eLearning Committee
AGENDA

Date: Wednesday, December 7, 2016
Time: 8:30 AM – 10:30 AM
Location: University Hall, Room 310

Current Membership Roster

Present: Chris Edwards, Don Hodges, Tina Meagher, Steve McKinney, Christine Street, Cecily Goode, Adam Chekour, Bryan Smith, Emanuel Lewis, Greg Lloyd, Julie Breen, Kate York, Michelle Conda, Mike Mitchum, Pam Rankey, Kent Meloy, Paul Foster, Joni Torsella, Ruth Benander, Melody Clark, Eugene Rutz, Cynthia Ris, Eugene Rutz, Dave Rathbun, Pat Reid,

Guests: Angela Robbins; Josh Heinrich; Jason Day

Apologies: Warren Huff, Dawn Clineman, Vernon Jackson, Bill Nicholson, Matt Rota, Sarah Schroeder,

1. Review and approve minutes (attached) (Chris Edwards)
   i. Minutes were approved with no changes.

2. eLearning Strategic Plan Endorsement (attachment) (Paul Foster & Bryan Smith)
   i. After a lengthy discussion, it was decided the plan still needs work and more input from colleges. It needs to include language around listening and soliciting needs from colleges.
   ii. The committee decided to schedule a working session with the original task force members to be held in late January to modify the plan.
   iii. Paul Foster and Bryan Smith will submit the updated plan in the February eLearning committee meeting for endorsement.

3. eReader Name (see attached issue-action form) (Jason Day & Sol)
   i. No changes to the basic program.
   ii. There is confusion and a negative impression around “Brytewave”, which was the old version.

The eLearning Committee reviews and makes recommendations on eLearning-related strategies, standards, technologies, and policies that support the university's Third Century goal to Excel in eLearning. The committee will be led and supported by co-chairs (AVP for eLearning Technology & Faculty Senate Appointee) who will also serve as the representatives to the IT Council.

The work of the eLearning Committee will be supported by the following subcommittees:

- Accessibility Subcommittee
- Learning Management System (LMS) Subcommittee
- Instructional Design & Pedagogy Subcommittee
- Online Learning Subcommittee
- Video and Digital Media

Meeting Schedule:
Committee meets the first Wednesday of the month.
iii. Paul Foster motioned to hold a naming contest in February to encourage students input; Eugene Rutz seconded the motion. The motion passed.

iv. Once a new name has been decided, it will be rebranded on the Canopy page.

4. LMS Blackboard Email Requirement (see attached issue-action form) (Greg Lloyd & Cynthia Ris)
   i. Some adjuncts and affiliates don’t have official UC email accounts
   ii. There are two options to consider:
       1. Option A would be to use the official account from Catalyst, which would force adjuncts and affiliates to pay for an account or contact the service desk when they need to conduct business with UC
       2. Option B is one process for students and one for faculty so that student email addresses are overwritten every day. This process only affects the student account
           • Students could forward their UC mail to personal accounts
   iii. Paul motioned the committee to ask IT Council to convene a task force to address the affiliate email account issue; Tina Meagher seconded the motion. The committee voted unanimously to request IT Council to convene a task for to address the affiliate email account (add this to IT Council Jan meeting for Chris Edwards).
   iv. Option B has significant implications for support.
   iv. Paul also put forth the motion to ask IT Council to support option B instead of option A. The committee unanimously agreed to support option B if there is no other solution.

2. Teach Act Policy Task Force Update (Chris Edwards)
   i. Membership to date:
       • Mark Konecny, UC Libraries (chair)
       • Josh Heinrich, UCIT
       • Warren Huff, A&S
       • Elicia Flom, UCCC
       • Paul Foster, UCIT
       • Tina Meagher, UCIT
       • Kent Meloy, UCIT
       • Dani Peterson, CECH
       • Pam Rankey, UCBA
       • Dave Rathbun, UCIT
       • Annette Redmon, UCBA
       • Sarah Schroeder, CECH
       • Michael Unger, CCM
   ii. Needs additional faculty membership, specifically from Faculty Senate IT.
   iii. Members need to personally reach out to faculty to participate.

3. Personal Response System Task Force Update (Mike Mitchum)
   i. Membership to date:
       • Mike Mitchum, UCIT (chair)
       • Jason Day, UCIT
       • Kent Meloy, UCIT
       • Patrick Owen, UCBA
       • Pam Rankey, UCBA
       • Joni Torsella, CEAS
       • Dan Waddell, A&S
 ii. Recruiting memo will be sent to members for drafting additional faculty representation which will include a paragraph about why you should get involved

 iii. Specific target groups are faculty teaching large gateway courses and faculty who were negatively impacted by the TurningPoint technology change when the service moved to the cloud

 iv. Charter has been drafted

4. **Hold the Date - Governance Retreat March 10, 2017**

5. **Canopy Speaker Series**

6. **Open Consultation Days** (see attached) (Dave Rathbun)


