



Guam Community College: Distance Education Strategic Plan - Draft

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Distance Education Strategic Plan (2014 – 2020)

Introduction

Guam Community College is a leader in career and technical workforce development and provides the highest quality, student-centered education and job training for students in Micronesia. To further this mission, Guam Community College (GCC) has set a goal to be a provider of Distance Education (DE) to its students. Distance education is a vehicle that the college can engage to achieve its mission of supporting students in Guam and Micronesia attain their academic goals, while still providing high quality accredited programs in career and workforce development. The resources needed to provide access to students will be carefully determined, and student, faculty, and staff readiness for DE will be assessed and measures put in place to address any gaps. In this strategic plan, all mention of staff includes; administrative, operational, and technical DE staff.

The college is considering a broad range of DE courses which will fall into 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% is held fully online.
2. Fully Online – Course is offered fully online with no expectation for the student to come on campus.

Guam Community College realizes the opportunity DE would afford students seeking flexible learning options. A recent anecdotal poll taken on the college website, had 87% of the respondents select that they would like to take online courses at GCC due to the convenience of taking courses on a flexible schedule. GCC students have various needs such as flexible scheduling and increased access to higher level courses, both factors which may not be readily available due to resource constraints primarily on the part of the student but also at the college. Fully online or even hybrid courses would reduce the burden on current institutional physical infrastructure such as parking and computer labs, yet avail GCC students' access to courses. Implementation of a sustainable DE offering could have 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 addition, improving the working environment for both faculty and staff will have an overall positive impact on college culture, and will elevate the culture of productivity which is already present on the college. In order to establish a viable and sustainable distance education offering at the college, it is also recommended that the college establish an academic technology working group that supports both institutional and DE academic technology needs.

DE at Guam Community College will support the four key institutional goals presented below. Also outlined are the specific DE goals that align with institutional direction. To attain these goals, exceptional effort must be made to address current students' needs, but also to 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. To achieve these goals, GCC has developed a five-year strategic plan to guide the institutional efforts. The impact of rapid change in educational technologies, and increased need for technology support from the college continue to strain college resources. 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 robust DE implementations.

In order to comply with federal and local regulations on Distance Education, it is recommended that GCC take several factors into consideration during the planning process. When creating the Distance

Education Strategic Plan, GCC should consider library services to distance learners, means for ensuring learner integrity, appropriate support services for distance learners, adequate technical resources, faculty training and support services, and evaluation of DE courses. Beyond the Distance Education Strategic Plan, GCC should comply with federal and local regulations by investigating, selecting and supporting those tools necessary for the delivery of distance education. These may include sustainable investment in the course management system and 3rd party tools that support distance education. Going forward, GCC might consider separating online from hybrid and face-to-face (which includes Web-Enabled) data in order to best demonstrate that online courses meet academic quality and integrity as well as engage distance learners in addressing course outcomes.

An added benefit of tracking fully online DE students is that the college would be able to address the five key regulatory factors that directly impact DE ([US Department of Education](#)), which include:

- Credit Hour – Ensure that GCC DE courses meet the contact hours as outlined by ACCJC
- Prohibition against Incentive Compensation – Ensure that GCC does not provide any commission, bonus, or other incentive payment based directly or indirectly on success in securing enrollments or financial aid to any person or entities engaged in any student recruiting or admission activities or in making decisions regarding the award of student financial assistance
- Misrepresentation – Guard against any false, erroneous, or misleading statement made to a student, prospective student, or any member of the public, or to an accrediting agency, a state agency, or Department of Education by the institution, or one of its representatives or persons with whom an institution has an agreement to provide educational programs or marketing, advertising, recruiting, or admissions services
- Last Day of Attendance – Ensure that GCC records the last date that a student had academic engagement in the eLearning environment; just logging into course does not constitute engagement. This date is used to calculate the Title IV refund amount a student receives when withdrawing from a program.
- Gainful Employment – Select programs that offer at least one year of training that leads to a certificate or degree that prepares students for gainful employment in a recognized occupation. The new metric also looks at the debt-to-income ratio and loan repayment rates.

Ellucian, in partnership with key academic leaders, performed a Distance Education assessment of Guam Community College in spring 2014. That assessment coupled with ensuing recommendations from the DE taskforce and institutional stakeholders (Appendix 7) form the foundation for this Strategic Plan.

Alignment of GCC Institutional Strategic Masterplan with DE goals.

