Online Learning Plan
Enhancing Quality of Learning and Student Success

Background
Valencia began offering alternative delivery courses in the early 1990’s, and as technology evolved and student demand grew, Valencia continued to increase the number of course and program offerings in both hybrid and online modalities (Meiller and Associates, 2013). Throughout the last decade, Valencia’s online learning practices evolved organically amongst our academic community, while federal and state regulations and requirements increased as the national demand for distance learning escalated and concerns regarding the quality of online learning grew (Allen and Seaman, 2014).

In 2013, Valencia commissioned Diane Meiller and Associates to perform a current state assessment of online learning which was completed in June 2013. This report was intended to “provide us with a shared understanding of where we are today, and lay the foundation for our collaborative planning of how best to move forward in ways that are consistent with Valencia’s learning-centered culture, while embracing the elasticity for change that may be required” (Sandy Shugart, 2014). During the assessment, several recurring themes emerged through interviews, group sessions, survey results and data analysis (Meiller and Associates, 2013). These themes represent several areas where we have opportunities to improve, particularly in terms of providing a consistent experience to students and faculty. To explore these areas, the Learning Leadership Council will commission short-term work teams to design and in many cases implement strategies, processes, practices and/or tools that will increase online student success, decrease the gap in success between instructional modalities, and improve the student experience in online and hybrid courses.

Work Teams
*Deans may choose designee if appropriate.

Faculty Preparedness for Online and Hybrid Learning Team

Charge: Examine well-established literature and analyze current practices at Valencia to create a set of guidelines to prepare all faculty teaching online and hybrid courses to deliver high quality courses and enhance student learning. These guidelines will emphasize consistency in the minimal preparation to design and teach online/hybrid courses and will be grounded in the Essential Competencies of a Valencia Educator. These guidelines will inform our faculty induction, development and evaluation processes, and will be used by deans, program chairs, discipline coordinators and faculty.

Co-chairs: Lisa Macon (Dean), TBA (Faculty Member)

Members: Carl Creasman, 3 Deans (one per campus cluster; appointed by IAC), 3 Faculty members (one per campus cluster; appointed by FC), Erin O’Brien (Faculty Fellow for Excellence in Online Teaching and Learning), Faculty member (Teaching/Learning Academy), Karen Borglum (SACS/credentialing), Page Jerzak, Wendi Dew

Sponsor of the Work: Susan Ledlow

Decision-making authority: Faculty Council will endorse and Learning Leadership Council (LLC) will approve.
Dean/Chair Development in Leadership for Online Learning Team

Charge: Design a set of learning experiences that will build a growing community of online learning leaders with the goals of enhancing the quality of learning and student success in online and hybrid courses. These experiences will emphasize effective leadership practices; quality course design and delivery; use of data for decision-making; and effective development and evaluation of faculty, including online classroom observations.

Co-chairs: Linda Neal (EC Dean), TBA (Program Chair/Discipline Coordinator; appointed by IAC)
Members: Mike Bosley (OSC/LN Dean; appointed by IAC), Lisa Macon (WC Dean; appointed by IAC), Faculty member TBA (Program Chair; appointed by IAC), Faculty member TBA (Discipline Coordinator; appointed by IAC), Jenny Charriez (Employee Development), Michelle Sever (Employee Engagement), Page Jerzak, Wendi Dew
Sponsor of the Work: Susan Ledlow

Decision-making authority: Instructional Affairs Committee (IAC) will endorse and Learning Leadership Council (LLC) will approve.

Online Student Preparedness Team

Charge: Conduct research and develop products to assist students who have enrolled in hybrid, online and web-enhanced courses in becoming more effective learners in these delivery modes. These products will communicate clear expectations of student engagement and commitment in online/hybrid courses; communicate clear definitions of teaching modalities; emphasize a deeper assessment of a student’s readiness for online coursework; develop students’ technical skills necessary to succeed online; and emphasize academic integrity in online courses.

