Helena College Non-Academic Program Review

Year:	2023-24	Review:	E-Learning and Faculty Develoment 2023-24	Author	Kong, Amy	Status:	Published

Section 1: Mission, Goals, Objectives

Narrative:

The eLearning & Faculty Development Department is responsible for the development, maintenance, oversight, and operation of all aspects of eLearning and instructional technology at Helena College. Additionally, it serves as an advocate for faculty and professional development on campus, coordinating existing opportunities for professional growth and identifying new ones while promoting equity and inclusive excellence. This responsibility includes, but is not limited to, faculty development and training, student support and education, course quality control, course shell approval, and facilitation of distance-delivery methods.

Mission:

The eLearning and Faculty Development department is dedicated to supporting faculty, contributing to teaching excellence, and enhancing student success through: professional development, exemplary instructional design, effective application and integration of instructional technologies, interactive digital media development, administration and enhancement of the college's learning management system (currently Moodle), and the deployment of innovative emerging technologies.

Alignment: The eLearning and Faculty Development department supports our diverse community (faculty and students) by providing the tools necessary to assist students in achieving their educational and career goals.

Recommendations:

This is our first one.

Strategic Goals:

Looking back the past three years, most annual goals have fallen under strategic goals #2 and #5, specifically 2.3 and 5.1, based on the 2018-2022 Strategic Plan, EQ-1 (Equity) and IM-4 (Impact), based on the 2022-2027 Strategic Plan. Most goals are categorized as ongoing (six), while the rest of the goals have been completed (five). Overall goal status is 100% positive progress (either ongoing or completed).

The reason those six goals were marked as ongoing because each of which requires continuous effort and dedication. These goals are: ensuring ADA compliance for online course contents, establishing distance learning classrooms, fostering close collaboration with Division Chairs, implementing an onboarding program for new faculty, enhancing collaboration with the Chief Information Officer (CIO), and taking the lead in the MUS Single LMS project. Due to the intrinsic nature of these goals, their completion is always expected to be an ongoing process and may not be achieved within a specific timeframe.

The department has successfully completed five goals, which are "Remodeling the One Button Studio", "Establishing a platform to track professional development (PD) activities", "Evaluating various fee structures", "Analyzing course fees for online/hybrid courses" and "Developing the Computer Literacy Course".

In summary, most of the annual goals revolve around three themes: (1) LMS & instructional technologies at HC; (2) training and professional development opportunities for faculty and (3) the support resources and tools for students' learning.

LMS & Instructional Technologies:
Continuous upgrades of LMS by integrating more tools (e.g. Turnitin, ScreenPal, H5P, Library Resources, etc) to enhance the quality of teaching and learning.
Adopted Double Robotics Robots for students, Swivl Robots for instructors and Smart Technologies for classrooms.

Faculty:
Onboarding support and sense of community enhancement for new faculty members.
Training and professional development activities regarding course design, ADA compliance and instructional technologies are offered throughout every academic year for faculty.

Students:
Availability of the pre-assessment for online students and Computer Literacy Course for all students.
(Students can assess their computer skills using the pre-assessment tool in the course to learn what skills they need to improve; Students have the option of taking certain modules to enhance the skills they're lacking instead of having to take the entire course; Instructors have the options of requiring or recommending their students to take the course if they think that their students need to be computer literate to succeed in their classes.)

Strengths:

Our department boasts a robust array of instructional technologies, including our Learning Management System (LMS), ScreenPal, Microsoft Teams, Turnitin, Swivl Robots, and Smart Technologies, providing essential tools for instructors and students.

Our well-structured eLearning webpages offer valuable resources and tutorial handouts for both instructors and students, enhancing accessibility and quality.

We partner closely with the IT Department, sharing resources and services to maintain an up-to-date technological infrastructure.

Frequent collaboration with Division Directors and Student Services ensures comprehensive support for faculty and students, addressing diverse needs effectively.

Our department prioritizes various course delivery options to promote accessibility, open access, and barrier removal, as detailed in the "HC Course Format Advising Guide".

Jointly maintained Smart Classroom technologies by the IT and eLearning & Faculty Development departments are pivotal for diverse course delivery formats, guaranteeing up-to-date and functional resources.

