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**Co-chairs**

Facilitators: Jan Johnson & Deb Morgan
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## Distance Learning Project Charter

| Project Objectives | The Committee on Online Learning will develop a vision for Online Learning in the Alamo Colleges. The Committee shall propose and develop a plan that conceptualizes the “systematization” of Online Learning and which implements the most cost-efficient organization while understanding the accreditation limitations of individually accredited colleges. In order to strengthen and ensure the quality component in Online Learning, the Committee will review best practices in the delivery of Online Learning in the community college setting, specifically addressing innovation, curriculum standards, technology requirements, human resource implications—all with an eye towards developing a world class online learning program for students served by the Alamo Colleges. |
Guiding Principles

- Student success is at the center of everything we do.
- Cut costs by reducing duplication and by sharing resources/services
- Increase revenue by increasing capacity to serve
- Develop a Program that does not require the student to come to the College for any reason
Recommended Program Name:

- Alamo Colleges Online
  - @ Northeast Lakeview College
  - @ Northwest Vista College
  - @ Palo Alto College
  - @ San Antonio College
  - @ St. Philip’s College
Committee addressed recommendations in three areas:

- **Instructional Support** — faculty certification, professional development, instructional design, quality assurance, faculty mentoring, performance feedback, early alert retention program support, faculty recruitment & hiring

- **Academic & Student Support** — liaison work with libraries, tutoring services and student success services to ensure that Alamo College Online students have access to all student and academic services at a distance

- **Operational /Administrative** — organizational structure and operations, tuition differential, marketing plan
Instruction/Instructional Support

- Develop Legacy courses
- Ensure Course Quality
  - Quality Matters
  - Faculty Mentoring & Recognition Programs
  - Faculty Performance Feedback
  - Standardized Course Shell
  - Early Alert Analytics to improve retention
- Collaborate on faculty recruitment, credentialing, development
  - HR partnership
  - Common credentialing & professional development requirements
  - Online Education Summit
Student & Academic Support

- Develop Virtual Welcome Center – pilot with VC of Student Success
- Insert Apply Texas Application addendum
- Provide for all student and academic support services at a distance including library, tutoring, counseling, services for special populations – collaborate with VC of Student Success
- Outsource 100% of tutoring
- Develop common orientation course utilized by all students
  - Online readiness assessment
  - Distance SDEV 0170
  - Becoming Successful in a virtual learning environment
- Common web information & access
Operational/Administrative

- Provide centralized leadership structure under the Academic Affairs Vice Chancellor and Academic VPs – detailed proposal still in progress

- Develop targeted marketing program to Bexar and surrounding seven counties service area

- Secure SACS approval to work in consortia relationship between the Colleges
Revenue Differential Proposal

- See spreadsheet
## Investment Required to Implement:

1. Quality Matters Membership  $ 6,000
2. Mentor incentives  5,000
3. Instructional Designer  50,000
4. Recognition Materials  3,000
5. Alamo Colleges Online Summit  2,500
6. x % of PR budget dedicated to marketing & branding of Alamo Colleges Online  ???
Questions ???
Instructional Design

1. Discipline-specific faculty representing all colleges will develop legacy courses for use by adjuncts. Use by full-time faculty will be optional.

2. Instructional designers will work with faculty to develop courses

Implications:

Consistency of learning outcomes

Agility in the ability to bring adjuncts on quickly to fill instructional role
Instructional Support

Quality Assurance

1. Use Quality Matters Assessment to review new courses and periodically review all other courses.

2. Establish a systematic, discipline-based mentor program to enhance the quality of online faculty to include provision for an incentive for mentors.

3. Chairs or designees complete an observation process consistent with current observation requirements for F2F courses utilizing an observer who is certified in online learning.

Implications:
Improvement in the consistent delivery of quality distance courses
Instructional Support

- **Quality Assurance (continued)**

4. Require syllabi components that are specific to online courses.

5. All first-time adjunct online faculty be required to teach first semester using model/legacy course developed by discipline-specific team.

