

Virtual Campus Task Force

Final Report

February 5, 2016

Introduction & Task Overview

Ozarks Technical Community College has a longstanding, strong commitment to a system-wide strategic planning process that is robust, inclusive, and deliberate. The Strategic Planning Council has a critically important responsibility helping OTC achieve its mission and vision. Chief among many tasks, the Council is specifically charged with reviewing the strategic plan for continual alignment with the College mission and institutional effectiveness.

During the May 2015 Strategic Planning Council meeting the Council established and commissioned the Virtual Campus Taskforce (VCT) to address a key component of the institutions strategic plan found in Strategic Initiative #3, “Increase and maintain the College’s physical and online capacity to enhance student learning and success.” More specifically stated in Goal #2: “Increase and maintain the capacity of OTC Online and all other online support services.” Further;

G2-B1: Create an online campus taskforce to explore various models of virtual education.

Target: Taskforce chartered by February 2015 Strategic Planning Committee.

G2-B2: Committee completes research and makes recommendations to Strategic Planning & Cabinet.

Target: Recommendation made by February 2016 Planning Committee meeting.

In a letter of invitation, Chancellor Hal Higdon charged members of the VCT thusly, “In an effort to remain innovative, and at the forefront of providing affordable and accessible online education, we are looking to see what’s next for our online campus. This important group has been charged with developing the roadmap OTC should follow in establishing the next steps in our online education campus.”

The taskforce membership included a well-represented cross-section of administration, staff, and faculty. Several resource members provided invaluable assistance during the VCT’s deliberation process.

VCT Membership

Mr. James Ackerman
Mr. Philip Arnold
Dr. Steven Bishop
Ms. Rebecca Caceres
Mr. John Clayton
Mr. Cliff Davis
Dr. Vivian Elder
Dr. Vanessa Germeroth
Ms. Lynnar Hamilton
Mr. Matt Harris – Co-Chair

Mr. Eric Kyle
Dr. Tracy McGrady
Ms. Lacey Mattheis
Ms. Marla Moody
Dr. Dale Moore – Co-Chair
Ms. Sherry Phelan
Mr. Lance Renner
Ms. Amanda Stone
Ms. Kristina Bridges-Templeton
Mr. Zach Zweigle

Meeting Process

The charter meeting of the VCT was held July 16, 2015. Chancellor Higdon challenged the group to think of themselves as the Constitutional Convention and “dream big, don’t go backwards.” Another theme of the charter meeting was the challenge issued to be open to change and innovation, consciously avoiding the pitfall of simply “reshuffling the deck.”

The entire VCT met 14 times between July 16 and November 20. Each meeting was scheduled for two hours. At the initial VCT meeting there was consensus that the work of the VCT would be expedited and better managed with the creation of smaller task oriented workgroups to deliberate and study specific subject matter areas and be responsible for all associated workflow output. Considerable VCT discussion and dialog yielded 11 initial workgroups;

Accessibility – Mr. Philip Arnold, Chair

Accreditation & Institutional Reporting – Dr. Vivian Elder, Chair

Budget & Financial – Ms. Marla Moody, Chair

Hiring, Staffing & Incentives – Mr. Zach Zweigle, Chair

Marketing – Ms. Kristina Bridges-Templeton, Chair

Professional Development & Faculty Evaluations – Dr. Tracy McGrady, Chair

Proctoring – Dr. Vivian Elder, Chair

Quality & Consistency – Mr. Lance Renner, Chair

Scheduling – Dr. Dale Moore, Chair

Support Services – Dr. Vanessa Germeroth, Chair

Transparency – Dr. Vivian Elder, Chair

Workgroups were charged to meet as needed and specifically asked to;

1. Review the current state of their subject matter area and determine what is happening now at OTC – In essence a program review process.
2. Identify relevant contemporary best practices of other successful online institutions and recommend which best practices should be implemented in the future OTC Online campus. “What should our gold standard be?”
3. Formulate recommendations framed as decision points or items, appropriate to each subject matter area.
4. Where possible, identify and articulate the budget impact (positive, negative or neutral) associated with each recommendation.
5. Present completed workflow output to the VCT for action and/or revision.

Workflow Process

The VCT established a *decision point* workflow process to help ensure consistency of report product. Workgroups were asked to state the decision point, provide the discussion, rationale or background leading to the formulation of the decision point and where possible include the cost or budget impact of the decision point.

Of particular importance, each workgroup was asked to show the *alignment* of their decision points with OTC’s identified strategic goals and initiative.

Another guiding principle unanimously agreed upon by the VCT was that utmost importance be placed on ensuring the protection of academic rigor and integrity while being open to innovation. Toward this end, the Accreditation & Institutional workgroup directly contacted the Higher Learning Commission (HLC) for clarification as appropriate on matters of process and procedures relative to the online environment. It was determined that OTC is not precluded or restricted in terms of academically referring or branding OTC Online as a **campus**.

The VCT requested the assistance of the Office of Research & Strategic Planning to help design, implement, and provide analysis of an opinion survey for both students and faculty. In general, the aim was to gauge perceptions and expectations of online education at OTC.

The student data were collected using both a focus group design and an online survey instrument. Three focus groups were conducted with 15 students participating. There were 145 respondents for the online survey portion of the data collection project. Results provided excellent information and helped frame the inquiry process for each subject matter workgroup process. (See appendix A). Similarly, the data collected from the faculty was of great value to the VCT. 278 faculty participated in the survey. (See appendix B).

It should be noted the budget and marketing workgroups are continuing to define and refine their workflow product and that is intentional. Budget projections and cost-center impacted planning should proceed subject to the final disposition as directed by the established governance process of the institution.

Similarly marketing discussions were deliberately pushed to the end of this planning process so as to help the VCT avoid the common pitfall of simply *rebranding* the existing process.

Report Format & Strategic Plan Alignment

A total of 22 Decision Point (DP) items were brought forward by the various workgroups for consideration and action by the VCT. The products presented in these 22 items are the result of long and careful deliberation, candid dialog, and collegial interaction.

Categorically speaking, 5 DP items were related to matters of *administration*, 4 DP items specifically addressing *faculty*, 5 DP items identified as *course or curricular* related and 8 DP items associated with mission critical *support* functions.

For strategic plan alignment purposes the decision points will reference the following initiatives and goals:

Strategic Initiatives (SI)

SI-1 Instruction and Services

Improve instruction and delivery of services at every point in the institution to increase opportunities for students to attain their educational goals.

SI-2 Student Success and Retention

Improve the success and progression of students through attainment of their educational goals.

SI-3 Capacity

Increase and maintain the college's physical and online capacity to enhance student learning and success.

SI-4 Fiscal Resources

Strengthen the College's fiscal resources and sustainability through increased external funding.

Strategic Goals (SG)

SG-1 Quality

The quality of the faculty, staff, administration and facilities will be enhanced in order to promote continuous responsiveness to the expanding learning needs of the community.

