DISTANCE EDUCATION STRATEGIC PLAN
Faculty Focus Groups
January 23, 2009

Group	Facilitator	Members	Q#6	Identify the <u>elements</u>, the <u>process</u>, and <u>timeline</u> that should be implemented to prove the instructional quality of Distance Education courses/programs.
1 p.m. session	Easton, Becky	Ann Fry Vicky Taylor Gore M'Linda Graham Aimee Martin Jim Rauscher		• Timeline - compare 5-year intervals • Tracked by Institutional Research • Guard against grade inflation • Departmental reviews • Skeleton guideline to use as checklist • Train department heads in curriculum design
2 p.m. session	Whitaker, Richard	Brent Cavanaugh Jnita Collins Nichol Dolby Deborah Harding		• Learning-style techniques • Ongoing E-Learning instruction • Release time/stipened • Standards for course content • Standards for proctored testing • Outcome assessment
3 p.m. session	Mills, Gay	Robert Banks Scott Beckett Jana Comerford Camille Nies Mark Hanna		• E-Learning: explore delivery methods that best meet the subject matter (new ideas) • Timeline should be ongoing • Periodic peer review • Faculty training-ongoing • Administer standard course exit exam • Technical support (procedures, test banks) • Faculty must stay current - be trained
4 a.m. session	Tony Thomas	Jennifer Bartlett Dan Ferguson Jill Gibson Theresa Jiwa Michelle Orcutt		• Reliable trainers and reliable training • Consistency across classes and institution • 25 to 30 students seem to be manageable • Define what is reasonable for # of students Timeline - by Spring 2009: • Training-Angel • Develop self-evaluation check sheet • Hire more E-Staff • Create online student orientation Timeline - by Fall 2009: • Start peer review process • Improved student evaluation process • Training • Recruiting and Marketing

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				• Advisors - need to know more about online classes and what students need to do to take the class Timeline - by 2010: • Assessment - Is it working? • DE Faculty Focus Group
5 a.m. session	Mike Bellah	Judith Carter Sabra Gore Bobby May Beverly Vinson		• Course - peer review • Faculty - regular faculty evaluation • Outcome - Assessment 1) PET goals - yearly 2) Departmental 3) College-wide outcomes assessment - by semester
6 a.m. session	Monique Dupuis	Craig Clifton Kaki Hoover Lisa Meehan Lillian Withrow		Elements: Evaluation Tools • Test scores • Embedded questions • Pass rates on national certification or licensing exams • Practical exams • Job placement Elements: Program Reviews • PET forms • Self-evaluations within performance review • Student evaluations • Accreditation review/recommendations • Library information literacy competency results when available Process: • Benchmark individual results with departmental, college-wide, and national standards • Compare data from above with traditional classes vs online classes Timeline: ASAP :) • Each department begins collecting available data, semester by semester for each class • Evaluate student results at completion of program - after several semesters • Compile 5 year data for program review and comparison
7 a.m. session	Richard Whitaker	Steve Beckham Susan Burgoon Michael Kopenits		Elements: Absolutely Essential! • Training • Hardware • Software Process: • Specialized training specific to course

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				Timeline: 5 year plan • Release time for building courses • General training with follow-up support • Specific training with follow-up support
8 a.m. session	Becky Easton	Don Abel Sherri Clowe Bobbie Hyndman J. G. Mills		Elements: • Training in "best practices of online" teaching for dept. chair and faculty • Development of a checklist that dept. chairs can use to evaluate the quality of an online course • Some sort of data gathering on student success and student accomplishment of desired learning outcomes in online classes and its sister "in class" for comparison • You can use these statistics to inform the PET forms and program reviews • Conducting "follow-up interviews" with former online students to evaluate the effectiveness of the online classes in preparing them for higher level classes (need for alumni assoc.) Process: • Data gathering • Compile the data • Evaluate the statistical results • Use the statistics to develop relevant planning for improvement • Evaluation of how and to what degree the improvement has been accomplished Timeline: • To be reviewed every five years • Use of PET form process
9 a.m. session	Claudie Biggers	Preston Childress Donna Cleere Lana Jackson Jane McFarland Rachael Zaideman		• Release time for faculty training, improving instructional design • Implementation • Self-evaluation of course • Student surveys/evaluations • Peer review (department chair), best practices development of course, content • Online faculty training academy • Faculty performance review • I-pods • One-on-one faculty development • Peer instruction