8. **Subcommittee and Project Updates** (see attached forms)

   i. **ePortfolio Update (Ruth Benander)**

      Task force held three workshops through CET&L

      a. Gave a presentation for assessment at LT@UC and for Learning Communities at UCBA

      b. Ruth will forward a copy of a journal that highlights ePortfolio implementation

      c. GCCU summit in spring is planning to offer ePortfolio certification

      d. Will collaborate with CEEl to develop a web presence at UC for ePortfolios

      e. Student Services and Admissions are interested in ePortfolios

      f. Chris, Bryan Smith, and Ruth will meet in spring for planning session to develop ePortfolio communication strategies and discuss training sessions for UCIT Service Desk so they can help provide support

      g. Pam Rankey and Ruth will work on ePortfolio KB articles

   ii. **Kaltura/WebEx Connector (Tina Meagher)**

      a. WebEx Kaltura connector automatically moves WebEx recordings to Kaltura KMS (in My Media)

      b. Will activate the connector on 12/19

      c. Recordings will not be available in WebEx My Recorded Meetings after connector is activated

      d. Developing detailed KB articles

      e. Kaltura KMS = Kaltura Media Space, which is a video repository (a professional version of YouTube)

      f. Can create audio podcasts from Kaltura

      g. Video subcommittee is working on a campus video strategy with focus on appropriate tools for students and appropriate tools for faculty videos

   iii. **Online Learner Success Subcommittee Update (Melody Clark and Eugene Rutz)**

      a. Conducted a readiness and self-assessment pilot for online learners with Smarter Measures.

      b. Have been analyzing the data from the Smarter Measures. A report and recommendation will be issued to eLearning Committee in February meeting

      c. The task force will compile best practice resources for students taking online courses but implementation and enforcement will be the responsibility of individual units.

      d. Subcommittee has also been developing resources including a checklist for creating online courses. Draft will be available in January

   iv. **Online Testing Task Force Update (Dave Rathbun & Paul Foster)**
a. Dave and Paula conducted small-scale pilot using Examity.
b. UC is negotiating with Examity to reduce the fee for online proctored testing
c. Examity offers a full suite of proctored exams options including live proctoring
d. The task force will have recommendation ready for a vote in the February meeting

v. **LMS Roadmap Task Force Update (Paul Foster, Greg Lloyd)**
   a. Transitioned from RFP to demos – results are on uc.edu/LMS
   b. Have had in-depth meetings with 8 colleges so far. Meeting dates for remaining colleges are posted on website
   c. Thoughtful conversations taking place about Bb issues compared to LMS transition
   d. Associate Deans briefing taking place next Friday

vi. **LMS Subcommittee Update (see attached report) (Greg Lloyd & Cynthia Ris)**
   a. Met with Faculty Senate IT Committee regarding records retention policy
   b. Faculty can retain course material longer than policy states but they will need to make a special request
   c. Met with Eira Tansey, UC Libraries, to ensure there are no conflicts with UC records retention policies

vii. **Accessibility Update (Chris Edwards)**
    a. Contact Chris or Linda Sabatelli if your college/department needs assistance understanding or implementing accessibility requirements

9. **Adjournment**
   i. Committee adjourned at 10:32 AM
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Letter from the Assistant Vice President

Greetings,

Technology has transformed nearly every area of our lives, including education. In response to technology’s impact on and the potential to transform education, excelling in eLearning was identified as a UC Third Century goal. Fueled by leadership from the Office of the Provost and enhanced by community involvement and partnership, we have begun to realize this goal.

Together, we accomplished many early successes, including:

- The foundation for shared governance
- The adoption of UC’s eLearning ecosystem ‘Canopy’
- Engaged college and unit partners
- Established the University-level eLearning team

In order to realize our goal of excelling in eLearning, we needed to develop a strategic plan to capture the collective voice of the campus and set us on a path of establishing UC as a leader in eLearning.

The strategic plan is a three-phase approach; this document outlines phase one. Phase two is the tactical plan, the implementation of this work. Phase three will include a detailed timeline and funding request.

Together, the eLearning Strategic Planning Committee has worked to build a large-scale, community-informed roadmap. As part of this process, the team reached out to the UC community to provide feedback through surveys, focus groups and interviews. The result of the Committee’s work is outlined in this document.

Together, we will build on the successes to date and make UC a national and international eLearning exemplar during our Third Century of excellence.

Special thanks to:
A heartfelt thank you to the following for contributing time, resources and support throughout this process: Beverly Davenport, Interim President; Peter Landgren, Interim Provost; Eileen Strempel, Senior Vice Provost; Gigi Escoe, Vice Provost; Nelson Vincent, Vice President and CIO; Paul Foster and Bryan Smith, eLearning Strategic Planning co-chairs; M.E. Clark Consulting, strategic partner; and all of the members of the eLearning Strategic Planning Committees and Sub-committees.

Christopher J. Edwards, MS
Assistant Vice President for eLearning
University of Cincinnati
Executive Summary

Electronic learning, or eLearning, at the University of Cincinnati, is broadly construed and refers to all types of education that leverage technology-based products and services, including but not limited to face-to-face, flipped, hybrid, blended and fully online courses that employ technology.

Through the Strategic Planning process, the eLearning community developed a collective identity and voice, resulting in the following vision, mission and objective.

Vision
Inclusive, flexible, engaging and transformative learning for everyone

Mission
To create a learning and teaching environment that promotes student success

Objective
Cultivating an innovative, collaborative and evolving community of learning

As part of the university’s Third Century goals, UC strives to establish itself further as one of the leading higher education institutions excelling at eLearning. In order to realize this goal, the university has developed this strategic plan that captures the collective voice of the UC community and will serve the needs of all faculty, staff and students.

eLearning has already grown substantially at UC—over 90 percent of courses use some form of eLearning technology. Coupled with UC’s emerging eLearning ecosystem and the Bring Your Own Device (BYOD) phenomenon, students are immersed in an “anytime, anywhere” climate that facilitates their learning and success. In fact, eLearning has grown so quickly, that over 17 percent of UC students are enrolled in a fully online program.