SG-2 Effectiveness

The effectiveness of all programs and services will be continuously assessed to ensure integrity and quality are maintained and improved.

SG-3 Community Collaboration

Meaningful relationships within the college's service areas will be formed, allowing OTC to develop new programs that reflect the educational needs of the community stakeholders.

SG-4 Retention & Graduation Rates

The College will encourage faculty, staff and administration to continually strive to improve the rate of student retention and graduation.

SG-5 Graduate Performance

The College will promote high academic standards that will serve to enhance the success of graduates at the workplace and in transfer institutions.

SG-6 Innovation

The College will provide innovative teaching strategies that promote continued learning opportunities for students.

SG-7 Affordability

The College will provide affordable learning opportunities to all community members.

SG-8 Learning Centered

The College will promote a learning-centered environment that focuses on students' needs and reduces barriers to student success.

Decision Points (Administrative)

(DP1) CAMPUS CLASSIFICATION –

The OTC Virtual Campus should be defined organizationally, and function administratively, in a manner consistent with other OTC campuses.

Strategic Plan Alignment(s): SI-3, SI-4 & SG-2

Rationale:

The Virtual Campus Taskforce was specifically charged with establishing the framework for the College's online campus. Such a transition provides three primary benefits over the current institutional model.

1. The revised organizational structure should enhance the College's ability to improve the quality, delivery, and effectiveness of the institution's online programs.
2. The establishment of a Cabinet-level position for the online campus should provide the necessary representation specific to the College's online students, faculty, staff, and programs.
3. As the rate of growth of online educational programs continues to outpace that of traditional on-campus programs, efforts taken to maximize the growth potential of this trend should result in additional revenues for the College.

Cost of Implementation:

To fully implement the proposed campus organizational chart (see Appendix C), the following positions (and associated approximate costs) would need to be created:

- Campus President: None (see comments below)
- Online Learning Support Representative: \$28,000 + benefits (per position)

To minimize the aforementioned costs, the taskforce recommends the following:

- Utilize an existing campus president to serve as the inaugural president of the OTC Online campus.
- Hire one full-time Online Learning Support Representative and provide extensive cross-training to maximize efficiency within OTC Online. The addition of this position would provide the minimum coverage needed for the extended hours of support referenced in DP20.

Current personnel would be utilized to fill all other positions.

(DP2) MARKETING –

The College should market its online campus to include students beyond its service area.

Strategic Plan Alignment(s): SI-3, SI-4 & SG-3

Rationale:

The VCT recognizes and acknowledges OTC is district bound and as such functions in a service area defined geographical context. Online education is not bound by geography. While the College should primarily focus its recruitment efforts within its geographical service area, the taskforce recognizes the recruitment opportunities and increased revenue potential afforded by the formation and wider marketing of an online campus. We acknowledge there is some risk with the adoption of the virtual campus beyond our traditional boundaries, however growth without risk merely guarantees mediocrity. Today's online learners are truly *digital natives*.

To capitalize on increasing our online market share or segment will require marketing strategies and initiatives that are innovative, perhaps bold and reach beyond where OTC's traditional marketing efforts focus. To assist in those recruitment efforts, the College should allocate funds, where possible and appropriate, to market its online courses and programs beyond its service area.

OTC Online currently enjoys a successful brand identity inside its established market. Marketing & Communication will be asked to review past and current efforts and develop a communication and messaging plan with specific metric based targets to achieve online enrollment growth.

Finally, to help realize this competitive edge and help build new market share, the VCT recommends a strategic planning study focusing on brand identification and development. ***To frame this in a question and to emphasize context; "How should OTC Global be identified?"***

Cost of Implementation:

Based upon a statewide media summary provided by Young & Company, the costs associated with marketing the OTC Online Campus range from \$0 to approximately \$4 million. Once the College determines the means (television, radio, Pandora, etc.) and localities in which to market the campus, the funding needs for this initiative can be more precisely determined.

(DP3) COMPETENCY-BASED EDUCATION –

Competency-based educational options should be pursued for the OTC Virtual Campus.

Strategic Plan Alignment(s): SI-2 & SG-1, SG-2, SG-4, SG-5, SG-6, SG-8

Rationale:

As the community college landscape continues to adapt to the needs of an ever-changing workforce, competency-based educational models provide students with enhanced opportunities to minimize the time required to attain needed educational credentials.

Whereas traditional higher educational models allow levels of learning within a course to vary over a fixed length of time, competency-based models allow the length of courses to vary while requiring fixed standards of achievement to be attained in order to receive credit for those courses.

Cost of Implementation:

The institution is only beginning to seek information as to the institutional requirements necessary to transition to a competency-based instructional model. Given the extensive amount of time and planning necessary to accomplish such a transition, any implementation costs are currently unknown at this time.

(DP4) TERMS –

A quarter system of 12-week terms to be separated by one-week breaks should be implemented for all online courses.

Strategic Plan Alignment(s): SI-2, SI-3 & SG-2, SG-4, SG-6, SG-8

Rationale:

While the traditional “sixteen-week” semester was useful to the agrarian society for which it was created, today’s modern workforce suggests alternative options are needed to equip today’s student with the necessary skills and credentials in a minimal amount of time. Providing a course in varying lengths (e.g., 16 weeks, 14 weeks, eight weeks, etc.) requires a substantial amount of planning to ensure an appropriate “repackaging” of the curriculum for each of the lengths provided.

Additionally, certain courses cannot be easily delivered within an eight-week time period. Offering all online courses in twelve-week time periods provides the opportunity for students to complete an associate’s degree in 18 months, provides an adequate delivery time for all online courses, and avoids the necessity of repackaging a course in various lengths.

For compliance with ACA and PSRS workhour restrictions, adjuncts would be limited to teaching 6 credit hours per each 12-week term. However, this would still equate to 24 credit hour teaching assignments annually, which is equivalent to the current semester sequence of 9-9-6 credit hours.

Cost of Implementation:

No additional funding is required aside from the costs associated with the administrative time necessary to implement the proposed changes.

(DP5) REGISTRATION -

Registration should be open for three consecutive terms for online sections.

Strategic Plan Alignment(s): SI-1, SI-2, SI-3 & SG-2, SG-4, SG-8

Rationale:

Providing students with the opportunity to register for courses for up to three consecutive terms encourages students to plan appropriately to accomplish their educational goal(s) in a minimal amount of time. Such a process also enables the College to better plan for future needs and provide a more accurate utilization of existing faculty and resources.

Cost of Implementation:

No additional funding is required aside from the costs associated with the administrative time necessary to implement the proposed changes.

Decision Points (Faculty)

(DP6) FULL-TIME FACULTY –

The College should employ full-time online faculty.

Strategic Plan Alignment(s): SI-1, SI-2, SI-3 & SG-1, SG-2

Rationale:

The majority of the College's online courses are currently staffed by adjunct instructors or full-time instructors desiring to teach more courses than required by their full-time employment agreements. Each fall/spring semester, full-time instructors are typically limited to six credit hours (resulting from course "overloads"), and adjunct instructors typically teach no more than nine credit hours.

