

Districtwide Distance Education Strategic Planning Session
Friday, September 16, 2016
Breakout Group Feedback
41 attendees

1. **What do you believe is the fundamental goal of offering distance education option to students?**
 - Increasing completion rates
 - Increasing success rates
 - Greater access
 - Limiting loss of students going elsewhere for classes (*=1)
 - Increase the number of AA/AAT degrees online
 - Provide a self-paced learning environment
 - Opportunities for access & completion
 - Convenience
 - Meets learning style
 - Increases enrollment numbers
 - Flexibility; Extend quality teaching into new modalities to increase access for all populations
 - Target & incorporate different populations
 - Access (*=2)
 - Increase speed to graduation
 - Promote student success
 - Variety of course offerings
 - Increase enrollment
 - Professional enhancement opportunities (i.e. Continuing Education (CEU))
 - "Meet students where they are at"
 - Access
 - Increase enrollment
 - Completion timeline
 - Improve success
 - Increase enrollment
 - Increase diversity
 - Flexibility
 - Reduce barriers to degree
 - Greater opportunity

What do you believe is the fundamental goal of offering distance education option to students?

1-3 Votes	4-6 votes	7-9 votes	10-12 votes
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Increasing Completion Rates	Increasing success rates	Greater access	Increases enrollment numbers
Opportunities for access & completion	Promote student success	Opportunities for access & completion	Target and incorporate different populations
Increase speed to graduation	Improve Success	Convenience	Increase enrollment
Completion timeline		Flexibility; extend quality of teaching into new modalities to increase access for all populations	Increase enrollment
Reduce barriers to degree		Access	Increase enrollment
		"Meet students where they are at"	Limiting loss of students going elsewhere for classes
		Access	
		Flexibility	
		Greater opportunity	
	Meets learning style	Increase the number of AA/AAT degrees online	Professional enhancement opportunities (i.e. Continuing Education (CEU))
	Provide self-paced learning environment	Variety of course offerings	
		Increase diversity	

2. What do you believe will help students be more successful in distance education courses?

- Student readiness module
 - Assess their skills in tech, time-management, etc. (*=1)
 - Follow-up by college to help fix gaps in knowledge, skills
- A “welcome to online classes” portal that will connect students with syllabi, book requirements, skill assessments/placement (*=4)
- Cohort Model (*=2)
- Training for faculty in good practices for DE
- Increasing peer interaction
- Include online components into all classes
- Preparing students realistically for online courses
- Instructor engagement (*=8)
- Personal/Individual interactions
- Supportive interaction/encouragement/realistic expectations
- Online quizzes—enables immediate feedback & corrective comments
- Archive course content enhances review of material; enhance communication
- Revision of writing because of quick feedback loop
- The teacher essential for interactive environment (*=1)
- Student course/grade standing
- Facilitate more interactions between students
- Help to be successful in DE
- Access to “free technology” -computer checkouts/loans for faculty and students (*=1)
- Student help desk for tech issues (hardware & software) ex. Geek Squad (*=10)
- Online readiness program-how to; expectations; question-required or optional, incentive, # of units (*=4)
- Rethink student services (*=5)
- Districtwide support services: pre-support online readiness/digital readiness (*=2)
- OER grants and program
- Counseling
- Tutoring
- Library reference
- Proctoring
- Supplemental instruction-help
- More computer labs
- Consistent feedback
- Intro video from instructors
- Personal laptops for students
- Student productivity apps
- Training for instructors
- Regular contact

What do you believe will help students be more successful in distance education courses?

1-3 Votes	4-6 votes	7-9 votes	10-12 votes
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Student Readiness Module: Assess skills in tech/time management; Follow-up by college to help fill the gaps	Cohort model	Training for faculty in good practices for DE	Rethink student services	Include online components into all classes
A “welcome to online classes” portal that will connect students with syllabi, book requirements, skill assessments/placement	Increasing peer interaction	Instructor engagement	Counseling	Archive course content enhances review of material
Preparing students realistically for online courses	Personal/individual interactions	Enhance communication	Tutoring	Access to “free technology”-computer checkouts/loans for faculty & students
Supportive interaction/encouragement/realistic expectations	Supportive interaction/encouragement/realistic expectations	Online quizzes-enables immediate feedback & corrective comments	Library reference	Student help desk for tech issues (hardware & software) ex. Geek Squad
Help to be successful in DE	Facilitate more interaction between students	Revision of writing because quick feedback loop	Proctoring	More computer labs
Online readiness program-how to; expectations; question-required or optional, incentive, # of units	Regular contact	The teacher essential for interactive environment	Supplemental instruction-help	Personal laptops for students
Districtwide support services: pre-support online readiness/digital readiness		Training for instructors		Student productivity apps
		Consistent feedback		
		Intro video from instructors		