The work of the Strategic Planning process identified four broad focus areas that serve as guideposts for our Third Century eLearning journey.
Community Observations

Relevant observations were collected through analysis of data collected in:

- over 1300 surveys of students, faculty and staff
- five focus groups to validate the survey data
- in-person interviews and discussions to probe additional details and data points

The below key observations from the data collected were then used to develop and map the four major focus areas and accompanying strategies:

- Flexibility/access is the top reason eLearning is important to the UC community.
- Reliable 24/7 technology support is important to students, faculty and staff.
- Students and faculty believe faculty training is crucial to student success.
- Student access to appropriate technology impacts their experiences with eLearning.
- High-quality eLearning can be achieved by adequate investment, innovative pedagogical strategies, instructional design and rewarding effective teaching practices.
- Analytics should be used to measure, monitor and predict the effectiveness of student engagement/success.
- Effectively communicating eLearning opportunities and successes is crucial to fully realizing a shared culture of eLearning.

The key observations were used to develop strategies that were organized into one of the four focus areas. The result is a strategic map for eLearning at UC.

STUDENT INSIGHT

“What are the top three reasons why eLearning is personally important to you? Why is eLearning important to the future of the educational experience at UC?”

Survey responses, Fall 2015
## Strategic Map for eLearning at UC

**Mission:**
To create a learning and teaching environment that promotes student success

**Vision:**
Inclusive, flexible, engaging, transformative: learning for everyone

**Objective:**
Cultivating an innovative, collaborative, and evolving community of learning

### FOCUS AREAS

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<td><strong>STRATEGIES</strong></td>
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<td>1.1 Promote digital citizenship and ensure students and faculty are prepared to succeed in the rapidly evolving digital world.</td>
<td>2.1 Deliver high quality, 24/7 support environment that is effective and responsive to the diverse needs of the UC community.</td>
<td>3.1 Promote a shared understanding of eLearning pedagogies to further encourage academic excellence at UC.</td>
<td>4.1 Align Canopy products and services with student and faculty needs and expectations.</td>
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<td>1.2 Create a 21st century digital eLearning environment that promotes evidence-based learning and teaching.</td>
<td>2.2 Leverage learning analytics to improve student success and support continuous quality improvement.</td>
<td>3.2 Grow communities of practice to promote the adoption of eLearning pedagogical best practices.</td>
<td>4.2 Promote understanding of the benefits of a shared set of Canopy tools that acknowledges UC's distributed organizational structure.</td>
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<td>1.3 Provide affordable, consistent, and easy-to-access course materials to increase flexibility and remove barriers.</td>
<td>2.3 Ensure eLearning strategies are aligned with the university's five-year enrollment plan to forecast resource needs.</td>
<td>3.3 Communicate effectively with the university community to increase awareness of opportunities and promote engagement.</td>
<td>4.3 Develop a model that assists selection of appropriate instructional tools that are both sustainable and supportive of pedagogical innovation.</td>
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<td>1.4 Exceed industry standards for accessibility and quality in order to deliver an inclusive, world-class eLearning environment.</td>
<td>2.4 Benchmark UC's eLearning environment to monitor and compare internal and external performance.</td>
<td>3.4 Enhance and expand collaboration between central and distributed eLearning efforts to promote shared services and best practices.</td>
<td>4.4 Develop a strategy for the effective use of instructional video to support teaching and learning.</td>
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<td>1.5 Provide comprehensive and ongoing faculty professional development relating to pedagogical best practices using Canopy tools.</td>
<td>2.5 Create a university process model clarifying how to identify, develop and launch new online programs.</td>
<td>3.5 Leverage eLearning to enhance UC's community partnerships by reaching new audiences and delivering diverse program offerings.</td>
<td>4.5 Develop a strategy for cloud-based services to provide for easy-to-access, secure and sustainable service delivery.</td>
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<td>1.6 Ensure appropriate and adequate resources are available across the university to support student and faculty success.</td>
<td>2.6 Establish a sustainable eLearning funding model that promotes access to Canopy products and services across campus.</td>
<td>4.6 Strengthen business relationships with critical vendors to ensure quality service delivery and promote UC as a leader in the industry.</td>
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Focus Area One:

Student & Faculty Experience

Current State

Over the last few years, there has been a strategic shift to standardize key eLearning resources at the university level. Enterprise-focused support and professional development opportunities provide expansion and growth of UC’s Third Century initiatives. Consistency and availability of technology resources, as well as partnership with the colleges and units, are essential for driving innovation and growth at UC.

Strategies

1.1 Promote digital citizenship and ensure students and faculty are prepared to succeed in the rapidly evolving digital world.

1.2 Create a 21st-Century digital eLearning environment that fosters evidence-based learning and teaching.

1.3 Provide affordable, consistent and easy-to-access course materials to increase flexibility and remove barriers.

1.4 Exceed industry standards for accessibility and quality in order to deliver an inclusive, world-class eLearning environment.

1.5 Provide comprehensive and ongoing faculty professional development relating to pedagogical best practices using Canopy tools.

1.6 Ensure appropriate and adequate resources are available across the university to support student and faculty success.

Future State

Future focus will shift to an eLearning experience that embraces college and unit innovation while realizing the opportunity for efficiencies and scale. eLearning will be enabled by 24/7 technology support that is effective and responsive. We will provide professional development opportunities that drive adoption of a flexible, 21st-century digital campus while creating an environment that encourages and rewards faculty to explore evidence-based eLearning strategies. The eLearning ecosystem will be inclusive and accessible, promoting learning for everyone. The learning experience at UC will become fully mobile, integrated and flexible; this shift will remove barriers to access.

