



**Five Year
Distance Education
Strategic Plan
2023-2028**

Introduction

The Mission of Guam Community College: Guam Community College is a leader in career and technical workforce development, providing the highest quality, student-centered education and job training for Micronesia.

To further this mission, Guam Community College (GCC) has been and will continue providing Distance Education (DE) to its students. Distance Education remains a vehicle through which the College can help students in Guam with the attainment of their academic goals.

This five-year Distance Education Strategic Plan (DESP) is an update of the previous 2015-2020 DESP and it is based on GCC's continuous assessment of its distance education efforts. This update will be used as the guiding document for GCC during the next five years.

The impact of rapid change in educational technologies and the virtualization of the classroom setting, necessitated by the COVID-19 pandemic reaching Guam in early 2020, made it more critical to increase the need for online deployment of courses as well as implementation of various remote student support services. This strategic plan takes into consideration the various factors that impact DE, such as academic planning and technology services that enable the promotion of growth, effectiveness, and efficiency of DE.

The DESP enables the College to identify resources needed to support students, faculty and staff through its continuous institutional assessment process. Student, faculty, and staff readiness for DE will be assessed, with measures put in place to address any gaps. In this strategic plan, all mention of staff includes administrative, operational, and technical staff.

The College has been following an incremental implementation of a broad range of DE courses in two distinct categories, as defined in DE Policy 340:

1. Hybrid – This course type is offered in such a manner that 50% of the classes are held on campus (traditional face-to-face) while 50% are held fully online.
2. Fully Online – Course is offered fully online with no expectation for the student to be physically on campus.

GCC realizes the opportunity DE affords students seeking flexible learning options. Many seek and select online courses at GCC due to the convenience of taking courses on a flexible schedule. Fully online or even hybrid courses will reduce the burden on current institutional physical infrastructure, such as parking and computer labs, yet still provide GCC students with access to courses. Implementation of sustainable DE offerings has the benefit of curbing attrition, with a consequent increase in retention, persistence and completion. Furthermore, a thorough review of business processes and incorporation of additional automation will strengthen student records management, improve student experiences and enhance data acquisition. In order to establish a viable and sustainable Distance Education offering at the College, GCC established the Technology Working Group (TWG) that will support DE through assistance in advising the college's academic technology needs as part of its tasks. Additionally, in April 2021, the College hired an Instructional Designer to support its DE efforts. The

instructional designer reports to the Dean of the school of Technology and Student Services and works collaboratively with administrative and faculty leadership teams to provide training and coaching in the design, development, implementation, and evaluation of web enhanced, hybrid, and online course delivery methodologies.

DE at Guam Community College supports the Institutional Strategic Master Plan (ISMP) 2020-2026. Specific DE goals to align with the institutional direction are presented in the next section. To attain these goals, exceptional effort will be made to address current students' needs and improve faculty and staff engagement and access to efficient and effective tools. Excellence in online degree programs will attract new students, while excellence in support services will support high levels of student retention.

In order to comply with federal and local regulations governing the quality of Distance Education, GCC considers the following factors:

- Library services for distance learners.
- Ensuring learner integrity and authenticity.
- Appropriate support services for distance learners/learning and teachers/teaching.
- Adequate technology resources and sufficient automation.
- Technology training for faculty, staff, and students.
- Remote (online, virtual, telephone, email, etc.) support services for both students and faculty.
- Mechanisms for evaluating DE course offerings.

The College will comply with ACCJC and federal regulation 34 C.F.R. §600.2 that defines the expectations of regular and substantive interaction (RSI) required in Distance Education. Compliance with this regulation involves completing the RSI activities required of DE. RSI between a student and an instructor will occur through engaging in at least two of the following five activities in their DE Courses:

- i. Providing direct instruction;
- ii. Assessing or providing feedback on a student's coursework;
- iii. Providing information or responding to questions about the content of a course or competency;
- iv. Facilitating a group discussion regarding the content of a course or competency; or
- v. Other instructional activities approved by the College or program's accrediting agency.

GCC complies with federal and local regulations by investigating, selecting and providing resources necessary for the delivery of Distance Education. These include sustainable investment in a course management system and third-party tools that support distance education. GCC will continue to assess its DE program to ensure that online courses meet academic quality and integrity, as well as engage distance learners in addressing course outcomes.

DE Alignment of GCC Institutional Strategic Master Plan (ISMP)

As the College strengthens Distance Education, the alignment of DE goals with institutional priorities remains essential and closely follows the 2020-2026 ISMP's five (5) goals of: 1) Advancing Workforce Development and Training; 2) Fostering 100% Student-Centered Success; 3) Leveraging Transformational Engagement and Governance; 4) Optimizing Resources; and 5) Modernizing and Expanding Infrastructure and Technology. As part of the update and alignment of this strategic plan with the ISMP, analysis of primary and secondary data on the DE initiative on campus, as gathered in a FY 2017 summative report within the FA 2017 semester, was compared with more recent data from the period of Fall 2017 to when the COVID-19 pandemic necessitated going online starting from mid-SP2020 (March 2020) to SP2021 semesters. The results of the analysis depicted a significant shift in the demand for DE.

In comparison to the FY 2017 summative report, a recent report received from the Assessment, Institutional Effectiveness and Research (AIER) Office provides a narrative of the GCC's DE transformation, through data analysis, between FA2017 to SP2023. See Appendix 5.

Based on the DE efforts and activities experienced between 2015 through the first semester of 2023, the insights gained from the five-year DE implementation and its assessment have equipped the College to strengthen its adherence to accreditation standards. The following established goals during this period closely aligns with objectives outlined in the 2015-2020 DESP and the goals of the ISMP.

Institutional Goal 1: Fostering 100% Student-Centered Success

Purpose: Strengthen and improve curriculum and educational delivery to provide a student-centered educational experience that fosters retention and completion to prepare our students for engagement in a global workforce. Aligned with the ISMP goal of Fostering 100% Student-Centered Success.

Excellence in teaching will be achieved by providing a rigorous professional development program. All engaged faculty members will be provided the opportunity to participate in a professional development program focused on best practices that encompasses skills, knowledge and pedagogy for online learning in an ever-changing digital age. Online courses will meet the institutional requirements for certification of excellence as a result of participation in an internal review process. Courses that attain approval will serve as models for the development and continuous improvement of all Guam Community College online courses.

The responsibility to develop a professional development program and all institutional requirements for certification related to distance education will be folded into the Comprehensive Professional Development Plan (CPDP) of the College. To meet the challenge of an anytime/anyplace educational model, the College will expand delivery options to include virtual collaborations, mobile technologies, digital learning modules and e-textbooks.

Distance Education will support the institutional goal of increasing retention and completion by pursuing the following goals:

DE Goal 1.1: Provide a full range of online student services for both on-campus and off-campus students

DE Goal 1.2: Provide the organizational structure that will support active student advising and career counseling

DE Goal 1.3: Development of online courses that will meet current industry needs

Institutional Goal 2: Optimizing Resources and Modernizing and Expanding Infrastructure and Technology

Purpose: Transform the campus into a facility conducive for learning and teaching with a genuine sense of family spirit and dialogue among employees who are committed to student access and student success. Aligned with the ISMP goals of Optimizing Resources and Modernizing and Expanding Infrastructure and Technology.

Excellence in teaching in traditional classrooms will be achieved by providing faculty with technology tools within the classroom that will enhance the learning experience through innovative use of communication, collaboration, and presentation tools. Additionally, instructional technologies that are discipline-specific will be available in designated classrooms and student computer labs. The reliance on innovative technologies requires that rapid technology support is provided to resolve technical issues.

Excellence in the provision of an environment conducive to learning will be accomplished by pursuing the following goals:

DE Goal 2.1: Work with MIS and Technology Working Group to provide faculty with innovative tools, internet access and multimedia presentation capabilities within each classroom, to support teaching and learning, communication, and collaboration.