During the pandemic, our Robotic Telepresence service facilitated students' continuous learning and connection with their classes.

We offer Moodle and Microsoft Teams resources for effective navigation, along with a Smart Scanner to enhance accessibility.

The Computer Literacy Course on Moodle equips students with technological proficiency for successful learning.

Collaboration with the Library Learning Hub provides valuable Technology Help Workshops for students during the initial two weeks of each semester.

Our eLearning Ticket system enables convenient assistance and questions related to eLearning for both faculty and students.

Active participation in the MUS eLearning Advisory Committee ensures alignment with external expectations, helping tailor our internal eLearning initiatives effectively.

Successes:

•There has been a notable increase in the quantity and regular updates of instructional/educational technology resources available to both faculty and students.
•A platform (Vector Solutions) is available for tracking faculty's professional development activities.
•Continuous improvement and advancement of our Learning Management System (Moodle).
•There has been a significant rise in faculty engagement in training and professional development activities.
•The successful implementation of universal design standards ensures accessibility for all students, including those with disabilities, in our online offerings.
•We have enhanced awareness regarding the accessibility of online materials through the development of an "instructional equity" plan for instructors and the provision of "Creating Accessible Online Materials" training and an "Accessible Online Materials" course on Moodle to support instructors.
•We have improved the onboarding experience and continuous support for new faculty members through an interactive new faculty orientation program and regular monthly meetings, coordinated in collaboration with the Professional Advancement Committee.
•We have successfully expanded our team by adding the position of Instructional Designer & Technology Specialist.
•We provided assistance in setting up 22 Smartrooms, catering to diverse course delivery formats and enhancing the teaching and learning environment.

Challenges:

(1)Accessible Online Materials

During the past three years, the department has provided resources and training on ADA compliance and accessibility standards for instructors. However, due to limited staffing with only one member (the Director), conducting thorough reviews of all online courses to ensure ADA compliance proved to be challenging and time-consuming. Consequently, some online materials may not be accessible to all students.

(2)Adjunct Faculty Retention

The irregular teaching schedules of some adjunct faculty members pose challenges in maintaining their training and keeping them up-to-date with the latest knowledge concerning quality course design and ADA compliance. Additionally, the relatively low retention rate of adjunct faculty, in comparison to full-time faculty, contributes to a somewhat weaker sense of community within the group.

(3)LMS Administrator

Currently, the eLearning & Faculty Development Department faces the need to route instructions for managing and maintaining the LMS platform through the IT Department, leading to occasional confusion in expectations and potentially decreasing work efficiency. To streamline the process and ensure clearer communication, it is proposed that the eLearning & Faculty Development Department directly supervise and evaluate the performance of the LMS administrator. As per the job description, the eLearning Director holds responsibility for the development, maintenance, oversight, and operation of all aspects of the College's LMS.

By incorporating the LMS Administrator into the eLearning & Faculty Development team, we can significantly enhance the efficiency of LMS management and maintenance, particularly during the forthcoming MUS Single LMS transition. This integration will foster smoother collaboration and facilitate better coordination in achieving our goals.

(4)eLearning & Faculty Development webpages

While the information and resources available on our webpages are substantial, we acknowledge that there is room for improvement in terms of visual appeal and organization. If we could get assistance from a web designer, it would be valuable in enhancing the overall presentation and user experience of the pages.

Section 2: Procedure for Operation

Procedures:

The department heavily relies on the following MUS's and UM's operation procedures and policies:

•Policy 303.7 - Online Learning
•Policy 940.3 - Mandatory Fees
•Policy 940.20 - Non-resident Tuition and Fees for eLearning
•MUS Online Education
•MUS Principles of Quality (for online courses)
•UM Accessibility Standards

These guidelines serve as the foundation for our department's operational processes and policies.

The department has created two spaces on Teams:

(1)Faculty Team: It is used to share all eLearning and Professional Development resources, information, updates and training recordings with faculty members.

(2)eLearning & Faculty Development: This is an internal space within the members of the department. It is used to share all administrative manuals and department resources.