As the College's online course offerings continue to expand, the need for additional instructors becomes increasingly challenging. Maintaining full-time instructors who teach exclusively online contributes to a more consistent learning environment for students and enables greater representation of the online faculty/student perspective within the College.

Cost of Implementation:

The taskforce recommends the utilization of lecturer positions to minimize the cost associated with the formation of full-time faculty positions. Such an approach affords anyone, regardless of his/her geographic location, the opportunity to be employed as a full-time faculty member. The anticipated cost of each lecturer position (including benefits) is approximately \$5,000.

(DP7) PROFESSIONAL DEVELOPMENT –

The College should establish a Faculty Center for Teaching and Learning.

Strategic Plan Alignment(s): SG-1, SG-2, SG-4, SG-5, SG-6, SG-8

Rationale:

A Faculty Center for Teaching and Learning (FCTL) would serve as a resource by providing meaningful professional development opportunities and pedagogical assistance for all instructors within all instructional modalities. The FCTL would be staffed by individuals whose sole purpose would be to assist instructors in improving their teaching. As the quality and consistency of the learning environment improves, a corresponding increase in student success/retention rates should result.

Cost of Implementation:

No additional funding is required aside from the costs associated with the administrative time necessary to implement the proposed changes. Once a schedule of dates/times can be determined, OTC Online is willing to host the FCTL in their training space in the Creative Services building. The collaborative workspace includes multiple workstations, tables, whiteboard, and digital projector with screen.

(DP8) ACCESSIBILITY CERTIFICATION COURSE –

A voluntary Accessibility Certification course should be developed and delivered to all faculty to provide training regarding online course design/content with respect to best practices for web accessibility.

Strategic Plan Alignment(s): SI-1, SI-2, SI-3, SI-4 & SG-1, SG-2, SG-4, SG-5, SG-8

Rationale:

Faculty and staff will receive training to design and develop online content (e.g. online courses, web sites, etc.) accessible to all users and visitors. An Accessibility Certification course will also promote compliance with state and federal laws governing accessibility.

Cost of Implementation:

No additional funding is required to implement this decision point, as current resources will be utilized.

(DP9) FACULTY EVALUATIONS -

Faculty evaluations and expectations should be similarly aligned for seated and online faculty.

Strategic Plan Alignment(s): SI-2 & SG-1, SG-2, SG-4

Rationale:

The Higher Learning Commission seeks to ensure college systems apply processes consistently across multiple campuses and locations. Currently, all full-time instructors are evaluated annually according to a singular process regardless of instructional modality. Adjunct instructors, while evaluated according to a different process, are evaluated in a similar manner.

Such practices enable the College to evaluate instructors holistically (instructional performance, collegiality, etc.) and consistently regardless of location or modality. Although the process and evaluative instruments will continue to change as needed, the unified approach taken by the College should be continued.

Cost of Implementation:

No additional funding is required to implement this decision point, as current resources will be utilized.

Decision Points (Courses)

(DP10) COURSE CAPS -

A common cap of 25 students should be implemented for all online courses, unless precluded by an outside accrediting entity.

Strategic Plan Alignment(s): SI-3 & SG-1, SG-2, SG-4

Rationale:

Currently, enrollment capacities for online course sections typically range between 20 – 25 students. In examining departmental retention/success rates, departments having section enrollment capacities of 20 students fare no better than departments having capacities of 25 students.

Creating a singular enrollment capacity for all online courses simplifies certain scheduling processes and alleviates tension between instructors/departments assigning equivalent workloads with differing enrollment capacities.

A capacity of 25 students, though not substantially different from 20 students, has the potential to reduce instructional costs without sacrificing the benefits lower class sizes offer concerning student success and retention.

Cost of Implementation:

No additional funding is required to implement this decision point.

(DP11) CONSISTENT COURSE DESIGN -

Online courses should be consistently designed and managed to allow students ease of navigation while allowing faculty creative license.

Strategic Plan Alignment(s): SI-1, SI-2 & SG-1, SG-2, SG-4, SG-5, SG-8

Rationale:

Online teaching and learning benefit significantly from consistent course organization and navigation. A style guide providing researched best practices in online instruction coupled with a strong collaborative partnership with online course designers, instructional technologists, and technical support staff would significantly enhance the learning environment for students.

Consistently designed courses would likewise benefit the College's marketing and branding efforts regarding its virtual campus.

Cost of Implementation:

No additional funding is required to implement this decision point, as current resources will be utilized.

(DP12) ACCESSIBILITY -

A process or workflow should be created to ensure accessibility of publisher content (publisher integrations, eBooks, other instructional materials) adopted by the College. A process should include, but not be limited to, standard RFP accessibility specifications.

Strategic Plan Alignment(s): SI-1, SI-2, SI-3, SI-4 & SG-1, SG-2, SG-4, SG-5, SG-8

Rationale:

Currently, there is no standardized institutional process to assess the level of accessibility of instructional technologies and resources used for teaching and learning at the College. The creation of a process or workflow to validate the accessibility of software content and instructional resources prior to adoption will improve institutional compliance with state and federal laws governing accessibility.

Cost of Implementation:

No additional funding is required aside from the costs associated with the administrative time necessary to implement the proposed changes.

(DP13) TEXTBOOKS -

All online courses should provide the electronic version of the textbook and necessary codes within the course. Students would pay a flat fee for these materials based on a tiered system.

Strategic Plan Alignment(s): SI-1, SI-2, SI-3 & SG-1, SG-2, SG-4, SG-5, SG-7, SG-8

Rationale:

In years past, purchasing required materials for a course primarily involved buying a hardcopy of the required textbook. In today's online environment, hardcopies of texts are being replaced by e-books, and publisher-provided adaptive learning platforms integrated into an institution's learning management system are becoming normative.

While such resources provide a richer, more robust learning environment, students typically cannot access these materials without first completing a separate product-registration process. Such a process poses potential technological issues that can sometimes only be resolved by the vendor. Working with publishers to seamlessly integrate all required materials and student accounts into a course would eliminate the need for students to separately purchase required

materials and avoid technological issues and delays resulting from the publisher registration process.

Cost of Implementation:

Funding is unknown at this time. Discussions with college Bookstore administration is needed to determine possible feasibility and next steps.

(DP14) PROCTORING –

The College should implement a web-based proctoring service designed to authenticate the identity of a student throughout an online course. All online courses would utilize the service for proctored events; however, in-person testing centers could be utilized for extenuating situations or with special permission. The cost for such a service would be recouped through a fee.

Strategic Plan Alignment(s): SI-1, SI-2, SI-3 & SG-1, SG-2, SG-4, SG-5, SG-6, SG-7, SG-8

Rationale:

The use of proctored assessments (Board Policy 2.21) enhances the academic integrity of the College's online programs and serves as an alternative means of student identify verification (Federal Mandate FDCR.A.10.050). As the online student population continues to increase, the limited resources available to service this proctoring requirement necessitates an alternative web-based, scalable solution designed to serve as the default proctoring option for all online courses. Associated costs should be recouped via a student fee.