As the college seeks to develop and strengthen Distance Education, the alignment of this goal with institutional priorities remains essential. As part of the strategic planning process, DE taskforce members in collaboration with Ellucian consultants provided input on DE goals and direction. The tasks associated with achieving these goals were developed and ranked based on feedback from the taskforce and are an aggregate of these rankings. A five-year DE implementation and assessment plan has also been developed as part of the strategic plan (Appendix 2). A substantive application to the ACCJC requesting authorization to offer full DE programs has been included in the Five-year planning process. This will ensure accreditation compliance for the DE program at GCC. Also included in the plan is the rollout of a DE pilot project. The college would like to have all DE student, faculty and staff support in place prior to initiating the pilot.

Institutional Goal 1: Guam Community College will increase retention and completion

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.

Excellence in teaching will be achieved by providing a rigorous professional development program. All faculty members engaged 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 certification will serve as models for the development and continuous improvement of all Guam Community College online courses.

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 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: Develop online degree programs that will meet current industry needs

Institutional Goal 2: Guam Community College will foster an environment that is conducive to learning

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.

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: Provide faculty with innovative tools, including Internet access and multimedia presentation capabilities within each classroom, to support teaching and learning, communication, and collaboration.

DE Goal 2.2: Provide faculty a systematic and ongoing professional development program that will include technology training, online course development, and pedagogy.

DE Goal 2.3: Apply institutional standards and best practices that will serve as online course development models.

Institutional Goal 3: Guam Community College will support an environment of improvement and accountability

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.

Excellence in technology support will be provided by the combined efforts of Academic Technologies , and the MIS departments with collaboration from the Campus 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 online utilizing “online support services” that will avail course enrollments, advising, library access, tutoring services (if needed) and access to textbooks from the bookstore.

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

DE Goal 3.1: Provide a high level of technology reliability and technical support.

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

DE Goal 3.3: Provide the technical staff with services and tools needed to 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 institutional brand within Guam, surrounding islands and internationally will be coordinated by the Office of Communication and Promotion. The development of appropriate marketing material 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 a great added advantage when rolling out new marketing campaigns for programs that target working adult 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 would be needed to not only reach this demographic but relay the value of a distance education to them.

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 seeks to review service needs for DE courses, it is important to look at functions/services that are deemed essential for the course type being offered. In addition, as GCC seeks to expand into the DE market, the type of program that is developed would require various levels of support for the students, faculty members and administrative staff. The chart below provides a listing of services that would 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, however once GCC selects programs/courses then the appropriate service delivery will be determined. 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	✓
Onsite computer lab utility	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		✓	✓
Onsite computer lab utility	✓	✓	✓

Service	Web-Enabled	Hybrid	Fully Online
Helpdesk support	Possible	✓	✓
Remote bookstore support		✓	✓
Virtual student authentication		✓	✓
Helpdesk		✓	✓
Fully online student support services (Admissions, Registration, FA, etc.)			✓

Course Development and Faculty Training

As GCC considers training options for hybrid and fully online courses it could incorporate the following types of training for its faculty. All faculty would benefit greatly from the LMS training, however if the college wants to gradually train its faculty then faculty teaching fully online or hybrid courses should get first priority. It typically takes between 8-12 months to train faculty in LMS use, online pedagogy and course development. Hybrid course faculty training typically takes 3-6 months because 50% of the course is offered in the face-to-face method. *(NOTE: This is an estimate of the time it takes to train faculty members and support course development. An assumption that has been made is that the course is being developed by both a faculty member and an instructional designer).*

As part of the faculty training process, faculty members will be able to determine their online readiness through taking a *Faculty Online Readiness Survey*¹. As part of the strategic planning process, preliminary data obtained from the survey indicates that 16% of faculty members responded that they had taught at least one course online (11/67). 89.3% of the respondents (50/56) have not received any formal training for online instruction, and none indicated that there was mandatory training that they have participated in. Only 1.8 % of the respondents indicated that they were trained using a quality standard for teaching online (1/56) and they have adopted them in the course. About 77% of the respondents stated that they have never used an LMS whereas the other 23% have used LMSs such as Moodle and Blackboard. Of the faculty who had taught online, about 14.3% had used Blackboard and 8.9% used Moodle. Seventeen faculty members who responded to the survey stated that they have developed online courses with varying levels of support. Interestingly, about 58% of the faculty members responded that they have taken an online course previously. From their experiences, the faculty seemed to think that they would spend more time teaching their online course (~68%). Put together, these responses suggest that as GCC considers incorporating training faculty members there may be three tiers of faculty training required; training for faculty members who are very familiar with LMS use and course development (Experts), training for those who have had some LMS and course development experience but do not use it frequently (Amateur) and training for faculty members who have no LMS or online course experiences (Novices).

In addition to determining faculty readiness, a student online readiness survey was administered by the college². About 72% (400/557) of the student respondents indicated that they can work independently without the traditional class arrangement, while 64% expect to spend more time in a DE course as compared to their traditional course. About 17% of the students expect to spend 6-9 hours on an online course (meets expectations for success in online courses), while about 8% expected to spend more than 9 hours. Almost 75% of the students responded that they would expect to spend less than 6 hours and suggests that orientation would be important to ensure that students are aware of online course expectations.