Co-chairs: Michele McArdle, Shara Lee
Members: Deans, Faculty (including Librarians), OIT/LTS, Christina Hardin, Student Affairs, Page Jerzak, Wendi Dew
Sponsor of the Work: Susan Ledlow and Joyce Romano

Decision-making authority: Learning Leadership Council (LLC)

Online Student Services & Support Team

Charge: Review online student support services and practices at Valencia, in consideration of current literature and accreditation guidelines, to identify strategies for growth and enhancement of support that will enhance student learning in online and hybrid courses. For the purposes of this work team, the scope of student services will be minimally defined by the definition of student services referenced in the SACS Distance and Correspondence Education Policy Statement and will also include areas specifically referenced in the Distance Learning Report, specifically tutoring, technology support, online library and learning resources, and ADA compliance.

Co-chairs: Cheryl Robinson (Dean of Students), Dean of Learning Support (appointed by IAC)
Members: Dean of Students (appointed by IAC), Dean of Learning Support (appointed by IAC), Academic Dean (appointed by IAC), three Faculty members (including one Librarian and one counselor; appointed by FC), other Student Affairs representatives (appointed by VP Student Affairs), Office for Students with Disabilities member (appointed by VP, Student Affairs), OIT/LTS members (appointed by CIO), Campus Director of Faculty & Instructional Development, Karen Borglum or designee (SACS), Page Jerzak, Wendi Dew
Sponsors of the Work: Joyce Romano and Bill White

Decision-making authority: Learning Leadership Council (LLC)

Course and Curriculum Design Team

Charge: Conduct research and develop products and resources to assist faculty in developing consistent, quality online and hybrid course curriculum. These products and resources will be grounded in sound educational practices, consistency in quality course design and the current work of the college-wide curriculum committee and program learning outcomes assessment. These products and resources will inform faculty development courses/programs, web-based resources for curriculum development, LMS
templates, program launch teams, Center for Teaching/Learning Innovation experiences, and online classroom observations.

Co-chairs: Page Jerzak, Faculty Member (appointed by FC)

Members: 3 online/hybrid Faculty members (appointed by FC), Erin O’Brien (Faculty Fellow for Excellence in Online Teaching and Learning), Faculty member (Teaching/Learning Academy), 3 Faculty Developer/Instructional Designers (appointed by AVP Teaching/Learning), 3 Deans (appointed by IAC), Robyn Brighton (Office of Curriculum and Assessment), Office for Students with Disabilities member (appointed by VP, Student Affairs), Wendi Dew

Sponsor of the Work: Susan Ledlow

Decision-making authority: Learning Leadership Council (LLC)

Online Data and Evaluation Team

Charge: This long-term team (two years) will establish an on-going assessment plan for online learning that deepens our understanding of trends in learning success, examines the effectiveness of strategies, processes and interventions resulting from approved work plans, and informs our future direction in online learning. The assessment plan will include: key performance indicators consistent with outcomes identified in the strategic plan; increased frequency of reporting to academic leaders and the college-wide community; a consistent approach to interpretation of data; inclusion of existing data and opportunities for enhancement; utilization of predictive analytics and other decision-support tools/solutions; and evaluation of processes, strategies, interventions, and tools associated with the online learning work plans. The work of the data and evaluation team will emphasize collaboration with the college-wide Data Strategy Team, Campus Presidents, Deans and college-wide leadership and provide data useful to campus-based and college-wide audiences.

Co-chairs: Page Jerzak, Daryl Davis

Members: 2 Faculty members (appointed by FC); Faculty Association Leadership representative (appointed by FC); 3 Deans (one per campus cluster; appointed by IAC), Laura Blasi (Institutional Assessment), Alex Larzabal (OIT), Student affairs representative (appointed by VP Student Affairs), Christina Hardin (NSE), Wendi Dew, Susan Ledlow

Sponsor of the Work: Susan Ledlow

Decision-making authority: Learning Leadership Council (LLC)

Course Improvement Communities

Purpose: Establish a mini-grant fund to support division, program and discipline-based communities of practice that will engage in collaborative study and improvement of online/hybrid learning in a specific course or program. Through small-scale practical study, Deans and faculty members will collaboratively investigate questions regarding student learning that directly impact their practices. Mini-grants will be used to stimulate experimentation and improve curricula, course design and/or pedagogy.