On the Horizon

- Increasingly innovative and relevant models of technologically-enhanced education that drive student success.
- Flexible and personalized education that match the needs of the UC learning community.
- Augmented and virtual reality relevant to student learning.
- Physical “tech hubs” that support all aspects of student and faculty devices.
- Support eLearning practices that are informed by learning theory.
A champion for the student and faculty experience, Gigi Escoe, Ph.D., Vice Provost for Undergraduate Affairs, acts as the primary liaison between undergraduate education and UC faculty, staff, students and other campus organizations. Dr. Escoe seeks to leverage undergraduate teaching and learning resources to help the university further realize its goal of Excellence in eLearning—it’s not surprising then, that IT@UC works closely with her to deliver support to undergraduate students and instructors.

In partnership with the Center for Excellence in eLearning, Dr. Escoe helps to lead key initiatives like focused faculty development; Great Gateways, which seeks to improve student success by more fully supporting the teaching and learning environment; the Blackboard Observer role, which facilitates academic advisors in supporting student athletes; UC Athletics’ iPad initiative, which gives athletes and coaches access to state-of-the-art eLearning technologies on the go; and the eTextbook Project, which supports and encourages faculty in creating their own multi-touch eBook to replace or augment the existing textbook for their course.
Focus Area Two:

Foundations of eLearning

Current State

The University of Cincinnati has established itself as an eLearning leader with over 90% of all courses utilizing some form of eLearning technology. Like most higher education institutions, UC has a decentralized eLearning organizational structure. While there are advantages and strengths in this structure, it introduces potential challenges. eLearning support is delivered through a hybrid model consisting of both college/unit and university-level resources. Problem resolution and tracking is not well coordinated making trend analysis difficult. eLearning’s focus has recently shifted from unit-level tools and support to an enterprise-wide approach – including the introduction of the eLearning ecosystem, Canopy, as well as a 24/7 support model. The ability to leverage learning analytics to inform decision making, track performance, and improve student success is an emerging capability.

Strategies

2.1 Deliver high quality, 24/7 support environment that is effective and responsive to the diverse needs of the UC community.

2.2 Leverage learning analytics to improve student success and support continuous quality improvement.

2.3 Ensure eLearning strategies are aligned with the university’s five-year enrollment plan to forecast resource needs.

2.4 Benchmark UC’s eLearning environment to monitor and compare internal and external performance.

2.5 Create a university process model clarifying how to identify, develop and launch new online programs.

2.6 Establish a sustainable eLearning funding model that promotes access to Canopy products and services across campus.

Future State

eLearning will be a strategic enabler that is student-centered and focused. Resources will be strategically deployed, informed by a deep understanding of the business, academic functions across the university, and market forces. Strategic approaches that capture the efficiencies and advantages of the enterprise will be embraced. Fully leveraging learning analytics will be part of UC’s daily operations. A robust, unified, 24/7 support environment that is both responsive and effective will serve as a key driving force for eLearning at UC. There will be coordinated online growth allowing for appropriate and adequate resource allocation that anticipates the needs of students and faculty. Active internal and external benchmarking will help inform future strategy and ongoing quality improvement.

On the Horizon

- Learning & predictive analytics.
- Increased integration between IT-based systems that support student success.
- Coordinated online program growth.
- An increased emphasis on affordability by taking an enterprise approach to strategies and resources.
A complex, eLearning ecosystem like Canopy cannot operate effectively without adequate technology support. Forming the Learning Technology Support (LTS) Team was an essential step in reimagining the eLearning support experience. The LTS Team provides support services to faculty and students for all the various features of Canopy. Serving as a “next step” from the Service Desk, the LTS helps to keep courses running smoothly, information flowing and the university’s educational systems optimized.

The LTS team is a group of four staff members led by Director, Emanuel Lewis. In addition to phone and chat support, the LTS team recognizes the need for community engagement and planning. Some of the team's extended responsibilities include: creating knowledge base articles and other “just-in-time” (JIT) resources, assisting with Canopy Open Consultation Days, and representing Canopy administration on outreach teams and committees. The LTS team has implemented the current 1,2,3 support model, in which users are encouraged to (1) utilize the self-help knowledge base, (2) begin a chat session with IT support and (3) call the UC Service Desk for assistance.

**COMMUNITY INSIGHT**

"Which of the following mechanisms is most important to your overall success with eLearning?"

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<thead>
<tr>
<th>Mechanism</th>
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<tr>
<td>Technical Support</td>
<td>521</td>
</tr>
<tr>
<td>24/7 Chat Support</td>
<td>397</td>
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<td>Self-Help Resources</td>
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Survey responses, Fall 2015
Focus Area Three:

Building Community

Current State

Successfully engaging the UC community in the eLearning conversation is critical to realizing our Third Century goal of Excelling in eLearning. Through resources and engagement tools like the Canopy newsletter, Canopy Speaker Series and our eLearning champion spotlight, members of the UC community can stay engaged and current on the latest eLearning initiatives at the university. Additionally, several communities of practice, such as the eLearning Backpack Program, have been established to share best practices and promote innovative use cases.

Strategies

3.1 Promote a shared understanding of eLearning pedagogies to further encourage academic excellence at UC.
3.2 Grow communities of practice to promote the adoption of eLearning pedagogical best practices.
3.3 Communicate effectively with the university community to increase awareness of opportunities and promote engagement.
3.4 Enhance and expand collaboration between central and distributed eLearning efforts to promote shared services and best practices.
3.5 Leverage eLearning to enhance UC’s community partnerships by reaching new audiences and delivering diverse program offerings.