DE Goal 2.2: Provide a Learning Management System (LMS), a web-based software application for the administration, documentation, tracking, reporting and delivery of electronic educational technology courses or training programs available to all classes (online or Face-to-Face).

DE Goal 2.3: Provide faculty a systematic and ongoing professional development program that will include technology training, online course development, and pedagogy.

DE Goal 2.4: Apply institutional standards and best practices that will serve as online course development models.

DE Goal 2.5: Increase the use of digital material in all courses including no cost and low-cost solutions

DE Goal 2.6: Provide MIS technical staff a systematic and ongoing professional development program that will include DE-specific technical training to support DE students, faculty, and staff.

Institutional Goal 3: Leveraging Transformational Engagement, Advancing Workforce Development and Training

Purpose: Enhance the existing integrated planning, review, and evaluation processes that provide for the allocation of resources based on assessment results and college-wide priorities, in order to boost improvement and accountability. Aligned with ISMP goals of Leveraging Transformational Engagement and Advancing Workforce Development and Training.

Excellence in technology support will be provided by the combined efforts of the Instructional Designer and the MIS departments with collaboration from the Technology Working Group (formerly the College Technology Committee). This will include support for classroom technologies, online teaching and learning, in addition to administrative functions and services for all students, faculty, and staff supporting distance education. Faculty, staff, and students must be proficient in the technologies that support their learning. Training will be provided for a full range of administrative and productivity applications. The growth of online learning requires a full range of student support services available to students that may not have access to the campus. Excellence in student services will be provided utilizing available technology support services that will improve the process for online course enrollments, advising, library access, tutoring services, and access to eBooks from the bookstore.

Creating a culture of improvement and accountability will be accomplished by pursuing the following DE goals:

DE Goal 3.1: Provide Distance Education courses with technical reliability and support.

DE Goal 3.2: Establish a separate DE office that provides leadership and oversight through effective policies and procedures for DE.

DE Goal 3.3: Provide the DE office and other technical and support staff and administrators with training, services, and tools needed to facilitate and make DE courses an effective and efficient means of learning.

DE Goal 3.4: Provide training for faculty, staff and administrators on the use of administrative and productivity technologies and applications.

DE Goal 3.5: Evaluate effectiveness of services provided to DE students and faculty.

Institutional Goal 4: Guam Community College will institute measures to increase visibility and global engagement

Purpose: Promote the Guam Community College brand to achieve regional, national, and international recognition.

Expansion of the GCC institutional brand within Guam, throughout Micronesia, and internationally will be coordinated by the Office of Communications and Promotions. The development of appropriate distance education marketing materials and active marketing strategies will be supported by the individual program departments. Furthermore, GCC already has a strong partnership with local industry leaders and this will continue to be an advantage

when rolling out distance education marketing campaigns for programs that target working populations seeking to improve their job prospects. Of keen interest to the College is an ability to engage the adult education population, and a concerted marketing effort is needed to not only reach this demographic, but also to relay to them the value of a distance education program.

DE Goal 4.1: Provide a structured marketing and communication plan for distance education courses and programs.

Comparing Resource Needs for GCC Courses Types

As the College assesses its DE program, it is important to look at functions/services that are deemed essential for the course type being offered. The chart below provides a list of services that will enable efficient course delivery and student and faculty support services. The selected options give a general view of service needs for each type of DE program. Some services may be optional for a given course type and are noted as being possible depending on the course and instructor teaching the given section.

Service	Web-Enabled	Hybrid	Fully Online
LMS	Possible	✓	✓
Faculty training	✓	✓	✓
Student training	Possible	✓	✓
AT support	✓	✓	✓
MIS support	✓	✓	✓
Advising /Counseling Services	✓	✓	✓
Tutoring Services	✓	✓	✓
Health Services	✓	✓	Possible
Tutoring	✓	✓	✓
Placement testing	✓	✓	✓
Proctoring Services	✓	Possible	✓
Software acquisition	✓	✓	✓
ADA compliance	✓	✓	✓
Lecture capture services	Possible	Possible	✓
Student ID services	✓	✓	✓
Onsite parking	✓	✓	Possible
Onsite wireless utility	✓	✓	Possible
Remote Library support (24-7 library access)	Possible	✓	✓
Physical Classroom Utility	✓	✓	✓
Online course evaluation	Possible	✓	✓
Onsite computer lab utility	✓	✓	✓
Helpdesk support	Possible	✓	✓
Remote bookstore support	Possible	✓	✓

Virtual student authentication	Possible	✓	✓
Helpdesk	Possible	✓	✓
Fully online student support services (Admissions, Registration, FA, etc.)	Possible	Possible	✓

Since the implementation of the 2015-2020 DESP some programs, services, and activities were streamlined and improved. Many of the above service areas also followed similar remote and online approaches, but are not detailed below.

Student Support Services (SSS)

The GCC Student Support Services Office (SSS) is committed to fully serving the college community. SSS ensures the continuous processing of both student and employee IDs each semester. This process integrates their photos and information into the GCC database and syncs into the Learning Management Systems (LMS). This plays a pivotal role in student verification and authentication, enhancing the security and reliability of student identification, particularly in the online environment. Information on services is being made available via announcements on the MyGCC website. Students are provided with contact information for appropriate personnel, if their needs cannot be directly addressed by SSS, whether onsite or online.

Learning Resource Center (LRC)

The Learning Resource Center librarians administer and maintain the online resources for student and faculty use. The online resources such as the SirsiDynix and EBSCO databases help support instruction and are checked to ensure availability and proper functioning of the high-quality digital resources. Individual student guidance and instruction is being provided in searching for and using resources such as eBooks and ePeriodicals to help with reference questions, research papers, and other academic and reading needs. Services are being offered for reference, research and technical support via in-person, phone, email, or Google Meet. Operating hours are Monday to Thursday from 8:00 am to 8:00 pm, Friday from 8:00am to 4:00pm, and Saturday from 9:00am to noon.

Faculty assistance with planning and using online resources in their classes is provided on an appointment basis and delivered via in-person, phone call, email, or Google Meet. This includes assistance with EBSCO ePeriodicals and eBook databases, Boolean searches, and presentations about formulating searches and retrieving results from the databases.

Tutoring

Reach for College provides free tutoring & academic support. Tutoring services is provided via in-person, Google classroom and Google Meet; every tutor is assigned to a specific Google classroom based on their subject expertise. Students requiring tutoring services are referred to a specific tutor based on the subject. The service is offered daily, Monday through Friday from 8:00am to 5:00pm. Students may sign up electronically or call the Reach for College office for face-to-face tutoring or online virtual tutoring.

Counseling

Services for counseling are accessed through various entry points on the GCC public website. Counseling services may be requested through the Student Life header. Under the Student Life header is the counseling main page which contains information on the counseling team and contact information as well as information on the services provided such as pre-enrollment counseling, academic advisement, and career counseling.

Announcements are made on MyGCC to inform the College community of counseling services and how students may avail of services. Counseling services are provided either by phone call or through a virtual meeting via ZOOM or Google Meet. If students prefer to communicate via email only, that option is provided as well. Face-to-face services are also provided, with walk-ins welcome or by appointment. Virtual and Walk-in counseling services are available Monday to Friday from 8:00 am to 3:00 pm.

Office of Accommodative Services (OAS)

OAS provides services in-person or remotely to GCC students with disabilities. Contact with students occurs via face to face, email, phone, and virtual meetings. OAS provides academic support, emotional and informational support to the students served. OAS provides remote assistance to help register students online and clarify questions regarding course requirements. OAS has access to Banner and is able to help students identify issues related to courses and assist with health clearances.

