

STRATEGIC PLANNING QUESTIONS FOR DISTANCE EDUCATION

GREEN GROUP

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Members

Bill Crawford
Ellen Green
Mark Hanna
Linda Reed
John Robertson

Q#1	Do these values capture <u>the</u> principles that will guide AC faculty and staff in making decisions regarding distance education?
	No
Q#2	If not, what value(s) are missing or need to be revised?
	Responsive(ness) <ul style="list-style-type: none">• (industry student) stay abreast of the marketplace Inovation not just technology driven <ul style="list-style-type: none">• Course offering / online degrees driven by marketplace staff College Readiness (we value inclusiveness) <ul style="list-style-type: none">• Make sure students (no matter the location) have basic skills for success. (development)

Q#3	<p style="text-align: center;">Stakeholders</p> <ul style="list-style-type: none"> • Who does distance education serve? [students and other stakeholders] Attempt to identify the entire population served by distance education. <ul style="list-style-type: none"> • Which part of the market is our target population for distance education? • According to the <i>AC Strategic Plan Through 2010</i> , AC's target population are first time in college students and adult students. Does AC reach these target populations currently via distance education? If not, what needs to be changed to accomplish this? • What distance education strategies or approaches do you admire from other colleges? <ul style="list-style-type: none"> • How satisfied are our present distance education students? • Which distance education students have we lost and why? • How should we position AC in the distance education marketplace? • How are the members of AC's target market better because of distance education? <ul style="list-style-type: none"> • What values does distance education add to a student's life and work?
	<p>Service to</p> <ul style="list-style-type: none"> • College as a customer of AC (we teach others how to offer & teach online) • Articulation agreements with other colleges with AC's existing online programs <p>Employers as stakeholders</p> <ul style="list-style-type: none"> • Include military (deliver troops as online AC students) <p><u>Specialists niche</u> online segments-ie:</p> <ul style="list-style-type: none"> • Developmental courses - partnership with other colleges & universities <p>Dual credit?</p> <ul style="list-style-type: none"> • Is it legal for AC to partner with high-schools outside our service area to offer dual credit? • Spanish language courses <u>and</u> any other language we can <p>Target elderly</p> <ul style="list-style-type: none"> • Baby Boomers lifelong learning • (reach out to independent & Assisted living facilities) <p>Adult 1st time student?</p> <ul style="list-style-type: none"> • Mabey in a general way

- Currently market to programs or career seekers - but not to certain segments of population ie: elderly, baby boomers, spanish speakers, or courses for specific cultures (black history)

- These courses have to exist before marketing takes place

What's the biggest problem with dual credit students that we aim to address online?

- Reduce anxiety / fears
- Online mentors / (24 hr service)
- Mentors should be peers if possible
- Also provide 24 hour online student services - partnerships between AC support services with highschool counselors use social networking (facebook / twitter)

Dallas Community College online campus

- AC would have online division or campus - physical location maybe one building

Old Dominion University - Virginia

- Web + ITV + Classroom real time instruction
- Archived for on demand viewing

Curricula & Faculty relationship okay - technology dissatisfied - students have trouble with helpdesk

Some of the info should already be in the data base from student evaluations.

Online course offerings are too few - fill to fast & not enough variety (CE partnerships) also students don't have required equipment to access online classes? Software to evaluate students' equipment?

Positioning

- Quality / variety of large quantity / low cost

What's the justification for charging more for online students? Better?

- Opportunity
- Convenience (John Robertson wrote this)
- Knowledge and Skills
- Quality of life
- Money saver
- Saves time

Q#4	<p style="text-align: center;">Future</p> <ul style="list-style-type: none"> • If AC performs its key values in an extraordinary way, what would happen? <ul style="list-style-type: none"> • Where do we want AC's distance education to be in <u>5 years</u>? • What do we want AC's distance education to <u>achieve</u> over the next <u>10 years</u>? <ul style="list-style-type: none"> • What will such distance education look like when AC has achieved it? • Do AC faculty and staff have a "unique vision" of how distance education will provide instruction and services in the future?
	<p>We dominate the community college online market</p> <ul style="list-style-type: none"> • AC becomes model for everyone else to emulate • We can prove that AC's distance education students are successful • Be at cutting edge of technology • Accessible to everyone • Able to validate student indentity 100% <p>Five Years</p> <ul style="list-style-type: none"> • Online division • 100% of AC students take atleast a portion of their studies online (ensure technical proficiency) • AC is distance education leader in our peer group within 5 years • AC is noted for our niche offerings in online education
Q#5	<p style="text-align: center;">Quality of Instruction</p> <p style="text-align: center;">How will AC ensure that the instructional quality of courses taught online are comparable to those taught through any other delivery method?</p>
	<ul style="list-style-type: none"> • Review relevant external benchmarks to determine AC's standing <u>Based</u> on graduation and GPA at Universities (as compared to university beginning Freshman)

Q#6	<p style="text-align: center;">Marketing and Students Recruitment</p> <ul style="list-style-type: none"> • What should be AC's defined recruitment strategy for distance education? <ul style="list-style-type: none"> • Should AC market/recruit students from outside its service area? <ul style="list-style-type: none"> >> If so, how should the mission change to reflect this new territory? >> Should direct marketing/recruiting tactics be used to reach students outside of AC's territory? Or should AC just have its online programs listed on a databases for such programs? Identify specific tools to use. • Since a large number of students under age 24 have begun enrolling in multiple colleges during a given semester for distance education decisions, will AC revise its marketing approaches to reach these students? If so, how? <ul style="list-style-type: none"> • How do you assure that current students continue to re-enroll? • What is your strategy to convert potential students to current students? <ul style="list-style-type: none"> • What tools and how often do AC contact current students? • What marketing tactics has AC been continuously using to reach new students? Which of these marketing tactics use the web and thus be naturals for identifying students who maybe more likely to enroll in online courses/programs? <ul style="list-style-type: none"> • What needs to be systematized? <ul style="list-style-type: none"> >> Who will be in charge of marketing/recruiting online students? >> How will others at AC who need to be aware of marketing/recruiting online students know what is being done?
	<p>Online market priorities should target online niche markets (see suggested question #3) Market students everywhere Best places to market online classes is online > search engines, social networks > twitter, facebook, youtube, blogs</p> <ul style="list-style-type: none"> • We're doing it - but technology & internet hotspots change constantly we must keep moving forward • Who will be in charge of marketing <p>College realm will coordinate but everyone needs to think of themselves as marketers - and we need to communicate <u>Well!</u></p> <ul style="list-style-type: none"> • AC's plugged In • Presidents Cabinet • Presidents Council • Vice President's Council