

Full Brainstorming and Affinitization List

(**Bold** letter designates grouping. Bullet statements are taken verbatim from the brainstorming notes)

Faculty/Student Communications

- Faculty providing constant and consistent communications to students during online/hybrid courses—helping to avoid problems
- Faculty providing expectations to students at start of class
- Faculty advisors for those students who communicate via phone
- Why doesn't my instructor answer my e-mails at 3am or on weekends?
- <1 day responses to students' questions on course material for faculty/staff (via phone/email/bb)

Registration/Enrollment

- Offer online registration with confirmation within 24 hours
- Registration process that reserves classes but still allows students to self-register
- Streamlined, easy enrollment process that can cycle quickly

MATC to provide current technical Standards: Hardware. Software. Processes

- Updating technology requirements on website
- Well defined minimum computer hardware & software requirements
- Offer accurate info online: a web site about: course, tech requirements, P/P for program
- Assure that student is prepared for course—technology (min pc/ connect requirements) & how to get there if not ready
- Would a consistent email for everyone be a good idea? i.e. xxx@matcmadison.edu rather than gmail, yahoo, etc.

Marketing

- Organized consistent yet flexible way to promote our flexible options
- Course catalog clearly showing online, hybrid, and accelerated classes
- What is blackboard?
- From student: What is online? Hybrid? Accelerated? Compressed?
- Clear definitions of hybrid, online, etc. for student to understand

Student preparedness for flexible learning.

- From student: How did I get stuck in this? (i.e. not ready, willing to take online, but had to.)
- A first year experience program that contains a technological proficiency model
- Screen students to assure they are right for these classes? Can they handle the stress? Computer literate?
- Orientation geared towards specific needs of “flexible” learning students.
- Online tutorials to build skills (e.g. word processing, creating PDFs)
- Self-Assessments that are current and better inform on student readiness

- Clear commitment from student and college on what expectations are for program, so students know up front
- Self assessments that are current & better inform student readiness
- From student: Help me with understanding how to be successful in these types of courses
- Screening process of exactly what skills are needed to be successful (i.e. reading levels, computer skills, math skills)
- Pre-training support
- More data about the kinds of students currently accessing flexible courses (demographics from district, not national data)
- Process/system for screening/preparing students for the rigor of flexible learning
- I can do my units whenever I want, right? Isn't "flexible" equivalent to "self study?"
- Offer on campus courses (training) for 1st time on-line learners

Bookstore Support

- Textbook availability-must come to campus?

Library Support

- Library online resources available

Learner Support

- My instructor makes us come in for tests. I live in Superior, Wisconsin
- Test Proxy?
- Access to writing lab for assistance
- Adequate access to college resources at times/places convenient for students
- ESL
- Tutoring?

Student Advising: Academic. Career

- Process defined for student who cannot manage to continue and now needs face to face
- Academic advisors
- What course(s) should I take to achieve my goals?
- I live in Florida. How to I access student services
- Are there any jobs available with this training?

Faculty Training

Soft Skills:

- Additional advising resources specifically for flexible learners

Technical:

- Training for faculty to design interactive learning experiences
- Training for instructors on blackboard
- From Student: Make sure my instructor is ready/prepared

- Faculty training to ensure quality program—certificate for faculty to teach online, hybrid, compressed.
- Minimum level of training/competency for instructors using technology

Quality Instructional Design: Standards, Templates, Models, Best Practices

- Standardization
- Format/Layout Standardized, well-documented syllabi
- Access to successful online, hybrid, accelerated course models
- Curriculum consistent with face-to-face course
- My friend in another class can do _____. Why can't I do same in my class?
- Some standard measures of success of flexible alternatives

Technical Support: Need to Define Scope and Level of Support

- Direct access to 24/7 tech support
- 24x7 help desk call-line support
- 24x7 online/phone tutor support
- 24/7 technical support via phone (not internet)
- Dedicated IT support 24-7
- Methods to deal w/ tech issues-web or servers down
- ½ hour response to students' questions on how to use tech (avail 24/7)

Connectivity

- Adequate staff to cover all needs
- BB is slow. Can we use IM's instead?
- Full support for home computer system and internet service provider
- Is there any scheduled online down time?

Innovation

- Thinking outside the box
- Open to new ideas and technologies

Training and Support for Support Staff

- Defined plan for maintaining support staff competency

Motivation for Staff

- Increased compensation/recognition of the extra work required by these strategies (motivations)