As most of you know, the last accreditation report made a recommendation for GCC to create a strategic plan for Distance Education.

To that end, after going out on bid, Ellucian was contracted to help us develop the strategic plan. We also asked that they provide us with two needs assessment reports: client and capabilities, a Standard Operating Procedure relative to GCC and distance education. During the course of gathering the information, they met with us numerous times via long distance teleconferences and on island when they were here for a week. They also conducted two surveys on faculty and student readiness for distance education.

We currently have received from them the two Needs assessment reports, the two survey and draft copies of the Strategic plan and the SOP. All six have been given out to various people on campus. If you need copies of any these, please request from Wes.

Pilot courses(s) were included as a part of the contract to provide information that would be used to determine any needed changes to finalize the two reports still in draft format. Originally, the pilot project was scheduled for Fall 2014. It became apparent quite early that GCC wasn’t ready so it was moved to Spring 2015. Again, after several meetings, there were still too many questions that needed to be answered so it was moved to Fall 2015.

The decision has also been made that our DE courses will only be for Guam based students.

Questions have arisen that stem not only from the actual teaching of the courses but the underlying system that will support distance education courses offered by GCC.

**Class delivery Questions**

• Choice of host site. It has been determined that Moodle is the best choice for GCC because of faculty familiarity and its open source nature. Currently, MIS is not able to provide back-end or server support for Moodle if it was installed on GCC servers. Included in this server support would be activities such as upgrades, hacker prevention, 24/7 availability, etc.

In addition, host sites also offer on-site administrator and course content user training. On-site administrator training will provide control of GCC activities such as course template development and implementation, assigning of instructors, password maintenance and other related activities.

Course content user training is for faculty . This training involves familiarization of the various tools used in Moodle and to best use them in a class environment.

Ellucian recommended choosing a professional, off-site, independent host site. Three host servers have been identified, two recommended by Ellucian, and dialog is currently underway with them.

A decision to go with a particular vendor has not been made yet.

• Booksore. The bookstore currently has no experience with electronic books. According to Dan Okada, the ability for GCC to sell electronic books rests on the bookstore's ability to secure a license from our Asian based book manufacturers to “resell” electronic books. Since, no program has asked for electronic books, the bookstore has not been able to go through this experience. We need to provide the bookstore with a list of books for Dan to conduct the research by January in preparation for the Fall 2015 semester.

As far as books in print are concerned, the bookstore’s public web site provides information on current text books being used in courses along with price, title, ISBN (13-digit) and publisher. Dan says that the bookstore can also conduct sales long distance. The public website page offers an e-mail address for this purpose but does not provide information about this service. Part of the reason for this is that it remains unclear on how the bookstore will record sales conducted in this manner. Carmen and Ed need to add this to the SOP for the bookstore. In addition, although the bookstore has an idea as to how they will handle the mailing of books to students, it remains an untested procedure. It also remains unclear as to how the bookstore will charge students for mailing.

Once these procedures are done, the bookstore will need to add a paragraph offering this service on their public page.

• Course guides. How will course guides be changed to reflect DE delivery? Members of the LOC will need to go through training in order to be able to assess and approve DE course guides. LOC will develop SOPs for the delivery of DE classes.

• On-line and Hybrid. Four classes have been selected. The AVP has requested that two be on-line and two be hybrid so that each distance education type can be assessed.

Technology. Do faculty need additional tools to conduct DE courses? For instance, if faculty wanted to record lecture or other course related videos, can we do it?

• Recruitment. In order to obtain optimal results, it is imperative that the selected classes are full. How can we ensure this? How can the faculty/program help us with this?

**Student Questions**

• Orientation. Orientation for DE classes will be provided on-line. How will it be developed and what will it look like?

• Training. Training for DE classes must be on-line. How will it be developed and what will it look like?

• Assessment. Students will be given pre and post surveys developed and analyzed by AIER to determine expectations and results respectively. What other methods will we employ to determine how students felt about taking a DE course?

• On-line readiness page. A student readiness survey (similar to the one done by Ellucian and used as a model) will be constructed and placed on-line. Wes will be responsible for developing but will need much assistance.

**Faculty Questions**

• Moodle training. Moodle training will be offered by the host site we choose.

• DE training. GCC policy states that faculty must take a three credit course on building an on-line course, minor troubleshooting and features of a course management system. The AVP would like this to result in certification and asks for concentration in pedagogy, delivery and student assessment. How will this be funded?

• Assessment. Faculty will be given pre and post surveys developed and analyzed by AIER to determine expectations and results respectively.

• Training. Will any other type of training be needed?

• Moodle support. What will we be doing to provide Moodle support (not troubleshooting) for classroom use during the semester? Moodle support groups?

**Support System Questions**

• Moodle Admin training. Although all three host sites offer training for admin, we don’t know what it contains and what the on-site admins will be responsible for.

• Help Desk support. None of the host sites offer Help Desk support. Other schools have offered modified levels of support. Ellucian has a division that provides this service and will be sending a quotation.

• Registration. The registrar needs to incorporate within our system the ability for students to register without coming on campus. The registrar is concerned about identity authentication and FIRPA.

• Library. The library offers services for off campus students similar to those offered to on campus students. On their public website page, two services are offered: an on-line catalog of library materials called *GCCLIB online catalog* (Christine, you really need to change this to a more user friendly term) and the *EBSCO ePeridicals & eBooks*. While the former can be accessed with no restriction, the latter requires a login/password. Procedures on how students will access this login/password will need to be developed.

The *GCCLIB online catalog* provides a listing of all material contained within the library. A procedure for access to *hard copies* of library materials for off campus students will need to be developed. Although the library has procedures in mind for how this will be done, the library will need to have access to funds for supplies and mailing costs.  It may be more economical for GCC to purchase an e-book instead of mailing a print book via USPS priority mail.  Print books can’t be sent surface, because the course may be over before they receive their book.

As these procedures are developed and implemented, paragraphs describing these options need to be added to the public web page.

In addition, the faculty conducting the pilot courses need to advise the library if additional material will need to be procured to support their class. The library will need access to funds to pay for these materials. This list should be provided to the library no later than February 2015.  Additionally, there are basic reference books to support courses that may need to be purchased as e-books so that off campus students may also have access to them.  That is, if distance students are to access the same resources that non-distance students access.  Many colleges and universities offer references, like subject specific encyclopedias, in an electronic form so that all students will have access.  That would probably also be expensive, possibly as an annual subscription.

• Promotion/Education/Awareness Campaign. Many students do not understand what DE is all about. GCC’s Communications and Promotions office will develop an educational/promotional/awareness campaign to begin in mid semester Spring 2015.

• Assessment. AIER will determine the effectiveness y conducting an assessment of the DE classes being piloted. The assessment will include a comparison to similar courses offered on campus, student and faculty reaction, an analysis of system support, and other related activities.

• Health Center. How does the TB law affect DE students?

• Counseling. A majority of our counselors handling post-secondary students are DE counseling certified.

On counseling’s public website page, an e-mail address and a phone number are provided. No instructions exist informing students that off campus counseling can take place utilizing these methods. Such instructions would need to be added.

Anthony Roberto, Counseling DC was asked if they would like to employ other methods such as Skype or online chatting but he said that that the counselors have not agreed to extending their contact options beyond the aforementioned choices.

• Advising. There is a page for Academic advising on GCC’s public website. It provides information on what advising is all about and a second page that lists Advisor/Student responsibilities. There is no list of advisors or any indication on how a student can to find out who their academic advisor is. There is no contact listed if a student wanted to find out basic information about academic advising. All these issues need to be rectified.