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	Develop an online student system that enables remote students access to admissions, registration, course enrollments, counseling, library access, textbooks, advising, financial aid, transcript requests and access to diplomas.

¹ Data Obtained from Faculty Online Teaching Readiness Survey administered between February and April, 2014

² Data obtained from Student Online Teaching Readiness Survey administered between February and April, 2014

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 intention of the college to provide a full repertoire of services to support both faculty and students taking the wide range of DE courses. (See above chart on Resources aligned to GCC courses types)

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

Objective	Area of Focus	Description
1 .2a	Advisor assignment	Develop an online student advising system whereby advisors (faculty or staff) can be assigned to an incoming DE student upon their acceptance at the college.
1 .2b	Advising management	Develop a system whereby DE students must meet with advisors every semester prior to course enrollment throughout their tenure at the college.
1 .2c	Advisor training	Implement an 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: Develop online degree programs 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.
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 pertinent. 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 future consider developing hybrid or even fully online courses if a need arises for this type of delivery. Each program should offer at least 1 WE course (Target date is by year 3)
1 .3d	DE Course Experience for GCC Students	40% of programs should offer at least one DE course. It was recommended that if GCC programs offer at least one DE course then a majority students graduating from a GCC program would have had an online course experience, therefore preparing them for future learning experiences as they enter the workforce or transfer to other institutions.
1 .3e	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.

DE Goal 2.1: 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	As part of the global strategy to support effective online learning, a formal LMS review should be undertaken. In collaboration with the College Technology Committee, the Academic Technology, department and the DE taskforce should 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 increase in DE student enrollment. As part of this review, the college will determine if the current LMS service is to be continued, switched to 3 rd party hosting vendor, or if the selected LMS should be cancelled and the college embark on a search for a different LMS.
2.1 b	Video Streaming	In collaboration with Campus Technologies and Academic Technology Governance system, 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 grants can seek foundation and federal grants to support DE institutionalization at GCC.
2.1d	Special Technology - Innovation Support	Develop a formal process of project approval for creative use of innovative technology in DE courses. Academic Technology resources and support need to be provided to accommodate creativity and innovation through faculty experimentation. To limit the scope of activity, experimental projects should be formalized, and faculty participation should include reporting of findings to the grants team in order to facilitate recommendation for use and adoption with wider support.
2.1e	Mobile Learning Initiative	Develop plans for a formal initiative on the development of a mobile learning strategy.
2.1 f	Classroom Technology Training	Providing 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	Reviewing process and procedures for identifying, evaluating, and making decisions on acquiring and replacing classroom technology.

Objective	Area of Focus	Description
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 faculty a systematic and ongoing professional development program that will include technology training, online course development, and pedagogy.

Objective	Area of Focus	Description
2.2a	Amend DE Policy	Amend DE policy to include guidelines for faculty member responsibilities and training requirements.
2.2b	Faculty Certification for Online Teaching	Develop a standard required faculty training program for online course delivery based on institutional guidelines.
2.2c	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.
2.2d	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.

DE Goal 2.3: Apply institutional standards and best practices that will serve as online course development models.

Objective	Area of Focus	Description
2.3a	Syllabus Template	Facilitate the development of a 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 what delivery method is chosen.
2.3b	Course Design Standards	Create and review course development standards for all DE courses, to ensure effective delivery and assessment of student content mastery.
2.3c	Online Course Evaluations	Create and evaluate process for reviewing online course readiness prior to the course being delivered. Include in this review process a periodic and systematic review of all courses. Amend current policies to include the review of DE courses.

DE Goal 3.1: Provide high level of technology reliability and technical support.

Objective	Area of Focus	Description	
3.1a	BPM Revitalization	Run a BPM to determine current areas of opportunity within Banner for automation improvement.	
3.1 b	Academic Technology (AT)	Review current AT resources and personnel and increase support as deemed necessary when DE offerings and service demands increase at GCC.	
3.1 c	Information Technology (MIS)	Review current MIS resources and personnel and increase support as deemed necessary when DE offerings and service demands increase at GCC.	
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 AT, MIS, and student support services and an escalation system will also need to be developed.	
3.1e	Technical Support	Collaborate with MIS and Academic Technology to ensure appropriate and sufficient technology support for DE faculty members, staff and students. See appendix 5 for the varied support provisions of AT versus information technology.	
3.1f	Periodic Equipment Checks	Develop a standard process for classroom technology equipment checks to ensure the highest level of reliability.	Online Classroom
			On-Campus
			Back-End and Cloud-Based DE support systems
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	Collaborate with AT and MIS to identify possible immediate response help for faculty if work is being impacted by technical problems or software questions	

Note: See Appendix 5 for delineation of IT and AT roles and responsibilities.

