A summary of a Compression Planning session held with the Distance Education Committee to identify potential solutions to the most critical challenges and gaps students encounter when trying to enroll and succeed in distance education courses at the college. This session was the second in a series of discussions to identify the needs, best practices, and solutions to enhance the Distance Education program at the college. Several workgroups were organized at the completion of this session to develop language for initial objectives and activities for a Distance Education Plan. Additional sessions will take place throughout the spring semester in development of a comprehensive plan to submit to the Department of Education for a Collaborative Title V grant in 2012.

**Focus:** The Compression Planning session was facilitated by Jenni Abbott, Director of Grants & Resource Development. The session was limited to identifying what was needed. Discussion about the technology, facilities, and personnel needed to implement will be undertaken later.

**Process:** The MJC Distance Education Committee and others were invited to a 3-hour planning session. Nine faculty members, four classified staff, and three administrators participated in the discussion (sixteen in total).

### Session #2 Participants

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Patrick Bettencourt</td>
<td>Dean, Lit &amp; Lang/Library</td>
</tr>
<tr>
<td>Iris Carroll</td>
<td>Librarian</td>
</tr>
<tr>
<td>Cheryl Chavez</td>
<td>Library Technician</td>
</tr>
<tr>
<td>James Clarke</td>
<td>Coordinator, Distance Ed</td>
</tr>
<tr>
<td>Deanne Dalrymple</td>
<td>Adjunct faculty, Computer Graphics</td>
</tr>
<tr>
<td>Carol Ellis</td>
<td>Admissions &amp; Records Specialist</td>
</tr>
<tr>
<td>Kim Gyuran</td>
<td>Faculty, Speech</td>
</tr>
<tr>
<td>Laura Maki</td>
<td>Faculty, Chemistry</td>
</tr>
<tr>
<td>Shirley Miranda</td>
<td>Administrative Specialist, Title V</td>
</tr>
<tr>
<td>Eva Mo</td>
<td>Faculty, History</td>
</tr>
<tr>
<td>Larry Scheg</td>
<td>Faculty, Reading</td>
</tr>
<tr>
<td>Kim Schrader</td>
<td>Administrative Secretary, Library</td>
</tr>
<tr>
<td>Mary Silva</td>
<td>Counselor</td>
</tr>
<tr>
<td>Michael Smedshammer</td>
<td>Faculty, English</td>
</tr>
<tr>
<td>Michael Sundquist</td>
<td>Dean, Fine Arts &amp; Humanities</td>
</tr>
<tr>
<td>Karen Walters Dunlap</td>
<td>Vice President, Instruction</td>
</tr>
</tbody>
</table>
Four specific questions were asked of the group. All ideas were captured without discussion of strengths or weaknesses of the idea. Recorders wrote ideas on 4 x 6 cards which were posted on large boards for a visual record of the discussion. Following the listing of all ideas, the group identified the top priorities under each of the four questions by individually placing “dots” on the cards seen as most critical.

**Questions:**

1) **Student Technology Support:** What essential services do students need to be successful in DE courses?

2) **Student Instructional Support:** What specific student instruction support should be accessible online?

3) **Initial Faculty Training:** What level of training should be required to teach online?

4) **Ongoing Faculty Training and Support:** What essential services and ongoing training is needed to increase online confidence and skill?

**Information for Workgroups:**
The four questions are listed below in the format of goals, with participant suggestions prioritized and organized under major areas (delineated by “picture dots”). The workgroups will “flesh out” and draft language for the basic objectives.

The committee agreed to use the MJC Technology Plan as a guiding template to assist in coordinating the efforts of the workgroups. As groups work on specific goals and objectives, additional solutions may be identified and should be included in drafts if the group is inclined.

**NEXT STEPS:**

- Email drafts of workgroup goal and objectives to J. Abbott & J. Clarke by Wednesday, February 1st.
- Goals will be combined into a single document for ease of committee review.
- The committee will meet again on Friday, February 3rd to review drafts of the four goals.
- Additional goals may also be developed at this session (Budget, Policy, Structure, etc.).
- Begin outlining a DE Work Plan detailing activities, milestones, formative measures, and a timeline.
The table below is a brief summary of Compression Planning Session #1 where critical areas of need were identified. These needs may help in the development of objectives and other language, particularly in some goals where there is less detail listed.

### Prioritized Challenges and Gaps in Distance Education

<table>
<thead>
<tr>
<th>Student Preparation</th>
<th>Faculty Preparation</th>
<th>Infrastructure &amp; Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ability to self-direct&lt;br&gt;• Lack of pre-requisite reading/writing skills&lt;br&gt;• Navigating the online system&lt;br&gt;• False perception of course difficulty&lt;br&gt;• Lack of time management skills&lt;br&gt;• False sense of technology literacy&lt;br&gt;• Basic communication skills (especially for ESL students)&lt;br&gt;• Additional challenges for students with disabilities&lt;br&gt;• Lack of personal motivation&lt;br&gt;• Client-side technology unavailable</td>
<td>• Lack of content and design assistance&lt;br&gt;• Lack coordination of online support services&lt;br&gt;• Lack of training on online pedagogy&lt;br&gt;• Lack of support in summer and irregular hours (24/7)&lt;br&gt;• No central repository for best practices&lt;br&gt;• Inadequate instructional feedback to students&lt;br&gt;• Inconsistent administration of online programs&lt;br&gt;• No coordinated process to pilot new ideas and technology&lt;br&gt;• Inconsistent knowledge of issues related to specific populations&lt;br&gt;• Lack of technology fluency&lt;br&gt;• Lack of ongoing training</td>
<td>• No online readiness assessment for students&lt;br&gt;• No single entry point or “one-stop”&lt;br&gt;• Lack of online tutoring and instructional support&lt;br&gt;• Lack of student support (24/7)&lt;br&gt;• No physical central location for online students and faculty to be trained&lt;br&gt;• Lack of human guidance, especially in the beginning&lt;br&gt;• Need stronger early intervention&lt;br&gt;• Lack of online career guidance&lt;br&gt;• Lack of fully online guidance&lt;br&gt;• Lack of fully online forms and ability to submit</td>
</tr>
</tbody>
</table>
1) **STUDENT TECHNOLOGY SUPPORT**

Workgroup:  
_Iris Carroll_  
_Kim Gyuran_  
_Mike Sundquist_

**GOAL 1:** Establish essential technology support for students to be successful in Distance Education courses.

**OBJECTIVES:**

1.1 **Phone, Online, Personal Assistance**  
(6 picture dots, 3 orange)
   
a. Drop-in Center
   
b. Blackboard support
   
c. 24/7

1.2 **Portal for Online Students**  
(6 picture dots)
   
a. User-friendly web site for students  
(5 orange dots)
   
b. Online tutorials (Camtasia, Echo 360)  
(1 picture dot, 5 orange)
   
c. Orientation to online learning (face-to-face and online)  
(1 picture dot, 3 orange)
   
d. Online faculty profile/teaching approach  
(2 orange dots)
   
e. Student readiness assessment  
(1 picture dot)
   
f. Fully online forms  
(2 orange dots)
   
g. Trouble shooting manual  
(1 orange dot)
   
h. Financial Aid link  
(no dots)
   
i. Online services for students with disabilities  
(no dots)

1.3 **Outreach and Marketing** (college website)  
(1 picture dot, 1 orange)
2) **STUDENT INSTRUCTIONAL SUPPORT**

Workgroup:  
*Brenda Thames*  
*Patrick Bettencourt*

**GOAL 2:** Develop specific instructional support services students can access online.

**OBJECTIVES:**

2.1 **Online Tutoring (24/7)**  
(6 picture dots, 3 orange)

2.2 **Online Counseling and Advising**  
(3 picture dots, 1 orange)
   
   *a.* Integrated Early Alert Counseling  
   (1 picture dot, 2 orange)
   
   *b.* Degree Audit  
   (1 picture dot, 1 orange)
   
   *c.* Timely access to book purchasing  
   (2 orange dots)

2.3 **Links to online library services**  
(1 picture dot, 1 orange)
3) **FACULTY TRAINING**

Workgroup:  
*James Clarke*  
*Mike Smedshammer*  
*Laura Maki*

| GOAL: Establish a faculty academy that provides faculty training in the technological and pedagogical best practices for online instruction. |

**OBJECTIVES:**

3.1 Faculty application and training agreement to teach online  
*(6 picture dots, 1 orange)*

3.2 Successful completion of online teaching academy  
*(1 picture dot, 6 orange)*

  a. Diagnostic to determine readiness to teach online  
*(3 orange dots)*

3.3 Faculty diagnostic to determine training needs  
*(2 picture dots, 2 orange)*
4) ONGOING TRAINING AND ASSISTANCE FOR FACULTY

Workgroup:  
Karen Walters Dunlap  
Eva Mo  
Mike Smedshammer  
Laura Maki

GOAL: Develop essential services and ongoing training to increase faculty confidence and skill in online instruction.

OBJECTIVES:

4.1 Faculty Portal for Online Instructors  
- Repository of Blackboard Best Practices  
- Online chat for faculty

4.2 Instructional Design Support  
- Instructional delivery templates  
- Peer review of courses  
- Faculty Mentoring  
- DE Teaching Award  
  - Awardee to share teaching approaches

4.3 DE Faculty Drop-In Center  
- Year round assistance for faculty  
- Advanced Academy for faculty to learn new skills