



BELLEVUE
COLLEGE

Office of Distance Education and eLearning

5-Year eLearning Plan 2015-2020

Contents

Introduction.....	4
eLearning Vision Statement.....	5
eLearning Definitions	5
eLearning Guiding Principles	5
5-Year eLearning Plan Goals.....	6
Goal 1: Create an Intentional, Institution-Wide Plan for Support and Direction of eLearning..	6
Statement about the goal.....	6
What eLearning will look like when this goal has been achieved?	6
Priority Initiatives	6
Alignment	7
Goal 2: Build College-Wide Framework for Discovering, Designing, Developing, and Delivering High Quality eLearning Educational Opportunities	7
Statement about the goal.....	7
What eLearning will look like when this goal has been achieved?	7
Priority Initiatives	8
Alignment	8
Goal 3: Expand Student Access to eLearning Resources, Support, and Services	8
Statement about the goal.....	8
What eLearning will look like when this goal has been achieved?	8
Priority Initiatives	8
Alignment	9
Goal 4: Provide Institutional Support for Adoption of High Quality Academic Technology to Create Engaging, Collaborative, Flexible, and Accessible eLearning Environments	9
Statement about the goal.....	9
What eLearning will look like when this goal has been achieved?	9
Priority Initiatives	9
Alignment	10

Goal 5: Offer Educational Opportunities to our Extended Communities throughout Washington, the United States, and the World.....	10
Statement about the goal.....	10
What eLearning will look like when this goal has been achieved?	10
Priority Initiatives	10
Alignment	11
References.....	12

Introduction

Sophisticated, swiftly changing technologies and shifting student demographics are two powerful forces causing institutions of higher education to rethink their use of space and the composition and delivery of instruction, student engagement, and student services – effectively opening the gate to new disruptive educational innovations and “next-generation” educational strategies including Competency-Based Education (CBE), Open Educational Resources (OER), Learning Analytics, Flipped Learning, Mobile Learning, and more.

Research indicates a new paradigm shift is occurring which is altering how effective distance education and e-Learning instruction are being viewed and how they are being considered as viable and useful means of expanding institutional enrollments and enrollment options for students. Additionally, students who are enrolled in distance education and e-Learning courses and programs expect greater engagement and enhanced connectivity in their courses.

As connected learning becomes a new norm, traditional “lecture” methods are being replaced by more effective pedagogical approaches that promote active, problem-based learning and collaboration through the use of digital technologies. In response, the Bellevue College eLearning Council has developed a comprehensive 5-Year eLearning Plan that builds on strong linkages with the Institutional Strategic Plan, the Academic Master Plan, and the Student Affairs Plan, to chart an ambitious course that will meet the Distance Education and eLearning needs of our community, our region, our faculty, and our students.

In summary, Bellevue College Distance Education and eLearning efforts are at an important crossroads. In order to transcend physical space constraints and not only support our current online student enrollments, but also develop a strong foundation of quality training and innovative delivery that encourages and supports student success, it is paramount that we move forward to fulfill this plan.

Supported by the Office of Instruction, the eLearning Council individuals represent all instructional divisions, Technology Support Services, Disability Resource Center, Student Affairs, Faculty Commons, and the Library Media Center. The eLearning Council will review the plan annually to prioritize the goals and priority initiatives based on the data collection.

eLearning Vision Statement

eLearning expands access to education options and pathways for students through quality online, hybrid, and web-enhanced courses by embracing innovative and accessible modes of course development and delivery.

eLearning Definitions

Online course [Distance Education courses]: Course that uses web-based tools and 100% of the instruction and interaction between instructor and student is done online. May involve proctored exams.

Hybrid course: A course that displaces some, but not all, face-to-face class time with web-based tools and online interaction. For example, a class that would originally meet five days a week might meet three days a week, and substitute online activities to replace the other two class sessions.

Web-enhanced course: A face-to-face course that requires additional use of web-based tools for assignments, coursework, research, or additional class interaction, but does not replace any in-class seat time.

Telecourse: A course that uses videotapes, CD's, DVD's, or other portable video/audio modalities to deliver course content. Limited or no face-to-face time with instructor.

eLearning Guiding Principles

The three guiding principles are:

1. Institutional Support

Bellevue College promotes and supports academic excellence in faculty teaching and scholarly activities and encourages personalized learning, engaging students in meaningful simulations, establishing collaborative environments, providing productivity tools by which communication can occur, making learning accessible to students.

