

## Strategic Plan Action Items – Aligned with DE Strategic Goals

---

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

Objective	Area of Focus	Description	Priority
1.1 a	<b>Virtual Student Support</b>	Develop an online student system that enables students remote access to class enrollments, counseling, library access, textbooks, advising, financial aid,	1 -2 Preferably start in year 1 and complete in
1.1b	<b>Faculty and Staff Awareness program</b>	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.	1-2
1.1 c	<b>Develop support services for faculty and students in the full range of DE courses</b>	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 <i>above chart on Resources aligned to GCC courses types</i> )	1-2

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

Objecti	Area of Focus	Description	Priority
1 .2a	<b>Advisor assignment</b>	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
1 .2b	<b>Advising management</b>	Develop a system whereby DE students must meet with advisors every semester prior to course enrollment throughout their tenure at the college.	2 -3
1 .2c	<b>Advisor training</b>	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.	2

**DE Goal 1.3: Develop online degree programs that will meet current industry needs**

<b>Objective</b>	<b>Area of Focus</b>	<b>Description</b>	<b>Priority</b>
<b>1 .3a</b>	<b>New Online Program Market Analysis</b>	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
<b>1 .3b</b>	<b>Hybrid Program Development</b>	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.	2 -3
<b>1 .3c</b>	<b>Web-Enhanced Courses</b>	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)	1-3
<b>1 .3d</b>	<b>DE Course Experience for Students</b>	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.	4 - 5
<b>1 .3e</b>	<b>Student course evaluations and Retention survey mechanisms</b>	Review current student course evaluation mechanisms and surveys to enable data driven decisions about course and program effectiveness.	3 - 4

**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.**

<b>Objective</b>	<b>Area of Focus</b>	<b>Description</b>	<b>Priority</b>
<b>2.1a</b>	<b>Learning Management System</b>	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 <sup>rd</sup> party hosting vendor, or if the selected LMS should be cancelled and the college embark on a search for a different LMS.	1
<b>2.1 b</b>	<b>Video Streaming</b>	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.	1
<b>2.1c</b>	<b>Institutional DE funding allocation and Grant support</b>	GCC has strong fiscal responsibility and compliance in grant management. The grants can seek foundation and federal grants to support DE institutionalization at GCC.	1 - 5
<b>2.1d</b>	<b>Special Technology - Innovation Support</b>	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
<b>2.1e</b>	<b>Mobile Learning Initiative</b>	Develop plans for a formal initiative on the development of a mobile learning strategy.	5
<b>2.1 f</b>	<b>Classroom Technology Training</b>	Providing tools and training on the use and support of classroom technology.	1 - 5

<b>2.1 g</b>	<b>Classroom Technology Inventory</b>	Review the current inventory of classroom technology and all available utilization data.	1
<b>2.1 h</b>	<b>Classroom Technology Upgrades</b>	Reviewing process and procedures for identifying, evaluating, and making decisions on acquiring and replacing classroom technology.	1 - 2
<b>2.1 i</b>	<b>Wireless Access to Support Mobile Learning</b>	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.	1 - 2

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

<b>Objective</b>	<b>Area of Focus</b>	<b>Description</b>	<b>Priority</b>
<b>2.2a</b>	<b>Amend DE Policy</b>	Amend DE policy to include guidelines for faculty member responsibilities and training requirements.	1
<b>2.2b</b>	<b>Faculty Certification for Online Teaching</b>	Develop a standard required faculty training program for online course delivery based on institutional guidelines.	1 -2
<b>2.2c</b>	<b>Professional Development Plans</b>	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.	1 – 5
<b>2.2d</b>	<b>Innovative Technologies in DE</b>	Conduct an ongoing series of presentations open to all faculty members that showcase innovative technologies that can be incorporated in DE courses.	1 - 5

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

<b>Objective</b>	<b>Area of Focus</b>	<b>Description</b>	<b>Priority</b>
<b>2.3a</b>	<b>Syllabus Template</b>	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 which delivery method is being used.	1
<b>2.3b</b>	<b>Course Design Standards</b>	Create and review course development standards for all DE courses, to ensure effective delivery and assessment of student content mastery.	1 → 3
<b>2.3c</b>	<b>Online Course Evaluations</b>	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.	1 → 5

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

<b>Objective</b>	<b>Area of Focus</b>	<b>Description</b>		<b>Priority</b>
<b>3.1a</b>	<b>BPM Revitalization</b>	Run a BPM to determine current areas of opportunity within Banner for automation improvement.		1
<b>3.1 b</b>	<b>Academic Technology (AT)</b>	Review current AT resources and personnel and increase support as deemed necessary when DE offerings and service demands increase at GCC.		2 -3
<b>3.1 c</b>	<b>Information Technology (MIS)</b>	Review current MIS resources and personnel and increase support as deemed necessary when DE offerings and service demands increase at GCC.		2 -3
<b>3.1d</b>	<b>Helpdesk Services</b>	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.		1 - 5
<b>3.1e</b>	<b>Technical Support</b>	Collaborate with MIS and Academic Technology to ensure appropriate and sufficient technology support for DE faculty members, staff and students. See appendix 4 for the varied support provisions of AT versus information technology.		1 -5
<b>3.1f</b>	<b>Periodic Equipment Checks</b>	Develop a standard process for classroom technology equipment checks to ensure the highest level of reliability.	Online Classroom	2 -5
			On-Campus	1 - 5
			Back-End and Cloud-Based DE support systems	1 - 5
<b>3.1g</b>	<b>Review of Helpdesk Process</b>	Develop a system for student helpdesk process, and establish an evaluation of the effectiveness of the implemented methodology		1
<b>3.1g</b>	<b>Online Training Documentation and Training Videos</b>	Develop a library of online training aids that will provide training on all technologies currently being used to support DE at GCC.		1 -2
<b>3.1h</b>	<b>Faculty Support Alternatives</b>	Collaborate with AT and MIS to identify possible immediate response help for faculty if work is being impacted by technical problems or software questions		1 -2

*Note: See Appendix 4 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.**

<b>Objective</b>	<b>Area of Focus</b>	<b>Description</b>	<b>Priority</b>
<b>3.2a</b>	<b>Determine structure of DE department</b>	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.	1 - 5
<b>3.2b</b>	<b>DE Policy</b>	Review DE policy to support DE program compliance.	2 -3
<b>3.2c</b>	<b>DE Standard Operating Procedures</b>	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.	2 -3
<b>3.2d</b>	<b>College Technology Governance</b>	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.	1 - 5
<b>3.2e</b>	<b>DE Taskforce</b>	This group will oversee all aspects of DE at GCC. They may consist of the current DE taskforce which represents all college constituents.	1 - 5



**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.**

<b>Objective</b>	<b>Area of Focus</b>	<b>Description</b>	<b>Priority</b>
<b>3.3a</b>	<b>Review organization structure, roles, and responsibilities</b>	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)	1 - 5
<b>3.3b</b>	<b>Develop shared resources model for course development (Course Guides)</b>	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	1 - 2
<b>3.3c</b>	<b>Course Development models</b>	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.	2

**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	Priority
<b>3.4a</b>	<b>Online access to software training</b>	Review current access to online training on common productivity software – students, faculty and staff	1 - 5
<b>3.4b</b>	<b>Administrative Technical Training</b>	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.	1 – 5
<b>3.4c</b>	<b>Faculty and Staff</b>	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.	1 - 5
<b>3.4d</b>	<b>Course Evaluator training</b>	Review current course evaluator training and incorporate training for DE courses	1 - 5

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

Objective	Area of Focus	Description	Priority
<b>3.5a</b>	<b>Establish Key Performance Indicators (KPI)</b>	Review current student service KPIs and establish indicators that will enable assessment of service effectiveness across all student service sectors that support DE students. (See Appendix 5)	1 -2
<b>3.5b</b>	<b>Service Management</b>	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 effectively and close out issues that have been resolved.	1 -2
<b>3.2 f</b>	<b>Instructor pay-model</b>	Review the per-student instructor pay model based on current grouping tiers, and determine the minimum DE course size that will guide course offerings.	

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

<b>Objective</b>	<b>Area of Focus</b>	<b>Description</b>	<b>Priority</b>
<b>4.1a</b>	<b>Establish Key Performance Indicators (KPI)</b>	Review current marketing KPIs and establish indicators that will enable assessment of marketing effectiveness (See Appendix 5).	1 - 5
<b>4.1 b</b>	<b>DE Market Analysis</b>	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.	1 -5
<b>4.1c</b>	<b>DE Marketing Plan</b>	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.	2-5
<b>4.1d</b>	<b>DE Marketing-Working Group</b>	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.	1 -5
<b>4.1e</b>	<b>Marketing fulfillment process</b>	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.	1 – 2
<b>4.1f</b>	<b>Utilization of GCC Media</b>	Leverage GCC Media as a resource for growing online programs	1 - 5