Cost of Implementation:

The cost to implement a web-based proctoring service is based, in large measure, upon the volume of exams proctored by that service. Given the College's current volume of proctored exams, the approximate cost to implement a web-based proctoring service would be \$200,000 - \$220,000 (based upon estimates provided by two such proctoring services). Ideally, such a service would be funded via a fee and pose no additional cost to the College.

Decision Points (Support)

(DP15) ONLINE ONBOARDING PROCESS -

OTC Online should provide onboarding services for online students via web-based methodologies.

Strategic Plan Alignment(s): SI-1, SI-2, SI-3 & SG-2, SG-4, SG-8

Rationale:

The current onboarding process for new students typically assumes an on-campus presence by those students for certain components of the process. While alternative options are provided to students residing at a sufficient distance to preclude attendance on campus at any time, the process itself is not currently designed to provide an equivalent onboarding experience delivered entirely online.

Such a process would deliver the quality onboarding services needed by our online student population and provide additional flexibility and opportunities for all students to complete their onboarding experiences.

Cost of Implementation:

Discussion is currently ongoing by Student Services administration regarding purchase of a third-party software product. The approximate cost to implement would be \$50,000. Subsequent annual maintenance costs would be in the \$5,000 range.

(DP16) ONLINE STUDENT SUPPORT SERVICES –

The College should provide fully online, comprehensive, and innovative student support/services for all students.

Strategic Plan Alignment(s): SI-1, SI-2, SI-3 & SG-2, SG-4, SG-6, SG-8

Rationale:

A review of available information provided evidence of the importance of fully online, available student support services for increased student recruitment and retention. In general, online institutions commonly noted among the best in the nation provide a comprehensive array of fully online services and resource similar to on-campus processes and procedures.

Cost of Implementation:

No additional funding is required aside from the costs associated with the administrative time necessary to implement the proposed changes.

(DP17) TIERED SUPPORT STAFF -

OTC Online should provide student services including, but not limited to, the following:

- **Tier 1: Support staff respond to initial inquiries and answer common questions.**
- **Tier 2: Support staff are skilled to answer questions regarding admissions, financial aid, advising, etc.**
- **Tier 3: Support staff contacts departments directly on behalf of students and provide answers to those students.**

Strategic Plan Alignment(s): SI-1, SI-2, SI-3 & SG-2, SG-4, SG-6, SG-8

Rationale:

Current institutional workflows initiated by a student inquiry can result in that student having to speak with multiple individuals spanning multiple departments to obtain the necessary information. As a result, such processes communicate a perceived lack of concern by the institution towards the student and contribute towards a sense of general frustration of the student towards the College.

OTC Online seeks to provide trained staff who, not only serve as the initial contact for a student's inquiry, but can contact other College personnel on behalf of the student to obtain the information needed by that individual. Such a process provides a more personalized level of customer service and can reduce the overall frustration level of the student.

Cost of Implementation:

See DP1 regarding the costs associated with the Online Learning Support Representative position.

(DP18) CASE MANAGEMENT SOFTWARE -

Case management tracking software that is compatible with existing student information system (Colleague) should be implemented.

Strategic Plan Alignment(s): SI-1, SI-2& SG-2, SG-4, SG-8

Rationale:

To successfully provide the personalized customer service referenced in other decision points, case management software is recommended to allow the review of previously closed cases, determine the status of active student inquires, and generate relevant analytics to assess the efficacy of current processes. Such a system would need to integrate seamlessly with the existing student information system and learning management system.

Cost of Implementation:

The approximate cost to implement such a system would likely be \$150,000 - \$200,000. Subsequent annual maintenance costs would likely be \$35,000 - \$50,000.

(DP19) HOURS OF SYSTEM-WIDE SUPPORT –

The College should have extended hours of support for all students.

Strategic Plan Alignment(s): SI-1, SI-2, SI-3 & SG-1, SG-2, SG-4, SG-6, SG-8

Rationale:

Currently, support staff are not available to respond to student/guest inquiries beyond the customary business hours. Research shows that leading online institutions provide extended hours of support. Such support would include, but is not necessarily limited to, the following: admissions, advising, financial aid, student financial services, tutoring, IT technical support, and OTC Online technical support.

Cost of Implementation:

The cost of implementation largely depends upon the number of hours of extended support provided by the College as well as the impacted departments' abilities to creatively schedule current employees to accommodate those extended hours. Once this information is determined additional staffing needs (and associated costs) could be addressed at that time.

(DP20) HOURS OF ONLINE STUDENT SUPPORT -

Online student support hours should be 6 a.m. - midnight (CT) daily, with the acknowledgement that future growth may necessitate further extended hours.

Strategic Plan Alignment(s): SI-1, SI-2, SI-3 & SG-1, SG-2, SG-4, SG-6, SG-8

Rationale:

While the taskforce understands the need for extended hours of system-wide support for all students (regardless of course modality), the taskforce recognizes the necessity of extending the hours of support currently provided to [typically] online students by OTC Online.

Such support includes technical assistance regarding the learning management system, general inquiries regarding the College's online programs, and students concerns regarding their instructors and/or classmates.

Leading online institutions provide extended hours of support to assist the online student population their online programs are designed to attract. Such support could be provided by employees working remotely.

Cost of Implementation:

See DP1 regarding the costs associated with the Online Learning Support Representative position.

(DP21) TECHNOLOGY ACCESS INITIATIVE -

A technology initiative should be developed with various stakeholder input (IT, students, etc.) to provide students greater access to the tools that are required for learning online.

Strategic Plan Alignment(s): SI-1, SI-2, SI-3, SI-4 & SG-2, SG-3, SG-4, SG-6, SG-7, SG-8

Rationale:

The College recognizes a certain subset of its student population lacks access to reliable internet service and/or sufficient funds to purchase the technology needed to successfully complete online courses. The College should continually seek out innovative means of reducing barriers faced by online students desiring to achieve their educational goals.

Such an initiative would demonstrate a commitment by the College to improving access to education for the communities it serves and would, likely, increase the College's online student enrollments.

Cost of Implementation:

No additional funding is required aside from the costs associated with the administrative time necessary to implement the proposed changes.

(DP22) TECHNOLOGY PILOT -

A pilot initiative should be implemented that includes 50 pre-paid Wi-Fi hotspots and 50 laptops for students with demonstrated needs. Based on the success of the pilot, a long-term plan could make the technology available to all students at a reduced or bundled rate.

Strategic Plan Alignment(s): SI-1, SI-2, SI-3, SI-4 & SG-2, SG-3, SG-4, SG-6, SG-7, SG-8

Rationale:

In light of the aforementioned "technology access initiative," such a pilot would serve to assess the feasibility and efficacy of providing reliable internet access and related technology at a minimal cost (possibly, at no cost) to students enrolling in online courses.