2. Access and Student Experience

Quality of instructional programs is maintained when technology is used to deliver courses. Students who enroll in courses that are offered via distance learning are provided with the same amount and quality of support that students receive when they take classes via more traditional means. Faculty, resources, and reference materials are available and accessible beyond the physical campus.

3. Learning and Teaching Quality

eLearning courses are accessibly designed and delivered in order to: stimulate engagement; promote academic success, engagement, and connectivity; and, ensure a positive, quality learning experience for students. Faculty professional development and training opportunities

ensure that faculty have proficiency with eLearning best practices and technologies so that informed decisions can be made in regard to the use of technology in the curriculum.

5-Year eLearning Plan Goals

The five eLearning Plan goals are:

- Create an intentional, institution-wide plan for support and direction of eLearning
- Build college-wide framework for discovering, designing, developing, and delivering high quality eLearning educational opportunities
- Expand student access to eLearning resources, support, and services
- Provide institutional support for adoption of high quality academic technology to create engaging, collaborative, flexible, and accessible eLearning environments
- Offer educational opportunities to our extended communities throughout Washington, the United States, and the world

Goal 1: Create an Intentional, Institution-Wide Plan for Support and Direction of eLearning

Statement about the goal

Bellevue College is committed to student success through provision and promotion of excellence in eLearning.

What eLearning will look like when this goal has been achieved?

The eLearning department is fully resourced and staffed. An institutional strategy for planning and offering online courses, certificates, and degrees is adopted and integrated into institutional strategic planning, along with related faculty resources and training. Data analysis comparing student progress and achievement in online courses compared to similar face-to-face courses will show online students succeeding at comparable or better rates than face-to-face students.

Priority Initiatives

- Integrate 5-Year eLearning Plan into institution's Strategic Plan, Academic Master Plan, and Student Affairs Plan.
- Institutionalize the work of the eLearning Council, and ensure the representation of the eLearning Council on all Cabinets and Councils.
- Establish an institutional Center for Academic Technology, equipped with the latest technologies and software, and sufficient funding to house and support:
 - a. Librarians - Curricular Materials and Research Support
 - b. Media and Technology Services and Support

- c. Television Services and Captioning Support
- d. eLearning Department, with dedicated office and work space for:
 - o Director
 - o Research Specialist
 - o Instructional Designers/Curriculum Specialists
 - o Universal Instructional Design Specialist
 - o Part-Time Student Consultants
 - o Faculty training, labs, and learning spaces to assist faculty with design and development of content and courses, multimedia creation, and integration of new and emerging eLearning trends and technologies.
- Develop institutional plan/matrix to guide development, implementation, and evaluation of online courses and programs.

Alignment

Strategic Plan:

Goal 5.2 “Create uniform and efficient processes based on guiding principles and best practices”

Academic Master Plan:

Priority Goal 1 “Learning Quality”;

Priority Goal 3 “Success Skills”;

Priority Goal 5.1 “Develop a mentor culture: Implement programs and processes that support peer to peer mentoring across faculty, staff and students focused on academic success”

Goal 2: Build College-Wide Framework for Discovering, Designing, Developing, and Delivering High Quality eLearning Educational Opportunities

Statement about the goal

eLearning courses at Bellevue College are designed and taught to ensure that students are engaged active learners and achieve academic success. Bellevue College builds the foundation for eLearning curriculum and course development in accordance with NWCCU and State Authorization Reciprocity Agreement (SARA) requirements. Bellevue College utilizes institution-wide best practices and policies for faculty training and professional development

What eLearning will look like when this goal has been achieved?

Bellevue College has a comprehensive system that ensures a high quality accessible learning environment that promotes student academic success and connectivity.

Priority Initiatives

- Create college-wide, consistent guidelines for designing and building eLearning courses.
- Enact policies and standards to empower faculty to create accessible content.
- Implement college-wide training for all faculty prior to teaching online and hybrid modalities to include mandatory Accessibility training.
- Develop a continual improvement process for eLearning courses to include a course review cycle.

Alignment

Strategic Plan:

Goal 1 “Be Exceptional: Deliver Innovative and High Quality Educational Opportunities”

Academic Master Plan:

Priority Goal 1 “Professional Development”;

Priority Goal 5.3 “Adhere to all applicable laws and include training, resources, and implementation methods for faculty and staff”

Goal 3: Expand Student Access to eLearning Resources, Support, and Services

Statement about the goal

Bellevue College provides a comprehensive set of online services to ensure student fulfillment of their educational goals.

What eLearning will look like when this goal has been achieved?

Regardless of their location, students in eLearning programs and degree pathways have access to the same resources, supports and services as students on the physical campus. Services and resources for eLearning students are online and comparable to the services offered in traditional educational settings.

Priority Initiatives

- Provide eLearning students with a full array of services and resources, including advising, online orientation, First Year Experience, Summer Bridge program, and technical support in a virtual environment.
- Implement guidelines and support systems for virtual communication with prospective students.
- Implement college-wide required training for all staff who will be working with students in an online environment.

Alignment

Strategic Plan:

Goal 3 “Justice for All: Affirm Equity and Social Justice as a Part of All We Do”

Academic Master Plan:

Priority Goal 3 “Success Skills”;

Priority Goal 5.3 “Ensure appropriate access to services and instructional content for all our students”

Student Affairs Plan:

Goal 1 “Social Justice: Ensure access and equitable participation in the educational process for all populations”;

Goal 2 “Service Quality: Cultivate a collaborative culture of service excellence that promotes an exceptional student experience”;

Goal 3” Student-driven practice: Deliver impactful programs and services that empower students to achieve their academic, person, and professional goals”

Goal 4: Provide Institutional Support for Adoption of High Quality Academic Technology to Create Engaging, Collaborative, Flexible, and Accessible eLearning Environments

Statement about the goal

Bellevue College has a transparent process for selection, adoption, and periodic reviews of institution-wide academic technology tools. Effective integration of academic technology supports the instructional design process and applied research, enhances both teaching and learning, and introduces new techniques appropriate to the evolving needs of the college.

What eLearning will look like when this goal has been achieved?

The process for selection and adaptation of academic technology tools is based on continues reviews and analysis of eLearning and Distance Education research and trends. Effective and engaging technology and tools are an integral part of instruction, make learning accessible to students, and facilitate learning by establishing collaborative environments.

Priority Initiatives

- Establish an instructional Center for Academic Technology that provides leadership in curriculum and instructional design, eLearning and Distance Education research and pedagogy, academic technology, distance education opportunities, and standards for multimedia creation and delivery.

- Ensure sufficient funding to support high quality academic technology to enhance student educational experiences.
- Form an Academic Technology Committee that will be responsible for adopting a transparent process for selection, adoption, and periodic reviews of institution-wide academic technology tools. Investigate merging the Academic Technology Committee with the Application Review Committee.
- Implement college-wide accessibility standards for selecting instructional software products for eLearning courses and programs.

Alignment

Strategic Plan:

Goal 1 “Be Exceptional: Deliver Innovative and High Quality Educational Opportunities”

Goal 6.6 “6.6. Maintain an environment that supports innovation and risk taking”

Academic Master Plan:

Priority Goal 1 “Learning Quality”

Student Affairs Plan: Goal 4.3 “Equitable allocation model will support strategic resource deployment”

Goal 5: Offer Educational Opportunities to our Extended Communities throughout Washington, the United States, and the World

Statement about the goal

Bellevue College investigates opportunities to extend our online presence through high quality distance education courses, programs, degrees, and outreach initiatives to connect with the local, national, and international communities, in accordance with the NWCCU, State Authorization, and State Authorization Reciprocity Agreement (SARA) requirements.

What eLearning will look like when this goal has been achieved?

Bellevue College has developed new high quality programs, degrees, and outreach solutions to reach new students nationally and internationally.

Priority Initiatives

- Expand educational offerings – courses, certificates, programs, and degrees – to students who live and work beyond our local community.
- Support extended outreach and educational partnerships.

- Create virtual spaces and student social learning networks that support collaboration and promote the development of global perspectives.

Alignment

Strategic Plan:

Goal 2 “Next Generation of Leaders: Educate Students to be Global Citizen”;

Goal 4 “Community Matters: Be a Vibrant and Interactive Partner”

Academic Master Plan:

Priority Goal 4 “Citizenship”;

Priority Goal 5 “Demographic Responsiveness”

Student Affairs Plan:

Goal 2.5. Increased engagement of outside resources will improve access and availability of services and programs to students”;

Goal 3.2. “Investment in technology and web-based tools will enhance access to programs and services”

References

- Americans with Disabilities Act of 1990, as amended. (n.d.). U.S. Department of Justice. Retrieved from <http://www.ada.gov/pubs/adastatute08.htm>
- Council of Regional Accrediting Commissions National Council for State Authorization Reciprocity Agreements. (2011). *Interregional guidelines for the evaluation of distance education*. Council of Regional Accrediting Commissions. Retrieved from <http://nc-sara.org/files/docs/C-RAC%20Guidelines.pdf>
- Bellevue College. (2014). *Academic master plan*. Bellevue College. Retrieved from <http://www.bellevuecollege.edu/futurevision/plans/academic-master/>
- Bellevue College, Assessment Task Force. (2010-2014). *Students learning outcomes assessment*. Bellevue College. Retrieved from https://go.mybcc.net/instruction/assessment/Guide/SLOA_Manual.pdf
- Bellevue College Evidence Team. (2014). *Evidence Team research report*. Bellevue College.
- Bellevue College. (2014). *NWCCU mid cycle evaluation*. Bellevue College. Retrieved from http://s.bellevuecollege.edu/wp/sites/103/2014/09/Bellevue_College_MCE_8-21-14_FINAL.pdf
- Bellevue College. (2014). *Strategic plan*. Bellevue College. Retrieved from <http://www.bellevuecollege.edu/futurevision/plans/strategic/#intro>
- Bellevue College. (2014). *Student affairs plan*. Bellevue College. Retrieved from <http://www.bellevuecollege.edu/futurevision/plans/student-affairs/>
- Distance education. (n.d.). In *Integrated Postsecondary Education Data System*. Retrieved from <http://nces.ed.gov/ipeds/glossary/index.asp?id=713>
- Northwest Commission on Colleges and Universities. (2010). *Standards for accreditation*. Northwest Commission on Colleges and Universities. Retrieved from <http://www.nwccu.org/Pubs%20Forms%20and%20Updates/Publications/Standards%20for%20Accreditation.pdf>
- Online Learning Consortium. (2014). *OLC Quality Scorecard 2014: Criteria for excellence in the administration for online programs*. Online Learning Consortium. Retrieved from <http://onlinelearningconsortium.org/consult/quality-scorecard/>
- Quality Matters. (2014). *Quality Matters: A national benchmark for online course design*. MarylandOnline. Retrieved from <https://www.qualitymatters.org/>
- State Board for Community and Technical Colleges. (2008). *Strategic technology plan for Washington State Community and Technical Colleges*. State Board for Community and Technical Colleges. Retrieved from http://sbctc.edu/docs/strategicplan/strategic_technology_plan.pdf

- State Board for Community and Technical Colleges. (2008). *Student Management Information System (SMIS) Data Dictionary*. State Board for Community and Technical Colleges. Retrieved from www.sbctc.edu/college/it/Class.doc
- United States Distance Learning Association. (2015). *USDLA*. United States Distance Learning Association. Retrieved from <http://www.usdla.org/>
- University of Washington. (2015). *Legal cases by issue*. University of Washington. Retrieved from <http://www.washington.edu/accessibility/requirements/legal-cases-by-issue/>
- U.S. Department of Justice, Civil Rights Division. (2009, July). *A guide to disability rights laws*. U.S. Department of Justice. Retrieved from <http://www.ada.gov/cguide.htm>
- WICHE Cooperative for Educational Technologies. (n.d.). *WCET*. Western Interstate Commission for Higher Education. Retrieved from <http://wcet.wiche.edu/>
- 3PlayMedia. (2014). *2015 Roadmap to web accessibility in higher education*. 3PlayMedia. Retrieved from <http://info.3playmedia.com/rs/3playmedia/images/2015-Roadmap-to-Web-Accessibility-in-Higher-Education.pdf>