Future State

We will collaborate with other university departments and colleges to create a greater sense of context and community. We will stay engaged with alumni and community leaders to create a cultural shift that is targeted, pervasive, and forward thinking. These updates will be focused on sustainable practices and consistent communication to help our advancements stay relevant and sustainable.

On the Horizon

- Leverage digital marketing tools to create targeted, individualized communication.
- Explore beacon technologies as a way to trigger and target student communication.
- Continue to strengthen the connections between continuing education and eLearning to reach new audiences.

“I am a better teacher now because of the backpack program, and not only that, the program enabled me to meet and engage with amazing people at this University. I don’t think I would be where I am today as a UC Faculty member without the program.”

—Todd Foley, PhD, Assistant Professor, Educator
Organic chemistry can be a difficult subject for students to grasp. However, Daniel Waddell, Ph.D. makes the subject more animated with tools from his eLearning Backpack and support from the Great Gateways initiative.

Dr. Waddell, who was part of the first cohort of Backpackers, uses a Wacom Cintiq tablet to create video tutorials and Camtasia Studio software to edit the videos. Using the other tools in the Backpack, he has also created interactive practice tests and problem-solving sets, piloted online homework tools and polled students about which teaching methods work best for them.

Dr. Waddell carefully implements new technologies in a meaningful way, as he knows using technology can actually turn students away from learning. So far, he has found the right balance of technology in his courses that increases student engagement and success.

“Not only has the eLearning Backpack Project given me access to exciting technological tools to develop pedagogy, but it also has allowed me to become part of a community of innovation,” Dr. Waddell said.
Focus Area Four:

**eLearning Ecosystem**

**Current State**

Canopy, UC’s eLearning ecosystem, includes the tools, resources, and people vital to excelling at eLearning. Students and faculty are increasingly using video in support of instructional activities, utilizing tools such as WebEx, Kaltura and Echo360, not only in online courses, but in traditional and hybrid courses as well. Echo360’s new Active Learning Platform is being adopted across the campus. The VitalSource e-textbook platform has been adopted by UC to support pedagogical strategies and affordability efforts. e-Portfolios, personal response systems (clickers) and online test proctoring solutions are being evaluated for enterprise application.

**Strategies**

- **4.1** Align Canopy products and services with student and faculty needs and expectations.
- **4.2** Promote understanding of the benefits of a shared set of Canopy tools that acknowledges UC’s distributed organizational structure.
- **4.3** Develop a model that assists selection of appropriate instructional tools that are both sustainable and supportive of pedagogical innovation.
- **4.4** Develop a strategy for the effective use of instructional video to support teaching and learning.
- **4.5** Develop a strategy for cloud-based services to provide for easy-to-access, secure and sustainable service delivery.
- **4.6** Strengthen business relationships with critical vendors to ensure quality service delivery and promote UC as a leader in the industry.

**Future State**

Continuing into our Third Century, eLearning will support accessible and emerging models of education through initiatives that create deep partnerships where faculty can come together to share best practices, use cases and challenges. Our services will be fully integrated and actively maintained; UC will move toward a single sign-on portal and outline clear policies and procedures around eLearning tools. Sustainable practices, such as the availability of unlimited cloud storage through Box, will serve as a model for self-sufficient, cross-platform service integration. Existing eLearning systems will be embraced and supported to secure UC’s place as a leader in eLearning excellence.

**On the Horizon**

- Mature Shared Services Model to promote affordability and efficiencies.
- Develop a seamless and fully integrated eLearning ecosystem.
- Comprehensive approach to online student assessment and evaluation.
- Enterprise approach to ePortfolios.
- A personalized Canopy portal that offers students and faculty an Amazon or Netflix-like experience.
- Complete the work of the LMS Task Force to identify a next-generation Learning Management System.
Facilitating Student Success through the eLearning Ecosystem: Anton Harfmann, M.Arch

Over the 30 years Anton Harfmann, M.Arch., has been teaching architecture, the profession has changed to rely on digital tools. Mr. Harfmann uses Canopy to equip students with essential software skills, allowing him more time to cover the key material during lecture.

3D software such as Revit has replaced architects’ traditional methods of drawing building plans, so most employers expect graduates to already be proficient in using the software. That’s why he uses Echo360 and the flipped classroom approach, creating video lectures and software tutorials as well as PDF learning modules for students to view outside of class. Students come to class with working knowledge of software, ready to learn and practice design skills. The video and PDF lectures also reduce the number of questions students have, as they can easily go back and reference the material as much as necessary.

“Lecture Capture has been a godsend for me because it relieves me of the obligation to do an intense amount of software trainings,” Mr. Harfmann said. “I’m still learning and that’s one of the reasons why I love teaching. We’re all on a learning curve somewhere.”

COMMUNITY INSIGHT

“When you think of the 21st-Century Learning Tools, which of the following tools are most critical to your path forward?”

Survey responses, Fall 2015

- BLACKBOARD: 747
- ACTIVE LEARNING: 510
- ADAPTIVE LEARNING: 458
Internal Strategic Scan

The focus of the last two years of eLearning at UC

**eLearning Governance**

250

Faculty, Staff and Students from across campus are involved in eLearning Governance.

