Focus: This discussion centered on the review of goals and objectives created from the previous session and the development of goals related to technology and infrastructure, personnel, procedures, and budget for a Distance Learning program. Workgroups reported on the development of Goals 1, 2, & 3 and the group discussed revisions. It was recommended that Goal 1 (Student Technology Support) and Goal 2 (Student Instructional Support) be revised and combined into a single goal. Goal 3 (Faculty Training) and Goal 4 (Ongoing Training and Assistance for Faculty) have been revised and combined into a single goal for faculty support.

Notes:
- There is still redundancy between some objectives and/or activities
- Some objectives refer to “DE students”, others refer to online access to students.

Session #3 Participants
Jenni Abbott (facilitator) Grants & Resource Development
Kim Bailey Counselor
Cheryl Chavez Library Technician
James Clarke Coordinator, Distance Ed
Lorena Dorn Dean, Counseling
Kim Gyuran Faculty, Speech
Jennifer Hamilton Faculty, Accreditation Co-Chair
Eva Mo Faculty, History (YFA)
Kim Schrader Administrative Secretary, Library
Nora Seronello Research Analyst, Center of Excellence
Mary Silva Counselor
Michael Smedshammer Faculty, English

New language for Goals:
All goals and objectives now fall into one of four categories:
1) Student Support
2) Faculty Support
3) Technology and Infrastructure
4) Governance, Procedure and Budget

Goal #1: **Student Support** (previously #1 & #2): Establish comprehensive support services for MJC students to enroll, persist, and succeed in Distance Education courses.

Goal #2: **Faculty Support** (previously #3 & #4) Establish minimum standards and provide faculty training and ongoing support to effectively teach online/hybrid courses.

Goal #3: **Technology and Infrastructure** Acquire, maintain and support technologies that increase the effectiveness of distance learning.

Goal #4: **Governance, Procedure and Budget** Establish governance, procedure and budget standards to effectively implement and monitor the college Distance Education Program.
<table>
<thead>
<tr>
<th>Objective</th>
<th>Activities</th>
<th>Person(s) Responsible</th>
<th>Outcome Measure</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Technical Assistance</strong></td>
<td></td>
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<tr>
<td>1.1 Establish physical Drop-In center to assist DE students with instructional and technical support at MJC.</td>
<td>a. Expand the current telephone support service to a 24/7.</td>
<td>I. Carroll K. Gyuran M. Sundquist P. Bettencourt</td>
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<td></td>
<td>b. Develop and conduct regularly-scheduled face-to-face orientations for online students.</td>
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<tr>
<td>1.2 Develop an intuitive Portal to provide students with online access to instructional and student support services and technical assistance.</td>
<td>a. Develop series of online tutorials that provide visual, audio, and text-based instruction for basic, necessary tasks for online students.</td>
<td></td>
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<tr>
<td></td>
<td>b. Create online orientation for students on how to access Blackboard courses.</td>
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<td></td>
<td>c. Create checklist of essential steps in order to register, add, &amp; login to DE courses.</td>
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<td></td>
<td>d. Create student readiness assessment and develop method to review assessments and provide timely feedback to students. (Available for individual courses as well.)</td>
<td></td>
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<td></td>
<td>e. Maintain current list of online-teaching faculty profiles with video to enable students to evaluate online teaching philosophies and styles.</td>
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<td></td>
<td>f. Develop and maintain current online trouble-shooting manual</td>
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<tr>
<td>Objective</td>
<td>Activities</td>
<td>Person(s) Responsible</td>
<td>Outcome Measure</td>
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<td>--------------------------------------------------------------------------</td>
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<tr>
<td><strong>Instructional Assistance</strong></td>
<td><strong>1.3 Develop specific instructional support services students can access online.</strong></td>
<td>I. Carroll</td>
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<tr>
<td></td>
<td>a. Provide DE students with access to online tutoring and supplemental instruction that is offered through our Tutoring Center.</td>
<td>K. Gyuran</td>
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<tr>
<td></td>
<td>b. This includes setting up in-center tutors and SI Leaders to use e-conferencing methods to provide tutoring and Supplemental Instruction to DE Students.</td>
<td>M. Sundquist</td>
<td></td>
<td></td>
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<td></td>
<td>c. Investigate the effectiveness of commercial online tutoring services such as that available from MyWritingLab, Smarthinking, etc.</td>
<td>P. Bettencourt</td>
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<td></td>
<td><strong>1.4 Integrate online Library Services including reference and consultation, document delivery, access to reserve materials, and information competency instruction.</strong></td>
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<td></td>
<td>a. The ACRL Standards for Distance Learning Library Services provide a list of library services deemed essential for the <strong>equitable</strong> provision of library services to those customers who access the library remotely. <em>(develop related measurable activities – see list on p. 12)</em></td>
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<tr>
<td><strong>Student Services Assistance</strong></td>
<td><strong>1.5 Develop online access to student counseling and advising</strong></td>
<td>B. Thames</td>
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<tr>
<td></td>
<td>a. Develop process for counselors to meet with DE students in a secure environment using e-conferencing or other related web based tools.</td>
<td>L. Dorn</td>
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<td></td>
<td>b. Provide counseling services for DE students (and provide DE counseling services for all students as option)</td>
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<tr>
<td>1.6 Provide comparable auxiliary student services for DE students</td>
<td>1.7 Provide appropriate matriculation/orientation services to incoming DE students (and include option to access services via DE technology for all students)</td>
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<tr>
<td>c. Identify process and resources for counseling services to DE students</td>
<td>a. Provide online or mediated orientation about counseling, student activities, special services, email and LMS accounts, etc. To DE students</td>
<td></td>
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<tr>
<td>d. Provide staff development/training to counseling faculty</td>
<td>b. Provide online or mediated instruction about success in online courses</td>
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<tr>
<td>e. Work with counselors to ensure placement and prerequisite policies for college are properly adapted to online environment</td>
<td>c. Develop a Student DE handbook (PDF and html versions)</td>
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<tr>
<td>a. Financial Aid</td>
<td>d. Provide appropriate testing/assessment for DE students</td>
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<td></td>
<td></td>
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<tr>
<td>b. Assessment/Placement</td>
<td>e. Identify assessment options</td>
<td></td>
<td></td>
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<tr>
<td>c. Student Petition Process</td>
<td>f. Identify processes and support (available online alternatives)</td>
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<td></td>
<td></td>
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<tr>
<td>d. Student Grievance Process</td>
<td>g. Integrate Early Alert Counseling</td>
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<tr>
<td>e. Health Information</td>
<td>i. Bookstore Services</td>
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<tr>
<td>f. Student Development</td>
<td>k. Create online student modules for self-directed college/life management skill development</td>
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<td></td>
<td></td>
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<tr>
<td>g. Information Services</td>
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<tr>
<td>h. Degree Audit</td>
<td></td>
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<td></td>
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<tr>
<td>i. Online Ed Plans</td>
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<td></td>
<td></td>
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<tr>
<td>j. Bookstore Services</td>
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<td></td>
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<tr>
<td>(develop related measurable activities)</td>
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</table>
## AREA II: FACULTY SUPPORT

**Goal #2:** Establish minimum standards and provide faculty training and ongoing support to effectively teach online/hybrid courses. (Goals #2 and #3 are combined into a single goal regarding faculty support. Objectives from each goal are included here to be fleshed out.)

**Goal #3:** Develop essential services and ongoing training to increase faculty confidence and skill in online instruction.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Activities</th>
<th>Person(s) Responsible</th>
<th>Outcome Measure</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Ensure all faculty teaching online are properly prepared prior to an online or hybrid teaching assignment.</td>
<td>a. Develop a required application process to manage the training and eligibility of faculty interested in teaching online</td>
<td>J. Clarke, M. Smedshammer, Laura Maki</td>
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<td></td>
<td>b. Develop comprehensive diagnostic tool to determine training needs of faculty interested in or currently teaching online.</td>
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<tr>
<td>2.2 Require faculty to complete approved online instruction programs.</td>
<td>a. Investigate and recommend specific training programs (e.g., @ONE, UCLA Online Teaching Program, Cerro Coso Online Teaching Program)</td>
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<tr>
<td>2.3 Align training with diverse needs of faculty through a tiered approach.</td>
<td>a. Instructor Certification: Develop for those who will teach but not design online courses. Limited pedagogical theory.</td>
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<td></td>
<td>b. Beginning Course Developer Certification: Develop to teach skills to build a pedagogically sound course.</td>
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<td></td>
<td>c. Full Course Developer Certification: Develop to teach advanced pedagogical skills to design or re-design online courses using current and sound methodologies.</td>
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</tr>
</tbody>
</table>
| 2.4 Establish a faculty academy that provides faculty training in the technological and pedagogical best practices for online instruction. | a. Develop minimum standards for continued online teaching  
b. Establish DE Faculty Drop-In Center to provide year-round assistance to faculty  
c. Establish an Advanced Academy for faculty to learn new skills and best practices in DE | K. Walters Dunlap  
E. Mo  
M. Smedshammer  
L. Maki |
|---|---|---|
| 2.5 Faculty Portal for Online Instructors | a. Repository of Blackboard Best Practices  
b. Online chat for faculty |  |
| 2.6 Instructional Design Support | a. Instructional delivery templates  
b. Peer review of courses  
c. Faculty mentoring  
d. DE Teaching Award (awardee to share teaching approaches) |  |
### AREA III: TECHNOLOGY AND INFRASTRUCTURE

**Goal #3: Acquire, maintain and support technologies that increase the effectiveness of distance learning.**

<table>
<thead>
<tr>
<th>Objective</th>
<th>Activities</th>
<th>Person(s) Responsible</th>
<th>Outcome Measure</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Designate a space with computers for students to receive help in DE courses.</td>
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</tr>
</tbody>
</table>
| 3.2 Provide software (Blackboard modules and others) to enhance student interaction and improve outcomes. (activities are listed in prioritized order) | a. Lecture capture  
b. Web cams to interact with students.  
c. Online degree audit and Ed Plans.  
d. Online collaboration  
e. Real-time chat tools (video)  
f. Student Learning Outcomes tracking (*Blackboard “Outcomes”*)  
g. Embedded Web 2.0 tools (*Connect Yard!*?)  
h. Online student math/English assess.  
i. Video and voice student interaction (*Voice Thread!*?)  
j. Online career assessment and job readiness (*Perfect Interview!*?)  
k. Web cams to share campus life with distance students *(develop related measurable activities)* | J. Clarke  
L. Dorn  
Y. Demissie | | |
| 3.3 Provide technology that enables students with disabilities to achieve the same level of communication and course-taking experience as students without disabilities. *(develop related measurable activities)* | a. Ensure electronic media used in all DE courses can be accessed by Assistive Technology  
- Text -- (html format is generally accessible)  
- Image -- (textual equivalent)  
- Audio – (transcript of spoken dialogue)  
- Video – (captioning)  
- Complex – (e.g., VoiceThread, Facebook, Twitter, Elluminate) | | | |
### AREA IV: GOVERNANCE, PROCEDURE AND BUDGET

**Goal #4: Establish governance, procedure and budget standards to effectively implement and monitor the college Distance Education Program.**

<table>
<thead>
<tr>
<th>Objective</th>
<th>Activities</th>
<th>Person(s) Responsible</th>
<th>Outcome Measure</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOVERNANCE/ADMINISTRATION</td>
<td>4.1 Develop a staffing structure to carry out the activities and support related to a successful DE program&lt;br&gt;Note: These are the identified positions in order of ranking by the group.</td>
<td>Faculty D.E. Coordinator, Dean of Distance Education, Distance Ed Counselors (2), Blackboard Help Desk (1 FTE), Instructional Designer, Blackboard System Admin.</td>
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<tr>
<td>PROCEDURES</td>
<td>5.2 Develop procedures to address matters of compliance and ensure the highest level of integrity, access, assessment, and preparation.</td>
<td>Authentication Policy for Students, Academic Integrity Policy for DE, Minimum qualifications for faculty to teach online, Recommended minimum standards for students to succeed in DE courses, Minimum standards for consistent online course “look” (organization?) (Best Practices for online course development), SLO/PLO Assessment in DE, Faculty and course evaluation processes, Minimum qualifications for hiring new DE faculty/staff</td>
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</tbody>
</table>

5.3 Review DE curriculum, materials & resources every six years, as required by the California Community College Chancellor’s Office.
<table>
<thead>
<tr>
<th>Objective</th>
<th>Activities</th>
<th>Person(s) Responsible</th>
<th>Outcome Measure</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.4 Identify minimum budget levels to support an effective DE program.</td>
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</tbody>
</table>
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</td>
<td>• Lack of content and design assistance</td>
<td>• No online readiness assessment for students</td>
</tr>
<tr>
<td>• Lack of pre-requisite reading/writing skills</td>
<td>• Lack coordination of online support services</td>
<td>• No single entry point or “one-stop”</td>
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<td>• Navigating the online system</td>
<td>• Lack of training on online pedagogy</td>
<td>• Lack of online tutoring and instructional support</td>
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<td>• False perception of course difficulty</td>
<td>• Lack of support in summer and irregular hours (24/7)</td>
<td>• Lack of student support (24/7)</td>
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<td>• Lack of time management skills</td>
<td>• No central repository for best practices</td>
<td>• No physical central location for online students and faculty to be trained</td>
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<tr>
<td>• False sense of technology literacy</td>
<td>• Inadequate instructional feedback to students</td>
<td>• Lack of human guidance, especially in the beginning</td>
</tr>
<tr>
<td>• Basic communication skills (especially for ESL students)</td>
<td>• Inconsistent administration of online programs</td>
<td>• Need stronger early intervention</td>
</tr>
<tr>
<td>• Additional challenges for students with disabilities</td>
<td>• No coordinated process to pilot new ideas and technology</td>
<td>• Lack of online career guidance</td>
</tr>
<tr>
<td>• Lack of personal motivation</td>
<td>• Inconsistent knowledge of issues related to specific populations</td>
<td>• Lack of fully online guidance</td>
</tr>
<tr>
<td>• Client-side technology unavailable</td>
<td>• Lack of technology fluency</td>
<td>• Lack of fully online forms and ability to submit</td>
</tr>
</tbody>
</table>
GOAL 1: (revised) Establish comprehensive support services for MJC students to enroll, persist, and succeed in Distance Education courses.

OBJECTIVES:

Technical Assistance

*Iris Carroll*
*Kim Gyuran*
*Mike Sundquist*
*Patrick Bettencourt*

1.1 Establish physical Drop-In center to assist DE students with instructional and technical support at MJC.
   
a. Plan and create a physical Drop-in Center where students can get face-to-face Blackboard support.

b. Expand the current telephone support service to a 24/7.

c. Develop and conduct regularly-scheduled face-to-face orientations for online students.

d. Develop robust 24/7 online support including Blackboard tutorials and “intrusive” help chat widgets.

1.2 Develop an intuitive Portal to provide students with online access to instructional and student support services and technical assistance.
   
a. Develop series of online tutorials that provide visual, audio, and text-based instruction for basic, necessary tasks for online students.

b. Create online orientation for students on how to access their Blackboard courses.

c. Create checklist of essential steps in order to register, add, & login to DE courses.

d. Create a student readiness assessment and develop method to review assessments and provide timely feedback to students. (Available for individual courses as well.)

e. Maintain current list of online-teaching faculty profiles with video to enable students to evaluate online teaching philosophies and styles.

f. Develop and maintain current online trouble-shooting manual.

Instructional Assistance

*Iris Carroll*
*Kim Gyuran*
*Mike Sundquist*
*Patrick Bettencourt*
1.3 Develop specific instructional support services students can access online (The tutoring activities are moved here from “Goal 2”).

a. Provide DE students with access to online tutoring and supplemental instruction that is offered through our Tutoring Center.
   This includes setting up in-center tutors and SI Leaders to use e-conferencing methods to provide tutoring and Supplemental Instruction to DE Students.

b. Investigate the effectiveness of commercial online tutoring services such as that available from MyWritingLab, Smarthinking, etc.

1.4 Integrate online library services

The ACRL Standards for Distance Learning Library Services provide a list of library services deemed essential for the equitable provision of library services to those customers who access the library remotely. This list includes: (develop into measurable activities)

i. Reference assistance;

ii. Online instructional and informational services in formats accessible to the greatest number of people, including those with disabilities;

iii. Reliable, rapid, secure access to online resources;

iv. Consultation services;

v. A library user instruction program to instill independent and effective information literacy skills while specifically meeting learner support needs of the distance learning community;

vi. Reciprocal or contractual borrowing, or interlibrary loan services using broadest application of fair use of copyrighted materials;

vii. Access to reserve materials in accordance with copyright fair use policies or permissions;

viii. Adequate service hours for optimum user access;

ix. Promotion of library services to the distance learning community, including documented and updated policies, regulations and procedures for systematic development, and management of information resources;

x. Prompt delivery to users of items obtained from the institution’s collections, or through interlibrary loan agreement via courier or electronic delivery system; and

xi. Point of use assistance with and instruction in the use of non-print media and equipment.

xii. Reference and consultation
   - IM/Chat reference
   - 24/7 reference
   - Hybrid
   - Web-based reference

xiii. Document delivery
   - Shared cost
   - No cost to the student
   - Cooperative agreements
   - Electronic access

xiv. Access to course reserves

xv. Library user instruction program
   - Online tutorials
   - Face-to-face instruction at remote locations
   - Instruction via technology
   - Embedded librarian
   - Class librarians
Student Services Assistance

Brenda Thames
Lorena Dorn

1.5 Develop online access to student counseling and advising.

a. Develop process for counselors to meet with DE students in a secure environment using e-conferencing or other related web based tools.

b. Provide counseling services for DE students (and provide DE counseling services for all students as option)

c. Identify process and resources for counseling services to DE students

d. Provide staff development/training to counseling faculty

e. Work with counselors to ensure placement and prerequisite policies for college are properly adapted to online environment

1.6 Provide comparable services for distance education students including the following (develop into measurable activities):

a. Financial Aid
b. Assessment/Placement
c. Student Petition Process
d. Student Grievance Process
e. Health Information
f. Student Development
g. Information Services
h. Degree Audit
i. Online Ed Plans
j. Bookstore Services
k. Create online student modules for self-directed college/life management skill development

1.7 Provide appropriate matriculation/orientation services to incoming DE students (and include option to access services via DE technology for all students)

a. Provide online or mediated orientation about counseling, student activities, special services, email and LMS accounts, etc. To DE students
b. Provide online or mediated instruction about success in online and distance ed courses
c. Develop a Student DE handbook (PDF and html versions)
d. Provide appropriate testing/ assessment for DE students
e. Identify assessment options
f. Identify processes and support (available online alternatives)
g. Integrate Early Alert Counseling
AREA II: FACULTY SUPPORT

Goal #2: *(revised)* Establish minimum standards and provide faculty training and ongoing support to effectively teach online/hybrid courses.

Workgroup: James Clarke
             Mike Smedshammer
             Laura Maki

OBJECTIVES:

2.1 Ensure all faculty members teaching online are properly prepared prior to an online or hybrid teaching assignment.
   a. Develop a required application process to manage the training and eligibility of faculty interested in teaching online
   b. Develop comprehensive diagnostic tool to determine training needs of faculty interested in or currently teaching online.

2.2 Require faculty to complete approved online instruction programs.
   a. Investigate and recommend specific training programs (e.g., @ONE, UCLA Online Teaching Program, Cerro Coso Online Teaching Program).

2.3 Align training with diverse needs of faculty through a tiered approach.
   a. Instructor Certification: Develop for those who will teach but not design online courses. Limited pedagogical theory.
   b. Beginning Course Developer Certification: Develop to teach skills to build a pedagogically sound course.
   c. Full Course Developer Certification: Develop to teach advanced pedagogical skills to design or re-design online courses using current and sound methodologies.

2.4 Establish a faculty academy that provides faculty training in the technological and pedagogical best practices for online instruction.
   d. Develop minimum standards for continued online teaching
   e. Establish DE Faculty Drop-In Center to provide year-round assistance to faculty
   f. Advanced Academy for faculty to learn new skills and best practices in DE

2.5 Faculty Portal for Online Instructors *(develop into measurable activities)*
   a. Repository of Blackboard Best Practices
   b. Online chat for faculty

2.6 Instructional Design Support *(develop into measurable activities)*
   a. Instructional delivery templates
   b. Peer review of courses
   c. Faculty mentoring
   d. DE Teaching Award (awardee to share teaching approaches)
AREA III: TECHNOLOGY AND INFRASTRUCTURE

**Goal #3:** Acquire, maintain and support technologies that increase the effectiveness of distance learning.

Workgroup:  
*James Clarke*  
*Mike Smedshammer*  
*Jenni Abbott*  
*Nadia Vartan*  
*Yoseph Demissie*

**OBJECTIVES:**

3.1 **Designate a space with computers for students to receive help in DE courses.** *(develop measurable activities)*

3.2 **Provide software (Blackboard modules and others) to enhance student interaction and improve outcomes.** *(develop into measurable activities)(list is in prioritized order)*
   a. Lecture capture (e.g., Camtasia, Jing, Echo 360)  
   J. Clarke to investigate
   b. Web cams to interact with students
   c. Online degree audit and Ed Plans  
   L. Dorn to investigate
   d. Online collaboration  
   Y. Demissie to investigate
   e. Real-time chat tools (video)
   f. Student Learning Outcomes tracking *(Blackboard “Outcomes”)*
   g. Embedded Web 2.0 tools *(Connect Yard?)*
   h. Online student math/English assess
   i. Video and voice student interaction *(Voice Thread?)*
   j. Online career assessment and job readiness *(Perfect Interview?)*
   k. Web cams to share campus life with distance students

3.3 **Provide technology that enables students with disabilities to achieve the same level of communication and course-taking experience as students without disabilities.**
   a. Ensure electronic media used in all DE courses can be accessed by Assistive Technology *(develop into measurable activities)*
      - Text -- (html format is generally accessible)
      - Image -- (textual equivalent)
      - Audio – (transcript of spoken dialogue)
      - Video – (captioning)
      - Complex – (e.g., VoiceThread, Facebook, Twitter, Elluminate)
GOAL 4: Establish governance, procedure and budget standards to effectively implement and monitor the college Distance Education Program.

Workgroup:  
James Clarke  
Mike Smedshammer  
Jenni Abbott  
Patrick Bettencourt

**Governance/Administration:**

5.1 Develop a staffing structure to carry out the activities and support related to a successful DE program.  
*(Personnel identified – in prioritized order)*
- Faculty D.E. Coordinator  
- Dean of Distance Education  
- Distance Ed Counselors (2)  
- Blackboard Help Desk (1 FTE)  
- Instructional Designer  
- Blackboard System Administrator  
- Assessment Proctor  
- Programmer

**Procedure:**

5.2 Develop policies and procedures to address matters of compliance and ensure the highest level of integrity, access, assessment, and preparation.
- Authentication Policy for Students  
- Academic Integrity Policy for DE  
- Minimum qualifications for faculty to teach online  
- Recommended minimum standards for students to succeed in DE courses  
- Minimum standards for consistent online course “look” (organization?) (Best Practices for online course development)  
- SLO/PLO Assessment in DE  
- Faculty and course evaluation processes  
- Minimum qualifications for hiring new DE faculty/staff

5.3 Review curriculum for all DE courses, materials and resources every six years, as required by the California Community College Chancellor’s Office.
   a. Ensure curriculum and materials meet ADA compliance standards.
   b. Provide accessible equivalent content when third-party websites are part of course requirements and access cannot be guaranteed.
5.4 Develop standards for test administration at off-campus locations

5.5 Assess the need for a distance education code of conduct
5.6 Develop regular methods and timeframes in which to evaluate DE delivery and student outcomes and satisfaction.

i. Encourage faculty to work with staff to ensure that all online courses are in compliance with requirements of the ADA Section 508 guidelines for accessibility.

ii. Encourage faculty to work with staff to ensure that all online courses are delivered in compliance with FERPA.

iii. Encourage faculty to send a Welcome message to students enrolled in their fully online courses either prior to or on the first day of the term. This Welcome message should contain information about: a) how to access the online course; b) the availability of on-campus academic and student support services; c) requesting accommodation for disability; d) specific attendance requirements in order to avoid being dropped for nonattendance; and e) alternatives to any on-campus attendance such as proctored testing.

I. Regularly evaluate DE in terms of faculty and student satisfaction with services. (also move to Goal 5? We can create a section on outcomes, evaluation and refinement)

Budget:

Sources:
