College Action Project Worksheet
DUE: September 1, 2011

Directions: Complete this worksheet (electronic) for each College Action Project. Email to Donna at dkragt@grcc.edu

1. Give a short identifying title (under 10 words) to this Action Project. (REMEMBER: This title must pass the Mom test.)
   
   Expanding the Distance Learning Program

2. Project Champion:
   
   Eric Kunnen, Director of Distance Learning and Instructional Technologies

3. CAP Team Members:

   The team involved in this project include representation from the majority of the stakeholders involved. The team members are: David Anderson (Information Technology); Fred Bauman (IT Support); Eric Kunnen (Distance Learning and Instructional Technologies - DLIT); Eric Mullen (Student Life); Garret Brand (DLIT and Professor); Heath Chelesvig (Institutional Research); James Schafer (Media Technologies); Pat Ingersoll (Library); Meegan Lillis (DLIT); and Jose Mora (DLIT).

4. Describe the purpose of this project including a description of the associated activities. (100 words or fewer)

   Increase the College’s online teaching presence so that 25% of courses offered exist in an online or hybrid modality. This growth should take place over the next 3-5 years and include a comprehensive assessment of current resources, teaching practices, capacity, training needs, and other infrastructural components necessary to fully support accomplishment of the Project.

5. Describe the goals of this Action Project (in 100 words or fewer)

   The goals of this project include:

   a. To write a distance learning business plan to assess current resources and capacity while laying out recommendations to expand online learning.
   b. To increase online course offerings.
   c. To improve online course quality.
   d. To streamline online course development.
   e. To increase instructor certifications.
   f. To enhance online instructor professional development.
   g. To collaborate with student facing departments and systems for improving student readiness, orientation, and retention.
   h. To receive HLC accreditation for fully online programs.
What **measureable criteria** will be used to confirm this project's success?

The measurable criteria for this CAP includes:

- The percent of GRCC classes (25% is the goal) offered in the online or hybrid format.
- A course quality system will be established.
- Online instructor certifications will increase.
- New courses will be placed online.
- A business plan will be written.
- HLC accreditation for online programs will be received.

6. **What personnel resources** are required to deliver the project successfully? 2010-2011 only

<table>
<thead>
<tr>
<th>Department</th>
<th>Describe</th>
</tr>
</thead>
</table>
| Information Technology | Dedicated resources in personnel, hardware, and software. This includes support for perfective maintenance of the Blackboard systems, planning for hardware replacement as needed, troubleshooting, custom development, and end user faculty/student support. Expanding service to 24/7 may also be required.  
* Note: The Senior Blackboard Solutions Engineer and Database Administrator is a position that was recently vacated and this position will need to be replaced to ensure dedicated support for the Blackboard environment. |
| Institutional Research | Support for data collection, analysis, tracking, and gathering around courses offered online, student retention, instructors teaching online, enrollment growth, and accreditation.                                      |
| Facilities          | As GRCC is seeking HLC accreditation, the college should closely consider the physical facilities, equipment and student support.  
According to HLC’s *Best Practices for Electronically Offered Degree and Certificate Programs*, "The institution assures adequacy of technical and physical plant facilities including appropriate staffing and technical assistance, to support its electronically offered programs." This statement provides us with questions such as: Do we have the space for additional staff? Would we have the equipment (furniture, computers, etc.)? What is the cost of providing 24/7 support for online faculty and students? |
7. What **additional resources** will be required to develop and/or sustain the project? 2011-2012 only

<table>
<thead>
<tr>
<th>Category</th>
<th>Cost</th>
<th>Explanation (one time or recurring)</th>
<th>Which budget will cover these costs?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Supplies</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Training</strong></td>
<td></td>
<td>Training resources will be needed to support accreditation work, benchmarking, and quality course development. Eg. Quality Matters training will be needed. Blackboard System Administration training will be needed.</td>
<td></td>
</tr>
<tr>
<td><strong>Equipment</strong></td>
<td></td>
<td>Servers for the Blackboard environment are on a replacement cycle. Also, as use of the system grows, so to does the need to scale the infrastructure.</td>
<td></td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td></td>
<td>Equated overload and release time will become an even more important resource as we expand. This includes faculty professional development work and also custom Blackboard Building Block development. Building Block development is a resource that is needed as the Senior Blackboard Solutions Engineer’s position was recently vacated. Szymon Machajewski is requested to fill this development role through equated overload.</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL Cost Estimate</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. Will this project require any **additional budget dollars** for the 2011-2012 academic year that has not already been secured?  
   ___NO   _X_ Yes

