

DISTANCE EDUCATION STRATEGIC PLAN

Faculty Focus Groups

January 23, 2009

Group	Facilitator	Members	Q#2	<u>Identify</u> and <u>rank</u> criteria that AC should use in determining which online degrees/certificates should be available.
1 p.m. session	Easton, Becky	Ann Fry Vicky Taylor Gore M'Linda Graham Aimee Martin Jim Rauscher		<ul style="list-style-type: none"> • Quality of instruction, including keeping small class sizes (not ranked) 1. Making sure that the student getting the credit is the one doing the work 2. Possibility of effective delivery - kinesthetic skills with each discipline 3. Good critical reading skills 4. Ability to follow instructions 5. Interactive skills 6. Good professional writing skills 7. Ability to work under pressure and meet deadlines and time management 8. Logic skills 9. Critique and analyze their own work and the work of others
2 p.m. session	Whitaker, Richard	Brent Cavanaugh Jnita Collins Nichol Dolby Deborah Harding		<ol style="list-style-type: none"> 1. Magnitude of future need 2. Interest 3. Ease of implementation 4. Unique offerings 5. Transferable
3 p.m. session	Mills, Gay	Robert Banks Scott Beckett Jana Comerford Camille Nies Mark Hanna		<ol style="list-style-type: none"> 1. Assure student outcomes (Advisory Committees) 2. Willing and trained (qualified) faculty 3. Market-driven, jobs available with finished - work with AEDC, Chamber <p>Technology - content delivery support (not ranked)</p>

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4 a.m. session	Tony Thomas	Jennifer Bartlett Dan Ferguson Jill Gibson Theresa Jiwa Michelle Orcutt		<ol style="list-style-type: none"> 1. Can we guarantee quality? 2. Is there a hands-on lab component or clinical? 3. Can we guarantee who is doing the work? 4. Is there an @ AC component? 5. Software purchase? 6. Look at what is out there from other schools. <p>Misc. Questions:</p> <ul style="list-style-type: none"> • Is there an online fee? • Can we require student to purchase specific software for online class (ie: Autocad, Office, Photoshop, etc.)?
5 a.m. session	Mike Bellah	Judith Carter Sabra Gore Bobby May Beverly Vinson		<ol style="list-style-type: none"> 1. Student need/demand, Industry needs (ie: Wind Energy) 2. Available, qualified faculty 3. Faculty interest 4. Flexible access 5. Focus on what we already do well rather than compete widely
6 a.m. session	Monique Dupuis	Craig Clifton Kaki Hoover Lisa Meehan Lillian Withrow		<ol style="list-style-type: none"> 1. Student demand 2. Programs that have DL faculty willing and available including support staff 3. Programs that fulfill highest job market employer demands 4. Programs where academic standards are not compromised through DL delivery (does not require hands-on lab or clinicals) 5. Programs that are unique to AC
7 a.m. session	Richard Whitaker	Steve Beckham Susan Burgoon Michael Kopenits		<ol style="list-style-type: none"> 1. Need for program: What job is waiting for them?, skills for job, advancement to next educational goal, pre-professional feeder 2. Online skills (eligibility) test <u>before</u> being able to take <u>any</u> online class: Badger Boot Camp?, counseling - scores, online orientation

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8 a.m. session	Becky Easton	Don Abel Sherri Clowe Bobbie Hyndman J. G. Mills		<ol style="list-style-type: none"> 1. Course's demand as determined by both enrollment and department input 2. Those that don't require an in-person performance or in-person instructional component 3. Those that don't require specialized equipment 4. Those that don't require an in-person assessment
9 a.m. session	Claudie Biggers	Preston Childress Donna Cleere Lana Jackson Jane McFarland Rachael Zaideman		<ol style="list-style-type: none"> 1. Student demand, job availability/projections 2. Improve faculty skills and technology comfort (knowledge) 3. What are other colleges doing market survey
10 a.m. session	John Robertson	Judy Carter Ann Hamblin Tricia McGuire Kathy Wetzel		<ol style="list-style-type: none"> 1. Acceptability of potential employers and need 2. Acceptability of 4 year institutions 3. Need, trends, and actual enrollment
11 a.m. session	Kim McGowan	Rudell Bratcher Pam George Judy Johnson Frank Sobey		<ol style="list-style-type: none"> 1. Content delivery - can the online delivery meet the learning outcomes? 2. Feasible - does it fit online delivery, make sure of equivalent quality 3. Student demand 4. Try to get programs/certificates that have high % online already: Math, English could be accomplished by adding 1 or 2 more classes online

Common Items:

- Instruction:
 - Emphasis on programs that are 80% online already (This excludes programs that require hands-on labs or clinicals)
 - Market-driven/industry-driven; jobs available when finished
 - Transferable courses and programs
 - Assessment of student learning outcomes comparable to traditional courses
 - Student demand

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Programs with faculty who are committed and trained

Unique offerings

Flexible access for students

• Services:

Require that online students pass an online assessment before they may re-take the assessment and enroll in online courses

Require online students who do not pass the online assessment to re-take relevant orientation modules before they may enroll in online courses

Offer First-Year Experience, Badger Boot Camp and other orientations in an online environment

Online financial aid