6. Online faculty will have student success and retention numbers reviewed with chair at least annually. First-time faculty must have this conversation with chair immediately following first semester.

**Implications**

Improvement in the consistent delivery of quality distance courses
Instructional Support

- **Quality Assurance (continued)**

  7. An early alert system using course analytics will be developed and deployed to provide data that can positively impact retention (e.g. low attendance, missing work, low grades, not logging in.)

  8. Provide standardized mandatory information in each course shell (e.g. academic calendar, Turnitin access, links to academic support, academic honesty policy, library databases.)

**Implications**

Improvement in the consistent delivery of quality distance courses
Faculty Recruitment

1. Develop and implement a systematic process with HR to recruit, hire, develop and retain a shared pool of DL adjunct faculty.

2. Create procedures that would allow fulltime and adjunct faculty to teach their full load on-line (based on departmental need).

Implications:
A trained and ready pool of adjunct faculty are available to teach - increased capacity.
Professional Development & Sustainability of Faculty

1. Teaching online courses in the Alamo Colleges requires certification. Faculty development and DL certification will be developed with shared curriculum and resources.

2. Provide opportunities to recognize faculty excellence in the delivery of distance education.

3. Mandate on-going professional development for DL faculty to maintain certification (i.e. assessment, interaction, etc.)


5. Ensure each course meets THECB and SACS standards

Implications:
A culture of excellence, learning and recognition
Academic and Student Support

Enrollment Management

- Marketing & Recruiting
  - Target marketing to Bexar County and surrounding 7 counties
  - DL specific marketing campaign outlining specific benefits of online degree programs
  - Market full degree program online
- Apply Texas Application – add a statement to our application that states, “I plan on registering for Distance Learning (Internet courses) during my first semester of attendance.”

Implications:
Increased capacity to serve without bricks and mortar
Enrollment Management and Student Engagement

- Pilot a Virtual Welcome Center
  - Marketing
  - Recruiting
  - Admissions, Registration
  - Assessment
  - Advising
  - Financial Aid
  - Transcripts
  - Services for special populations of students (veterans, students w/disabilities, at-risk, etc.)
- Ensure access to all services
  - Counseling
  - Student Engagement

Implications:
- Shared delivery of services among colleges
- Students do not have to come on campus
- Future model for all of enrollment management?

Budgetary Impact:
- Utilization of existing human resources
Academic and Student Support

Library
- Whenever possible, share access, virtual resources, library instruction and support.

Tutoring
- Shared and outsourced online service

Implications
- Renegotiation of library vendor licensing to allow sharing with librarians
- Renegotiate current online tutoring licensing or explore new license
Academic and Student Support

Types of online orientations:

- Online learning Orientation prior to course start
- SDEV as per current college requirements
- Define a consistent process used to assess student readiness for online learning courses (ten questions.)

Implications
Increased student retention and success
Operational

- **Suggested Organizational Structure**
  - A model that has leadership at the Alamo Colleges Online Council level – council comprises VCAA, VPAAs, DL faculty, IT leader, Student Services, Library leader – someone from this council would emerge as the leader for accountability purposes.
  - A model that has a district-based leader – this individual would have accountability for implementing recommendations with support from Alamo Colleges Online Council and some centralized staff (instructional designers, faculty development staff), student services leader, IT leader, library leader.
Implementation of these recommendations will require SACS guidance to ensure that the Colleges remain in compliance with the policies and procedures set forth by the Principles of Accreditation: Foundations for Quality Enhancement.
# High Level Requirements

Utilizing existing expertise and resources this project will create a revenue generating, self-sustaining online learning program that will:

- Increase the % of overall instruction delivered through distance learning
- Increase the market penetration in a greater geographic region other than Bexar County and the Alamo Colleges service area to 10%
- Become the largest online learning provider in South/Central Texas; (By capturing X% of market share)
- Double online learning course enrollments to 34,000 by 2015;
- Ensure quality in every course as measured by defined quality standards
- Provide faculty development opportunity; and
- Ensure student integrity and faculty confidence in online learning