Over the years, the department has extensively developed eLearning resources catering to both faculty and students. The webpages dedicated to eLearning & Faculty Development have undergone regular updates, ensuring the information remains current and relevant. These resources encompass a wide range of topics, including LMS navigation support, instructional technology tools, online learning tools, tutorial handouts & videos, and operational manuals for Double Robotics Robots, Swivl Robots, and Smart Classrooms, etc.

For the last three years, the department has actively engaged in regular meetings with various groups, including the IT/Academic Team, Academic Leadership Team, Directors, Faculty, ASCRC, Students Services, CIO, PAC, and New Faculty. These meetings were aimed at sharing the department's updates, fostering consistent and efficient communication among all involved parties.

Section 3: Staff Profile

Staff:

Name	Title	FTE	Years	Highest Education
Amy Kong	Director of eLearning & Faculty Development	1.00	7.00	Doctorate
Jelena Kalderon	Instructional Designer and Technology Specialist	1.00	1.00	Masters

Changes in Staffing Needs:

Changes in Staffing:

The eLearning & Faculty Development Department has welcomed a new team member who joined on June 5th, 2023.

Jelena provides invaluable assistance and support to instructors in the development of courses across all delivery formats. Her role also involves aiding instructors in effectively incorporating educational technologies into their teaching practices, ensuring a seamless integration of technology and learning throughout the College. Additionally, Jelena offers guidance to instructors in navigating various tools such as LMS, Smart Technologies, ScreenPal, Turnitin, and more. Jelena plays a crucial role as well in facilitating professional development opportunities and training sessions for faculty, staff, and students, specifically focused on enhancing their skills in online, blended, and hyflex teaching and learning.

Staffing Needs:

As early as December 2021, the eLearning & Faculty Development Department recognized the requirement for a LMS administrator and commenced efforts to recruit one to join our team.

As mentioned in Section 1G Challenges above, the addition of the LMS Administrator to our eLearning & Faculty Development team holds the potential to significantly improve the efficiency of managing and maintaining the Learning Management System, especially during the upcoming MUS Single LMS transition. Leveraging their expertise and support, we can guarantee a smooth and successful transition to the new system, ultimately enhancing the online learning experiences for both faculty and students.

Staff Professional Development:

Amy Kong
2021 Workshop - EdShift: Bridge Learning Gaps and Engage Students with thoughtful Formative Assessment
2021 Workshop - EdShift: Elevating Student Voice to Drive Engagement and Student Outcomes
2021 Training - HyFlex Course Design: Supporting Flexible Student Participation Needs
2021 Workshop - How to boost engagement in your online courses with H5P
2021 Forum - West Ed Tech
2021 Workshop - What does online look like?
2021 Innovation Summit
2022 XLi Extended Learning Institute Conference
2022 Workshop - Academic Integrity: Strategies to Shift Student Culture and Promote Accountability
2022 Training - ILP Configuration
2022 Training - Gracious Space
2022 Training - Heartsaver First Aid CPR AED
2022 Training - Active Shooter
2023 NWMET Conference
2023 DISC Assessment
(More PD activities are recorded on Vector Solutions.)

Jelena Kalderon
1. July 2023 - Quality Matters Peer Review Course (PRC)
2. June 2023 - Quality Matters Applying the QM Rubrics (APPQMR)

Section 4: Organization context and Impact

Collaborations & Dependencies:

The most frequent/significant collaborations and dependencies include:

IT Department: The eLearning & Faculty Development Department and IT Department collaborate in various areas to support the teaching and learning experiences for faculty and students:

1.Smartrooms (maintenance and upkeep): Smartrooms are technology-enhanced classrooms that provide a more interactive and engaging learning environment. The eLearning & Faculty Development Department and IT Department work together to ensure these Smartrooms are well-maintained and functioning correctly. This involves technical support, troubleshooting, and regular checks to ensure that the equipment, audio-visual systems, and interactive tools are in good working order.

2.LMS (Learning Management System) tasks:
oCourse creation
oAccount creation
oUser enrollment (faculty, tutors, course reviewers and students)
oCourse maintenance: back-up course contents, clean-up back-up files and inactive users, etc.

3.eLearning webpage (content updates): Our department receives assistance from IT in updating webpage content whenever we submit materials and requests for updates.

