and geographical data.

Tri-C online student website (www.tri-c.edu/online) that assists in gathering analytical data on future online students. The new website went live on Aug. 22, 2017 and several additional improvements/updates are planned.
OLAT Core Priority #6: continued

Setting up a proactive online learning marketing website creates the potential to engage a greater number of prospective students from the Greater Cleveland area as well as from across the country. OLAT regularly fields calls from other states, such as Texas, Montana and Oklahoma, where educational opportunities are spread thin. In addition to proactively assisting the students in our local area, students across the United States can also receive instruction (with few exceptions). Please reach out to OLAT with any questions regarding teaching to out-of-state students.

The process:

1) A potential, existing or future online student visits our website.
2) An OLAT representative will proactively greet the student within a few seconds if a “chat” or in a few hours via email.
3) During the chat conversation, OLAT will learn the student’s status (current or potential), what they are seeking, and answer general technology questions.
4) If student is new to Tri-C, OLAT will gather contact information and put the potential student in touch with the online program manager, WCED and trades, or a general education staff member for next steps.
5) Once the chat, or email correspondence is completed, a transcript of the conversation will be sent to the designated Tri-C program area.

The old online learning website had not undergone a major revision since 2012. The graphic on the previous page represents the new OLAT website, which will serve as a resource for students, faculty and educators looking to improve their knowledge of online instruction at Tri-C. Onboarding for new online students will start here too, with a new online student assessment tool (currently under development by OLAT and the Distance Learning Committee). OLAT has received assistance in this endeavor from multiple areas within the College, including a group of participants in the 2016-2017 Mandel Leadership Program cohort who researched best practices and policies around student assessment at other community colleges in Ohio.

Beginning in fall 2017, a new e-postcard initiative inviting Tri-C online students to join and participate in online discussions has kicked off. In the first five days of the initiative, more than 210 students have joined the discussions in the Online Learning@Tri-C Facebook group.

Metric: Use the new online student marketing website inquiry form to track the number of inquiries about online courses and programs and investigate the impact on enrollment.
TIMELINE

6/23       Tom Kemp hired
8/16       2016-17 Distance Learning Committee formed
8/20       ProctorU contract completed
8/29       Cindy Potteiger hired
10/29      Met with CLE staff and associate deans
11/10      Suggested Blackboard and syllabus layouts updated, posted
11/12      Shawn Haring hired
12/12      Sarah Graham, Michelle Reed hired

2/1        URL created: www.tri-c.edu/online
3/13       Articulate 360 software purchased; OLAT staff training begun
3/21       Arlo Graham hired
3/28       Met with CLE staff on Blackboard Boot Camp training concept and video issues
4/17       Kari Vara hired
5/22       Summer student interns hired

7/20       Faculty Focus Mediasite meeting
7/27       Start Sonic Foundry draft proposal for ITS funding
7/31       Blackboard Boot Camp CLE meeting
8/16       2017-18 Distance Learning Committee formed (six meetings)
8/17       Kickoff meeting for Online Learning Student Assessment (OSLA) Project
8/19       Qwickly software installed
8/23       Blackboard Boot Camp goes live
8/27       ReadSpeaker ADA software applied to Blackboard Learn

Sept.      Distance Learning Committee to discuss new Bb faculty homepage
Face-to-face Blackboard Boot Camp training begins
9/4        Storyboard meeting for online student assessment
10/1       Mediasite soft launch (file structure, content migration, etc.)
10/9       Coding begins for online student assessment
12/4       Mediasite content migration kick-off
12/21      Blackboard update (Q4 2015 to Q4 2017)

Jan.       Possible LMS review (Ultra, Canvas) by Distance Learning (DL) Committee
1/4        Mediasite launch – video capture, streaming and storage
1/8        Online learning student assessment review in Blackboard (OSLA) beta
Jan.-May   Distance Learning Committee meetings continue
2/5        Blackboard and syllabus layouts updated/posted
3/1        Online Learning Student Assessment - Launch (One Record)
3/5        Blackboard Learn instructor mobile app supported

June       Blackboard Ultra UI rollout
6/1        Content migration to begin in Mediasite

FUTURE INITIATIVES:
Sept.      LMS review/DL committee
Blackboard Ultra training begins
WCED online training development
LMS review /Canvas
Analytical data of online course reporting
WCED online training development
Mediasite training and content transfer
ADA captioning continues
Educause presentation (late October)
Planning for Sharestream shutdown
OSLA Update
Blackboard Ultra Cloud hosting and update
MEET THE OLAT STAFF

The Office of Online Learning and Academic Technology was built from the ground up to refocus on engineering student success into the College’s online learning environments. Over the past year, several new positions were created to support the department’s mission and vision. These positions were created based upon research into the staffing models used in online learning departments at other colleges and universities. OLAT staff is focused on the support and success of faculty and students. By continuing to put student success first, the OLAT department anticipates the ability to support tremendous growth in current and new online learning initiatives at all campuses.

**Michelle Reed**
Online Video Strategist
16 Years in distance learning in higher education
- Responsible for developing and integrating a procedure for video captioning to move the College toward ADA 508 compliance
- Oversees, improves and manages current video storage and lecture capture solutions
- Responsible for strategizing an all-encompassing, College-wide solution and procedure for successful lecture capture, captioning, storage, management and student retrieval of videos

**Thomas Kemp**
Executive Director, Online Learning and Academic Technology
19 Years in instructional engineering and senior management in higher education
- Responsible for online instructional technologies
- Oversees learning management suite engineering, new training initiatives, marketing support, State Authorization Reciprocity Agreement, online support technologies and College-specific online accreditation
- Responsible for community online engagement
- Responsible for planning and oversight of project development for online instruction at the College
- Reports to VP of Learning and Engagement

**Arlo Graham**
Digital Media Specialist
17 Years in digital media creation
- Creates online training, assessment tools and digital learning objects
- Maintains department internet, intranet and social media web accounts
- Manages content for instructional designers/developers
- Creates OLAT and online marketing videos

**Cindy Potteiger**
Director, Online Learning and Academic Technology
21 Years in higher education and leadership
- Responsible for implementation and quality of online technologies to support faculty
- Manages day-to-day OLAT staff needs
- Manages College-wide instructional design, development projects and Quality Matters

**Sarah Goode**
Interactive Learning Designer
11 Years in instructional design and teaching in education
- Responsible for the design and implementation of Blackboard Boot Camp
- Responsible for the design and training of campus-wide OLAT initiatives
- Oversees the OLAT KWeb page
- Supports the Blackboard Learn administrator to ensure timely support to faculty and staff

**Shawn Haring**
Online Learning Administrator
6 Years in engineering learning environments in higher education
- Responsible for the administration of Blackboard Learn
- Manages LTI and Building block integration into the LMS
- Supports faculty in the use of Blackboard Learn

**Kari Vara**
Interactive Learning Designer
8 Years in instructional design and teaching in higher education
- Assists with the design and implementation of Blackboard Boot Camp
- Oversees the OLAT KWeb page
- Supports the Blackboard Learn administrator to ensure timely support to faculty and staff
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