OAS provides academic adjustments/accommodations remotely to students for equal access to their courses. Accommodations information and requirements are emailed to students and their instructors. OAS provides clarification for the accommodations via phone calls, email, or virtual meetings with students and instructors. OAS is able to provide remote assistance with submitting Withdrawals and Incompletes. OAS also facilitates online discussions between faculty and students with regards to academic progress.

Should a situation require it, OAS is able to assist students to switch from one course to another to better fit their supports and resources. Accommodative Services works with faculty and students to develop alternative ways to take tests, complete assignments, and submit projects, given limited access to resources and the internet. Our office provides services for proctoring tests online in accordance with the accommodations. OAS researches best practices and forwards information to faculty to use with their students concerning online access.

Monthly electronic student progress reports are received from faculty. Based on the information on the reports, OAS follows up with students to determine what issues they may be facing and what support may be needed.

Student Orientation

Student Orientation provides new students with information about services, resources, and opportunities available to them to support their academic and career goals. Title IX training is included as part of the Student Orientation program. Orientations provide students with an opportunity to engage with their peers and meet representatives from various GCC departments and offices. An overview of Moodle is also provided during orientation. For students who are unable to attend orientations in person, a recording is made available online.

Health Services Center

The GCC Health Services Center (HSC) remains committed to fully serving the College community and providing information on available services and procedures for student clearances. Updates are shared via announcements on the official GCC website.

Management Information System (MIS), Student Portal, Online Resources, and Technology

The College has deployed the Ellucian Banner System, MyGCC student and employee portal, Degree Works degree audit system, Moodle LMS, Gmail, Google Suite for Education, the www.guamcc.edu website, and MS Office 365 for Education, along with other systems in the cloud.

The College's online technology infrastructure provides students and instructors online self-service options, including the application for admission, course registration, course scheduling, transcript processing, student assessments, and direct or indirect, synchronous and asynchronous communication tools. The Ellucian Banner system is also utilized for operational functions in HR, payroll, finance, financial aid, student, academic history, attendance tracking, and course catalog, to name a few.

A College-issued MyGCC student account and password are given to each active student upon admission to the College. The MyGCC account provides students access to the MyGCC portal, which also provides single sign-on (SSO) access to the College's Moodle LMS, the Google Suite for Education, authorized online access to MS Office 365 for Education, and to the official student email account. The MyGCC portal is a role-based portal giving students, faculty, staff, and administrators secured access to role-specific information maintained by the College.

Additional functionality was added to the MyGCC system for faculty to utilize in recording student course attendance and in supporting the student authentication requirements in online courses. This involves using a feature in Banner, where student photos can be stored in the system. Student photos are linked to class rosters, which enable faculty to visually verify student identity at different points throughout the semester (start of the semester, midway through the semester, and towards the end of the semester).

The College provides a laptop loaner program for students in need. The loaned laptops are configured with a built-in web camera and microphone.

The campus network is linked to the Internet via five fiber optic line connections from three separate providers that are required to carry the full bandwidth load of one or more providers, should there be an extended outage from any ISP. Wi-Fi systems are also installed throughout the campus. Internet bandwidth is monitored and assessed periodically to ensure optimal level of performance.

Course Development and Faculty Training

A series of LMS training and various face-to-face and virtual courses on online teaching and course development have been and continue to be offered. Both full-time and adjunct instructional faculty, as well as administrators and non-teaching faculty, went through one or more types of DE-related training. Due to the COVID-19 pandemic and the abrupt transition to online teaching and learning faculty were provided training on the College's Moodle LMS, Google Classroom, Office 365 for Education, and online teaching pedagogy. Self-paced tutorials and recorded training sessions on most of these resources were made available online to faculty. Additionally, as of December 2023, at least 29 faculty members were confirmed to have one or more formal certifications. Some of the credentials received include:

- Quality Matters – Teaching Online Certificate
- Certificate for Online Adjunct Teaching (COAT),
- Online Learning Consortium – Online Teaching Certificate,
- Online Learning Consortium - Online Teaching with a specialization in Online Design
- Online Learning Consortium - Online Teaching with a specialization in Online Management

Faculty also participated in the following training:

Assessing Your Learners (AYL),

Connecting Learning Theories to Your Teaching Strategies (CLTTS)

Creating Presence in Your Online Course (CPOC)

Designing Your Blended Course (DYBC)

Evaluating Your Course Design (EYCD)

Exploring Your Institution's Policies (EYIP)

Gauging Your Technology Skills (GYTS)

Orienting Your Online Learners (OYOL)

The College recognizes the importance of continuous Learning Management System (LMS) training for faculty, particularly those teaching fully online or hybrid courses. Faculty members are strongly encouraged to proactively plan for training, recognizing that the process of training and certification in Learning Management System (LMS) use, online pedagogy, and course development can span a period of 8 to 12 months. In support of this initiative, GCC offers training to equip faculty with the necessary skills. Additionally, faculty have the option to explore training opportunities provided by external organizations such as Quality Matters or the Online Learning Consortium, and Moodle Academy for LMS training allowing for a diverse range of professional development pathways. This comprehensive approach ensures that faculty are well-prepared to deliver effective online instruction and contribute to the success of online learning initiatives at GCC.

Web-enhanced (aka blended learning) classes using GCC's Moodle LMS will be utilized as a refresher training for existing faculty, and as a method to also introduce new faculty to DE tools while still working in a familiar class environment. Faculty will continue to be provided with additional LMS training, as offered or on-demand, to learn how to use new enhanced features as they become available. Faculty will be given opportunities to explore new online teaching

resources and utilize them to improve or increase capabilities in their classes. Moodle LMS, with eThink OpenLMS as the 3rd party Moodle house hosting company, was chosen due to its integration features with GCC's Enterprise Resource Planning (ERP) system, Banner Student module (Student Information System) by Ellucian.

Strategic Plan Objectives Items – Aligned with DE Strategic Goals

DE Goal 1.1: Provide a full range of student services online for both on-campus and off-campus students

Objective	Area of Focus	Description
1.1a	Virtual Student Support - Orientation Training Module	Online students will be provided access to an Orientation training module to prepare students entering the distance education modality. Orientation will cover accessing the LMS, responsibilities of an online learner, technology requirements and competency, LMS basics, tips on being a successful online learner, institution policies, and available institution resources (tutoring, library, computer labs, financial aid, accessibility and accommodation, etc.).
1.1b	Faculty and Staff Awareness program	As the enrollment in GCC online courses/programs grow, the need for staff and faculty understanding of the importance of support activities for students outside the local region will consequently increase. The development of the virtual processes requires staff and faculty member support.
1.1c	Develop support services for faculty and students in the full range of DE courses	Students may be enrolled in fully online, Hybrid or Web-enabled courses and they will have varied needs based on the type of course they are engaged in. It is the goal of the College to provide a full repertoire of services to support both faculty and students. <i>(See above chart on Resources aligned to GCC courses types)</i>
1.1d	Library Services	Provide support and enhance library services as additional courses are offered. Learning support services include, but is not limited to, library collections, computer labs, educational support resources, and ongoing instruction for library users.
1.1e	Accommodative Services	Provide support and ancillary services when possible to support online students. By providing digital accessibility in our digital content, platforms, and instructional materials, we affirm our dedication to providing an inclusive educational environment that values and accommodates the diverse needs and abilities of every learner.

DE Goal 1.2: Provide the organizational structure that will support active student advising and career counseling

Objective	Area of Focus	Description
1.2a	Career Counseling and Advisor Support	Maintain and strengthen resources that support accessible virtual advising for students seeking academic/career counseling or for advisors reaching out to assist students through online services.
1.2b	Advisor training	Implement an DE advisor training / professional development system to ensure that all advisors for DE students utilize the institutional system and have access to all tools that would enable them to successfully accomplish their advising tasks.

