

DISTANCE EDUCATION STRATEGIC PLAN

Faculty Focus Groups

January 23, 2009

Group	Facilitator	Members	Q#5	How will AC ensure that the instructional quality of courses taught online are comparable to those taught through any other delivery method?
1 p.m. session	Easton, Becky	Ann Fry Vicky Taylor Gore M'Linda Graham Aimee Martin Jim Rauscher		<ul style="list-style-type: none"> • Small class sizes • Full-time faculty online • Departmental committees (chairs) to oversee online curriculum quality and design • Maintain academic freedom • Compare performance of students in subsequent classes, if students are passing boards • Comprehensive test or portfolio to defend at end of program - video defense to a committee • Timed tests and/or harder online test - essay test questions
2 p.m. session	Whitaker, Richard	Brent Cavanaugh Jnita Collins Nichol Dolby Deborah Harding		<ul style="list-style-type: none"> • Ensure integrity - software, policy, proctored testing • In-house quality assurance via periodic reviews • Outcome assessment • Access to professional development in online instruction • Special division for online problem-solving/pedagogy
3 p.m. session	Mills, Gay	Robert Banks Scott Beckett Jana Comerford Camille Nies Mark Hanna		<ul style="list-style-type: none"> • Track student outcomes • Communication with prospective/current employers • Through Alumni Association • Require same amount of work and testing in all delivery methods • Departmental approval • Faculty accountability • Limit on class size - maximum

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				<ul style="list-style-type: none"> • Standard course exit test for all students (ie: freshman comp) • Consistency
4 a.m. session	Tony Thomas	Jennifer Bartlett Dan Ferguson Jill Gibson Theresa Jiwa Michelle Orcutt		<ul style="list-style-type: none"> • Evaluation for instructors • Course evaluation by committee of peers • Department chairs understand online instruction • Develop a peer review process • "Instructional Designer" input • Everyone take an AC online course to understand how online courses work • Study other online courses • Look at already developed courses • More training on how to do good online courses • More help in doing the bells & whistles to make course more dynamic • Identify my student • Effective orientation for online course • Not cheat proof, but neither is classroom • Open book, limited time exams • Limit number of students, don't overload instructor
5 a.m. session	Mike Bellah	Judith Carter Sabra Gore Bobby May Beverly Vinson		<ul style="list-style-type: none"> • Standardized training for all online instructors • Pre-class review of proposed online course where reviewers make sure that course meets 1) Best practices of E-Learning 2) Goals and objectives of the course • Student evaluators should review these every two years like in-class review • Department should review the content of online and in-class courses once every two years for each instructor • Meeting PET form objectives (departmental) outcomes assessment

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				<ul style="list-style-type: none"> • Re-evaluate training and pre-offering review based on outcomes • Externally - Keep faculty and developers and E-Learning knowledgeable about what's going on out there
6 a.m. session	Monique Dupuis	Craig Clifton Kaki Hoover Lisa Meehan Lillian Withrow		<ul style="list-style-type: none"> • Embedded assessment - using same questions in traditional and online, graded by outside sources using a rubric • Take advantage of security options with course software • Require at least one proctored (secure, cheat proof) exam • Include online courses in program reviews and self-evaluations • Find incentives to encourage online faculty to continue to produce quality courses • Require each online class to include Library information sources appropriate to the course
7 a.m. session	Richard Whitaker	Steve Beckham Susan Burgoon Michael Kopenits		<ul style="list-style-type: none"> • Ensure that the online student is truly doing the work and taking the tests • How to assess non-grade based outcomes to show measurable results? Participation, time limits, sequencing and processing of information • Preparation for further educational goals
8 a.m. session	Becky Easton	Don Abel Sherri Clowe Bobbie Hyndman J. G. Mills		<ul style="list-style-type: none"> • Evaluation standards should be the same online as for traditional • Department heads should develop the standards • Department heads should have the training necessary to develop the standards • Department chairs can visit on-campus classes and can "visit" online courses • Evaluate both content and delivery • Statistics form tests could also be used for comparison • Embedded questions in all classes' tests

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				<ul style="list-style-type: none"> • Statistics between online and in-class
9 a.m. session	Claudie Biggers	Preston Childress Donna Cleere Lana Jackson Jane McFarland Rachael Zaideman		<ul style="list-style-type: none"> • Through assessment and evaluation • Benchmarks against other institutions • Peer review internally and externally • Self-evaluation via rubric • Faculty education on online methodology • Student surveys
10 a.m. session	John Robertson	Judy Carter Ann Hamblin Tricia McGuire Kathy Wetzel		<ul style="list-style-type: none"> • Develop system that will ensure student is one taking tests (ie: proctoring system) • Require same exam of online and traditional students • Ensure faculty/student interaction • Investigate criteria used by "for-profit" institutions that ensure course integrity • Include a variety of learning styles in course development
11 a.m. session	Kim McGowan	Rudell Bratcher Pam George Judy Johnson Frank Sobey		<ul style="list-style-type: none"> • Assessment • Training faculty • Internal review - division chair, dept. chair, Distance Ed. Committee (like English Dept. does) • Student evaluations for online classes and for traditional classes need to be comparable, with uniform components

Common Items:

Ensure that all courses regardless of delivery approach have content standards (e.g. agreed upon departmental objectives) that are required

Discover the value-added content for each course/program - no matter the course delivery method - based on uniform standards of the course/program

Review of relevant external benchmarks to determine AC's standing based on licensures, certificates, and other value-added assessments

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Review all courses/programs by departmental peers and department chairs to validate if standards have been achieved

Integrate assessment of online courses/programs by discipline into the Institutional Program Review process

Develop a peer review process for evaluating online delivery of courses

Scan competitors' approaches for delivering online courses/programs