

Problem statement: We'll need to state something to the effect that currently there is a need to improve the on-line courses so that it makes it consistent for students.... If they take one on-line course, then the next on-line course they take, if set up similarly should be easier for them to navigate and utilize the components available. Standards need to be developed and met, etc... in order to improve quality and enhance student learning.

Add in the mission of the VCCS and SVCC here so that it flows into the vision statement for the QEP.

Vision Statement: Enhance student learning by increasing the quality and ensuring the standardization of on-line instruction at Southside Virginia Community College.

VCCS Statement of Mission Retrieved October 11, 2006 from
<http://www.vccs.edu/aboutvccs/mission.htm>

The mission of the Virginia Community College System is to provide comprehensive higher education and workforce training programs and services of superior quality that are financially and geographically accessible and that meet individual, business, and community needs of the Commonwealth.

SVCC Mission Statement

“Southside Virginia Community College is dedicated to the belief that all citizens should be given an opportunity to acquire an educational foundation that develops and extends their skills and knowledge. The college’s goal is to provide diverse instructional programs ranging from developmental studies to associate degree curricula in academic, technical/vocational, lifelong education, and workforce development. Through various activities, students will also have the opportunity to develop their roles and responsibilities as participants in a changing society” (SVCC, 2004-2006, 2).

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workforce development. Through various activities, to include distance learning students will also have the opportunity to develop their roles and responsibilities as participants in a changing society" (SVCC, 2006-2008, 2).

Southside Virginia Community College. (2006). *Southside Virginia Community College Catalog 2006-2008*. Author: Alberta, VA.

QEP Goals and SVCC Policy

SVCC Policy from 1999	QEP Goals
<p>1.1.1.1. Assessment of Student Skills</p> <p>1.1.1.1.1. All students who intend to enroll in cyber courses at SVCC should have their work habits, study skills, and computer knowledge assessed in order to help them decide on their readiness to take cyber courses. The assessment instrument should be available both on-line and in paper and pencil form.</p> <p>1.1.1.2. Advisement, Counseling, and Orientation</p> <p>1.1.1.2.1. Student orientation to the computer labs, the network logon procedures, the basic features of Windows and Netscape, and the creation of email accounts are of the highest priority.</p> <p>1.1.1.2.2. Therefore, college will provide for instruction on these topics by all appropriate means including lab sessions on Freshmen Orientation Days, through Orientation classes (STD 100), through short courses and workshops, library classes, and in academic courses requiring computer use.</p> <p>1.1.1.2.3. Faculty and/or student services personnel, tutors, and staff are responsible for conducting</p>	<p>Goal #1: Joan Tuck Reserved</p> <ol style="list-style-type: none"> 1. Upon admission to the college, all students will complete an on-line course suitability assessment at the time of placement testing. This assessment will be administered with the placement tests and will alert advisors to student readiness for online learning. <ol style="list-style-type: none"> a. IT instructors and student services specialists will develop or select a tool to determine on-line course suitability on or prior to July 1, 2008. b. The on-line course suitability assessment will be implemented on all students submitting an application to the college after August 30, 2008. c. Student advisors will ensure that the OCSA results are utilized in the advisement of all new students after October 1, 2008. ??? d. Then somehow need to evaluate if this helps later down the road??? e. Determine if they have dial-up or broadband

these orientation sessions.

1.1.2.4. Student Services personnel will inform students interested in taking Cyber courses what is required of them as outlined in the Informational Handout and give them a copy of the handout. (SEE SECTION 3.)

1.1.2.5. In addition to distribution by Student Development Services, the Informational Handout will be made available by the following means:

1.1.2.5.1. Posting on the college cyber course page.

1.1.2.5.2 Distribution at all registration sites both on and off campus.

1.1.2.5.3 Publication in the class schedule each semester.

1.1.2.5.4 Distribution by Faculty advisors to students wishing to register for cyber courses.

1.1.3. **Student Support**

1.1.3.1. To facilitate student access to college support services such as the counseling office, the financial aid office, the registrar and faculty advisor, links to office numbers and personnel are provided on the college web site.

1.1.3.2. Students may purchase textbooks online from the college bookstore and have them delivered via postal service or a commercial delivery service.