DE Goal 1.3: Development of online courses that will meet current industry needs

Objective	Area of Focus	Description
1.3a	New Online Program Market Analysis	Facilitate an online program market analysis for determination of appropriate online program development. Commission a market analysis for determination of appropriate online program development. This analysis is a prerequisite for understanding long-term opportunities for expansion in the higher education market space as well as meeting general education requirement in a full DE Program.
1.3b	Hybrid Program Development	Increase number of hybrid courses offered at the College. A hybrid course offers 50% of the course instruction remotely, and 50% on campus. This initiative will enable more students to experience online course delivery but also provide faculty an opportunity to provide instruction remotely, where appropriate. Furthermore, scheduling of courses that require scarce lab resources would be supported by utilizing a hybrid model.
1.3c	Web-Enhanced Courses	Increase the use of web-enabled technologies in onsite courses in all GCC programs. This initiative will enable faculty to utilize various technologies to support their pedagogy, but also provide students with an opportunity to experience varied learning structures. Some faculty who develop Web-Enhanced courses, may in the future, consider developing hybrid or even fully online courses, if a need arises for this type of delivery and as long as GCC is in accordance to ACCJC requirement of no more than 50% of all courses in a program as online.

1.3d	Student Course Evaluations and Retention Survey Mechanisms	Review current student course evaluation mechanisms and surveys to enable data driven decisions about course and program effectiveness.
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DE Goal 2.1: Work with MIS and Technology Working Group to provide faculty with innovative tools, internet access and multimedia presentation capabilities within each classroom, to support teaching and learning, communication, and collaboration.

Objective	Area of Focus	Description
2.1a	Learning Management System (LMS)	As part of the global strategy to support effective online learning, a formal LMS review should be undertaken. The College will conduct a formal review of the current LMS to determine if the Moodle LMS will support GCC's commitment to faculty and student support in addition to future increases in DE student enrollment. As part of this review, the College will determine if the current LMS service is to be continued, switched to a third-party hosting vendor, or if another LMS would be more appropriate.
2.1b	Video Streaming	The College should plan and develop a long-term web-conferencing strategy and solution, then make it available in a consistent manner across all web-enhanced, hybrid, and online courses.
2.1c	Funding Allocation and Grant Support for DE at GCC	GCC has strong fiscal responsibility and compliance in grant management. The College should seek grant funding to support the College's DE initiative. Funding allocations will follow the institutional budgeting process.
2.1d	Special Technology Innovation Support	Develop a formal approval process for innovative technology projects in DE courses. This process aims to create a dynamic environment fostering faculty innovation, support and implementing successful academic technology solutions found to improve and enhance DE courses through assessment findings and industry requirements.
2.1e	Mobile Learning Initiative	Develop plans for a formal initiative on the development of a mobile learning strategy.
2.1f	Classroom Technology Training	Provide tools and training on the use and support of classroom technology.

2.1g	Classroom Technology Inventory	Review the current inventory of classroom technology and all available utilization data.
2.1h	Classroom Technology Upgrades	Review processes and procedures for identifying, evaluating, and determining the acquisition and replacement of classroom technology.
2.1i	Wireless Access to Support Mobile Learning	Review wireless availability in all areas to provide for large scale student access. This will serve as a foundational technical requirement for expanded mobile learning.

DE Goal 2.2: Provide a Learning Management System (LMS), a web-based software application for the administration, documentation, tracking, reporting and delivery of electronic educational technology courses or training programs available to all classes (online or Face-to-Face).

Objective	Area of Focus	Description
2.2a	Learning Management System	The College will review its current LMS to determine whether to continue with it or engage another system.

DE Goal 2.3: Provide faculty with a systematic and ongoing professional development program that will include technology training, online course development, and pedagogy.

Objective	Area of Focus	Description
2.3a	Review DE Policy	Review DE Policy to ensure compliance with accreditation requirements.
2.3b	Faculty Certification for Online Teaching	Develop a standard required professional development training program for online course delivery based on institutional guidelines made available for full-time and adjunct faculty.
2.3c	Professional Development Plans	Create and maintain instructor development programs to build faculty expertise in a variety of professional and technical areas such as mobile learning, pedagogy and effective use of online learning technologies.
2.3d	Innovative Technologies in DE	Conduct an ongoing series of presentations open to all faculty members that showcase innovative technologies that can be incorporated in DE courses.

2.3e	DE Policies and Procedures Training	Conduct professional development to keep faculty updated on policies and procedures related to distance education including the understanding of regular and substantive interaction in the online classroom.
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DE Goal 2.4: Apply institutional standards and best practices that will serve as online course development models

Objective	Area of Focus	Description
2.4a	Syllabus Template	Assess campus-wide syllabus template to ensure GCC standards are being met across all delivery methods. Confidence in choosing GCC for a program means that all courses associated with that program have the same level of quality, no matter which delivery method is being used.
2.4b	Course Design Standards	The College will work with the Curriculum Review Committee (CRC) to assist in a periodical review of course development guidelines for all DE courses, to ensure effective delivery and assessment of student content mastery.
2.4c	Online Course Evaluations	Work in collaboration with the Committee on College Assessment (CCA) to create and evaluate a process for reviewing online course readiness prior to the course being initially delivered. Evaluations will be conducted similar to how it is conducted in face-to-face classes. This review process ensures all academic programs in the distance education mode of delivery are consistent with the institution's mission and reflect appropriate breadth, depth, and expected learning outcomes.
2.4d	DE Student Needs and Equitable Success	Assess and promote innovative delivery modes and teaching methodologies that achieve equitable student learning and achievement in their online courses. Examples, include but not limited to, assessment through surveys and feedback, increase digital accessibility, and implement best practices in Distance education delivery and teaching methods that support equity and student success.

2.4e	Online Course Review and Assessment	Create a systematic process to assess online courses to ensure courses achieve high-quality academic standards and students receive learning support and services that lead to equitable student achievement. Review and validate that courses are consistently implementing regular and substantive interaction in alignment to ACCJC's Policy on distance Education.
2.4f	Procedure to Approve Online Courses and Programs	Establish a policy/procedure for approving courses and programs for Distance Education. Ensure programs comply with federal definitions of distance education.

DE Goal 2.5: Increase the use of digital material in all courses including no cost and low-cost solutions

Objective	Area of Focus	Description
2.5a	Integrating Digital material	The College will look at ways to eventually incorporate only digital material when delivering an online course,
2.5b	No cost or low-cost solutions	The College will look at incorporating digital material no cost or low cost to students.

DE Goal 2.6: Provide MIS technical staff a systematic and ongoing professional development program that will include DE-specific technical training to support DE students, faculty, and staff.

Objective	Area of Focus	Description
2.6a	Determine DE technical support needs	Review DE technical support needs to address accreditation technology resource requirements.
2.6b	Online Technical Support	Develop technical training standards for required online in- house technical support.
2.6c	Technical Staff Development Plans	Create and maintain technical staff development programs to build expertise in technical areas in support of mobile learning and online learning technologies.

DE Goal 3.1: Provide Distance Education courses with technical reliability and support.