Academic Division Chairs (General Education, CTE & Dual Enrollment, Nursing): Our department communicates significantly with the Division Chairs to provide instructional support to faculty, assistance to students and address any needs or concerns related to eLearning or faculty development.

All Faculty members: Our department offers substantial support to faculty, providing resources and training in areas such as instructional technologies, course design, creating ADA-compliant course materials, and facilitating professional development.

Library Learning Hub: We collaborate closely with LLH to deliver comprehensive Technology Assistance to students. For instance, we jointly conduct Technology Help Workshops to address students' technological needs. Additionally, we actively support LLH by hosting the "Library Research Tutorial" course on Moodle, and we have developed a "Library Resources" activity plugin that instructors can seamlessly integrate into their courses on Moodle. Furthermore, we have contributed to the successful implementation of the online tutoring program (e.g. Smarthinking, TutorMe) on Moodle. These collaborative efforts aim to enhance the overall learning experience and academic success of our students.

In addition, other noteworthy collaborations/dependencies also include:

Advisors: We have developed the HC Course Format Advising Guide to assist advisors in communicating the different course delivery formats available at HC. This guide equips advisors with the necessary information to effectively guide and inform students about the various options for course delivery.

Community Education: We offer assistance in creating course shells and importing course contents into Moodle as per their requests. Additionally, we occasionally provide instructional technology support to both students and instructors in their areas.

Institutional Research: Online course and enrollment data reports.

Business Office: We (mainly Robyn and I) collaborated with Tricia Fiscus from the Business Office to evaluate the different fee pots and fees. This joint effort resulted in the successful re-structuring of the fee pots, aiming to enhance efficiency and transparency in the fee management process.

A note that the Director of the department also serves on the Professional Development Committee, Academic Standards & Curriculum Review Committee, Professional Advancement Committee & Wellness Champion Team.

New Collaboration:

Disability Office: We plan to establish a closer working relationship with the Disability Office to better address the needs of students with special accommodations. By doing so, we aim to ensure that the course materials provided to these students are fully compliant with ADA standards, promoting an inclusive and accessible learning environment for all.

Student Services: The eLearning & Faculty Development Department recently joined the "Student Services" group staring from Spring 2023. This move demonstrates our commitment to fostering improved collaboration with other departments. By actively participating in regular meetings, we aim to enhance cooperation and coordination, ultimately providing more comprehensive and effective eLearning services to our students. This inclusive approach ensures that our students receive the best possible support and resources throughout their academic journey at HC.

Section 5: Stakeholders, Data, and Assessment

Primary customers/stakeholders:

•Current and prospective students (including dual credit students and non-credit students who use the College's LMS or instructional technologies)
•All faculty members (including dual credit faculty members)
•All Division Chairs
•University of Montana
•MUS eLearning Advisory Committee (EAC)

Service to stakeholders/customers:

In terms of assessing service for our stakeholders, there are formal and informal ways:

Formal:
•Online course enrollment and offering data;
•Course evaluations done by students;
•Course evaluations done by division chairs;
•Academic program reviews done by faculty;
•Faculty's professional development activity records on Vector Solutions;
•Various surveys delivered to faculty (feedback about the Smart Classrooms, Instructional Technologies, LMS, professional development activity options, etc);
•BOR eLearning updates to MUS EAC;
•Annual eLearning reports to OCHE.

Informal:
•Communications on Microsoft Teams (we have "Faculty Team", "Academic Leadership Team", "New Faculty Member Team" for sharing information, resources, updates and feedback between our department and the relevant stakeholders);
•Our department engages actively and regularly in meetings with Division Chairs, Faculty Senate, Student Services, PAC, ASCRC, IT department (CIO) so we can stay current with addressing any needs or concerns from faculty or students.
•Our department participates in the meetings with MUS EAC biweekly to ensure alignment between our practices at HC and the external expectations set at the MUS level.

Decision Making Support:

To bolster our decision-making process concerning short-term objectives, we rely on metrics such as "online course retention and completion rates", insights gleaned from course evaluations and program reviews, feedback garnered from the aforementioned surveys, and comments as well as concerns voiced during the previously mentioned meetings.