- eLearning Committee:
  - Accessibility
  - Online Learning
  - Learning Management System
  - Instructional Design & Pedagogy

**Engaging The Community**

Open Consultation Days
Canopy Speaker Series
Workshops & Programs
Canopy Newsletter

**eLearning Ecosystem**

- *Kaltura*
  - Videos Played: 51,230
    (Summer 2015 - Fall 2016)

- *Box*
  - Accounts Created: 8,419
    (Through Fall 2016)

- *Echo*
  - Captures Viewed: 216,766
    (Summer 2015-Summer 2016)

- *Webex*
  - Sessions Hosted: 18,342
    (August 2015-Fall 2016)

**Building The Team**

Center for Excellence in eLearning
eLearning Analytics Team
Distance Learning Team
Learning Technology Support Team

Captures Viewed: 216,766
(Summer 2015-Summer 2016)

Videos Played: 51,230
(Summer 2015 - Fall 2016)

Accounts Created: 8,419
(Through Fall 2016)

Sessions Hosted: 18,342
(August 2015-Fall 2016)

Captures Viewed: 216,766
(Summer 2015-Summer 2016)

Accounts Created: 8,419
(Through Fall 2016)

Sessions Hosted: 18,342
(August 2015-Fall 2016)
NUMBER OF ONLINE DEGREES, SPECIALIZATIONS, AND CERTIFICATES OFFERED

<table>
<thead>
<tr>
<th>Year</th>
<th>Degrees</th>
<th>Specializations</th>
<th>Certificates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>60</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>62</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>81</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>95</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Over 90% of courses use some form of eLearning technology

AVERAGE KNOWLEDGE BASE VISITS PER MONTH

<table>
<thead>
<tr>
<th>Year</th>
<th>Visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>53,100</td>
</tr>
<tr>
<td>2016</td>
<td>54,900</td>
</tr>
</tbody>
</table>

MOBILE DEVICES ON UC'S NETWORK PER DAY

<table>
<thead>
<tr>
<th>Year</th>
<th>Devices</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>54,900</td>
</tr>
<tr>
<td>2016</td>
<td>55,959</td>
</tr>
</tbody>
</table>

MAX CONNECTIONS

<table>
<thead>
<tr>
<th>Year</th>
<th>Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>5,310</td>
</tr>
<tr>
<td>2016</td>
<td>6,990</td>
</tr>
</tbody>
</table>
“BYOD policies are enabling faculty to update the ways in which they deliver content and assess student learning, eliminating paper tests and using personal devices in class for digital exams.”

BYOD policies are enabling faculty to update the ways in which they deliver content and assess student learning, eliminating paper tests and using personal devices in class for digital exams.

Public institutions account for 72.7% of undergraduate and 38.7% of graduate online students. 8% of students own one internet connected device, 92% at least two and 59% three or more. 48% of students regularly use their own mobile devices to study. 59% of students say they use a smartphone for class-related purposes.

45% of instructors say they could be more effective if they were better skilled at integrating laptops and tablets in their courses. 71.4% of academics rated learning outcomes in online education as the same or superior to those in face-to-face instruction, up from 57.2% in 2003.

74% of institutions predict costs to increase for providing IT services to support user-provisioned technology.

68% of students said that they are prepared to use technology upon entering the college/university. 64% say that it is very or extremely important to be better skilled or trained at using technology.

83% of students have used the learning management system in at least one course, but only 56% have used it in most or all of their courses.

---

Select Data

Relevant observations were collected through a campus-wide online survey. Over 1300 responses were received from students, faculty, staff and other eLearning partners.

Which best describes you?
- Undergraduate student: 581
- Graduate student: 222
- Faculty: 212
- Staff: 103
- Community/University Partner: 52
- Alumna/Alumnus: 52
- Other: 49
- K-12 Education Partner: 6
- High School Student: 5

Which of the following mechanisms is most important to your overall success with eLearning?
- Technology Support: 521
- 24/7 Chat Support: 397
- Self-Help/JIT Resources: 351
- Supplemental support/instruction: 346
- Support for innovative teaching: 330
- Support for course design: 328
- 24/7 Phone support: 274
- Student services/counseling: 227

When you think of the 21st-Century Learning tools and spaces, which of the following tools are most critical to your path forward?
- Blackboard: 747
- Cloud Storage: 264
- Active Learning: 510
- Social Media-Integrated experience: 246
- Adaptive Learning Technologies: 450
- Simulated Environments: 213
- Lecture Capture: 319
- ePortfolio: 160
- Collaborative Learning Spaces: 311
- Personal Response Systems (clickers): 112
- Video creation & streaming: 298
- Flipped Strategies: 134
- Video conferencing: 289
- Makerspaces: 39

What are the top 3 reasons why eLearning is personally important to you? Why is eLearning important to the future of the educational experience at UC?
- Flexibility: 605
- Innovative/Engaging Content: 126
- Improved Student Learning: 103
- Expanded Access: 592
- 21st-Century classrooms: 213
- Increased Collaboration between students and faculty: 84
- Textbook Affordability: 182
- Innovative Content Design: 80
- Teaching & Learning Efficiencies: 147
- Enhancement of Service & experiential learning: 49
- Active, Engaged Learning: 133
- Analytics: real-time feedback: 131
In order to create a data-driven, participatory process to define the future of eLearning, we engaged with our strategic partners at M E Clarke Consulting. In addition to supporting the strategic planning committee, this group played a pivotal role in designing the process, co-creating the survey, analyzing more than 1,300 survey responses, conducting the five focus groups, summarizing the findings from across the university and supporting the development of this strategic plan.
# ELEARNING COMMITTEE ISSUE/ACTION FORM