Cost of Implementation:

The anticipated costs include the following:

- 50 WiFi hotspots with two-year pre-paid activation and unlimited data (\$18,000)
- 50 laptops (\$35,000)
- Annual maintenance costs (\$1,145)

Thus, the total cost of implementation for this pilot is approximately \$54,145. Possible funding sources include grants, sponsorships, OTC Foundation, etc.

Appendix A

At the request of the Virtual Campus Taskforce, the Office of Research and Strategic Planning conducted an online survey of all College faculty to obtain their input regarding various facets of online education. The material presented below is a summary of the results. Due to the extensive comments provided, only a representative sample of comments are listed. All information has been supplied by the Office of Research and Strategic Planning, and no comments have been edited in any manner.

Quantitative Summary:

Have you taught an online class at OTC?

<i>Response</i>	<i>Total</i>
Yes	161 100.0%
No	110 0.0%

What do you think about the use of third-party course materials?

<i>Response</i>	<i>Teach online courses</i>		<i>Total</i>
	<i>Yes</i>	<i>No</i>	
They are a valuable resource for online classes.	52 32.3%	34 31.2%	86
They can be a value resource for online classes, but changes should be made to how they are used.	55 34.2%	22 20.2%	77
Course materials should be designed internally rather than coming from a third party.	34 21.1%	23 21.1%	57
No opinion	20 12.4%	30 27.5%	50

Do you think it would be beneficial to bundle access codes into the cost of online courses so students do not have to pay an additional fee?

<i>Response</i>	<i>Teach online courses</i>		<i>Total</i>
	<i>Yes</i>	<i>No</i>	
Yes	99 61.5%	69 63.3%	168
No	17 10.6%	8 7.3%	25
I would need more information.	42 26.1%	19 17.4%	61
No opinion	3 1.9%	13 11.9%	16

What do you think about the use of online proctoring services as a way to meet proctoring requirements without requiring on-site visits for students?

<i>Response</i>	<i>Teach online courses</i>		<i>Total</i>
	<i>Yes</i>	<i>No</i>	
I would support the adoption of online proctoring services.	76 47.8%	26 24.3%	102
I would like more information on online proctoring services before making a decision.	56 35.2%	46 43.0%	102
I would not support the adoption of online proctoring services	23 14.5%	14 13.1%	37
No opinion	4 2.5%	21 19.6%	25

What do you think about a policy requiring that students be provided a calendar of coursework at the beginning of the semester?

<i>Response</i>	<i>Teach online courses</i>		<i>Total</i>
	<i>Yes</i>	<i>No</i>	
I would support a policy that requires an accurate calendar of coursework be provided prior to the semester in a method determined by the instructor.	80 51.6%	35 35.0%	115
I would support a policy that requires an accurate calendar of coursework be provided prior to the semester in a common method (such as the Blackboard calendar) to provide consistency for students.	36 23.2%	25 25.0%	61
I would support a policy that requires an accurate calendar of coursework be provided prior to the semester in a common method (such as the Blackboard calendar) to provide consistency for students if assistance were provided.	6 3.9%	6 6.0%	12
I would not support a policy requiring a calendar of coursework be provided prior to the semester.	31 20.0%	19 19.0%	50
No opinion	2 1.3%	15 15.0%	17

Do you think it would be beneficial to provide online students with assignments at the beginning of the semester and allow them to work at their own pace?

<i>Response</i>	<i>Teach online courses</i>		<i>Total</i>
	<i>Yes</i>	<i>No</i>	
Yes, I think all online courses should be self-paced.	17 11.0%	11 11.0%	28
Yes I think some online courses should be self-paced.	81 52.3%	52 52.0%	133
No, I don't believe any online courses should be self-paced.	52 33.5%	24 24.0%	76
No opinion	5 3.2%	13 13.0%	18

Do you think it would be beneficial to evaluate standardized due dates in online classes to help with faculty and student scheduling?

<i>Response</i>	<i>Teach online courses</i>		<i>Total</i>
	<i>Yes</i>	<i>No</i>	
Yes	39 25.2%	29 29.0%	68
No	61 39.4%	19 19.0%	80
I would need more information	52 33.5%	35 35.0%	87
No opinion	3 1.9%	17 17.0%	20

Do you think the current 24-hour communication requirement is sufficient?

<i>Response</i>	<i>Teach online courses</i>		<i>Total</i>
	<i>Yes</i>	<i>No</i>	
Yes	125 80.6%	69 70.4%	194
No, it should be shorter.	9 5.8%	6 6.1%	15
No, it should be longer.	19 12.3%	7 7.1%	26
No opinion	2 1.3%	16 16.3%	18

Are there additional means of communication that you would like to have access to as an instructor?

<i>Response</i>	<i>Teach online courses</i>		<i>Total</i>
	<i>Yes</i>	<i>No</i>	
Yes	29 18.7%	13 13.3%	42
No, current methods are sufficient.	105 67.7%	40 40.8%	145
No opinion	21 13.5%	45 45.9%	66

What do you think about group work in online classes?

<i>Response</i>	<i>Teach online courses</i>		<i>Total</i>
	<i>Yes</i>	<i>No</i>	
It should be a required part of all online classes.	6 3.9%	5 5.2%	11
Its importance depends on the course; it should be included in some, but not others.	102 66.7%	50 51.5%	152
It should not be required for any online classes.	42 27.5%	23 23.7%	65
No opinion	3 2.0%	19 19.6%	22

Are you required to use discussion board posts in your online classes?

<i>Response</i>	<i>Teach online courses</i>		<i>Total</i>
	<i>Yes</i>	<i>No</i>	
Yes	104 68.4%	12 12.4%	116
No	45 29.6%	4 4.1%	49
I do not teach online	3 2.0%	81 83.5%	84

What do you think about the use of discussion boards in online classes?

<i>Response</i>	<i>Teach online courses</i>		<i>Total</i>
	<i>Yes</i>	<i>No</i>	
The current discussion board requirements are appropriate.	68 44.4%	20 20.6%	88
Discussion boards are important, but posting should be more voluntary with fewer required posts.	44 28.8%	20 20.6%	64
I would prefer an alternative to discussion boards.	30 19.6%	10 10.3%	40
No opinion	11 7.2%	47 48.5%	58

What do you think about Blackboard?

<i>Response</i>	<i>Teach online courses</i>		<i>Total</i>
	<i>Yes</i>	<i>No</i>	
I like Blackboard	81 52.9%	50 51.5%	131
I like Blackboard, but it could be improved.	33 21.6%	12 12.4%	45
I would prefer that we used a different Learning Management System.	20 13.1%	13 13.4%	33
No opinion	19 12.4%	22 22.7%	41

As an online faculty member, do you think you should report to online administration or to your respective department chair?