DE Goal 3.2: Establish a DE department that provides leadership and oversight of DE delivery.

Objective	Area of Focus	Description
3.2a	Determine Structure of DE Department	Develop and maintain a framework for the DE department within GCC which coordinates/manages DE delivery in collaboration with institutional divisions, to enable sustainable and reliable resource allocation. This DE department 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	Review 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.
3.2d	College Technology Governance	The DE department will work with the College Technology Committee (CTC) to comply with GCC's technology plan. The DE department will provide regular reports to the CTC.
3.2e	DE Taskforce	This group will oversee all aspects of DE at GCC. They may consist of the current DE taskforce which represents all college constituents.

DE Goal 3.3: Provide the 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, MIS, academic technology department staff, and A/V support team to ensure adequate effective support in all activities related to academic technologies – online and in the campus classrooms. (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	Course Development Models	Review current course development models and establish a DE course development model that incorporates timeline, quality control, instructor interactions with instructional designers, and instructor compensation for course development. In addition to the instructor, the library should be an integral part of this process to ensure that copyright matters and access to instructional resources are addressed during the course development process.

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 – 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 any training that will improve administrator and staff competency in supporting DE.
3.4c	Faculty and Staff	Develop and maintain a formal onboarding process and orientation session for all DE faculty (full time and adjunct), support staff, and administrators. Existing faculty would also be included in these processes.
3.4d	Course Evaluator Training	Develop course evaluator training for DE courses that covers the following areas; course guides, course navigation and courser delivery.

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. This will be done on an annual basis. (See Appendix 6)
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. Tracdat system can be used to support process improvement.
3.5c	Instructor pay-model	Review the per-student instructor pay model based on current contracts. Determine instructor compensation model for online course development.

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 (See Appendix 6).
4.1b	DE Market Analysis	Promote periodic market research on DE needs in Guam and Micronesia will inform the college 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 will deliver. This will reduce the chance for internal student cannibalization and 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 Needs and Capabilities Assessments

Note: These recommendations are also found in the Needs and Capabilities Assessment documents provided by Ellucian on 3-30-2014

Recommendations on Service Capabilities and Current Resources

- 1) Consider Moodle as an LMS for the whole institution. Due to familiarity, inexpensiveness, 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 academic technology survey.
- 2) Consider hosted Moodle Solutions – GCC should consider this as a scalable LMS utility and management option, due to the instability of the Moodle instance, lack of backup, failover, and sandbox, and lack of personnel, hardware, and time to technically host and support this LMS.
 - a. There are a number of companies that host Moodle that would require very little setup for minimal expense compared to what internal hosting would cost. One host company that matches the needs of GCC well, is remote-learner.net; however, MoodleRooms is also a common third party hosting company.
 - b. Factors to take into account when choosing an external hosting provider:
 - 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) Course and program selection for pilot and full DE rollout: Possible options include, but are not limited to:
 - a. Redeveloping the existing Education courses;
 - b. Identifying courses that suffer from limited availability of large labs on campus, and running them as hybrid, meeting half as often and doubling the availability of lab time;
 - c. Developing GED completion and/or Continuing Education courses to reach the adult population of Guam that may desire high school degree completion;
 - d. Expansion of Math courses that utilize Math XL to fully online offerings;
 - e. 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).
 - f. Identifying courses that affect student completion rates but that have enough volume per year to remain viable for online delivery.
- 4) Offer training for students and faculty. Within the context of the adopted LMS environment, design and offer training courses for both students and faculty who would participate in distance education.
- 5) Partner an Ellucian Instructional Designer with selected faculty to develop selected courses and train on instructional practices.
- 6) Investigate the feasibility of adding Ellucian DBA support to address shortcomings in Banner support at GCC that would enable the integration of Banner and Moodle, as well as potentially automating other manual processes (e.g. Banner integration with bookstore software).
- 7) Develop a long-term plan to integrate Banner and Moodle, to provide SSO access to Moodle via MyGCC, and utilize a Moodle course shell to supplement every residential course to provide a cohesive and easy-to-access resource for instructors to share content and materials with students.
- 8) Review of student advising: Faculty at the departmental level are assigned advisees, however both the counselors and students indicated that very few faculty actually advise the students and in most instances the students go to counselors for advising support.
- 9) Review both library support services and textbook provision protocol for distance students.
- 10) Review process for course retake and the role that counselors play in this process.