When shaping our long-term vision, we draw upon eLearning data furnished by OCHE, the HC Strategic Plan, the CESS report (Institutional Goals), the IPEDS Data Feedback Report, and QM-Eduventures-CHLOE-Report (national data). These resources play a crucial role in guiding the department's formulation and selection of long-term goals, ensuring that our endeavors at HC remain aligned with benchmarks on the state, regional, and national levels.

Areas where improved data collection include online course withdrawal tracking (including reasons) and data concerning the influence of course modality on engagement, retention, and completion rates.

Section 6: Budget and Efficiencies

Changes in revenue and expenses:

Over the last three years, apart from the Director's salary, none of the funding allocated to eLearning & Faculty Development originated from the Online Fee Pot. Our expenses were covered by Academic Affairs funds, IT Fee Pot, or Professional Development funds.

Our expenses have remained steady from year to year. These include minor office supplies, subscriptions to Turnitin and ScreenPal, as well as professional development training for faculty members.

Improved Efficiency:

Starting from July 1st, 2023, the Online Fee Pot has undergone a restructure and is now known as the Instructional Technology Fee. This change is in line with the proposal put forth by OCHE, which aims to eliminate non-mandatory online learning fees and substitute them with a mandatory fee.

We have also collaborated with the Business Office and BMT to assess and examine different fee allocations (IT Fee Pot, Computer Fee Pot, Online Fee Pot) in order to allocate budgets to the respective fee pots appropriately.

Moving ahead, all expenses related to the eLearning & Faculty Development Department will be covered by the funds from the Instructional Technology Fee Pot. Furthermore, the funding for the two recently filled positions (Instructional Designer & Technology Specialist 1.0 FTE and LMS Administrator 0.5 FTE) will also be sourced from the Instructional Technology Fee Pot.

Resource Needs:

The Director values the ongoing support for professional development for both department personnel and faculty members. Given the constantly evolving landscape of Educational Philosophies and Instructional Technology trends, the PD activities and training initiatives are essential to ensure that we stay current with the latest knowledge. This, in turn, enhances the effectiveness of teaching and learning.

We have embraced a greater number of instructional technologies than ever before. Ensuring consistent funding for the proper maintenance of our existing equipment and technologies, such as Smartrooms, ScreenPal, Turnitin, is crucial.

As we move towards the implementation of the new LMS, there could be unforeseen expenses or support requirements that arise. We are hoping that the College will exhibit flexibility in addressing these potential needs.

As outlined in Sections 1 and 3, there is a proposal to incorporate the LMS administrator into the eLearning & Faculty Development Department. This move aims to enhance the efficiency of LMS administration processes and establish more transparent communication within the Campus. This adjustment is particularly important as individuals often encounter confusion regarding whom to approach – whether it's IT or eLearning – when seeking assistance or guidance with the LMS.

Section 7: Recommendations and Preliminary Implementation Plan

Rec #	Title	Recommendations
1	Accessible Online Materials	**Recommendation:** Ensure that our course materials adhere to ADA compliance standards and are accessible to all students at HC. **Rationale:** Offering courses that are inclusive and accessible is essential, as it embodies the commitment to extend educational opportunities to every student, which aligns with HC's mission. Moreover, ensuring that our course materials are met with ADA standards not only safeguards Helena College against potential legal actions but also reinforces our dedication to supporting equitable education for all. **Success Target:** All of our courses are compliant with ADA standards. **Success Strategy:** The eLearning & Faculty Development department will collaborate with the Accessibility Workgroup to establish an institutional Accessibility Committee dedicated to addressing the following focus areas concerning course accessibility: 1. Course Selection Criteria oFocus on courses with high enrollment, especially lower-level courses. oUtilize Canvas Accessibility Reports as a basis for selection. oSample courses should represent each program. 2. Prioritization Factors oGive priority to courses with students requesting special accommodations. oCourses with low accessibility scores in Canvas reports should be addressed promptly. 3.Review Procedures oThe eLearning Team will review course materials and provide an accessibility evaluation report with suggestions to instructors. oIn case of disagreement with the accessibility evaluation report: 　?Instructors should meet with the Accessibility Committee. 　?Provide explanations for any disagreements. oFurther action: TBD. 4. More to Discuss oDefine a timeline for addressing accessibility issues. oDetermine the amount of time instructors will be given to resolve identified issues. 5.Suggestions oIntegrate accessibility review into the program review process. oConsider integrating accessibility reviews for course materials into faculty's annual plans, possibly every three years. **Success Resource:** •Establish a review process; •Provide relevant resources (for example, self-paced courses on LMS, tutorial handouts, etc) to faculty; •Facilitate accessibility workshops and training; •Provide one-on-one support to faculty. •Support from Division Directors and the Dean's Cabinet. **Resp. Party:** E-Learning and Faculty Develoment **Cabinet Feedback:** This is important work for the entire institution, not only for compliance but also in support of our commitment to equity.
2	LMS Administrator	**Recommendation:** Incorporate the LMS administrator into the eLearning & Faculty Development Department.

Rationale:
As described in Sections 1, 3 and 6, the eLearning & Faculty Development Department recognized the requirement for a LMS administrator and commenced efforts to recruit one to join our team as early as in December 2021.

In accordance with the job description, the eLearning Director holds responsibility for the development, maintenance, oversight, and operation of all aspects of the College's LMS. Although the directions given out to the LMS administrator about how to operate and maintain the LMS are from the eLearning & Faculty Development Department, currently the performance of the LMS administrator is supervised and evaluated by a different department. In addition, the salary of the LMS administrator is funded by the Instructional Technology Fee pot which is overseen by the eLearning & Faculty Development.

Furthermore, as previously stated, we frequently encounter inquiries from the campus community regarding the appropriate point of contact or the relevant department (eLearning or IT) to approach when seeking assistance with the LMS.

Therefore, integrating the LMS administrator within the eLearning & Faculty Development Department will facilitate a more direct channel of communication between the LMS administrator and the eLearning department, bypassing the need to involve "a middle man" (IT department). This move will not only optimize the efficiency of LMS administration processes but also foster clearer and more transparent communication across the campus community.

Success Target:
•The LMS administrator will be directly supervised and evaluated by the Director of eLearning & Faculty Development.

•The LMS administrator will foster closer collaboration between the IT and eLearning teams to maximize our efforts and resources in enhancing teaching and learning.

•The LMS administrator will support the realization of the eLearning & Faculty Development Department's vision for successful adoption of Canvas (refer to the vision outlined below).

Success Strategy:
•The LMS administrator will maintain involvement in IT's routine meetings, tasked with conveying eLearning & Faculty Development department concerns to the IT department and relaying insights from IT meetings back to the eLearning Team.

•Should significant issues arise, the eLearning Director will join IT meetings, reciprocally inviting the IT Director to participate in eLearning meetings.

•eLearning & Faculty Development Department's vision for a successful Canvas adoption in the next three years:

   oThe expansive array of features and tools provided by Canvas enables us to surpass the capabilities of our current LMS (Moodle). By strategically offering Canvas training, our goal is to redefine the boundaries of teaching and learning, empowering our institution, faculty, and students with opportunities for growth and success.
   oModernizing teaching practices and infrastructure.
   oImproving accessibility and ease of use for both instructors and students.
   oEnhancing collaboration and communication within the learning environment.
   oStreamlining administrative tasks related to course management, data analysis & reporting.
   oIncorporating diverse stakeholders at the college to leverage the Canvas LMS, thereby enhancing support for students.
   oResearch additional add-on tools within Canvas (such as program assessment tools, Canvas Credentials, etc.) to enhance the utilization and performance of the LMS for our users.

Success Resource:
•Strong collaboration between the IT and the eLearning & Faculty Development departments;
•Provision of LMS resources to Canvas users;
•Effective communication and engagement strategies;
•Conducting Canvas workshops and training sessions;
•Support from various stakeholders across the campus.