<i>Response</i>	<i>Teach online courses</i>		<i>Total</i>
	<i>Yes</i>	<i>No</i>	
Online administration	12 7.9%	6 6.3%	18
Department chair	71 46.7%	24 25.0%	95
Both (with online performance evaluation conducted by online administration)	41 27.0%	14 14.6%	55
Both (with online performance evaluation conducted by department chair)	13 8.6%	11 11.5%	24
No opinion	15 9.9%	41 42.7%	56

Given the difference in nature of seated versus online courses, do you think that there should be separate evaluation processes for seated and online teaching performance?

<i>Response</i>	<i>Teach online courses</i>		<i>Total</i>
	<i>Yes</i>	<i>No</i>	
Yes	66 43.1%	35 36.5%	101
No	35 22.9%	10 10.4%	45
I would need more information.	50 32.7%	37 38.5%	87
No opinion	2 1.3%	14 14.6%	16

Qualitative Summary:

Question(s): Do you think it would be beneficial to bundle access codes into the cost of online courses so students do not have to pay an additional fee?

- “Clear information on costs and access codes should be made available to students before books/course materials are purchased. Possibility of bundling costs.”
- “Many technical issues (integration to BlackBoard, student access issues, technical support) are involved when using third-party course materials.”
- “The use of third-party course materials can allow for immediate feedback to students.”
- “The materials are often very costly.”
- “Third-party course materials can be beneficial as supplemental teaching materials.”
- “The quality of third-party course materials varies by course/department.”
- “Third-party course materials do not always align with course objectives and OTC’s student learning outcomes.”
- “Internal supplemental course materials could be used/developed to avoid using third-party services.”

Question(s): What do you think about the use of online proctoring services as a way to meet proctoring requirements without requiring on-site visits for students?

Comments, questions or suggestions on proctoring.

- “ProctorU is a good service, but it is costly to students.”
- “Is there a possibility of creating a free online proctoring option?”
- “On-campus proctoring removes the flexibility and convenience from online classes.”
- “The availability of Testing Center hours/scheduling options is limited.”
- “Integrity must be maintained to make online or in-person proctoring valuable.”

Question(s): What do you think about a policy requiring that students be provided a calendar of course work at the beginning of the semester? Do you think it would be beneficial to provide online students with assignments at the beginning of the semester and allow them to work at their own pace? Do you think it would be beneficial to evaluate standardized due dates in online classes to help with faculty and student scheduling?

- “Instructors should have flexibility in scheduling based on student and class needs.”
- “Consistent and clear due dates in advance can be communicated to avoid scheduling issues.”
- “Standard due dates are too restrictive and not appropriate for all classes.”
- “Self-paced structure could be appropriate for classes requiring less discussion, feedback, and interaction.”
- “Potential issues with attendance and administrative withdrawal policies may result through self-paced course structure.”
- “More information on what the structure of standardized due dates and self-paced courses would look like at OTC was requested.”

Question(s): Do you think the current 24 hour communication requirement is sufficient? Are there additional means of communication that you would like to have access to as an instructor?

- “The 24 hour communication requirement is sufficient. A shorter requirement would be difficult to manage.”
- “Training on virtual communication or other technological options to communicate with students would be nice.”
- “How will potential changes to this requirement effect adjunct instructors?”
- “Issues with late or weekend emails from students can make the 24 response requirement difficult.”
- “Many instructors are using some type of virtual communication tool with students.”

Question(s): What do you think about group work in an online class? Are you required to use discussion board posts in your online class? What do you think about the use of discussion boards in online classes?

- “Alternative forms of interaction should be explored (Facebook, Wikis, Twitter, etc.). They can be more effective than discussion boards.”
- “Discussion boards are not appropriate for all online courses.”
- “Group work is difficult in online courses and should be used at the discretion of the instructor.”
- “There is confusion over current requirements for discussion boards and group assignments

Question(s): What do you think about Blackboard?

- “Blackboard has good (functional) and bad (freezing during testing, features not consistent throughout product, cumbersome to navigate) features.”
- “All LMS have pros and cons.”
- “Technical support for Blackboard needs improvement.”
- “Many respondents lack experience with other LMS.”

Question(s): As an online faculty member, do you think you should report to online administration or to your respective department chair? Given the difference in the nature of seated versus online courses, do you think that there should be separate evaluation processes for seated and online teaching performance?

- “Evaluations or assessments for seated and online courses could be altered to target specific modalities.”
- “Department chairs and deans should be responsible for oversight of online student learning, content, teaching practices, and academic-related issues.”
- “The online department should focus on technical support, online course delivery, online teaching best practices, and professional development for online instructors.”

Question(s): What are the strengths of online education at OTC?

- “Wide availability of course offerings.”
- “Accessible and flexible for students.”
- “Support services and training offered are valuable resources.”

Question(s): How can OTC improve the quality of its online course offerings?

- “Upgrades and training related to technical support for faculty and students.”
- “Continue high-quality instruction and engagement in courses.”
- “Reduce course sizes and do not exceed course caps.”

Question(s): How can OTC best continue to grow its online program?

- “Focus on quality of courses and teaching.”
- “Provide additional courses online.”
- “Provide training and assistance to online instructors on technology and online best practices before teaching online courses.”
- “Continue to focus on student learning and the best available online resources.”

Question(s): What additional professional development and/or support would be helpful for you as an online instructor?

- “Additional professional development opportunities covering topics such as: best practices, teaching strategies, and/or collaboration with other faculty and support staff.”
- “Provide online teaching mentors or coaches.”
- “Training for new online instructors.”

Appendix B

At the request of the Virtual Campus Taskforce, the Office of Research and Strategic Planning conducted focus group sessions for students enrolled in online courses as well as an online survey of all students enrolled in online courses to obtain their input regarding various facets of online education. The material presented below is a summary of the results. Due to the extensive comments provided, only a representative sample of comments are listed. All information has been supplied by the Office of Research and Strategic Planning, and no comments have been edited in any manner other than to remove one instance of profanity.

Quantitative Summary:

Is this your first time taking online classes at OTC?

<i>Response</i>	<i>Total</i>
Yes	50 35.0%
No	93 65.0%

Have you enrolled in online classes at any colleges other than OTC?

<i>Response</i>	<i>Total</i>
Yes	23 16.5%
No	116 83.5%

Have you enrolled in any seated classroom courses at OTC?

<i>Response</i>	<i>Total</i>
Yes	79 58.1%
No	57 41.9%

Which course type is more difficult:

<i>Response</i>	<i>Total</i>
Online courses	57 44.9%
Seated classroom courses	11 8.7%
Both are equally difficult	59 46.5%

Which course type do you learn more from:

<i>Response</i>	<i>Total</i>
Online courses	27 21.3%
Seated classroom courses	41 32.3%
Both provide the same level of learning	59 46.5%

Which course type is more convenient:

<i>Response</i>	<i>Total</i>
Online courses	115 87.1%
Seated classroom courses	2 1.5%
Both are equally convenient	15 11.4%

Which course type provides more opportunity for faculty interaction:

<i>Response</i>	<i>Total</i>
Online courses	7 5.4%
Seated classroom courses	83 63.8%
Both provide the same amount of faculty interaction	40 30.8%

In general, do you think the quality of online courses is:

<i>Response</i>	<i>Total</i>
Better than seated classroom courses	28 21.7%
The same as seated classroom courses	78 60.5%
Worse than seated classroom courses	23 17.8%

Would you be interested in a self-paced online course that allows you to complete each topic or lesson at your own speed rather than following a set schedule?

