Increase the number of courses and programs offered using instructional technology and distance learning to better serve current ECU students and to reach additional populations.

A. **Introduction and Background**

The student learning paradigm has shifted to include more technology or online capabilities (e-learning). E-Learning involves a web-based component, enables collaborative opportunities and provides access to content that extends beyond the classroom. Developing e-learning capabilities and investing in e-learning technologies can help attract and retain students. According to Leslie Pearlman (2017) more than 70% of higher education institutions identified e-learning as a strategic priority. However, it is not enough to just increase the number of online programs and courses. According to the National Center for Educational Statistics (2017) the number of online degree and certificate programs grew more than 25% between 2013 and 2015 making it imperative that we distinguish our programs from the slate of programs available in an increasingly crowded marketplace. It is necessary to analyze existing programs and strategically add new programs that can lead to positive outcomes such as increased enrollment, career advancement, new employment opportunities, and a sense of personal satisfaction. E-learning is necessary for student engagement. This is not only true for graduate students who need flexibility but also for undergraduate students who have been initiated to technology at an early age. E-learning has the potential to improve teaching and learning by adding rich new pedagogical experiences. E-learning can also lower barriers to higher education by offering flexibility with respect to when, where, and how students learn and faculty teach.

Input from students, faculty, staff, and community indicated that technology was insufficient to meet their needs. We currently have several on-line graduate programs, a system wide Learning Management System (Blackboard SaaS), Smart Rooms, a Center for Excellence in Teaching and Learning to provide faculty support, and on-line course management training and external review through Quality Matters.

This strategy will include the following:

    a. Contract with an external On-Line Learning Management System, The Learning House
    b. Increase the number of on-line programs offered by the university based on market research
    c. Upgrade protocol with schedule for all classroom technology
    d. Upgrade LMS (Blackboard)
    e. Increase the amount of technology used in the classroom
    f. Implement a 24 hour held desk
    g. Establish a priority list to increase Wi-Fi strength for classrooms
    h. Continue training for faculty on teaching technology
    i. Analyze program need based on local, regional and national employment trend data

B. **Contribution to Other Goals**
    Goal 2: Enrollment Management (increase enrollment, improve retention, improve processes)
    Goal 3: Inclusive and dynamic experience (reach more populations, enhance learning experiences)
    Goal 4: Communication (increase students' ability to communicate with faculty and staff, reduce response time for student and faculty issues)
    Goal 5: Revenue (An increase in enrollment will increase revenue)

C. **Specific Actions, Elements, Steps, and Timelines**

External Actions: One major action that will impact many parts of Goal 1 will be acquiring a partnership with Learning House (Wiley). The Learning House is an On-Line management system designed to help universities develop on-line programs and to provide support for faculty to build those courses and for students who enroll in the program. As we work with The Learning house, we will increase the number of on-line programs offered

by the university based on their market research. As the markets are analyzed, it is necessary to look at local needs as well as regional and national employment trend data.

Internal Actions: In order to better serve current ECU students and to reach additional populations it is essential to create an infrastructure that can support effective on-line programs as well as e-Learning classroom capability.

1. ***Wi-Fi Strength***
   The first support that needs to be addressed is the classroom "Wi-Fi" strength. In Designing a Responsive e-Learning Infrastructure: Systems Change in Higher Education, Chow and Croton (2017) examine a systems level approach to understand how alignment of all facets of the organization must occur in order to develop and sustain an online learning infrastructure" Instead of piecemeal changes they suggest system, or holistic change is needed to ensure alignment. In 2017-18 a university Ad Hoc committee on technology was charged with "investigating Wi-Fi usage across campus to determine We Fi needs." After a needs assessment, then a prioritized list was to be created from which an implementation timeline would be determined. These charges were not completed during the last academic year but will be the initial charges of a newly formed university technology standing committee.

2. ***E-Learning Classroom Prototype***
   The second of these infrastructure supports will be to develop an e-Learning classroom prototype and then establish a schedule for e-Learning classroom updates. The e-Learning classroom prototype was developed last academic year but budget cuts prevented the implementation of updates on current SMART Classrooms (from here on out referred to as 3-Learing room.

3. ***LMS Upgrade***
   The third infrastructure support will be an LMS updrade. ECU migrated to a SaaS (cloud or managed hosted LMS) platform during the previous academic year. This greatly improved the LMS (Blackboard) efficiency. The next upgrade will be to move to Blackboard ULTRA which will provide additional tools and efficiencies for better design and delivery.

4. ***24 Hour Help Desk***
   The fourth support will need to be for student support. As students encounter difficulties with technology, being able to address those issues immediately makes for a much more dynamic course. Our current student populations complete assignments at times that work for their busy schedule. Providing 24 hour help desk services ensures that their technology issues get addressed.

5. ***Faculty Support***

   The final support area consists of increasing support for faculty to utilize e-Learning in the classroom. According to the ADKAR change Management Model (Awareness of the need for change, Desire to support the change, Knowledge of how to change, Ability to demonstrate skills and behaviors, and Reinforcement to make the change stick), faculty support must be approached from many avenues. We currently have a process in place to support the development of quality on-line courses, Quality Matters. There is designated staff to support faculty in the development of these courses. Additionally, with the on-line management service (Learning House) faculty will get additional support in their course design. Based on this change model, it appears that additional work needs to be focused on the A, awareness of the need for change; D, desire to support the change; and R Reinforcement to make the change stick.

D. **Potential Models and Useful Information**

   Eastern Kentucky

   https://strategicplanning.eku.edu/vision

Andrews and Sherbourne: Oct. 1 (updated on 9th and 10th)

University of Illinois

https://www.uis.edu/strategicplan/plan/sectiontwo/goals/goal1/

University of North Georgia

http://blog.ung.edu/strategicplan/goals/goal-1-promote-academic-excellence-and-innovation/

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ADKAR Change Management. Retrieved 10/09/2018 from https://www.prosci.com/adkar/adkar-model

Andrews and Sherbourne: Oct. 1 (updated on 9th and 10th)