3. What do we need to do to offer quality distance education courses/programs within the District?

- Continue to discuss & train faculty to evaluate online classes/teaching
- Standards for design (course): consistent, clear, logical, intuitive
- Student support services
- Requirements to teach online
- Consistency & continuity of CMS (*=2)
- Consistency in District Policy regarding DE
- Instructor/staff training and support in technology & pedagogy (*=4)
- Share sessions between DE instructors-even across Districts (for specific disciplines) (*=4)
- More tech support for new online students (*=1)
- Distance orientation training (onboarding through student services integrations) (*=1)
- Send email with link for students to “areyoureadyciscourses.com” (centralized resource) (*=1)
- Instructor training for online minimum standards on the tech side AND pedagogical side; high expectation for both students and faculty! (*=1)
- Mentorship with \$ for support (*=2)
- Student centered to reduce competition
- Shared resources: library, marketing
- Hire instructional designers
- Districtwide DE coordinator (*=10)
 - Dean position (*=1)
- IT support dedicated for online (*=1)
- 4CD Online college: Online campus webpage (*6)
- Faculty technology (quality)
- P/T tech checkout
- \$400,000 LMS D2L (*=1)
 - Professional development: pedagogy, technology support, new developments (*=7)
 - Help with compliance & supporting students with disabilities and or obstacles to access (*=6)
- District support
- Professional development
- Funding

What do we need to do to offer quality distance education courses/programs within the District?

1-3 Votes	4-6 votes	7-9 votes	10-12 votes
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Standards for design (course): consistent, clear, logical, intuitive	Student support services	Instructor/staff training and support in technology & pedagogy	Consistency in District Policy regarding DE	Hire instructional designers
Consistency & continuity of CMS	More tech support for new online students	Instructor training for online minimum standards on the tech side and pedagogical side; high expectations for students and faculty!	Continue to discuss & train faculty to evaluate online classes/teaching	Districtwide DE Coordinator Dean position (1 vote)
Share resources: library, marketing	Distance orientation training (onboarding through student services integrations)	Mentorship with \$ for support	Requirements to teach online	IT support dedicated for online
4CD Online College: online campus webpage		Share sessions between DE instructors-even across Districts (for specific disciplines)		District support
Help with compliance & supporting students with disabilities or obstacles to access		Professional development: pedagogy, technology, support, new development		
		Professional development		
Student centered to reduce competition	Send email with link for students to areyoureadyciscourses.com (centralized resource)			Faculty technology (quality)
				P/T tech checkout
				\$400,000 LMS D2L
				Funding

4. What support and infrastructure is needed to support student success and quality distance education offerings?

- Online tutoring (*=3)
- Each college needs a DE budget to use for needs
- Cost of books & access codes (*=4)
- Research on closing success gap. How can we support all students?
- Exit poll for why students drop/withdraw
- Intervention strategies (*=2)
- Focus/research on equality of results across demographic groups (*=5)
- Computer labs/tech support for students
- High quality online services: e.g. tutoring, readiness, zoom embedded in courses (*=1)
- Instructional design support including some consistency in navigation (*=6)
- Providing some template options for instructor use.
- Facility for training & production (*=1)
- Hire student beta testers to go over the course before going live (*=3)
- Equitable student services for online students (*=2)
- More tech support for new online students (*=1)
- Distance orientation training (onboarding through student services integrations) (*=1)
- Send email with link for students to “areyoureadyciscourses.com” (centralized resource) (*=1)
- Instructor training for online minimum standards on the tech side AND pedagogical side; high expectation for both students and faculty! (*=1)
- Mentorship with \$ for support (*=2)
- Stipends to develop online programs/classes (*=11)
- Protection for newly offered courses: 2 semesters to prevent from being cut due to low enrollment (*=1)
- DSS support-vetting the question, regular and consistent feedback from instruction (*1)
- ADA-support for making classes accessible (Section 508) (*=1)
- Technology evaluation
- Each campus should have a point person
- Equitable district-wide support of specific college goals (*=1)
- DE created IT support plan
- Target intervention strategies
- Tech for students
- Instructional designers-faculty at every campus (*=11)
- More research: texture & variegated (*=1)
- Trained support staff
- Tech support
- Quality online instructors (*=3)
- Support services
- Orientation (online & F2F option) not class related

What support and infrastructure is needed to support student success and quality distance education offerings?

