Link to Strategic Plan	Outcome	Assessment/ Measures and Target Performance Levels	Strategies to Achieve Target Performance Level	Result: Data results	Analysis	Action Plan
• Enhance Academic Resources • Enhance the University's Capacity to Achieve Vision	**Goal 1:** Improve resources and services to assist faculty in using technology to enhance the quality of online instruction. Promote high quality training and support for faculty that incorporates best practices in online teaching and learning.	1.1 – Training to acquaint faculty with the University's Learning Management System Blackboard Learn 9.1 will be developed, scheduled, and delivered. 1.2 - Training to acquaint faculty with synchronous web-based instructional tools will be developed, scheduled, and delivered.	1.1 - Continuous in-person, email, phone support for faculty teaching fully-online, blended, and web-enhanced classes using the Blackboard Learn 9.1 learning management system. 1.2 - Continuous in-person, email, phone support for faculty wishing to incorporate synchronous web conferencing technology into their fully-online, blended, and web-enhanced classes using Blackboard Collaborate Ultra.	1.1 – Complete: 217 individual in-person Blackboard Learn training sessions were held with faculty this during AY16-17. 35 faculty utilized the web-based training course developed by the Department of Online Learning to learn about a variety of Blackboard Learn tools to deliver online instruction. 1.2 Complete: 22 faculty were trained by the Department of Online Learning via web-based, face-to-face, and over-the-phone instruction on using Blackboard Collaborate to conduct synchronous virtual online classes to encourage and promote active learning.	❖ In-person training meets the needs of some faculty very well. Some prefer face-to-face trainings on a one-on-one setting in our computer lab with personalized instruction. Other faculty prefer web-based, over-the-phone, and email instruction. The latter reaches more of our faculty who may not be able to physically come to campus, or perhaps adjuncts that teach or work a different job during our office hours. It also supports efforts to recruit a nationwide faculty for targeted online programs. We will continue to offer training for faculty whatever the mode of delivery. Taking into account the number of trainings that occur over the year, faculty development in online learning is a necessary and welcomed function of the Department of Online Learning.	The Department of Online Learning will continue to offer faculty high-quality trainings in various modalities (face-to-face, online, phone, email) and will continue to incorporate pedagogical strategies into such trainings. Greater emphasis will be placed on promoting the use of the Quality Matters Rubric to aid faculty in the self-assessment of their fully-online and hybrid courses. Faculty will continue to be surveyed each year to identify areas of weakness in our provided services and action plans will be put into place to strengthen these areas.

Link to Strategic Plan	Outcome	Assessment/ Measures and Target Performance Levels	Strategies to Achieve Target Performance Level	Result: Data results	Analysis	Action Plan
• Enhance Resources and the University's Capacity to Achieve Vision	**Goal 2:** Retire legacy learning management system servers WebCT 4 on webct.njcu.edu, WebCT Campus Edition 8 on webct6.njcu.edu, and Self-hosted Blackboard Learn 9.1 on bbappsvra.njcu.edu	2.1 - Archive 100% of all remaining legacy courses residing on the three legacy learning management systems and place all data on backup servers if that data ever needed to be retrieved some time in the future.	2.1 – Gather data on all remaining courses on legacy servers. Collaborate with NJCU's Department of Information Technology to determine a plan on backing up all remaining courses en masse via command line directives. Determine where archived courses will reside for possible future access if need be.	2.1 – Complete. 100% of remaining courses and course contents has been archived and placed on a storage server according to the Department of Information Technology's guidance.	❖ Legacy coursework is sometimes needed in cases of student grade-challenges and perhaps in cases where an instructor fails to retain critical materials for a future offering of a course. Course content, grade history, and student data is retained in a course archive, and with the assistance of the Department of Information Technology, we are able to retrieve legacy materials if the need ever arises. Legacy servers can now be re-purposed as the Department of Information Technology deems necessary.	The Department of Online Learning will continue to interface with the Department of Information Technology to archive and store older courses off of the current Blackboard Learn 9.1 learning management system as a measure of housekeeping and in order to remain in the statutes of our managed hosting license limits.

Link to Strategic Plan	Outcome	Assessment/ Measures and Target Performance Levels	Strategies to Achieve Target Performance Level	Result: Data results	Analysis	Action Plan
• Enhance Resources and the University's Capacity to Achieve Vision	**Goal 3 -** Integrate NJVid with Blackboard Learn to provide Blackboard Learn-utilizing faculty with a seamless, easy-to-use digital media repository service for streaming and an area for the preservation of academic and research media.	3.1 - Successful integration of the NJVid digital media repository and the Blackboard Learn 9.1 learning management system. Complete testing and reporting by a group of early-adopting faculty.	3.1 – Identify faculty who may be willing to adopt the technology and test it in their Blackboard courses. Interface with key point persons from NJVid to obtain instructions and credentials on setting up the integration between NJVid and Blackboard. Educate ourselves on the administration of NJVid and instructor usage in order to better support early-adopting faculty. Report to the Department of Information Technology with our findings on testing the integration with our Blackboard Learn staging server.	3.1 In-Progress/Incomplete	❖ Although the Blackboard Learn staging server was successfully integrated with NJVid, NJVid was recently rebranded as Illumira. Demos and training are still in-progress. Progress is very dependent on the department leading this project (the Department of Information Technology).	The Department of Online Learning will continue to collaborate with the Department of Information Technology on getting this technology integrated with Blackboard so faculty can provide their students with videos which can be played anytime, anywhere, and on almost any browser and operating system, tablet, or mobile device.

Link to Strategic Plan	Outcome	Assessment/ Measures and Target Performance Levels	Strategies to Achieve Target Performance Level	Result: Data results	Analysis	Action Plan
• Achieve Student Success: Academic, Personal, and Social	**Goal 4 –** Incorporate more interactivity to the Blackboard Learn Cyberprimer student tutorial.	4.1 - Create short instructional video tutorials on common issues encountered by students when using Blackboard Learn 9.1	4.1 - Survey students at the end of each term and compile issues that seem to be recurrent. Create short snippet-type web-based instructional videos with audio and incorporate them into the Blackboard Learn 9.1 Cyberprimer student tutorial.	4.1 Incomplete	❖ Students enrolled in fully-online courses are sent a link to a survey to complete at the end of each term to assess their satisfaction with the support provided by the Department of Online Learning, however, the data has not yet been analyzed to determine trends on where to place our focus on regarding online student support.	Continue to offer the Cyberprimer Student Tutorial to all students starting two weeks before each term start so students can get acquainted with the Blackboard Learn learning management system. Continue to survey students each term to assess their satisfaction with the support services offered by the Department of Online Learning and identify areas of weakness. Develop an action plan to address said areas of weakness. Analyze data to see if trends can be detected in which video tutorials might remedy.