Known Constraints, Criteria or Design Principles

Work teams will:

- Focus on strategies, interventions or improvements that will increase online student success, decrease the gap in success between instructional modalities, and improve the student experience in online and hybrid courses.
- Analyze Valencia’s current processes, practices and tools in order to recognize effective strategies and identify areas of improvement; as well as explore new opportunities from the literature and other successful models.
- Use data to inform recommendations and seek support from the Online Data and Evaluation Team as necessary.
- Function as short-term design teams. Implementation teams (consisting of a subset of the original design team and other necessary partners) will be formed to implement the approved plans and work with the Online Data and Evaluation Team to assess the strategy.
Examine the feasibility of recommendations in relation to budget, staffing, technology requirements, and interactions with existing college systems.

“Fast-track” recommendations that are immediately actionable strategies, as necessary.

Work team members will be responsible to communicate regularly with representative groups such as Faculty Council, Instructional Affairs Committee, Student Affairs Leadership Team, and Campus Leadership Teams.

Note: Other design principles will be determined by each work team.

Relevant Strategic Goals
This work is in direct support of Valencia’s Strategic Learning Plan goals Build Pathways, Learning Assured and Invest in Each Other.

Council Overseeing the Work
Learning Leadership Council

Work Team Procedures and Processes
Work teams will analyze current processes/practices; collect feedback/data on new opportunities and practices; develop principles and strategies; communicate with and seek feedback from stakeholders; and provide suggestions for an evaluation plan.

Communication and Coordination

- The co-chairs of each work team with meet together periodically to share progress. As a part of the first meeting, the co-chairs will participate in training prior to team leadership/facilitation.
- We will host an annual Online Summit/Symposium to share and seek feedback on current and emerging work.
- We will craft a communication plan for the college community that frames the conversation and work ahead in the current context (year of reflection, year of planning).
- The communication plan will emphasize multi-channel communication involving Deans, faculty leadership, conversations with college stakeholders, newsletters in the Grove and the website.
- Campus Presidents will involve this work in the campus planning process and Deans will encourage faculty members to consider this for his or her service to the college.
- Deans acting as co-chairs or members of work teams will report back to Campus Leadership teams on progress.
- To safeguard ongoing communication and collaboration, we will ensure that coordination occurs between the online learning plan and other work teams/campus teams forming to address issues related to this work.
## Timeline

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<th>January 2015</th>
<th>February 2015</th>
<th>March 2015 to June 2015</th>
<th>September to December 2015</th>
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<tr>
<td>Work plan drafts shared for feedback prior to Learning Leadership Council</td>
<td>Share draft work plans with Learning Leadership Council</td>
<td>March to June – Work teams conduct analysis; design and develop strategies and products; communicate with and seek feedback from stakeholders</td>
<td>September – Work teams finalize plans</td>
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<td>• 1/12 – Academic Affairs Leadership Team</td>
<td>Contact co-chairs</td>
<td>April and June – Co-chair Team meets to discuss progress</td>
<td>September – Co-chair Team meets to discuss progress</td>
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<td>• 1/13 – Bill White (OIT)</td>
<td>Form work teams via application process (based upon skills and interest); partner with Campus Presidents, IAC, FC, VP of Student Affairs, and CIO for membership</td>
<td>June – Work teams report progress to Learning Leadership Council and seek feedback</td>
<td>October – Work teams provide final reports to Learning Leadership Council</td>
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<td>• 1/16 – Joyce Romano (Student Affairs)</td>
<td>Convene Co-chair Team</td>
<td>May or June – Convene Online Learning Summit/Symposium; work teams communicate progress and seek feedback</td>
<td>November – TBA Implementation teams begin work according to approved implementation plans</td>
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<td>• 1/21 – Carl Creasman (Faculty Council)</td>
<td>Conduct preliminary meetings</td>
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<td>• 1/26 – Campus Presidents</td>
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<td>• 2/2 – Dr. Shugart</td>
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<td>Conduct preliminary meetings</td>
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<td>• Resource Development (grant opportunities)</td>
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<td>• Institutional Research (online learning data)</td>
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<td>• Curriculum and Assessment (AIR, SACS, curriculum committee)</td>
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<td>• Employee Development (Leadership programs)</td>
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*Note: Work teams may work and produce recommendations faster than articulated in the draft timeline.*