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Online tutoring	Computer labs/tech support for students	Instructor training for online minimum standards on the tech side AND pedagogical side; high expectations for both students and faculty	Research on closing the success gap. How can we support all students?	Instructional design support including some consistency in navigation
High quality online services: e.g. tutoring, readiness, zoom embedded in courses	More tech support for new online students	Mentorship with \$ for support	Exit poll for why students drop/withdraw	Providing some template options for instructor use
Equitable student services for online students	Tech for students	DSS support-vetting the question-regular and consistent feedback from instruction	Focus/research on equality of results across demographic groups	Facility for training & production
Distance orientation training (onboarding through student services integrations)	Trained support staff		Intervention strategies	Stipends to develop online programs/classes
Support services	Tech support		Technology evaluation	ADA support for making classes accessible (Section 508)
Orientation (online & F2F option) not class related!			Target intervention strategies	Instructional designers-faculty at every campus
			More research: textured & variegated	
Send email with link for students to areyoureadycourses.com (centralized resource)	Each college needs a DE budget to use for needs	Quality online instructors		Protection for newly offered courses: 2 semesters to prevent from being cut due to low enrollment
Cost of books & access codes	DE created IT support plan			Each campus should have a point person
	Equitable district-wide support of specific-college goals			Hire student beta testers to go over the course before going live

5. If there were no limits on funding, what is your vision of what we want our distance education/online offerings to look like within the District?

- Supplies that support learning for students and faculty: textbooks, access codes, equipment, training (*=3)
- Supplemental Instruction/T.A.s
- Access to instructional consultant-instructional designers for each college (*=6)
- More hours for CMS support & training
- Establish & maintain PACE & weekend programs at each college
- Studio for faculty to record lectures for DE courses. (*=6)
- UC/CSU interns for Team Teaching
- Tech specialists to “professionalize” the content & accessibility (*=9)
- Funding for additional training
- As many as possible (all?) courses have online version
- F2F tutoring 4 DE—traveling tutors
- Supply tech for students (comp)
- Effective evaluations of online teaching (*=2)
- Training & support
- Tech support for students
- Mentoring and team teaching model excellence in online teaching
- Department level bylaws that establish interactive standards for online teaching (*=2)
- District level pathway development of pathways
- Course search for 100% online courses
- Cohort students for online
- Pay & Time faculty to develop courses or move them online
- Production studio with staff (*=9)
- I pads/laptops for students & faculty (*=4)
- Smart classrooms
- Student employment: TA’s for online/accessibility (*=6)
- Conferences (fully-funded)
- Reduce faculty teaching load (3 classes per semester) (*=1)
- Increase salary
- Increase offerings
- Ads in California
- More data research
- Hire more “new” faculty (online)
- SIL for everyone (*=1)
- Instructional design
- Online training certified (*=2)
- Online training to offer faculty growth
- OEI
- Media lab for student & instructors: Build stuff and to solve online problems (*=4)

- Classroom update
- Designate areas for faculty support
- Fast WIFI district-wide (*=2)
- Software stipend
- Update tech: contemporary tech
- Variation in offering?
- Need online student services (counseling, FA, tutoring, assessment) (*=1)
- Current accurate degree audits
- Hybrid?
- Faculty buy-in?
- Graduated
- Infrastructure
- Single portal
- Faster
- Reassessing Faculty DE (*=1)
- Course development stipends \$\$ (*=3)

If there were no limits on funding, what is your vision of what we want our distance education/online offerings to look like within the District

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Supplies that support learning for students and faculty: textbooks, access codes, equipment & training	Supplemental instruction/T.A.s	Access to instructional consultant-instructional designers for each college	Supplies that support learning for students and faculty: textbooks, access codes, equipment & training	Effective evaluations of online teaching	Smart classrooms
More hours for CMS support & training	UC/CSU interns for team teaching	Studio for faculty to record lectures for DE courses	Supply tech for students (comp)	Department level bylaws that establish interactive standards for online teaching	Classroom update
Funding for additional training	F2F tutoring 4 DE—traveling tutors	Tech specialists to “professionalize” the content & accessibility	Tech support for students	Reassessing Faculty DE	Fast WIFI district-wide
Training and support	Student employment: TAs for online/accessibility	Production studio with staff	Ipads/laptops for students and faculty	Hire more “new” faculty (online)	Update tech: contemporary tech
Mentoring and team teaching model excellence in online teaching	SIL for everyone	Instructional design	Software stipend		Infrastructure
Conference (fully-funded)		Media lab for students & instructors: build stuff and to solve problems online			Single Portal
Online training certified		Designate areas for faculty support			Faster
Online training to offer faculty growth					
Ads in California	Cohort students for online	Pay & time faculty to develop courses or move them online	Establish & maintain PACE & weekend programs at each college	More data research	Course search for 100% online courses
	Need online student services (counseling, FA, tutoring, assessment)	Reduce faculty teaching load (3 classes per semester)	As many as possible (all?) courses have online version		Current accurate degree audits
		Increase salary	District level pathway development of pathways		OEI
		Course development stipends \$\$	Increase offerings		
			Variation in offering?		
			Hybrid?		