1.1.3.3. The college will make space available on a server for students to create home pages and post

<p>course assignments.</p> <p>1.1.3.4. The college will provide email accounts for students.</p>	
<p>1.2. ADMINISTRATION OF CYBER COURSES</p> <p>1.2.1. The Division Chairs will be responsible for Cyber courses. They will cooperate in the development, scheduling, staffing & evaluation of these courses. When necessary, they will also coordinate technical details with others, such as the Webmaster and Network Administrators.</p> <p>1.2.2. The tuition for out of state Cyber students is the same as that for any other out of state students, and is governed by VCCS, rather than local policy.</p>	
<p>1.3. CYBER COURSE OFFERINGS</p> <p>1.3.1. The college has the following goals in offering cyber courses:</p> <p>1.3.1.1. To reach students who might not otherwise come to a campus because of distance or time constraints.</p> <p>1.3.1.2. To reach students who may prefer electronic instruction.</p> <p>1.3.1.3. To improve faculty productivity by making it possible to collapse low enrollment(cyber) classes.</p> <p>1.3.1.4. To increase the selection of courses by</p>	

<p>allowing the college to offer low enrollment classes that might be collapsed.</p> <p>1.3.1.5. To make it possible for students to complete degrees on-line in program areas in which it is educationally sound and technically possible to do so.</p> <p>1.3.2. Course offerings will be determined by Division Chairs in consultation with faculty. Where competition exists among faculty offering cyber courses, the final decisions will rest with the Division Chairs.</p> <p>1.3.3. In order not to force students to take cyber courses, during any given academic year, most core courses will be offered by traditional means.</p> <p>1.3.4. Unless they are knowledgeable and mature, first-semester freshmen should not be advised to take cyber courses.</p> <p>1.3.5. Generally, faculty should not be asked to teach by Internet if they are unwilling or untrained to do so.</p>	
<p>1.4. STANDARDS FOR CYBER COURSES</p> <p>1.4.1. Faculty must be sufficiently knowledgeable about the technology they will use.</p> <p>1.4.2. "The content of distance courses offered by the college is determined by the faculty and</p>	<p>QEP Goals 10 & 11 & 12: <u>Terry Whisnant</u></p> <ol style="list-style-type: none"> 1. Have TLTR committee assess and determine if it is appropriate to provide developmental courses on-line by December 1, 2008. And if so, which ones are appropriate. 2. Professional development: (on or by December 1, 2007.

is described by the course outline approved and housed in the office of the appropriate division chair. The content of courses offered at off-campus sites or by alternative delivery formats such as compressed video or the **Internet** is consistent with the content of the same course offered on-campus in a traditional format. All courses are approved and appear within the Virginia Community College System State Curriculum Guide." (SVCC SACS Substantive Change Notification April 1,1998).

1.4.3. Cyber courses should be at least as rigorous as on-campus courses. Indicators of their academic integrity include the following:

1.4.3.1. Faculty employed to teach cyber courses should meet the same standards as faculty teaching other courses. "Southside Virginia Community College's division chairs and directors evaluate the credentials of all full- and part-time faculty and ensure that those credentials satisfy the SACS and VCCS-29 criteria for faculty teaching transfer, occupational-technical, and remedial courses. The credentials of faculty who will teach distance courses are evaluated in the same manner as are the credentials of other faculty." (SVCC SACS Substantive Change Notification April 1,1998)

1.2.3.2. Cyber courses must adhere to the cyber course design guidelines specified in section 2.1.

1.2.3.3. Cyber courses are subject to periodic

- a. college will make available funds for professional development activities.
- b. Need handbook for on-line faculty members.
- c. Intranet website for faculty development for templates for breeze, faculty on-line resource center!!!!

3. Establish college wide benchmarks relative to best practice within the on-line environment. By July 1, 2007. TLTR committee and IT can do benchmarks

studies by Institutional Research (e.g. pass-rates, grade distributions).

1.4.3.4. Cyber courses are a part of the college's Assessment program.

1.4.3.5. Cyber courses and faculty are a part of the college's annual formal evaluation process. SVCC has also adopted the SACS Suggestion that "...courses delivered via a distance learning mode be evaluated with instruments containing items specifically related to the effectiveness of that instructional delivery mode." (SACS Report of Substantive Change July 12-15,1998)

1.4.3.6. The design and content of cyber courses must be approved by the appropriate Division Chair.

1.4.3.7. The Division Chair should "observe" courses in progress, much as he or she would a traditional class.

1.4.3.8. Each instructor should develop a policy to address matters of academic security/integrity of cyber courses. Means should be implemented to assure that the students registered in cyber courses are in fact the persons who have done the work which is submitted under their names. The policy should also specify conditions under which tests and examinations may be taken.