- 11) Review student admissions and course registration process to enable more automation that can support remote student application and admissions processes.
- 12) Review policy compliance especially as relates to student payment deferral systems. Inconsistent approval of payment plans to students can pose a risk to the college in the event that a student is denied access while others are being granted deferrals.
- 13) Review automation of add/drop and withdrawal from courses for fully online students.
- 14) Consider including "prior online instruction experience" in the job descriptions for faculty seeking to teach online courses at GCC. Especially relevant for the adjunct faculty.
- 15) Develop procedures for remote transcript request completion.
- 16) Develop a communication and change management plan for the college so that there is transparency in DE implementation and environmental impacts.
- 17) 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

Recommendations on DE Pilot

- ✓ Review service capabilities and resources to determine if Fall '14 remains feasible for pilot of courses.
 - Prioritize tasks per recommendations and determine which will be critical in supporting the pilot.
- ✓ Develop an organizational structure that oversees the functioning of DE at GCC.
- ✓ Develop policies and procedures that will guide DE pilot and future DE offerings.
- ✓ Determine the Key Performance Indicators for the pilot and set benchmarks. This will help gauge the success of the pilot.
- ✓ Develop an aggressive marketing and fulfillment plan for the pilot courses so as to minimize cannibalization of current students.
- ✓ Develop courses and train faculty who will be engaged with the pilot project.
- ✓ Train DE course evaluators.

Market Differential

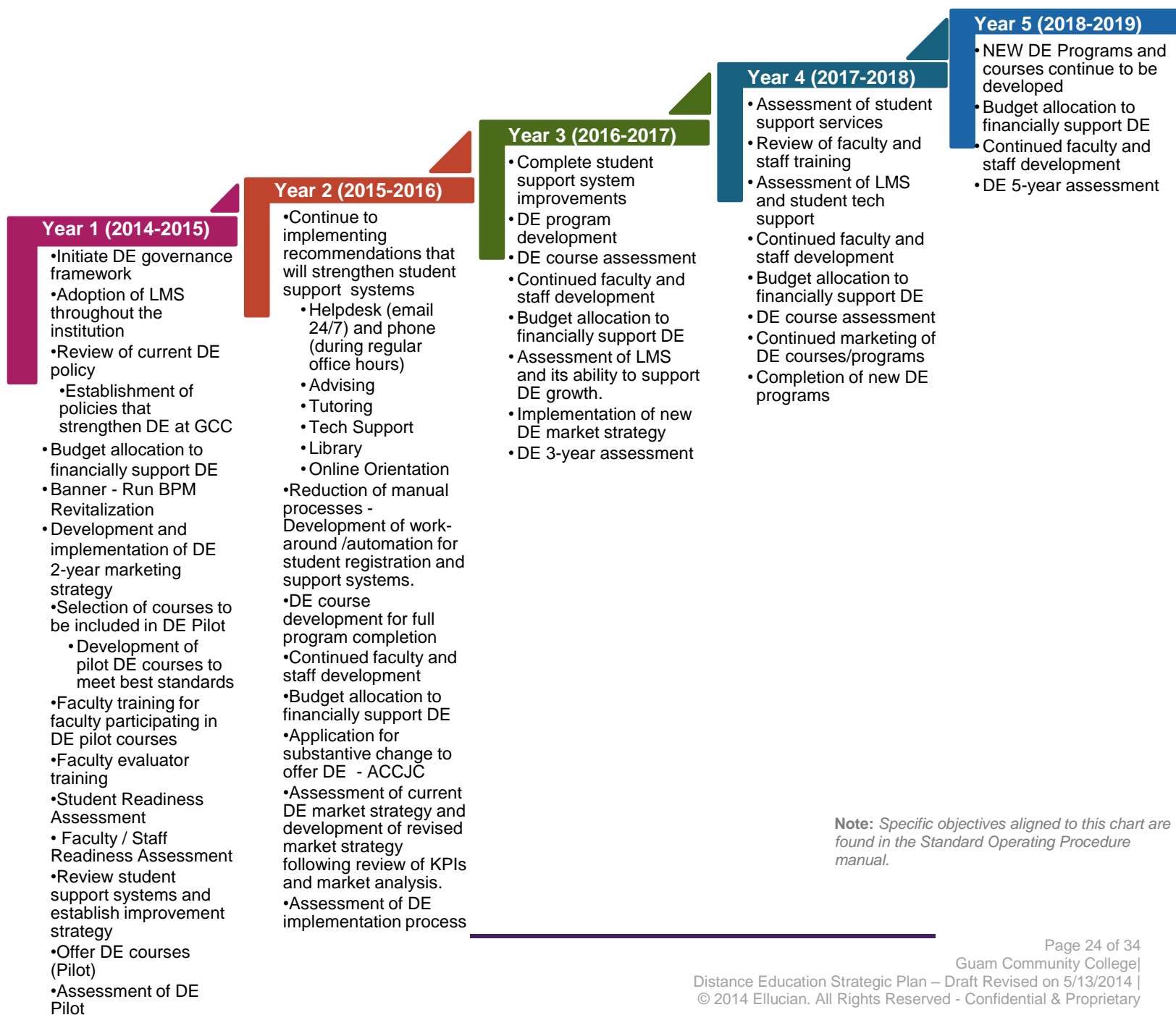
1. In drawing conclusions regarding effectiveness of program and instructional strategies, systematic and regular collection and evaluation of timely data is required. Best practices require regular feedback from students as customers in their experiences with DE programs and courses. Regular review of survey data designed to identify improvement, success and further work in DE is necessary. Preliminary results from the following surveys will enable the college to determine its current readiness to enter the DE market.
 - a. Online student readiness -- This survey explores student expectations of online classrooms, technology preparedness, study skills and habits, access to computers and knowledge of common software. Students receive immediate feedback upon completion of the survey, and the college ensures that each student is provided with both thoughtful responses about their intrinsic knowledge of technology, study habits and organization, learning style, and directions on how to increase their abilities to follow focused directions and attention to detail. Students then decide whether or not to wait to take an online class while they improve one or two skills needed to be successful.
 - b. Faculty self-evaluation of online teaching readiness. In this case, faculty members complete a survey that measures online teaching philosophy, DE awareness, DE expectations and overall online skills and preparedness. As a result, faculty members often receive additional training for improvements in managing their online classroom.