**AGENDA ITEM:** UC eReader name  
**INITIATOR:** Mark Solomon/Paul Foster/Jason Day

Check Here if Action Item __X__  
Check Here if Discussion Item ______

Date of Meeting: ________________  
Estimated Time Needed @ Meeting ______10 Minutes_____

## I. ISSUE/QUESTION/PROBLEM:

Previously the eLearning Committee endorsed the use of the VitalSource eReader as UC’s preferred eReader. At UC, VitalSource is delivered via a new national relationship between VitalSource and Follett. For content purchased after July 1, 2016, Follett delivers VitalSource as “BryteWave Powered by VitalSource”. However this eReader is separate and distinct from the original BryteWave eReader. This creates the potential for confusion amongst UC students and faculty. We are recommending that UC establish a unique name for UC’s preferred eReader, and have provided five potential names below for consideration.

## II. BACKGROUND DATA:

For spring semester, IT@UC is planning to add a tile to the Canopy landing page for UC’s preferred eReader. Similar to the other tiles on Canopy, this tile would link to a landing page in the Knowledge Base that provides students and faculty with detailed information about the eReader itself, what digital options are available to students, what options faculty have for adopting digital titles, etc.

(Note: IT@UC is also working on a Canopy tile that will address specific publisher integrations for “Courseware: (aka Digital learning Tools, Adaptive Learning Tools, etc.) branded as McGraw-Hill Connect, Wiley Plus, etc. Courseware is not able to be experienced via VitalSource. This second “Courseware” tile will be in addition to the tile for UC’s eReader, but likely won’t be ready until late spring given the number of publishers involved.)

## III. ACTION OPTIONS AVAILABLE:

<table>
<thead>
<tr>
<th>Option A.</th>
<th>Canopy eReader</th>
</tr>
</thead>
</table>

| Option B. | Bearcat eReader (May also require approval of Marty Ludwig in Trademarks and Licensing because of the use of the word Bearcat. We will update the eLearning Committee about that discussion during the meeting.) |

<table>
<thead>
<tr>
<th>Option C.</th>
<th>UC eReader</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Option D.</th>
<th>eCats Reader</th>
</tr>
</thead>
</table>

| Option E. | eRead | UC |
|-----------|--------|

## IV. RECOMMENDED OPTION WITH RATIONALE AND IMPLICATIONS:
We recommend that the eLearning Committee pick a preferred name for UC’s eReader, and that the Canopy tile reflect that name. The benefit of using a name unique to UC versus the default vendor name is that it would allow us to change the underlying eReader should the marketplace change. Very similar to how UC uses “Canopy” for our eLearning ecosystem and “Catalyst” for our Student Information System, and as OSU uses “Carmen” for their LMS, etc.

V. DISPOSITION (WHO DOES WHAT, WHEN) INCLUDING TIME FRAME:

VI. MOTION:

2ND BY (MEMBER MAY BE IDENTIFIED AT THE MEETING): ________________________________

(Submit to Jane Haniefy, combsjl@ucmail.uc.edu by 5 p.m. the Wednesday before the meeting.)
AGENDA ITEM:  _LMS ROADMAP TASK FORCE UPDATE        INITIATOR: __CYNTHIA RIS & GREG LLOYD________

Check Here if Action Item ___X__    Check Here if Discussion Item ____X___

Date of Meeting: ___12/7/2016_______________ Estimated Time Needed @ Meeting ______15 Minutes_____

I. ISSUE/QUESTION/PROBLEM:

Review and approve/deny the request made by the LMS subcommittee on behalf of the pathways department in the Provost office.

II. BACKGROUND DATA:

The pathways department has written the attached proposal that would not allow students and/or faculty to use non-UC email accounts in Blackboard due to the negative impact it is having on the Starfish Early Alert system. The department is asking that Blackboard only allow UC hosted email accounts be used in Blackboard to ensure proper delivery of early alert emails from Starfish.

The LMS subcommittee has approved this recommendation but has deferred to the eLearning committee for which implementation method should be used to yield the result that the pathways department is requesting. They have also stipulated in their approval that this change must be communicated to faculty and students prior to the change taking place in Blackboard. They have also asked that the LMS subcommittee will work with the requestors to create any necessary KB articles to aid in the change. Ex. How to forward your ucmail.uc.edu or mail.uc.edu to another email account.

III. ACTION OPTIONS AVAILABLE:

Option A.

Force all Blackboard users to use their University approved email account in Blackboard and to disable the ability of users to change their email address in the “personal information” section of Blackboard. Prior to implementing this, all email accounts that are not maintained by UC will be updated to the user’s official UC email account.

If this option is approved the requestor will be responsible for ensuring that a KB article is created that will inform users how they can forward emails from their UC account to a non-UC account.

Option B.

Allow all Blackboard user to be able to change their email address in Blackboard but force the nightly data job to override student email address so that once they change it will be updated every morning at 6AM to the correct University email account. This then allows the student to possibly have a non-UC email address in Blackboard from the time they change it to the time the data job runs which is at 6AM.

Option C.

X

IV. RECOMMENDED OPTION WITH RATIONALE AND IMPLICATIONS:

The LMS subcommittee chairs recommend that the committee members approve option A, as it allows for a consistent and clean standard to be enforced within the LMS. The subcommittee believes that all Blackboard users that are faculty, staff, or student at the university, should be using their official UC email account in Blackboard.

If approved, the LMS subcommittee co-chairs will work with the UCIT PIO about how this should be
communicated to Blackboard users. The co-chairs will also work with the requestors to ensure that the appropriate KB documents are in place prior to implementation.