1.4.3.9. The college believes the faculty should adopt the SACS Suggestion that "...sufficient

<p>work, including tests upon which a course grade is based, occur in a proctored environment to ensure the integrity of course grading and the determination of levels of achievement." (SACS Report of Substantive Change July 12-15,1998)</p> <p>1.4.3.10. SVCC also subscribes to the "VCCS Statement on Academic Standards for Distance Education Courses."</p>	
<p>1.5. EVALUATION OF CYBER COURSES</p> <p>1.5.1. The college will develop or acquire student evaluation instruments appropriate for cyber courses. Among other things, the instruments should evaluate the course assignments, the extent and effectiveness of interaction between student and teacher and among students, the mode and effectiveness of teacher feedback on assignments, course work load, grading, course support materials, and the relative ease or difficulty of communicating and carrying on course work with the procedures and software used in the course.</p> <p>1.5.2. In addition to student evaluations of their courses, the college should implement Institutional Research on cyber courses by collecting data on grades awarded, rates of attrition, student satisfaction, impact on regular course offering, costs, and other relevant factors. To facilitate data collection, the college should create on-line evaluation forms.</p>	<p>QEP Goal 6: ___Chad Patton_____</p> <p>1. Evaluation of all on-line courses will be conducted in order to ensure quality and improve instruction. Upon deployment of the QEP, an On-Line Quality Improvement Team will be selected by the Provosts of each main campus to included members of the faculty, a dean of instruction, and any other person deemed necessary by the Provost. The Team will be responsible and accountable for the following:</p> <p>4. a. Develop or adopt tools for evaluation by July 1, 2008 by the following (can use quality matters rubric since already have data here; workstudies can help evaluate for</p> <ul style="list-style-type: none"> a. Students of the courses (Standard on-line course survey anonymous) b. Peer teaching the on-line courses c. Deans of instruction d. Evaluate on a yearly basis at least (Number of courses taught on-line by the instructor should be in the eval tool)

<p>1.6. TECHNICAL SUPPORT OF CYBER COURSES</p> <p>1.6.1. The college is responsible for providing and maintaining an infrastructure of lab and office computers, servers, networks, Internet connections, and application software necessary to offer cyber courses.</p> <p>1.6.2. The college is responsible for hiring technical support personnel to assist faculty with hardware and software problems encountered in offering cyber courses and to assist students in becoming oriented to the computer labs. This includes making lab assistants available during regularly scheduled lab hours and having extra help available during the first two weeks of the semester when new students are being introduced to the technology.</p> <p>1.6.3. Decisions regarding selection, purchase, and installation of course authoring software and special application software for cyber courses should be made jointly by faculty, Division Chairs, and the Network Administrators. The TLTR is the appropriate venue for these discussions.</p>	
<p>1.7. SUPPORT FOR FACULTY TEACHING CYBER COURSES</p> <p>1.7.1. The College will continue to use the current pilot policy regarding Internet faculty loads, with the addition of some clarifying comments:</p>	<p>QEP Goal # 5: Leigh Moore _____</p> <p>Policies related to student/instructor enrollment ratio and faculty workload will be developed and implemented by July 1, 2009 by TLTR Committee, President's Staff.</p> <p>Include finding best practice and benchmarks for this relative to</p>

<p>1.7.2. Enrollments for cyber courses which exceed the expected average may be pro-rated for additional work load credit. Before awarding additional credit, the instructor's entire course-load shall be considered. The awarding of this credit should be consistent across the college.</p> <p>1.7.2.1. The average enrollment in writing classes is 22 students.</p> <p>1.7.2.2. For non-writing courses the average enrollment is 30 students.</p>	<p>other colleges and research.</p>
<p>2.1. COURSE DESIGN</p> <p>2.1.1. Faculty who offer cyber courses should attempt to do more than to simply deliver traditional course materials via an electronic medium; rather, they should strive to utilize the possibilities for new course designs and learning experiences offered by computer technology and the Internet.</p> <p>2.1.2. Faculty may determine the technical requirements for their cyber courses. However, they should be mindful that most students do not have state of the art computers or the latest versions of essential software. Emerging, cutting-edge, technology should be used only when necessary, and when it is necessary, it should be made clear to the students prior to registration.</p> <p>2.1.3. As much student-to-student and student-</p>	<p>QEP Goal #2 – <u>Kristin Windon</u></p> <p>5. An on-line course template will be designed that will include essential elements required in any on-line course offered through SVCC or any of its affiliates (term?).</p> <ol style="list-style-type: none"> a. Upon approval of the QEP, a Course Template (CT) Team will be formed to include The Deans of Instruction, the Blackboard Administrator, and the TLTR Committee, who will also designate additional members from SVCC's faculty. b. The CT Team will be responsible for developing or adopting an on-line course template within one year or prior to July 1, 2008. c. Instructors of any on-line course, internet-assisted course, or hybrid on-line course will adopt the course template on or prior to July 1, 2010. (allow a few years to convert all courses to the template). <ol style="list-style-type: none"> a. All on-line courses will be offered through the platform provided by the VCCS and administered by SVCC on or prior to July

to-faculty interaction should be incorporated as possible. Course strategies should promote significant interaction and foster a sense of community by using email, discussion forums, chat rooms, and by including group projects.

2.1.4. The use of electronic resources should be encouraged. When appropriate, links should be provided to the college library.

2.1.5. Faculty should follow good navigational practices to make it easy for students to move around a course site.

2.1.6. Faculty should be hesitant about asking students to subscribe to **Internet** services such as email or chat rooms which request personal information. However, if the instructor deems the use of such a service essential to a course, then students should be advised before hand and told that they are not obligated to reveal personal data.

2.1.7. Faculty offering cyber courses should provide a web site for their courses, not just a course outline and syllabus. A typical web site would include:

2.1.7.1 Administrative policies governing the course (e.g. how often students need to communicate with the instructor)

2.1.7.2. Any warning, advice, encouragement about the special nature of the class.

2.1.7.3. Course outline (topics to be covered,

1, 2010. (allow some time to convert).

b. Work studies can assist in evaluation of this.

QEP Goal #9 here too: Lisa Back

6. Variability between on-line and the equivalent seated course will be compared yearly as to:

a. retention,

b. final grades,

c. enrollment,

d. GPAs

e. withdrawal,

f. successful completion rates? This will be different from the final grade (use C or better or D?)

<p>number of tests & quizzes) Note this must be in place during registration for the course.</p> <p>2.1.7.4. Syllabus including reading assignments, dates for tests, etc.</p> <p>2.1.7.5. Bibliographic information on course textbooks along with information about how the books may be obtained.</p> <p>2.1.7.6. Faculty Information (office hours, email address, phone numbers).</p> <p>2.1.7.7. Links to pages displaying the College Honor Policy, the VCCS Computer Ethics Policy.</p> <p>2.1.7.8. A link to the college library.</p> <p>2.1.7.9. Any academic prerequisites.</p> <p>2.1.7.10. Support materials such as detailed directions for completing course assignments and projects, models of successfully completed assignments, "lecture" notes, practice tests, study questions, tips, hyperlinks to demonstrations, examples and research materials.</p> <p>2.1.7.11. Faculty should not place items (e.g. hit counters) on their pages that carry commercial endorsements.</p>	
<p>2.2. ADVERTISEMENT OF CYBER COURSES</p> <p>2.2.1. The Process</p>	<p>QEP Goal 8: <u>Felicia Omick</u> The college Website needs to be easily navigated by any student or interested party..</p>

<p>2.2.1.1 Faculty offering cyber courses should give scheduling information and course descriptions to the Division Chairs for approval.</p> <p>2.2.1.2 When cyber courses have been approved, Division Chairs will forward the information to the college public relations office for inclusion in the college schedule.</p> <p>2.2.1.3 The information will also be forwarded to the Webmaster who will post the courses on the college server and register them with search engines and Internet services which specialize in indexing cyber courses.</p> <p>2.2.2. Faculty should post a course outline and a syllabus for each cyber course before the registration period so that students may appraise the course content, work requirements and other aspects of the course before committing themselves to it. This is in keeping with the SACS Suggestion that "...course schedules and on-line registration information contain sufficiently detailed information about distance learning courses to facilitate informed student decisions about course registration" (SACS Report of the Substantive Change).</p>	<ul style="list-style-type: none"> g. Employ webmaster separate from BB administrator or pay for site development, then assign responsibilities for ? h. Program faculty appointees to have control of their program's website and be accountable for maintenance and keeping up to date. i. Website will be maintained and current. j. Need monies to maintain and support the on-line infrastructure. k. Enrollment in courses for students who enroll after major batch enrollments will be addressed somehow??
<p>2.3. FACULTY SUPPORT OF STUDENTS</p> <p>2.3.1. Faculty should maintain communication with students in cyber courses through all practical means including email, chat rooms, discussion forums, telephone conversations and</p>	<p>QEP Goal # 3 & 4: <u> Percy Richardson </u></p> <ul style="list-style-type: none"> 3. Make available to students in on-line courses all the appropriate student services necessary for an on-line delivery mode by July 1, 2008 <ul style="list-style-type: none"> a. What else needs to go in here?