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				• Add training session in "Androgogy" - 1 year long • Online/hybrid faculty certification Timeline: • By next SACS accreditation date/visit 2012 • Education/training by summer 2009 • Peer-review/internal by Summer 2009/Fall 2009
10 a.m. session	John Robertson	Judy Carter Ann Hamblin Tricia McGuire Kathy Wetzel		Elements: • Assure student identification (student enrolled is student taking course) • Assure course integrity • Assure measurement of student learning • Assure teacher is trained in online delivery • Assure course engages students with instructor, other students, and the institution • Assure financial and technical support by institution • Assure each course is based on established standards (best practices) • Measure retention Process: • Training of instructor (ie: suggest that instructor has taken an actual online course to teach) • Oversight of course quality Timeline: • Allot reasonable amount of time for course development (ie: 1 semester for course development) • Beta-test with a cohort group prior to course delivery
11 a.m. session	Kim McGowan	Rudell Bratcher Pam George Judy Johnson Frank Sobey		Elements: • Same assessment - separate data groups, faculty eval., program review, PET form, IE Process: • Separate data for comparison Timeline: • Begin as new LMS

Common Items:	START BY:	TIME INTERVALS:
	Agreeing upon content standards/objectives for all courses and programs within each discipline at AC regardless of delivery approach Distributing best practices to all faculty and instructional staff	Deadline: August 2009 Annually at the start of the academic year

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				Training all faculty in 1.) online content and presentation based on best practices; 2.) instructional design and other technical skill capabilities for online	ASAP and annually at the start of the academic year
				Determining whether all faculty will be held responsible for both online content and presentation AND instructional design and other technical skills OR whether AC will have e-Learning staff and/or contract labor fulfill the second aspect	30-Apr-09
				Discovering each faculty and instructional staff members level of expertise before tailoring training to meet their online needs	ASAP and annually at the start of the academic year
				Requiring all faculty to be certified to teach in an online environment even if it is just a component of a traditional course	Beginning June 2010
				Determining best delivery approaches for training 1.) full-time novice online faculty; 2.) full-time experienced online faculty; 3.) new full-time faculty; 4.) part-time faculty; 5.) instructional staff - full-time; 6.) instructional staff - part-time, contract labor and student assistants	ASAP and annually at the start of the academic year
				Beta-testing all online courses or components of courses by those faculty whether full-time or part-time who lack experience in online teaching	Ongoing
				USE EVIDENCE-BASED DECISION-MAKING TO IMPROVE INSTRUCTION (CONTENT):	
				Compare discipline specific outcome assessments from Planning & Evaluation Tracking (PET) forms by delivery approach	Aug-09
				Identify external benchmarks by discipline which are relevant to compare AC courses/programs to other comparable institutions (e.g. job placement rates; licensure and/or certification rates; standardized assessments)	Jun-09
				Identify AC Institutional Research data by discipline which are relevant to compare AC course sections and programs based on delivery approaches (e.g. retention per course; persistence Fall to Fall and Fall to Spring; course completers; degree/certificate completers or awards)	ASAP and annually at the start of the academic year
				USE EVIDENCE-BASED DECISION-MAKING TO IMPROVE INSTRUCTION (COURSE DESIGN):	
				Complete self-evaluation/checklist for online course or course components	Each semester for each course

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				Volunteer to participate in peer review process by course offered and by delivery approaches	Each semester for each course
				Respond to progress regarding student performance in online courses/programs in Faculty Performance Review Process (FPRP)	Annually or bi-annually as identified in FPRP
				Analyze the comparable data by discipline and recommend approaches for improving course content - Dept. chair/director and/or faculty	Minimum of annually
				Analyze student learning outcomes and make recommendations by discipline regarding student performance during the Institutional Program Review cycle	5-7 year rotation cycle
				Assess student learning, satisfaction, and recommendations per online courses via student evaluations in LMS	Each semester for each course
				USE EVIDENCE-BASED DECISION-MAKING TO IMPROVE SERVICES: Identify expectations for online students and the corresponding technology expectations	30-Apr-09
				Discover whether students in online orientation met minimum expectations	Minimum of annually
				Evaluate the effectiveness of each online training option for faculty and instructional staff	Minimum of annually
				Assess the institution's service support for distance education	Minimum of each semester or sooner if up time is affe
				Discover whether students in online versions of First-Year Experience; Badger Boot Camp; online orientation fulfill student learning outcomes as compared to other delivery approaches for these services	Minimum of annually but preferably for each semester
				CLOSE THE LOOP:	
				Measure AC's performance per goal, strategy and initiative which are relevant to student learning and delivery approaches as indicated in AC's Strategic Plan through 2010 vs. 2007	Annually
				Assess the institution's commitment based on funds allocated and technical support provided	Annually
				Gather feedback from AC community regarding assessment of online instruction and services	Annually
				Revise and/or improve AC's commitment to online instruction and services	Annually