<i>Response</i>	<i>Total</i>
Yes	107 77.0%
No	32 23.0%

Would you be interested in having more class start dates to choose from beyond the current Fall, Spring and Summer schedule?

<i>Response</i>	<i>Total</i>
Yes	50 36.2%
No	88 63.8%

Would you be interested in class lengths that are shorter than the traditional 16-week semester?

<i>Response</i>	<i>Total</i>
Yes	77 55.4%
No	62 44.6%

Are you satisfied with the support services that you've been provided by OTC Online?

<i>Response</i>	<i>Total</i>
Yes	111 79.9%
No	7 5.0%
No opinion	21 15.1%

Is it important to you that support staff be available for assistance outside of normal business hours?

<i>Response</i>	<i>Total</i>
Yes	103 74.1%
No	36 25.9%

Do you agree with the following statement: "Online support staff should be available for assistance 24 hours a day, 7 days a week."

<i>Response</i>	<i>Total</i>
Strongly agree	33 23.7%
Agree	48 34.5%
Neither agree or disagree	38 27.3%
Disagree	15 10.8%
Strongly disagree	5 3.6%

Qualitative Summary:

Opportunities for improvement regarding fees for course materials

- “The added cost are beyond unacceptable. The code purchase deal for LEARNSMART and LABS is almost a con. I should not be penalized for taking an online course and buying these darn codes. An instructor ought to set-up their own assignments and test. For them it is turn key and eliminates tons of work. But we as students pay the price. This is a 2nd online fee in my eyes.”
- “the two classes I have this semester both use online texts, access codes, two codes in one of the classes, so I have no choice but to pay inflated rates for texts and codes that are only electronic and therefore cannot be resold. I believe this to be pure extortion. If books and codes will be required it should be mandatory to educate people of this before so they can choose classes accordingly.”

Opportunities for improvement regarding proctoring

- “With my work schedule I can't take online course during the summer and meet my proctored test requirements with the current testing hours.”
- “Last semester one of my teachers forgot to send the proctoring information to my proctor. I had sent her the form at the beginning of the semester. I went to my proctor on the date that I set up and they did not have any information about the teacher sending the information. I called student services and they asked me to have my proctor call for the information. I got to take my test thankfully because I had drove 30 miles to get there and

would have had to drive 30 miles back without taking it. I think [REDACTED] they should be available.”

Opportunities for improvement regarding the scheduling of course work

- “Instructors don't seem to own a calendar in the current year. They blame blackboard for their problems with recent material and of course due dates”
- “The teacher was completely unorganized and had the due dates all messed up making everyone question when assignments were due, and did not respond to students' questions and concerns.”
- “I had class where deadlines came and went without instructions or assignments being posted. Halfway through the semester, the teacher completely revised the schedule and expectations. I had a class a few semesters back where the teacher was equally inattentive.”
- “Also many re-use the same lessons on blackboard semester after semester which is fine, but most do not change their due dates on calendars, in discussions, or homework assignments. Which makes it confusing when you're in a spring class and the assignment says due Oct. 9th..”
- “1. As the instructor of the class, please spell check your lectures and other documents that you create. 2. As the instructor of the class, please put the class description on every document. (HIT 201 – Lesson 3; HIT 260 – Lesson 6, etc) It only makes sense that I should be able to identify which documents go with each class I am taking. 3. Having the lecture and other documents in PDF format is much easier to print than having to copy, past and format ourselves. 4. Please make sure that if you are using the same documentation from semester to semester that you change the due by dates on the documents.”

Opportunities for improvement regarding group work

- “The worst experiences I've had in online classes all involve group work. Not having a designated time to meet as you do in a seated courses is a disadvantage of an online course because some team members won't make the effort to meet deadlines or be active in the group.”
- “Group projects are hard to communicate with each other over the blackboard. Face book works a lot better.”
- “group projects of any kind never seem to go well”
- “I also hate group projects. There is always those who don't want to do their part. I am 67 years old and really am tired of putting up with those who don't want to do their part. I worked with them at the factory for over 40 years. Ha! Ha!”

Opportunities for improvement regarding the timeliness of communication

- “Having to wait the minimum of 24 hours for an email response”
- “Having a professor that does not give proper instruction and feedback in a timely manor makes it difficult to complete your assignments. It was frustrating and did not lead to a good experience.”
- “Professor not helping or responding when I need assistance.”

- “The second worst experience was when a teacher was not performing their duties, and our class seemed to be given the brush off. Nothing was done to change things, and we all had the sense that it was due to our "online only" status.”

Opportunities for improvement regarding discussion requirements

- “Classes online are required 5 times the work as a seated course. The main reason for this is for participation purposes in discussions, however this seems extremely over inflated when the class size is small. ie., having to reply to 4 peoples discussions when there are only 8-12 people in the course. It is entirely too much to expect a 150 word + post/reply to 4 other students posts on the discussion, when you have to read everyones post plus write your own and then reply. And then be expected to write a paper on the subject, or other homework then a quiz on the chapter. In a seated class you would not get to read someone elses work. Or make educted deductions regarding their paper. Seems a bit silly. There are other ways to garner participation.”
- “Worst experience is with an instructor that asks for multiple discussion posts and replies. I wouldn't have much verbal input in a seated class. Likewise I don't have much to say in a discussion post. It is a struggle to reply in a positive fashion to others posts when the original post isn't logical.”
- “Weekly discussions. They are by far the most pointless part of my educational experience.”

Opportunities for improvement regarding faculty engagement

- “The semester several years ago when I took CIS 101 and the instructor just vanished from the class about halfway through (I think there were personal/family issues involved). Zero feedback or grading, just blindly stumbling through assignments, since all modules for the semester were posted and available to submit. It was a very solo learning experience, not at all what online classes typically are!”
- “Professor not helping or responding when I need assistance.”
- “Getting back assignments in a timely manner. I use my notes, quizzes, and assignments to study for my mid-term and final tests. In one of my classes, I didn't know where I was in regard to my grade because assignments had not been graded. It made it difficult to know where I stood in relation to my grade as well as where my mistakes were, so I could make adjustments when it came time to take the tests. “
- “I have had some teachers that were just awful. In an online class it's hard to get the feeling that you've truly grasped everything as a student. I have had teachers just I felt really didn't put any thought into their curriculum. You taught yourself with the help of the book; and they graded. That was it, they never even put up any study help, or extra resources. Nothing to help the students that actually want to learn and excel in those courses.”

Opportunities for improvement regarding Blackboard

- “Mostly BlackBoard having issues with me taking tests and quizzes.”
- “Blackboard issues.”
- “The new blackboard is not user friendly as it was in the past semesters.”
- “I preferred [other college's] 'Blackboard' to OTC's. It was easier to navigate and much more user friendly.”

- “Blackboard always seems to be in a state of repair.”
- “Minor technical issues, but none that hindered progress.”

Opportunities for improvement regarding consistent quality

- “All the classes require busy work and empty discussions while covering the same information as other classes or promoting useless nonsense as information. I feel horrible for the kids just out of high school who don't know how much useless junk they are learning. And I feel sorry for the employers that hire these people who really haven't learned anything useful.”
- “The worst have been trying understand content that isn't well explained through a book.”
- “My first semester I took a politics class and the teacher did not really teach much. I got a book, had to read nearly 100 pages a week then test on it. The instructor did not even have any study guides.”

Strength: Accessibility

- “I have rare disorders that make keeping a schedule difficult. My health doesn't always allow me to move enough to attend a seated classroom.”
- “I also have been having some medical issues that have cause me to be in the hospital during part this semester.”

Strength: Convenience

- “I have two young children that I cannot afford childcare for at this time so this is what works for me. I will have to attend classes on campus in the future but I am doing online as much as possible. “
- “I live a distance from campus and work a non flexible rotating schedule that makes seated courses impossible.”
- “I prefer seated classes, but my work schedule is to demanding. Online classes allowed me to take more classes.”
- “I told my daughter, who lives in Georgia I would take her kids to soccer practices and help her out while her husband, who is in Navy, was out to sea. She used to be stay-at-home Mom, but not now. On-line classes was my only option because I never know when my son-in-law is scheduled to go out to sea. Also, I didn't know at the time, I would have an opportunity to return to school. I would love to sit in class. I loved it! But, duty calls for Grandma.”
- “I work full time and am a single mother of 2 toddlers.”

Strength: Availability

- “I registered late for classes and some of the classes I wanted to take were open only at 7:00 AM. Also I've always wondered how taking an online class would go.”
- “the classes I wanted were either full or not offered as a seated course”
- “I did not have a choice. The class was only offered online”
- “That is the only way the classes were offered.”

Strength: Climate

- “And as a non-traditional student I felt intimidated by the younger students and taking online classes alleviates that anxiety.”
- “The communication between the students. It's easy to type what you are thinking (for me anyway) than to state it out verbally. My education classes and psychology classes are wonderful for me to do online and I have had THE BEST instructors in these fields of study.”
- “The lack of judgement”
- “The mentality of the majority of the students is very professional. There is a broad range of students, and I have enjoyed figuring out and learning each class along with my students. I feel online students are more proactive in working together and learning the course material.”

Strength: Quality Instructors

- “The awesome teachers that I have had. My english 101 teacher, my cis teacher, my math teacher, and my anatomy teacher.”
- “The instructor got involved in the discussions each week.”
- “positive interaction with the instructor and clear, precise instructions”
- “My instructors have all been very helpful and there are plenty of resources to use. I like being able to work at times that are convenient for me.”
- “I have had 2 online instructors who have been excellent! If you have a problem or a question they are flexible and not condescending. I am here to learn!”
- “Several of the Instructors have been absolutely amazing in my opinion. One I have again this semester and another I feel will be added to my list by the end of the semester.”

Strength: Student Interaction

- “The best experience I have had in an online class is getting to know the other students through the Discussion Boards and learning about their lives and what what they plan to do with their college education.”
- “The fact that I can make my own schedule and meeting new people.”
- “The first time I took online courses was over the summer. I had an instructor make a Facebook page just for that class and it was wonderful to post and read comments and interact with other classmates.”
- “The discussion board conversations with my classmates have been a positive experience.”

Strength: Self-Pacing

- “Being able to learn at the pace I choose”
- “I'd have to say it's because I have had to be diligent and a self learner and push myself harder.”
- “You are able to work at your own speed.”
- “The best online class experiences are when the instructor opens all of your course work from day one so that you may work ahead, except for tests which must be taken on their scheduled days. This allows for me to work ahead on slower weeks which gives me more flexibility when preparing for busier weeks.”

Strength: Quality Course Content

- “The best experience I have had included a combination of video/verbal lectures and reading material and much less posting answers to silly questions.”
- “I have learned a lot of valuable information and skills that help me where I am employed.”
- “All of my classes have been great! I think when we have the video conferences even if we don't do the video part but we all interact by talking to each other it is helpful. It makes it more like a seated class.”

Potential Value Added Items

- Online proctoring
- Self-paced courses and/or consistent due dates
- Textbooks and materials included in course tuition
- Online tutorial services
- Virtual office hours/online-specific live chat
- Quality, internally developed course content
- Extended support availability
- Additional support for LMS/LMS improvements

Appendix C

Alignment of Decision Points and Strategic Goals and Initiatives

		Strategic Goals								Strategic Initiatives			
		SG1	SG2	SG3	SG4	SG5	SG6	SG7	SG8	SI1	SI2	SI3	SI4
		Quality	Effectiveness	Community Collaboration	Retention and Graduation Rates	Graduate Performance	Innovation	Affordability	Learning Centered	Instruction and Services	Student Success and Retention	Capacity	Fiscal Resources
Decision Points (DP)	DP1	Campus Classification	✓									✓	✓
	DP2	Marketing		✓								✓	✓
	DP3	Competency-Based Education	✓	✓		✓	✓	✓		✓	✓		
	DP4	Terms		✓		✓		✓		✓	✓		
	DP5	Registration		✓		✓				✓	✓	✓	
	DP6	Full-Time Faculty	✓	✓						✓	✓	✓	
	DP7	Professional Development	✓	✓		✓	✓	✓		✓			
	DP8	Accessibility Certification Course	✓	✓		✓	✓			✓	✓	✓	
	DP9	Faculty Evaluations	✓	✓		✓					✓		
	DP10	Course Caps	✓	✓		✓						✓	
	DP11	Consistent Course Design	✓	✓		✓	✓			✓	✓		
	DP12	Accessibility	✓	✓		✓	✓			✓	✓	✓	✓
	DP13	Textbooks	✓	✓		✓	✓		✓	✓	✓	✓	
	DP14	Proctoring	✓	✓		✓	✓	✓	✓	✓	✓	✓	
	DP15	Online Onboarding Process		✓		✓				✓	✓	✓	
	DP16	Online Student Support Services		✓		✓		✓		✓	✓	✓	
	DP17	Tiered Support Staff		✓		✓		✓		✓	✓	✓	
	DP18	Case Management Software		✓		✓				✓	✓		
	DP19	Hours of System-Wide Support	✓	✓		✓		✓		✓	✓	✓	
	DP20	Hours of Online Student Support	✓	✓		✓		✓		✓	✓	✓	
	DP21	Technology Access Initiative		✓	✓	✓		✓	✓	✓	✓	✓	✓
	DP22	Technology Pilot		✓	✓	✓		✓	✓	✓	✓	✓	✓

Proposed OTC Online Campus Organizational Chart