V. **DISPOSITION (WHO DOES WHAT, WHEN) INCLUDING TIME FRAME:**
- Dec 7 – Co-chairs will inform the requestor of the eLearning committee’s decision.
- Dec 8 – Bb Sys admin team will start working on a draft job to complete the described task.
- Dec 8 – Co-chairs will start working with the PIO office on communicating the change.
- Jan 4 – Sys admins will implement data job as long as the appropriate communication has happened and KB articles are accessible in the KB.

VI. **MOTION:**

2ND BY (MEMBER MAY BE IDENTIFIED AT THE MEETING): 

(Submit to Jane Haniefy, combsjl@ucmail.uc.edu by 5 p.m. the Wednesday before the meeting.)
To whom it may concern,

As stewards of Starfish Retention Solution and Academic Advising at UC, we are requesting a change to a function in Blackboard that allows for students to change their default e-mail from their UC e-mail address to another alias. As Blackboard currently allows for a student to include just one e-mail address that can be changed by the user, we are requesting that Blackboard only permit the use of official UC e-mail addresses as the primary and unchangeable default e-mail address. Here are a few reasons for this request.

According to the internal mass communications policy (http://www.uc.edu/content/dam/uc/ucit/docs/itpolicies/it_internal_mass_communications.pdf), UCit-assigned student email addresses will be used as the official channel of communication to students for messages in Categories 1 through 4:

Categories of Messages:
1) Crisis and/or Emergency, including unscheduled university closings
2) Changes to Policies and/or Changes or Interruptions to Standard Operating Procedures
3) Official UC Communications
4) Official Solicitations
5) General Information

However, students have the ability to change their email address in Blackboard and Catalyst. This means official UC communication from a student’s faculty member, academic advisor, or other UC employee will not go to their UCit-assigned student email address. The Student E-Mail Policy states that students can have their email forwarded to a different e-mail address, but it does not state that students have the option to change their email address. Faculty, advisors, and other UC employees are often not able to reach students because the email address students set up may be invalid (e.g. mistyped or no longer active). We estimate at least 10% of students with early alert notifications from Starfish are bounced back due to erroneous or out of date e-mails.

To ensure students receive all UC communications, we are requesting that all students be required to use their UCit-assigned student email address by default. Students then have the freedom to forward their UC student email to another email address if they choose to do so.

In addition, if students are required to use their UC email address, all UC employees – faculty and staff – should be required to use their UCit-assigned email address. This ensures no confidential information is being sent on unsecured servers.

Thank you for considering our request,

Denise Ellis, Donnie McGovern, Tara Warden

Denise Ellis, MBA
Project Manager, Starfish Connect & Early Alert
Center for Pathways Advising and Student Success
1st Floor University Pavilion
University of Cincinnati
513-556-2192
Donnie McGovern
Director, UC Center for Pathways Advising and Student Success
513-556-2172
www.uc.edu/pathways

Tara Stopfel Warden
Asst. Vice Provost
Office of Advising & Academic Services
University of Cincinnati
(513) 556-5890
Canopy Speaker Series

Event:
Dr. Jon Landis, US Development Executive, Apple, Inc.
January 25
9:30 a.m. - 11:00 a.m.
TUC 400C

Mobility, Leadership, and Learning
Digital learning experiences and mobile devices are changing the education landscape. At this session, we’ll discuss strategies for leading your organization through this transition to create new learning and teaching opportunities. You’ll explore the role of visionary leadership in supporting school transformation and see how new learning resources support emerging trends in education.

About Jon Landis:
Dr. Jon Landis is the US Development Executive with Apple Inc. He is a former professor in the College of Education from Millersville University where he was the graduate coordinator of the Leadership Program and the Coordinator of the CyberSafe Institute. Jon holds his Ph.D. in Sociology, a Masters degree in Education Leadership, and a B.S. in Chemistry. He has served as a chemistry instructor, principal, curriculum director, and IT Director. Dr. Landis speaks internationally on the opportunities associated with mobile technology in education.
The Center for Excellence in eLearning is pleased to host Open Consultation Days. This professional development event is an opportunity for faculty to work one-on-one with instructional technologists, designers, and support specialists on a walk-in basis. Consultants will be available to answer questions about Blackboard, Kaltura, Echo360, Catalyst and strategies for improving teaching and learning.

Topics include:

- Transferring final grades from Blackboard to Catalyst.
- Archiving Fall courses, backing up the Grade Center and copying content from one term to another.
- Building dynamic and effective learner-centric courses.
- Preparing the Grade Center for Spring Semester (e.g., configuring weighted grades, creating Smart Views and setting up Retention Center rules.)
- Assigning, collecting and grading assignments from any web browser or the Bb Grader app.
- Building tests, surveys and evaluating question quality and efficacy using Item Analysis.
- Creating and using rubrics, discussion boards, blogs, wikis, and groups.
- Producing captivating video with Kaltura’s CaptureSpace.
- Engaging students with Echo360’s Active Learning Platform.
- Using WebEx to create meaningful distance learning experiences.

Monday, December 5
12:00-5:00pm

Tuesday, December 6
9:00am-5:00pm

Wednesday, December 7
9:00am-5:00pm

Monday, December 12
12:00-5:00pm

Tuesday, December 13
9:00am-5:00pm

Wednesday, December 14
9:00am-5:00pm

To assist you better, we strongly encourage you to bring your own device, such as a laptop or tablet. Please be aware that the Bb Grader app is only available for the iPad.