If yes, please describe briefly:

- Blackboard Collaborate – In order to deliver high quality online instruction, synchronous tools are becoming increasingly important. This synchronous meeting and lecture tool will enable a greater
set of tools to support distance learning and also faculty development. This tool can not only be used in online courses but also in face to face classes, and would also be part of a contingency plan for a pandemic situation on campus. Furthermore it can be used for on campus departmental meetings rather than have the attendees drive to Holland, Sneden, or the MTEC’s. The important of tools such as this are underscored by HLC. HLC asserts that "the importance of appropriate interaction (synchronous or asynchronous) between instructor and students and among students is reflected in the design of the program and its courses, and in the technical facilities and services provided." A pilot and budget request will be part of this project.

- Quality Matters – In order to develop and review online courses a new rubric is needed. Quality Matters is the leading provider of metrics, training, and assessment tools to increase course quality. Specifically, training and the subscription will be needed to be purchased.
- Multimedia Developer / Web Developer – As the needs of courseware development continues to grow among faculty teaching online, a new position will be required. This position has been requested previously through the budget request process. This position will work with a faculty and the college’s instructional designer to prepare online course materials and to develop a core repository of learning objects and course templates.
- Softchalk Institutional License – To develop interactive learning activities a courseware development software is needed. This project will pilot the software and a budget request will be included.
- Blackboard Developmental Education – One significant and potential growth area for online courses is in the area of developmental education. Blackboard provides an effective solution for this through a partnership with K12 Inc. This service and project would include investigating the potential, piloting, and a budget request.

9. Is this project dependent on or related to any other college action project? (Please explain)

The most directly related projects include:

- 2.1.1 – Implement a College Success Program for developmental students.
  - A connection exists to leverage the Blackboard Development Education solution which provides online courses to this segment of the student population.
- 4.1.1 – Implement a student portfolio system throughout the campus to track co-curricular and service learning activities.
  - A potential connection exists to leverage the Blackboard Content System Portfolio tools as well as the Blackboard Outcomes System to best leverage and connect online digital artifacts and student work.
- 5.1.1 – Mandate the student success course (CLS100) for all first time, degree seeking students, PY097 for developmental students.
  - A connection to this strategy exists in also requiring a CLS100 course for online students.
- 5.1.2 – Integrate the Starfish Early Alert program into all GRCC programs and courses.
  - A connection exists to best leverage the Early Alert program for online courses to include gradebook scores as well as automatic flags for last login/attendance.
- 5.1.3 – Expand the Integrated Tutorial Support program.
  - Growing online learning will also require online student services such as tutoring. Providing online tutorial services will be needed to establish the correct set of wrap around student services for success.
- 5.2.3 – Strengthen faculty professional development programs and processes.
o Quality online instruction begins with effective course design and continues through the effective facilitation of the course by an instructor which connects to faulty professional development.

• 5.3.2 – Develop a new model for program review which includes the assessment of program learning outcomes.
  o As much of the curriculum is now online, leveraging data in our systems such as Blackboard becomes more possible. The Blackboard Outcomes System provides one solution to connect teaching, learning, and analytics for reviewing programs and outcomes.

• 5.3.3 – Establish an assessment and reporting process for institutional learning outcomes.
  o The interactive rubrics tool in Blackboard along with the Blackboard Outcomes System provide opportunities to gather these data electronically.

10. Project Worksheet and Timeline
The following timeline will need to be established by the DL CAP Team.

<table>
<thead>
<tr>
<th>Task</th>
<th>Assigned to:</th>
<th>Date Due</th>
<th>Actions to Date</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>To write a distance learning business plan to assess current resources and capacity while laying out recommendations to expand online learning.</td>
<td>Team</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To increase online course offerings.</td>
<td>Team</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To improve online course quality.</td>
<td>Team</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To streamline online course development.</td>
<td>Team</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To increase instructor certifications.</td>
<td>Team</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To enhance online instructor professional development.</td>
<td>Team</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To collaborate with student facing departments and systems for improving student readiness, orientation, and retention.</td>
<td>Team</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To receive HLC accreditation for fully online programs.</td>
<td>Team</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team Meetings – Each month through September 1st, 2012</td>
<td>Team</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Task</td>
<td>Assigned to</td>
<td>Date Due</td>
<td>Actions to Date</td>
<td>Date Completed</td>
</tr>
<tr>
<td>------</td>
<td>-------------</td>
<td>----------</td>
<td>-----------------</td>
<td>----------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NOTES: