

2015 – 2020 Strategic Plan for Online Learning

Vision Statement Central Piedmont Community College will be a globally-recognized leader in exemplary online learning experiences.

Mission Statement The mission of Central Piedmont Community College in offering a quality online learning experience is to foster, support, and promote excellence in teaching and learning in all online environments by:

- promoting student engagement;
- encouraging innovative teaching and learning practices that meet the needs of a diverse student population;
- creating an academically rigorous and relevant learning environment;
- facilitating college-wide commitment that supports access, student development, student success, and academic goal completion.

Guiding Principles

- Our efforts will align with and support CPCC's strategic plan and advance our institutional priorities of quality, completion, and student success.
- The eLearning Department will facilitate efforts of continuous quality improvement in all aspects of online learning in collaboration with academic deans, faculty, professional staff, the Faculty Advisory Group, and the Steering Committee.
- Current and new online programs or course development must be intentional and follow stated quality standards and new program/course development processes.
- Strong support from CPCC faculty, administrators, professional staff and academic departments is essential in expanding efforts in online learning.
- The provision of excellent and relevant services to both faculty and students is at the heart of our efforts to improve. The eLearning department, academic deans, faculty, professional staff, the Faculty Advisory Group, and the Steering Committee will collaborate closely with Information Technology Services (ITS), professional development, the instructional developers, and student services, who as critical partners, provide relevant services for a quality online learning experience.
- CPCC is committed to creating a positive environment that expands opportunities and experiences for all members of our community, including persons with a disability.
- Analyzed data will be used to guide continuous quality improvement. Assessment of courses, programs, and services will be on-going and systematic.
- While the ownership of the academic quality of courses and programs resides with the college, faculty, and departments, improved online learning excellence is achieved through collaborative efforts of eLearning, faculty, professional staff, student services, information technology services, and academic administrators.

Competitive Strategies

Students have choices when considering fully online and blended courses and programs. In the highly competitive environment of online learning, it is critical that the college develop a clear strategy to differentiate our online course offerings from those of competitors.

The competitive strategy included in this strategic plan includes four primary components:

1. CPCC must offer **high-quality academic courses and programs** that are perceived by our stakeholders to be superior in value to those available from competitors.
2. We must be committed to providing **comprehensive, high-quality student support services** to help distinguish our offerings from the competition.
3. While many online learning providers proclaim the quality of their programs and services, our approach will be to **demonstrate quality through an ongoing process of assessment and evaluation**.
4. Efforts at marketing and promotion must be well-designed, innovative, and focused on developing a **brand that is based on the superior quality and value** of our courses, programs, and support services.

Goals and Strategies

The goals and strategies below are designed to support the college's goal of increasing quality and access to online learning for online learners.

Goal 1: Collaborate (eLearning with Vice President of Learning & Workforce Development, Deans, divisions, and academic departments) in targeting the development of new online courses and programs.

Strategy 1: Conduct marketing research to identify programs for possible development through online delivery; identify programs and courses with strong demand and advocate for their development, including:

- 1.1.1 Degree, diploma, or certificate programs
- 1.1.2 Comprehensive Articulation Agreement courses
- 1.1.3 Career and College Promise programs/courses for high school students
- 1.1.4 Impact of 60/20 initiative
- 1.1.5 Corporate & Continuing Education

Key Performance Indicators

- Identify specific courses and programs needed for online development based on market research.
- Total enrollments and completions in fully online courses.
- The number of programs available through fully online when it is strategic and makes sense.

Strategy 2: Explore opportunities to offer targeted courses and programs to CMS, four-year colleges and universities, national, and international audiences after determining our competitive advantage for each.

Strategy 3: For those courses lacking technology components, help move to technology enhanced courses and programs with the intention of moving into fully online courses or programs, if and when appropriate.

Goal 2: Provide faculty professional development opportunities to enable faculty to work more effectively with technology in an online learning environment.

Strategy 1: Produce and implement a faculty development plan that provides appropriate levels of technical and pedagogical training for faculty (including PT) of varying levels of ability.

1.1.1 Establish a development planning team comprised of faculty, professional staff, academic administrators, and eLearning.

1.1.2 Include in the plan:

- A process to define levels of knowledge and learning outcomes for computer and electronic technologies needed by faculty in order to achieve success in an online learning environment. *
- Identify methods to ensure that all first-time online faculty are prepared to teach online. *
- Establish a faculty peer support system (faculty liaisons and faculty mentors).
- Provide for ongoing educational-technology training and support through seminars, workshops, and online opportunities. *
- Develop a program to acquaint faculty with successful high-quality online courses and programs at CPEC and other institutions.
- Promote and offer relevant, continuing education opportunities for faculty.

1.1.3 Partner with faculty to determine relevant professional development activities for online instruction.

1.1.4 Identify goals and objectives of the faculty development plan.

1.1.5 Establish annual costs for the plan.

1.1.6 Allocate resources.

1.1.7 Develop and implement mechanisms for evaluation and feedback on effectiveness of the faculty development activities.

1.1.8 Develop and implement mechanisms for documenting faculty satisfaction with the faculty development program.

Strategy 2: Ensure that the service levels of college support departments is acceptable in providing for the ongoing technical and pedagogical training and support for faculty.

2.2.1 Document current service levels.

2.2.2 Identify actual service level needs.

2.2.3 Determine service needs for appropriate staffing or appropriate distribution of staffing with recommendations for staffing levels coming from eLearning and ITS.

2.2.4 Allocate funding required.

2.2.5 Communicate responsibilities of support departments with faculty.

2.2.6 Develop service level agreements that clearly detail the type and level of support faculty can expect from eLearning and ITS.

2.2.7 Develop a mechanism for providing feedback on service levels and faculty satisfaction.

2.2.8 Develop recommendations for the selection of a single Learning Management System and for hosting services.

2.2.9 Develop recommendations for the strategies and selection of online tool(s). *

Key Performance Indicators

- Number of faculty mastering new competencies in online learning by completing online professional development activities.
- Satisfaction of faculty with service levels of college support departments.

Goal 3: Produce more online courses and programs of a consistently high quality.

Strategy 1: Create a collaborative effort with faculty members, program/discipline chairs, division directors, and deans to ensure appropriate systems are in place for the approval, assessment, and oversight of courses and programs. *

Strategy 2: Provide comprehensive instructional developer support for faculty who teach online courses. *

Strategy 3: Implement the Quality Matters (QM) framework to enhance consistency and quality in online course design. *

3.3.1 Create and ensure all sections of the same course share the same course learning outcomes, and the same learning objectives for each module/unit and implement a common assessment for all sections of the same course. (Common assessments do not imply that the content and assignments are exactly the same, but do mean that the faculty agree to the same standards of student performance, value the assessment the same as it informs evaluation for purposes of grading, and the assessments are aligned with the student learning outcomes).

Strategy 4: Develop an online learning handbook or an interactive digital resource that includes a guide to best practices in online teaching/learning, learning theory, pedagogy, and documentation of procedures and policies that frame activities. *

Strategy 5: Continually review and evaluate emerging instructional technologies that may enhance teaching and learning. *

Strategy 6: Explore the benefits of utilizing fully online fulltime faculty and needed infrastructure to implement (local and remote). *

Key Performance Indicators

- Percent of offerings approved by appropriate department, division director, and dean (target = 100%).
- Percent of current and new online courses developed using quality standard framework (target = 100%).

Goal 4: Provide exemplary support services to online students.

Strategy 1: Develop and implement a plan for online student services.

- 4.1.1 Identify all services that should be available in an online format. *
- 4.1.2 Explore alternative delivery methods for identified student services that are not part of existing systems. *
- 4.1.3 Ensure that students have the option to receive human assistance at any time during their experience with online student services. *
- 4.1.4 Ensure that students have the technical support needed through the ITS help desk and eLearning.

Strategy 2: Collaborate closely with support areas on campus to enhance services for online learning students.

Strategy 3: Ensure staffing structures and levels are acceptable to support the goal of growth.

Strategy 4: Continue to evaluate the use of online collaboration tools (e.g. video conferencing) and other innovative strategies to enhance advising services for online learning students.

Strategy 5: Develop a system for collecting student data including non-completers.

Key Performance Indicator

- Percent of student satisfaction indicating “satisfied” or “highly satisfied” with student support services including technical support, and the online learning experience overall on the student opinion survey.

Goal 5: Empower students to make wise online learning decisions; provide academic and technological support to enhance student learning.

Strategy 1: Provide an online learning readiness self-assessment that is easily available to all potential online learning students.

- 5.1.1 Establish a faculty committee to identify best practices in this area.
- 5.1.2 Develop an initial online self-assessment and pilot with a group of online learning students.
- 5.1.3 Evaluate the results of the pilot study.
- 5.1.4 Adjust the self-assessment methodology, if necessary.
- 5.1.5 Implement the self-assessment.

Strategy 2: Expand the online orientation for online learners with a goal of making it mandatory for new online learners to CPCC.

- 5.2.1 Review current online orientation for modifications or enhancements with a faculty committee.

5.2.2 Modify the existing online orientation to include tips for successful online learning, information on browsers, plug-ins, course tools, library access and resources, testing, syllabi, sample course organization, tips on getting started, FAQs, and help desk information.

5.2.3 Pilot the modified online orientation with a group of online learning students.

5.2.4 Modify the orientation based on the results of the pilot.

5.2.5 Implement the online orientation.

Key Performance Indicators

- Number of students acquiring a passing grade in the course.
- Determine retention rate within the course (completers).
- Graduation rates from those who complete fully online programs.

Goal 6: Develop a comprehensive marketing plan to promote CPCC's online learning offerings.

Strategy 1: Develop a distinct branding strategy for CPCC's online learning efforts that aligns with the college's overall branding initiative.

Strategy 2: Streamline the processes involved in tracking and communicating with students, current and new.

Strategy 3: Continually work to refine and evaluate the various marketing strategies including web marketing and direct mail to optimize marketing efforts.

Key Performance Indicators

- Create an internal marketing/communications plan.
- Launch a dynamic website for online learning.
- Number of students enrolled in online courses/programs.

Faculty Advisory Group

Lisa List
Rinav Mehta
Cynthia Brunson
Chris Flowers
Catalina Ramirez
Todd Koonts
Terina Lathe
Mark Coltrain
Donna Housman
Kathy Watkins
Alyssa Williams

Steering Committee Members

Edith McElroy
Joel Moore
Gary Ritter
Rita Dawkins
Karen Merriman
Alison Gagan
David Kim
Kathy Rummage
Debbie Bouton
Paul Koehnke