

# STRATEGIC PLANNING QUESTIONS FOR DISTANCE EDUCATION

## BLUE GROUP

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Members:

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Q#1	Do these values capture <u>the</u> principles that will guide AC faculty and staff in making decisions regarding distance education?
	No Language needs to reflect academic and CE
Q#2	If not, what value(s) are missing or need to be revised?
	<ul style="list-style-type: none"> <li>• Integrity needs to be expanded beyond "students" to include faculty, staff, support personell (see AC values Integrity and Trust)</li> <li>• "Accessibility and Opportunity" needs to be expanded to include continuing education oportunities.</li> <li>• Complete a cost analysis <u>yearly</u> to determine future method(s) of delivery.</li> </ul>
Q#3	<p>Focus of Distance Education</p> <p>A.) Why should distance education exist at AC? Why is it needed?</p> <p>B.) what distance education instruction and service do we provide? How will we them in the immediate future (3 years)?</p> <p>C.) What are the critical things to achieve and be sustained by the College via distance education?</p>
<p>A.)</p> <p>B.)</p> <p>C.)</p>	<ul style="list-style-type: none"> <li>• Develop a Best Practices of DE and implement in CE and academic offerings.</li> <li>• Student demand (preference trend) market-place ccompetition (regional &amp; global)</li> <li>• Telecourses - dual credit redional outreach</li> <li>• Internet - regional &amp; global outreach</li> <li>• iTV - niché</li> <li>• All 3 methods for immediate future until</li> <li>• 1) Infrastructure for quality delivery of DE courses using state-of-ther-art technology</li> <li>• "response and Support" - explore resources and provide expedient services/solutions to faculty, staff, students.</li> </ul>

Q#4	<p style="text-align: center;"><b>Marketing</b></p> <p style="text-align: center;">A.) Describe AC's distance education's marketing philosophy that guides growth.  B.) What "market position" does or should separate AC as the clear choice?  C.) What is the key message or phrase that describes this distance education at AC?</p>
	<p>A.)</p> <ul style="list-style-type: none"> <li>• Informal</li> <li>• Reactionary</li> <li>• Build-it-they-will-come</li> </ul> <p>B.) Based on marketing survey</p> <ul style="list-style-type: none"> <li>• Cost efficient</li> <li>• Accessibility/Responsive</li> <li>• Value and quality</li> <li>• <u>Ask The Students</u></li> </ul> <p>C.) Delivered where you want it, where</p> <ul style="list-style-type: none"> <li>• We're ready when you want it, where you want it.</li> <li>• Your money. Your time. Your future... AC online</li> <li>• Affordable... Quality... Online @ AC</li> </ul>
Q#5	<p style="text-align: center;"><b>Online Programs</b></p> <p style="text-align: center;">Select the programs that should be completely online during the next 3 - 5 years.</p>
	<ol style="list-style-type: none"> <li>1) Emphasis on courses which are 80% + online. If programs require hands-on or clinicals, encourage development of</li> <li>2) Transferable courses/programs</li> <li>3) Programs by faculty who are committed and trained</li> </ol>
Q#6	<p style="text-align: center;"><b>Assessment of Distance Education</b></p> <p style="text-align: center;">A.) What will be the assessment of the content of distance education?  B.) What will be the assessment approaches for instructional design components of distance education?  C.) How will distance education become integrated in AC's institutional effectiveness process?  D.) Draw a diagram explaining the assessment approaches. Be sure the drawing reflects components which are integrated, systematic and ongoing.</p>
	<ul style="list-style-type: none"> <li>• Student demand</li> <li>• Market-driven</li> <li>• Flexible access</li> <li>• Unique offerings</li> </ul>