Objective	Area of Focus	Description
3.1a	Elucian Business Process Management Revitalization	Run a BPM to determine current areas of opportunity within Banner for automation improvement.
3.1b	Academic Technology (AT)	Review current AT resources and personnel and increase support as deemed necessary when DE offerings and service demands increase at GCC.
3.1c	Information Technology (MIS)	Review assessments of DE offerings and service demands to recommend whether an increase of MIS resources, personnel, and support is deemed necessary.
3.1d	Helpdesk Services	Establish and maintain a helpdesk service for DE students and faculty members. This will require the collaboration of various departments such as MIS, and student support services and an escalation system will also need to be developed.
3.1e	Technical Support	Collaborate with MIS, Instructional Designer and other academic leadership stakeholders, to ensure appropriate and sufficient technology support for DE faculty members, staff and students.
3.1f	Periodic Equipment Checks	Develop a standard process for classroom technology equipment checks to ensure the highest level of reliability.
3.1g	Review of Helpdesk Process	Develop a system for student helpdesk process, and establish an evaluation of the effectiveness of the implemented methodology
3.1h	Online Training Documentation and Training Videos	Develop a library of online training aids that will provide training on all technologies currently being used to support DE at GCC.
3.1i	Faculty Support Alternatives	Instructional Designer and MIS to collaborate with appropriate department chairs, deans, faculty representatives, advisory groups and/or committees to identify possible immediate response help for faculty if work is being impacted by technical problems or software questions

3.1j	Online Student Authentication	Establish procedure to ensure effective student verification processes are being employed, student privacy is protected, and that the College has written procedures of any additional charges for these services at the time of registration or enrollment. The institution is able to verify that the student who registers in a distance education program is the same person who academically engages in the course or program.
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DE Goal 3.2: Establish a separate DE office that provides leadership and oversight through effective policies and procedures for DE.

Objective	Area of Focus	Description
3.2a	Determine Structure of DE office	Develop and maintain a framework for the DE office within GCC which coordinates/manages DE delivery in collaboration with institutional divisions, to enable sustainable and reliable resource allocation. This DE office will also support the creation and maintenance of a budget for all DE functions.
3.2b	DE Policy	Review DE policy to support DE program compliance.
3.2c	DE Standard Operating Procedures	Establish DE standard operating procedures guiding faculty and staff to include expectations for integration of online techniques and technologies across web-enhanced, hybrid, and fully online platforms.

<p>3.2d</p>	<p>DE office</p>	<p>The Instructional Designer will oversee the DE office, with the goal of hiring a fulltime Program Coordinator to assist with operations. An MIS systems analyst will be designated as its technical support person and liaison to GCC’s ERP vendor and the Moodle site hosting company.</p> <p>The responsibilities of the DE office will include</p> <ul style="list-style-type: none"> • Provide a high level of technology reliability and technical support. • Ensure proper technological resources are available for DE faculty and DE classrooms prior to teaching the course. • Technology design • Infrastructure support • Formulation and introduction of board-approved DE policies, standard operating procedures, five-year strategic planning, and DE training and education • Creation of course templates • Provide guidelines/training for DE course compliance with accreditation and USDOE guidelines. • Provide guidelines for online student code of conduct behavior, disciplinary actions in the context of online courses, academic integrity in DE, Netiquette, AI usage procedure and policy, online privacy policy, copyright and fair use policy. • Update DE webpages in the College website. • Research future possibilities and technologies for DE education. • Work with industry leaders regarding strategies, new tools, products, and services available to increase productivity and improve online practice. • Review and assess the Learning Management System (LMS) and all its web-based software applications and integrations for the administration, documentation, tracking, reporting and delivery of electronic educational technology courses or training programs for improvements that applies to all classes (online or Face-to-Face).
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		<ul style="list-style-type: none"> • Review current DE issues (GCC and Globally), DE instructional research (DE effective practices, skills, and emerging technologies) and new developments and trends in DE. • Collaborative review and assessment of the Learning Management System (LMS) and all its web-based software applications and integrations for the administration, documentation, tracking, reporting and delivery of electronic educational technology courses or training programs for improvements that applies to all classes (on-line or Face-to-Face). • Provide faculty a systematic and ongoing professional development program that includes technology training, online course development, and pedagogy. • Implement an DE advisor training / professional development system to ensure that all advisors for DE students utilize the institutional system and have access to all tools that would enable them to successfully accomplish their advising tasks. • Develop a formal process of project approval for creative use of innovative technology in DE courses. • Apply institutional standards and best practices that will serve as online course development models to include the development of a checklist for DE course readiness and compliance with accreditation and USDE guidelines. • Recommend DE policies and procedures. • Review and update five-year DE strategic plan. • Research future possibilities and technologies for GCC DE education. • Initiate the development of evaluation expectations for faculty teaching DE courses.
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DE Goal 3.3: Provide the DE office and other technical and support staff and administrators with training, services, and tools needed to facilitate and make DE courses an effective and efficient means of learning.

Objective	Area of Focus	Description
3.3a	Review DE Organizational Structure, Roles, and Responsibilities	Review the organizational role and responsibilities of departmental course developers (faculty), MIS, Instructional Designer, and A/V support team to ensure adequate effective support in all activities related to academic technologies – online and face-to-face. (See Appendix 4)
3.3b	Develop Shared Resources Model for Course Development (Course Guides)	Develop shared resources model for online program development in order to maximize the growth potential, standardize the learner experience, and simplify the training requirements for instructor participation
3.3c	Transition of Courses to Distance Education Modality Guide	Review and develop a procedure on transitioning traditional face-to-face courses to the Distance Education modality. Plans ensure that these distance education courses meet the same academic and professional standards.

DE Goal 3.4: Provide training for faculty, staff and administrators on the use of administrative and productivity technologies and applications.

Objective	Area of Focus	Description
3.4a	Online Access to Software Training	Review current access to online training on common productivity software for students, faculty and staff
3.4b	Administrative Technical Training	Develop and maintain an ongoing systematic schedule of training in key administrative applications such as Banner and Luminis, equipment training, networking systems, operating systems, cloud, and virtualization, in addition to other training that will improve administrator and staff competency in supporting DE.
3.4c	Faculty	The DE office will develop and maintain the guidelines for a DE professional development program.

3.4d	Course Evaluator Training	Assess and continue course evaluator training for DE courses. DE Office assists in current assessment process and recommend improvements based on the findings and requirements of DE courses.
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DE Goal 3.5: Evaluate effectiveness of services provided to DE students and faculty.

Objective	Area of Focus	Description
3.5a	Establish Key Performance Indicators (KPI)	Establish and review current student service KPIs and create indicators that will assess and improve service effectiveness across all student service sectors that support DE students based on current practices. For DE courses, assessment of KPI's will be related to current practices. This will be done on an annual basis. (See Appendix 5)
3.5b	Service Management	Review current service protocols and incorporate a ticket / tracking system to ensure that service delivery to DE students can be measured. This will ensure that the College can track service requests and ticket resolution. Improve by Nuventive (formerly Tracdat) system can be used to support process improvement.

DE Goal 4.1: Provide a structured marketing and communication plan for distance education courses and programs.

Objective	Area of Focus	Description
4.1a	Establish Key Performance Indicators (KPI) for Marketing	Review current marketing KPIs and establish indicators that will enable assessment of marketing effectiveness.
4.1b	DE Market Analysis	Promote periodic market research on DE needs in Guam and Micronesia, which will provide the College with information on regional and international opportunities. Continuous review of market trends and employer needs play a significant role in the selection and development of new DE programs and courses. Polling of current and prospective students will be included in the strategies.

4.1c	DE Marketing Plan	Develop a marketing plan for the DE programs and courses, so as to attract prospective DE students for the online courses/programs that GCC delivers. This will support the College in expanding its reach within Guam, Micronesia and other International Markets.
4.1d	DE Marketing Working Group	Create a DE working group (Office of Communication & Promotions, Department Chairs, and Associate Deans) that periodically meets to review market opportunities for DE courses and programs.
4.1e	Marketing Fulfillment Process	Develop a clear fulfillment process for prospective students who are seeking additional information on DE programs/courses. Assign departmental "Point of Contact" for each DE program to ensure that there is follow through on fulfillment requests.
4.1f	Utilization of Media by GCC	Leverage GCC Media as a resource for growing online programs.