Taken together, an assessment of institutional faculty and students in addition to prospective faculty and students will provide the college with a clear perspective on student and faculty needs and gaps. The investment in creating a culture of online learning would then be assessed relative to the benefit

obtained from developing online programs, and a Return-On-Investment determined -- insufficient student and faculty readiness have been shown to cripple online programs.

2. Also worthy of review is the development of higher level courses that meet the needs of rising graduates and the Guam workforce. Students that see extended time to completion while awaiting 200 level courses would have their needs met, in addition to providing an avenue for the local workforce to enroll in courses offered by the college, but at their own time.
3. There are about 18,000 potential adult education students on Guam. Diploma readiness courses that are flexible but interactive may be appealing to this demographic on Guam, however a clear needs and technology capability assessment would be required to determine whether who would be best suited for DE at GCC.
4. Lastly, research has shown that most online students prefer to enroll in a program that is within a 100 mile radius of their home. The college attracts close to 500 students/year/high school in dual enrollment and college readiness programs. There are five high schools directly affiliated with GCC, suggesting that there are anywhere from 2,000 – 2,400 students directly impacted by GCC culture on an annual basis. It was noted that there is an attrition rate of about 50% from 10th → 11th grade and an additional 50% attrition from 11th- 12th grade. These students are already primed for a college experience when they first engage with GCC in 9th grade and would be a ready market for online courses that meet their needs. A survey of these students interest in DE would be beneficial in determining whether GCC has an opportunity to cater to their needs since they already see the value of a GCC education. This mitigates risk involved in seeking students that are greater than 100 miles away from the college.

Appendix 2 – DE Implementation Plan (Five Year)



Appendix 3: Key LMS Features to Consider

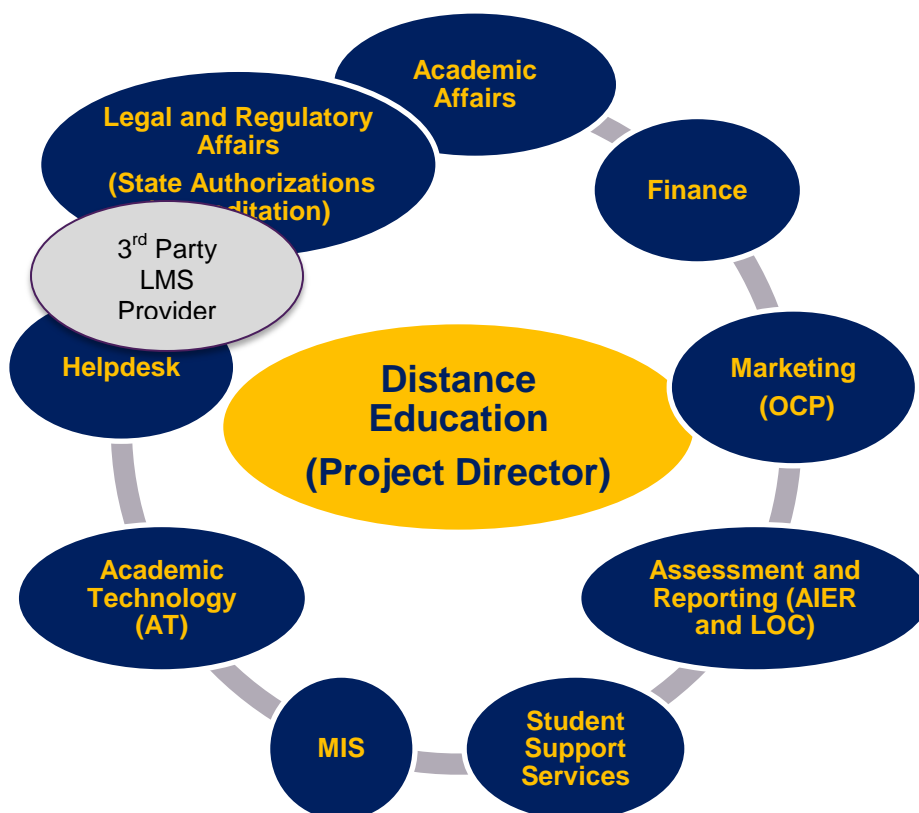
- Level of technical support provided;
 - Vendor support
 - Active community support
- Availability/uptime;
- Plans for facilitating LMS updates;
- Redundancy;
- Scalability;
- Sandbox availability;
- File storage capacity and limitations;
- Design and branding options;
- Built-in tool capability, including:
 - Forums
 - Assignments
 - Lessons
 - Quizzes
 - Blogs
 - Wikis
- Integrated tools, such as:
 - ePortfolio
 - Web conferencing
 - Analytics
 - Streaming video
- Ease of data migration in case a different solution is chosen;
- Interface;
- Social learning tools;
- Accessibility and compliance;
- Integration with third-party tools;
- Email functionality;
- Security;
- Administrative monitoring;
- Availability of content libraries;
- Implementation and training;
- Mobile support;
- Cost/pricing plan structure.

Appendix 4 - DE Organizational Structure and Student Support Systems.

As part of the DE assessment process, it was recommended that an organizational framework be developed to support the full DE student life cycle at the college. The DE director 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, MIS, Academic Technology (AT) and the Helpdesk. The Academic Affairs division would support the Helpdesk when specific program questions arise. In addition, this division would ensure that all DE programs are compliant with all legal and regulatory guidelines for DE including state authorizations and accreditation.

The Helpdesk, Student Support Services (SSS) and a 3rd Party LMS provider, are the first responders to student issues and require consistent updates and business continuity. The SSS includes but is not limited to: 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.

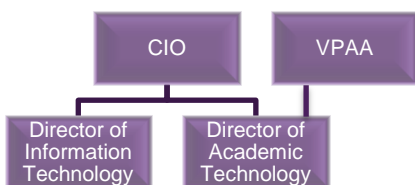
Most institutions have their IT department report to a Chief Information Officer. The MIS department at GCC currently reports to finance, and supports the IT infrastructure for most of the academic and administrative automated processes. The MIS and AT departments play key roles in DE support, and would work together to manage technology needs across the academic and administrative functions of DE, albeit they have varied functions (Appendix 5). The MIS and AT departments will provide support to DE students and faculty when relevant helpdesk tickets are escalated to them.



Appendix 5– Information Technology Vs. Academic Technology: Roles and Responsibilities.

Introduction

In most institutions of higher education, a distinct line is drawn between the Department of Information Technology and the Department of Academic Technology. Each department has specific tasks and responsibilities. There is a clear relationship between the two departments, and often they are tasked to work together to solve issues and provide solutions for end users. Though it may seem that there is overlap between the two departments, if responsibilities between the two are clearly defined, there seldom is. Typically, the departments are each headed by a director, and they typically report to the Chief Information Officer (CIO) or Vice President (VP) of Information Technology. In addition to reporting to the CIO, the Director of Academic Technology reports to a senior position in academics, such as the Vice President of Academic Affairs (VPAA).



Presently, GCC does not have a position of CIO or VP of Information Technology. Frank Camacho, as Systems Administrator, holds a position that is similar to a Director of Information Technology. Presently, there is no individual at GCC that is tasked with the full responsibilities of a Director of Academic Technology. Wes Gima, as Program Specialist is currently tasked with some of the responsibilities of this position,

but his job description is not perfectly aligned with it.

The purpose of this document is to assist GCC in developing a model for the management of academic technology (AT) services in the development of a distance education program. An analysis of the present dynamics at GCC reveals that there is a gap in Academic Technology leadership. Due to the difference in skill sets and objectives, involving Frank Comacho more heavily in Academic Technology deliverables is not a practical solution.

To demonstrate, the position of Director of Academic Technology requires a Master's or Doctorate in Education, Distance Education, or Curriculum and Instruction. A Director of Information Technology, on the other hand, has a Master's in IT at a minimum with extensive certifications in the industry being highly desirable.