		Resp. Party: E-Learning and Faculty Develoment Cabinet Feedback: This change will facilitate improved efficiency within the educational technology support for campus and allow a strong connection between eLearning and IT.
3	Faculty Development with Canvas LMS adoption	Recommendation: Canvas will serve as the central platform to facilitate the realization of our educational vision by providing a robust and versatile digital learning environment. It will serve as the cornerstone of our pedagogical approach, enabling seamless integration of technology into teaching practices to enhance student engagement, collaboration, and learning outcomes. Rationale: With the extensive migration process to Canvas underway, we aim to seize this opportunity to empower instructors with innovative tools and resources, facilitating the delivery of dynamic and personalized learning experiences. This endeavor is intended to cultivate a culture of continuous improvement and academic excellence across our institution. Success Target: •Improved Learning Outcomes: Improvements in student learning outcomes, including higher academic performance, increased retention and completion rates, and enhanced student engagement and satisfaction. •Increased Faculty Engagement: Active engagement and participation from faculty members, who demonstrate proficiency in utilizing Canvas tools to create interactive and effective learning experiences for students. •Enhanced Administrative Efficiency: Streamlined administrative processes, such as course management, grading, data analysis, and reporting, resulting in greater efficiency and time savings for instructors and LMS administrators. •Positive Student Feedback: Student's satisfaction with the user-friendly interface, accessibility of course materials, and effectiveness of communication and collaboration features within Canvas. •Institutional Alignment: Canvas LMS adoption aligns with institutional goals and values, fostering a culture of innovation, collaboration, and continuous improvement across departments and academic programs. •Data-Informed Decision Making: Leveraging data analytics and insights from Canvas usage to inform decision-making processes, identify areas for improvement, and optimize teaching and learning experiences. Success Strategy: My strategy will be: •Vision (What Success Looks like) •Plan (Communicate, Training, Engagement) •Execute (Action Plans) •Assess (Success Metrics) I am planning to adopt a proactive and iterative approach to execute my plans for leading with Canvas. This entails regularly revisiting and refining my vision and strategic plan in response to changing circumstances and feedback, actively engaging with stakeholders through Canvas to solicit input and foster a sense of ownership, and leveraging the platform's features to streamline workflows and enhance collaboration. Success Resource: •Offering multiple formats and various types of training sessions to fit our instructors' needs. •Providing ongoing training opportunities and professional development resources to support continuous learning and skill development related to Canvas. •Encourage participation in online communities, user groups, and conferences where Canvas users can connect, share experiences, and stay informed about the latest and most significant Canvas developments. •Incentives for faculty, for example, badges that they can include in their promotion / tenure portfolio.

		Resp. Party: E-Learning and Faculty Develoment Cabinet Feedback: LMS transition is a major undertaking and has major impact on the experience of our students. This is an important recommendation to prioritize in the first year of the next review period.

Cabinet

Cabinet Overall Feedback:

This is a well-written review! We appreciate the conversation with the Director, and her focus on continuous improvement in the areas of eLearning, educational technology, and instructional design/faculty development. The review has good, balanced recommendations to support each of these areas and contribute to our commitment to quality academic programming at Helena College.

File Attachments

Attachment #	Attachment Title	Attachment URL

AWPs

| Area	Year	Goal #	Sgo/Dc	Action Item	
E-Learning and Faculty Develoment	2020-21	1	SG2.1	Remodel the One Button Studio to eLearning Center and hire a work study to work in the center to offer better online learning support for students and online teaching support for in..	Comple..
		2	SG4.3	ADA Compliance for online course contents will be evaluated through course evaluations using the ADA Compliance rubrics. Will work with the Disability Coordinator to develop an "instr..	Ongoing
		3	SG1.2	Work with the Division Chairs, Director of K-12 Partnerships and Director of IT to build distance learning classrooms on each campus (DON + AP) using the GEER grant.	Ongoing
		4	SG5.3	Find a platform to track faculty's professional development activities more effectively and efficiently. I would like to use the platform to collect data to make sure that faculty are all pr..	Comple..
		5	SG2.3	Work with the Division Chairs and the CT instructors on the pre-assessment for students for online programs – one option is to have all new students take the "Accuplacer - Computer ..	Ongoing
	2021-22	1	SG5.1	Collaborate with the BMT to assess all the fee pots. Evaluate the current use of the fee pots and determine how those fee pots should be used in a more effective way.	Comple..
		2	SG5.1	Evaluate and analyze the current use of the Course Fee (i.e. $17.5/credit for Blended Courses; $35/credit for Online Courses). Collect information from other MUS campuses ..	Comple..
		3	SG2.3	Develop a course to assess student's computer literacy skills and teach students how to become computer literate.	Comple..
	2022-23	1	EQ-1	Faculty development - continued focus on onboarding the new faculty and integrating them into the Helena College team. Action Items: • Create a space (on Teams) to connec..	Ongoing
		2	IM-4	Develop a strong relationship with our new Chief Information Officer CIO, Mel Ewing, and build stronger collaboration between IT and eLearning on HC and on the shared services wi..	Ongoing
		3	IM-4	Lead and facilitate faculty in the MUS Single LMS project. Action Items: • Communicate with faculty about the progress of the MUS Single LMS project. ..	Ongoing