Appendix 1 – Recommendations from previous needs and capabilities assessments and observations from DE Pilot of the 2015-2020 DESP

Recommendations on Continuing and Improving Existing Service Capabilities and Current Resources / Addressing known and/or discovered DE challenges and shortcomings

- 1) Continue to consider Moodle as the LMS for the whole institution. Due to familiarity, cost, and ease of use, GCC should continue using the Moodle environment for distance education delivery. Furthermore, faculty members are already primed for Moodle acceptance per their responses to the previous academic technology survey and completion of various training.
- 2) Continue to use eThink as the 3rd party external Moodle hosting vendor, depending on satisfactory results of annual reviews and in meeting requirements for:
 - i. Level of technical support;
 - ii. Availability/uptime;
 - iii. Plans for integrating Moodle updates;
 - iv. Redundancy;
 - v. Scalability;
 - vi. Sandbox availability;
 - vii. Ease of data migration in case a different solution is chosen;
 - viii. Cost/pricing plan structure.
- 3) Further evaluate course and program selection for full DE rollout:
 - a. Improving and/or redeveloping existing courses;
 - b. Identifying courses that continue to suffer from limitations of the online environment, whether through the unavailability of resources or technology.
 - c. Continue developing GED completion and/or Continuing Education courses to reach the adult population of Guam that may desire high school degree completion;
 - d. Continue selecting general education required course that would hold value as a stand-alone course to non-GCC students (for example, a Microsoft Office proficiency course).
 - e. Continue identifying courses that affect student completion rates but that have enough volume per year to remain viable for online delivery.
- 4) Continue to offer training for students and faculty. Continue to improve in the design and offering of training courses for both students and faculty who would participate in distance education.
- 5) Increase partnership between the Instructional Designer and faculty to develop or improve upon selected courses and train on instructional practices.
- 6) Continue to increase Database Administrator support via Ellucian or other 3rd parties to further improve the integration of Banner with the Moodle LMS and other online services, or to further automate manual processes (e.g. Banner integration with bookstore software, the Improve Assessment System by Nuventive, SirsiDynix Library System, Student ID system, Campus Labs Course Evaluation, IDEA Survey, etc.).
- 7) Further improve SSO (Single Sign On) security between all online resources through introduction of 2FA (2-Factor Authentication) methods, or other proven technology.
- 8) Improve both online and face-to-face student advising:

- 9) Improve library support services and textbook or eBook provision protocol for distance education students.
- 10) Improve student admissions and course registration process by enabling automation processes available out of Banner to support remote student application and admissions processes.
- 11) Improve current communication and change management for the College so that there is transparency in DE implementation and environmental impacts.
- 12) Review current DE policy on:
 - a. Intellectual Property and Strategy for Online Course Creation
 - b. Assessment of Online Courses to Ensure Integrity in Distance Education
 - c. Standardization of official LMS and online platforms and resources
 - d. Noted additional benefits of DE as it relates to environment or reduction of GCC's carbon footprint, savings in utility costs, and increase employee exposure and training opportunities to new cloud-base and online technologies.
- 13) Review of the DE SOP to ensure integration of information into curriculum manual, which guides faculty curriculum development.
- 14) Review and address necessary student and faculty support for DE to include scheduling of available services at different times and days and how to obtain them. Determine and address gaps of support services and identify points of contact for technical support issues for both students and faculty as it relates to the Moodle LMS, their computer hardware, software applications, MyGCC portal issues, eBooks, or Internet connectivity, etc... Define Helpdesk procedures, including the escalation of issues. Determine if faculty are expected to have expertise to provide the support outside of their instruction, and if not, who will they refer the students to, etc.
- 15) Assess and resolve challenges with students and faculty in using and switching to multiple online platforms or resources that may or may not be integrated with the MyGCC portal or Moodle LMS such as Course Studio, Google Suites, MS Office 365, Cengage applications, and other portal systems, etc. Determine if these types of platforms and resources should be uniform or standardized, or should there be limitations or restrictions on what can be used and supported.
- 16) Review all DE-related costs and budget allocations to determine how the LMS and all other associated expenses in support of DE is financially supported. Determine source of funding (i.e., Lab Fees, Technology Fee, etc.).

Appendix 2 – DE Update Plan (Five Year) / Post DE Implementation and DE Pilot of 2015-2020 DESP

Year 1 2023—2024	Year 2 2024—2025	Year 3 2025—2026	Year 4 2026—2027	Year 5 2027—2028
<ul style="list-style-type: none"> • Assess DE governance framework for improvements • Full standardization and adoption of LMS throughout the institution • Review and update of current DE policy • Review and update of policies that strengthen DE at GCC • Budget allocation to financially support DE • Update of DE marketing strategy • Identification and selection of courses to be included in DE • Review and update faculty training for faculty participating in DE courses • Update faculty evaluator training • Update Student Readiness Assessment • Update Faculty / Staff Readiness Assessment • Review and update student support systems and establish improvement strategy • Launch approved DE courses • Assessment of DE courses 	<ul style="list-style-type: none"> • Review and continue implementing recommendations that strengthen student support systems <ul style="list-style-type: none"> □ Helpdesk (email 24/7) and phone (during regular office hours) • Advising • Tutoring • Tech Support • Library • etc. • Review and update Online Orientation process • Continue reduction of manual processes and increase automation - Review and update automation (i.e. student registration and support systems) • Review and update DE course development process • Continue and improve faculty and staff DE training • Budget allocation to financially support DE • Assessment of current DE market strategy and development of revised market strategy • Assessment of overall DE implementation process • Establish DE office • Determine staffing needs of the DE office • Improve Digital Accessibility • Online Proctoring 	<ul style="list-style-type: none"> • Assess online student support system and identify opportunities for improvements • Fully develop DE program • Update and conduct DE course assessments • Continued faculty and staff development • Budget allocation to financially support DE • Re-assessment of LMS and its ability to support DE growth. • Assessment of DE Office • Performance Evaluation of Instructional Designer, and Program Coordinator 	<ul style="list-style-type: none"> • Review of faculty and staff DE training • Assessment of LMS and student technology support • Continued faculty and staff development • Budget allocation to financially support DE • DE course assessment • Continued marketing of DE courses / programs • Identify and approval of new DE programs • Application for substantive change to offer DE - ACCJC • Assessment of DE Office • Performance Evaluation of personnel assigned to the DE office 	<ul style="list-style-type: none"> • New DE programs and courses continue to be developed • Continued faculty and staff development • Budget allocation to financially support DE • Assessment of DE Office • Performance Evaluation of Instructional Designer and Program Coordinator • DE 5-year assessment and update of DESP

Note: Specific objectives aligned to this chart are found in the Standard Operating Procedure manual.

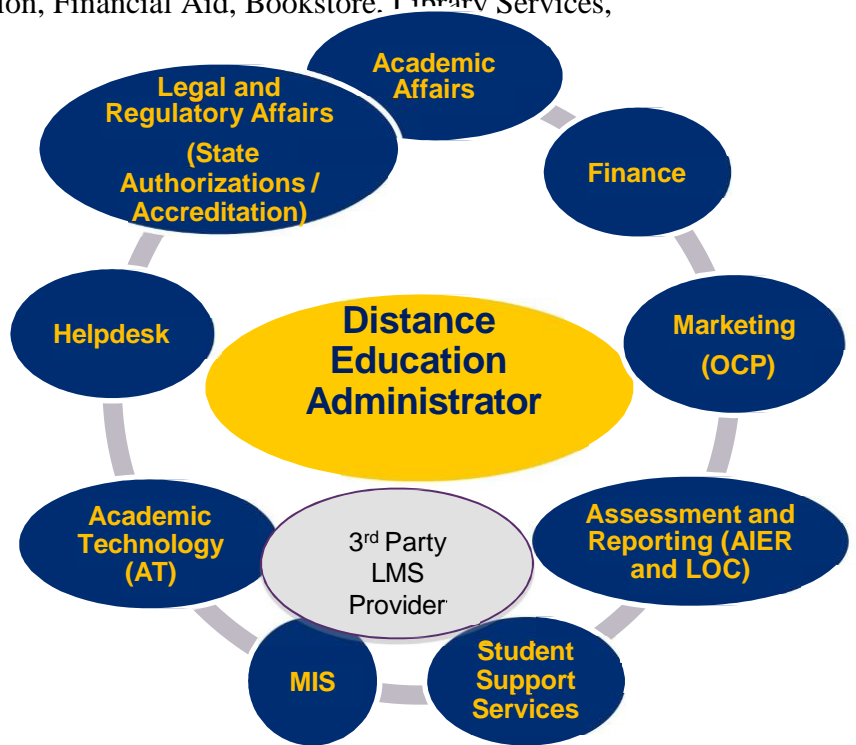
Appendix 3 - DE Organizational Structure and Student Support Systems.