This document provides a sample list of responsibilities for a Director of Information Technology (IT) and a Director of AT. Both lists are somewhat generalized and certainly not comprehensive, but they are a reflection of best practices in higher education. Note that it would be exceptionally rare to find one individual who is qualified to serve both of these roles effectively as they are vastly different in scope and necessary competencies.

IT builds the roads, AT drives on the roads. The Department of Academic Technology, to some degree, is a 'customer' of the Department of Information Technology in the sense that IT provides for the network, infrastructure, and server integration necessary for AT to function. However, the two departments are vastly different in their deliverables. To successfully operate an IT department, little understanding of academics is truly necessary—just a knowledge of best practices, data security (FERPA), hardware, and software infrastructure. To successfully operate an AT department, a great degree of academic knowledge such as teaching and learning theory and best practices is required—and little knowledge of the details of the underlying support structure provided by IT is necessary to be effective. This document includes a few scenarios that demonstrate how the roles of AT and IT differ in practice.

Scenarios: Problem Resolution

ONE

A teacher is teaching a course in Moodle. She wants to know if she can set up a discussion forum that allows students to participate anonymously for a discussion on a sensitive topic. Who does she direct her question to?

A: Academic Technology. This is a question on the use of an academic system for academic purposes. In addition to knowledge of the configuration of the LMS, the AT is also responsible to know the best practices and potential legal ramifications of sharing information in this context.

TWO

A teacher wants to use a website in class. The website requires software plug-in to be installed in the browser but is having trouble getting the plug-in to install due to limited permissions. Who does he ask for support?

A: Information Technology. Since IT is responsible for all software deployments and installations, and is knowledgeable about security risks and installation policies, IT can make a determination on the need for the software and provide necessary support.

THREE

A student is in a computer lab on campus, attempting to upload a document to an online course, and is having difficulty. The instructor can't determine the issue. To whom should the student be directed?

A: Academic Technology (first), then Information Technology. It is up to AT to determine if the student issue is due to an LMS restriction or problem first, and to resolve the issue if possible (e.g. the document is too large, inappropriate filename, etc.). If AT support determines that the student has followed all steps properly, and the LMS vendor indicates that everything is functioning as normal (or a successful test was completed on another computer), the issue can be directed to IT as a possible hardware, software, or network issue. This is an example of AT and IT working together. There is no overlap in responsibilities, but both departments are responsible for service delivery and determining where the failure is occurring.

Appendix 6 – 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. Currently there are no students with this designation at GCC.

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 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, as the college strives to meet the 4 key institutional goals (Ref: Institutional Strategic Master Plan 2014 – 2020: Goals and Initiatives)
- **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
	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

KPI	KPI Measure	Definition
	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	
	PT FTIC Fall-to-Fall Persistence rate	
	2-year FTIC Fall-to-Fall Persistence rate	
	2-year FTIC Fall-to-Fall	

KPI	KPI Measure		Definition
	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		
	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			Recommend Community College Survey of Student Engagement (CCSSE) or Noel Levitz(NL)
Financial Access and Affordability	In-County Tuition and Fees		
	% First Generation Student		
	Financial Aid Default Rates		
Resources and Services	IT FTE staff/per VC student		
	Help Desk Services (E.g. hrs. of access, ticket resolution rate etc)		
	Other Resources and Services (hrs.	Orientation	

KPI	KPI Measure		Definition
	of access)	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 7- Ellucian on-site meetings with DE taskforce, students, faculty and other institutional stakeholders.

Administrators

Carmen Santos (Vice President, Business)
Dr. Ray Somera (Vice President, Academic Affairs)
Michael Chan (Associate Dean, TSS)
Marlena Montague (Assistant Director, AIER)
Patrick Clymer (Coordinator, Admissions & Registration)
Esther Rios (Coordinator, Financial Aid)
Joanne Ige (Associate Dean, Student Support Services)
Francisco Camacho (Data Processing Systems Administrator, MIS)
Wesley Gima (Program Specialist, Academic Technologies)

Faculty

Christine Matson (Assistant Professor, Learning Resource Center)
Troy Lizama (Associate professor, Assessment & Counseling)
Vera DeOro (Assistant Professor, English)
Sara Leon Guerrero (Professor, Early Childhood Education)
Lisa Baza-Cruz (Professor, English)
Simone Bollinger (Instructor, English)
Tressa Dela Cruz (Instructor, English)
Desiree Ventura (Instructor, English)

Student

Vicenta Lundgred

On campus forum attendance: 16 students and 26 faculty attended the session over a period of two days.

Resources

- GCC ISMP 2014 – 2020 (draft)
- 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/wp-content/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>