Annual Work Plan 3-Year Summary

eLearning & Faculty Development | AY 2020-21 to AY 2022-23

Hover over a data point to see strateigc goal objective or defining characteristic values.
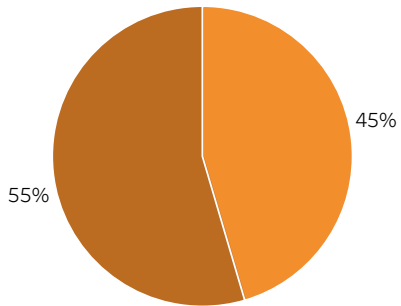
Click on a data point to see the associated action items.

Detailed Strategic Plan Alignment
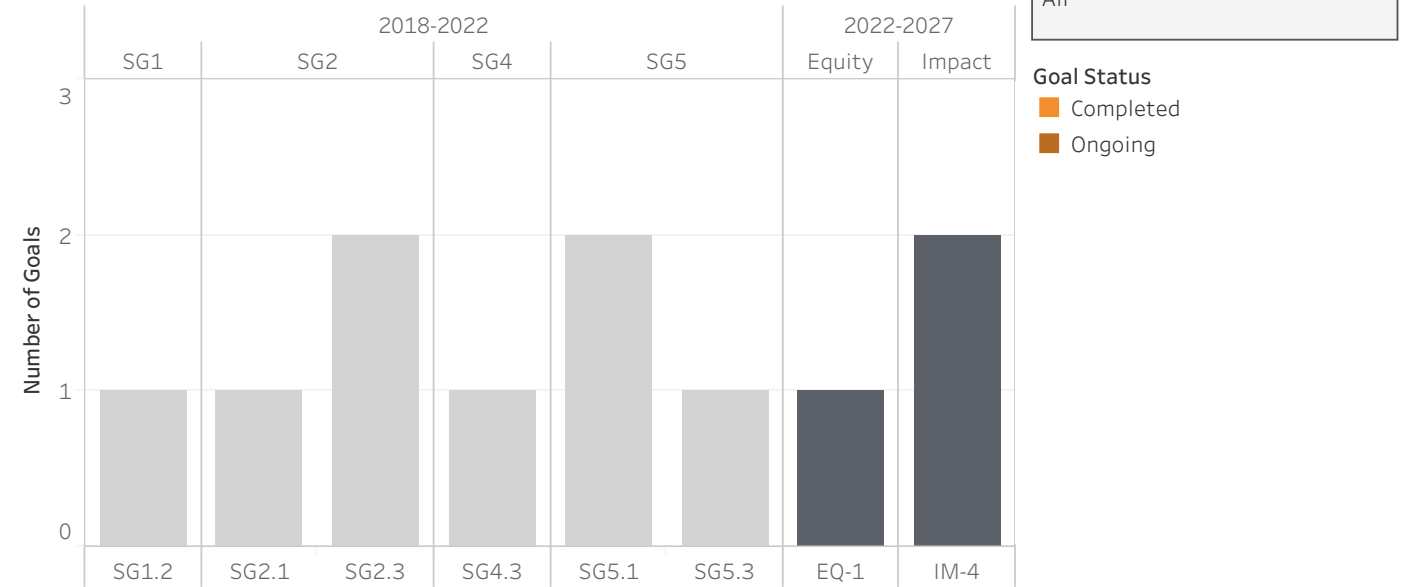
Overall Goal Status

100% positive progress

Strategic Plan Alignment & Goal Status

Filter to Year
All

Goal Status
Completed
Ongoing