As part of the DE assessment process, it is recommended that an organizational framework be developed to support the full DE student life cycle at the College.

The DE administrator will work in collaboration with Finance, Marketing, Academic Affairs, Student Support, and AIER to build and develop a sustainable DE program at GCC. The student support infrastructure includes a direct interaction between student support services, Academic Technologies (AT), Instructional Designer, MIS (Management Information Services), and the Helpdesk.

The Academic Affairs division will support the Helpdesk when specific program questions arise. In addition, this division will ensure that all DE programs are compliant with all legal and regulatory guidelines for DE, including state authorizations and accreditation.

The Helpdesk, offices providing direct support to students, and third party LMS provider, are the first responders to student issues and require consistent updates and business continuity. Offices providing direct support to students include but are not limited to: Student Support Services, Admissions and Registration, Financial Aid, Bookstore, Library Services, Counseling and Advising, Tutoring, Accommodations and Testing Services. Issues that cannot be resolved by the Helpdesk would be escalated to the appropriate department within the College, to ensure that all matters are responded to appropriately and in a timely manner. Continuous collaboration and planning will be maintained between groups that are critical to process improvement in student support services. Assessment of the DE programs/courses, Helpdesk and Marketing (Office of Communication and Promotions, OCP) will support the institutional goal of enabling a culture of improvement and accountability. The level of



support to the courses will vary depending on whether they are web-enhanced, hybrid or fully online. Most institutions have their IT departments report to a Chief Information Technology Officer (CITO). MIS' Chief Information Technology Officer at GCC currently reports to the Finance and Administration Division (FAD) VP, and supports the IT infrastructure for most of the academic and administrative automated processes. The Instructional Designer also reports to the Dean of Technology & Student Services and supports classroom technology and related training and is responsible for DE management.

Once established, the DE Office will take responsibility for DE Management. For the interim period and until the DE Office is fully established, the MIS CITO and the assigned systems analyst, the Instructional Designer administrator play key roles in DE support, and will work together to manage technology needs across the academic and administrative functions of DE, albeit they have varied functions. The Instructional Designer and MIS will provide support to DE students and faculty when relevant helpdesk tickets are escalated to them.

Appendix 4 – Key Performance Indicators

Several institutions do not segment online course and program data from their traditional courses and programs. At Guam Community College (GCC), online courses are currently noted as “online” under schedule type and can therefore be tracked and data used to support future improvement of Distance Education (DE) courses. As GCC considers implementing a robust online DE offering, it will be important to establish benchmarks / Key Performance Indicators that can be used to measure the effectiveness of the courses/programs through student, faculty and institutional successes. The student population that these benchmarks would be relevant to would be those with the student type of “**online**” in the general student record.

This document proposes the following Key Performance Indicators (KPI) for GCC’s DE initiative. Although the KPIs are somewhat prescriptive, they actively support DE growth, and can inform the current institutional KPIs, as reported in the Annual ACCJC Report. As DE grows, it will be important to track the impact of the online learning delivery mode on matters such as;

- **Market Penetration:** GCC has an opportunity to expand its market share within the island of Guam and in Micronesia, in addition to expanding its student body through increased delivery to dual-enrolment students and career professionals seeking workforce development programs. GCC’s Dual Enrollment Accelerated Learning / Dual Credit Articulated Programs of Study (DEAL/DCAPS) programs and the CTE Secondary programs provide additional opportunities (introductory/foundation) for DE.
- **Student access and success:** Tracking student ability to access and successfully complete GCC’s high quality and affordable online courses and programs is critical.
- **Access to and use of technology to augment online learning or online student management:** The College has support structures that can improve/enhance the experience of the online student in addition to traditional students by continually addressing opportunities that exist to provide additional Advising, Tutoring, Proctoring, Testing and other services.
- **Student Satisfaction in their programs of study:** Monitoring student satisfaction in online programs is critical in providing feedback that can be utilized for process improvement in online course development & delivery, faculty interaction and student wrap around services.

KPI	KPI Measure	Definition
DE Market Penetration	Guam Resident	Guam students taking credit programs (PT or FT)
		Guam students taking credit courses

KPI	KPI Measure	Definition
	Non-Resident (student whose permanent residence is not in Guam and does not pay local Guam taxes)	Non-Resident students taking credit programs (PT or FT)
		Non-Resident students taking credit courses
	Foreign Students (non-citizen with a non-immigrant visa)	Foreign students taking credit programs (PT or FT)
		Out-of-State students taking credit courses
	Dual Credit Articulated Programs of Study (DCAPS) and Dual Enrollment Accelerated Programs of Study (DEAL)	High school students taking credit courses
	High school students taking credit programs (PT or FT)	
	Non-Credit (NC)	# of students enrolled in NC programs
DE Student Enrollment	Fall Credit Students	
	Fall Non-credit Headcount	
	Spring Credit Students	
	Spring Non-credit Headcount	
	Fiscal Year Headcount	
	Percent Transfer Credit Hours	
	Percent Technical/Career Credit Hours	
	Percent Developmental Credit Hours	
	Fall Credit FTE numbers	
	Spring Credit FTE numbers	
DE Student Persistence	Course completion rate (based on course withdrawals)	
	Within-term retention rate (headcount)	
	FT FTIC Fall-to-Spring persistence rate	
	PT FTIC Fall-to-Spring persistence rate	
	FT FTIC Fall-to-Fall Persistence rate	

KPI	KPI Measure		Definition
	PT FTIC Fall-to-Fall Persistence rate		
	2-year FTIC Fall-to-Fall Persistence rate		
	2-year FTIC Fall-to-Fall Persistence rate		
	Productive grade rates		
	Single term certificate persistence rate		
	Dual term certificate persistence rate		
Distance Learning Grades	Percent of grades in each DE course	A and B Grades	
		Completers (A, B, C, D, F, P)	
		Completers Success (A, B, C, P)	
		Withdrawals	
DE Student Graduation	Percentage of students that completed degree or certificate and transferred within three years		
	Student goal attainment	Completers	
		Non-Completers	
	Career program completers		
DE Student Satisfaction	IDEA survey		
Financial Access and Affordability	Resident/Military & Dependents/Veterans Tuition and Fees		
	% First Generation Student		
	Financial Aid Default Rates		
Resources and Services	IT FTE staff/per DE student		
	Help Desk Services (E.g. hrs. of access, ticket resolution rate etc.)		

KPI	KPI Measure		Definition
	Other Resources and Services (hrs. of access)	Orientation Advising Tutoring Proctoring Testing Library services Helpdesk Support	
Financial	Unrestricted Operating Funds		
	for DE		
	Operating Fund Sources for DE		
	Cost per Credit Hour and DE FTE student		
Student: Faculty Ratio	Number of FTE online faculty divided by online credit student FTE		
Faculty Load	Average # of online courses taught by faculty		
Faculty training	Total development or training expenditures divided by Total # of faculty teaching online		

Appendix 5 - Online, Distance Learning, and Hybrid Course Offerings

The following narrative was provided by the AIER office with the source data from GCC's Banner Argos (as of June 2021).

In Fall 2017, there were seven (7) courses delivered in an online or hybrid format with a seat count of 439. Five (5) instructors taught the courses and the pass rates ranged from 63% to a high of 100%. In Spring 2018, there were nine (9) courses delivered in an online or hybrid format with a seat count of 255. Five (5) instructors taught the courses and the pass rates ranged from 67% to a high of 100%; however, the 3 students in the MA110A course had a 33% pass rate. In Fall 2018, there were six (6) courses delivered in the hybrid format only with a seat count of 153. Five (5) instructors taught the courses and the pass rates ranged from 53% to a high of 95%. In Spring 2019, there were four (4) courses delivered in an online or hybrid format with a seat count of 54. Four (4) instructors taught the courses and the pass rates ranged from 75% to a high of 88%; however, the 8 students in the MA161A course had a 13% pass rate. In Fall 2019, there were four (4) courses delivered in the hybrid format only with a seat count of 68. Four (4) instructors taught the courses and the pass rates ranged from 78% to a high of 100%. In Spring 2020, there were two (2) courses delivered in the hybrid format only with a seat count of 24. Two (2) instructors taught the courses and the pass rates ranged from 66% to a high of 77%. In Summer 2020, a total of ten (10) courses were delivered online with a seat count of 87. Nine (9) instructors taught the courses and the pass rates ranged from 68% to a high of 100%. In Fall 2020, all courses were delivered online with a seat count of 3,173. All College instructors taught the online courses and the pass rates ranged from 67% to a high of 100%; however, the 20 students in the CUL120 course had a 35% pass rate and the 74 students in MA97 had a 49% pass rate. In Spring 2021, twenty-two (22) courses were delivered in an online or hybrid format with a seat count of 628. Twenty-two (22) instructors taught the courses and the pass rates ranged from 72% to a high of 100%. The thirty-one (31) students in MA97 had a 58% pass rate.

The following narrative covers Distance Education course offerings from Summer 2021 to Summer 2023. Source data was provided by the AIER office from GCC's Banner Argos (updated as of November 2023).

In Summer 2021, one (1) course was delivered with one (1) student enrolled. Pass rate was 100%. In Fall 2021, twenty-four (24) courses were delivered in an online or hybrid format with a seat count of 564. Twenty (20) instructors taught the courses and the pass rates ranged from 43% to a high of 100%. The seven (7) students in MA98 had a 47% pass rate. The overall pass rate for Fall 2021 is 84%. In Spring 2022, twenty (20) courses were delivered in an online or hybrid format with a seat count of 386. Thirteen (13) instructors taught the courses and the pass rates ranged from 11% to a high of 100%. The nineteen (19) students in MA98 had a 11% pass rate. The overall pass rate for Spring 2022 is 76%. Summer 2022 had four (4) courses delivered in an online or hybrid format with a seat count of 62. Four (instructors) taught the courses and the pass rates ranged from 60% to a high of 100%. The overall pass rate for Summer 2022 is 81%. Fall 2022 had sixteen (16) courses delivered in an online or hybrid format with a seat count of 383. Twelve (12) instructors taught the courses and the pass rates ranged from 11% to a high of 100%. MA98 had Nineteen (19) students with a 11% pass rate. The overall pass rate for Fall 2022 is 72%. In Spring 2023, fifteen (15) courses were delivered in an online or hybrid format

with a seat count of 280. Nine (instructors) taught the courses and the pass rates ranged from 31% to a high of 100%. The course MA97 had thirteen (13) students with a 31% pass rate. The overall pass rate for Spring 2023 is 76%. Summer 2023 had three (3) courses delivered in an online or hybrid format with a seat count of 48. Three (3) instructors taught the courses and the pass rates ranged from 74% to a high of 90%. The overall pass rate for Summer 2023 is 81%.

From Fall 2017 to Summer 2023, a total of six thousand six hundred and five (6,605) course seats were filled by students in the online or hybrid courses with the fall semester of 2020 leading in the total seats occupied for DE at 3,173. The coronavirus pandemic was the primary driving force for the move to a fully online delivery requirement for all courses during the fall semester of 2020. The high success rate of students and faculty in the online courses proved the online learning/teaching modality is viable for certain departments and definitely an option for certain programs with proven success rates in its general and technical required courses.

The preceding analysis of the updated data tables is focused primarily on course offerings of online and hybrid courses, instructor assignments to online and hybrid courses, and student success rates in online and hybrid courses. Pass/Fail Rates for Face-to-Face (F2F) Courses, Fall 2017-Summer 2023 is provided for comparison purposes; however, a direct comparison between the face-to-face modality and the online/hybrid modality is not specifically provided. As an institution positioned for the future, the comparison between modalities is unnecessary as a decision to select one or the other is not the intent of this assessment.

The provided information reveals a dynamic evolution in the realm of distance education at GCC. The strengths of this journey are evident in the college's adaptability, gradually introducing and expanding online and hybrid courses. Commendably, overall pass rates were generally high, showcasing a commitment to student success. Instructors' dedication in navigating the challenges associated with online education such as the transition to fully online courses in Fall 2020 during the pandemic highlighted the capability of online courses and the need for distance education strategies to further strengthen student success. Notable challenges emerged, particularly in specific courses such as MA110A, MA161A, CUL120, MA97, and MA98, which faced lower pass rates. These challenges suggest areas for potential instructional refinement or targeted student support. Other recommendations include conducting a thorough analysis of courses with consistently low pass rates, implementing targeted interventions, and providing additional support and resources for both instructors and students to enhance the online learning experience. The narrative underscores the college's commitment to adaptability and student success while acknowledging the need for ongoing improvements in the delivery of distance education.

This update is focused on the viability and scalability of the Guam Community College Distance Education offerings as part of its commitment to 100% student-centered success.

Resources

- GCC DE Strategic Plan (2015–2020)
- Substantive Change Proposal for DE - A.S. International Hotel Management (March 2021)
- Distance Education and Student Achievement at GCC – A Summative Report (2019)
- Narrative report and statistics on Online, Distance Learning, and Hybrid Courses – Source: AIER - Banner Argos, June 2021
- GCC ISMP 2020 – 2026 & GCC ISMP 2015 – 2020
- GCC HRO: Instructional Designer, FY2021 BOT-approved Position Description
- Capabilities and Needs Assessments (Ellucian)
- DE Policy 340 – Board of Trustees DE resolution
- <http://elearningindustry.com/top-open-source-learning-management-systems>
- http://i1.wp.com/mfeldstein.com/wpcontent/uploads/2013/11/LMS_MarketShare_20131104-Home.jpg
- [http://www.ajer.org/papers/v2\(7\)/O027124130.pdf](http://www.ajer.org/papers/v2(7)/O027124130.pdf)
- <http://moodle.com/partners/>
- <https://sakaiproject.org/try-sakai-cle>
- <http://www.instructure.com/>
- <http://www.desire2learn.com/>
- <http://www.blackboard.com/Platforms/Learn/Overview.aspx>
- <http://www.edweek.org/dd/articles/2013/06/12/03lms-evaluation.h06.html>
<http://www.learningsolutionsmag.com/articles/1181/five-steps-to-evaluate-and-select-an-lms-proven-practices>
- <http://lectora.com/factors-to-consider-when-choosing-an-lms>
- <https://www.ecfr.gov/current/title-34/subtitle-B/chapter-VI/part-600/subpart-A/section-600.2>
- <https://accjc.org/accreditation-handbook-and-report-templates/>
- <https://accjc.org/eligibility-requirements-standards-policies/#institutional-policies>