<p>periodic face-to-face meeting in office conferences or in scheduled group meetings.</p> <p>2.3.2. All full-time faculty, including those who teach one or more cyber courses, should hold office hours on campus for a minimum of ten hours a week.</p> <p>2.3.3. Faculty should respond to student email in a timely manner.</p> <p>2.3.4. Faculty should grade and give feedback to student work in a timely manner.</p>	<p>4. Deans of Instructions and on-line faculty members will develop and adopt additional criteria or standards for the on-line courses and deploy them by July 1, 2008, to ensure quality and consistency in and among the on-line courses to:</p> <ul style="list-style-type: none"> a. Ensure timely feedback regarding submitted assignments. 2 week – time limit on this? b. Graded assignments should be congruent with the assignments of the equivalent seated course – possibly more, since no class time??? c. Chat rooms, email components needed??? d. Elluminate may be too advanced for dial up connections at this point, but consider in the future?? e. Brief Orientation to the on-line learning environment f. What else goes in here? <p>Suggestions: DVD with overview of on-line learning BB Helpdesk; on-line tutorial, SDV 100; Website link to Breeze presentation.</p>
<p>2.4. SUPERVISION OF CYBER COURSES</p> <p>2.4.1. Interconnectedness is a defining characteristic of the web. Therefore pages for college courses which contain links to web sites will unavoidably associate course materials with commercial materials. However, no commercial materials should be included on pages which are hosted by college servers.</p> <p>2.4.2. Faculty who receive student work in</p>	<p>QEP Goal # 7: <u>Stanley Johnson</u></p> <p>Prior to July 1, 2009, a “Testing Center” will be provided on each campus. (having librarians monitor exams in appropriate now days). Will need more stuff in here</p> <p>Proctored Exams?????? Needs to go in here if that’s what we want to door have to do.</p>

electronic form should archive this work in the event that a grade is contested.

2.4.3. Faculty are responsible for insuring that copyright permission has been obtained for all materials posted on web pages of their creation.

2.4.4. Faculty are responsible for monitoring written or graphic material posted in a public place such as a discussion forum or a web page when this venue is created and administered by the faculty and utilized by students as a working component of a course. If objectionable material is found, faculty should remove such material and if the person responsible is known, he/she should be reported to the administration.

2.4.5. If objectionable material which is explicitly associated with course work is posted in a public place beyond the physical control of faculty, such as a student web site on a commercial server, faculty cannot be held responsible, but may impose administrative sanctions on the student including immediate withdrawal from the course with a failing grade.

2.4.6. Faculty are responsible for ordering textbooks for cyber courses at the same time that they order textbooks for on-campus courses. The textbook orders should be given to Division Chairs who should then forward them to the bookstore.

2.4.7. To protect privacy and course materials, access to Internet courses should ordinarily be restricted to those who are registered. However,

<p>course outlines, syllabi, and documents illustrative of course assignments or other activities should be accessible for perusal by perspective students.</p>	
<p>3. RESPONSIBILITIES OF STUDENTS (The Informational Handout)</p> <p>3.1. Students are responsible for obtaining email accounts in their own names so that instructors may efficiently communicate with them individually and through class email lists.</p> <p>3.2. Upon registering for cyber courses, students are responsible for immediately contacting their instructors by email and giving their name, the class for which they are registered, and their email address.</p> <p>3.3. Students who register for cyber courses assume the responsibility for obtaining access to the hardware and software required for communication with the instructor and for completion of course assignments.</p> <p>Specifically, students must have access to a computer, an Internet connection, modern word processing software (Microsoft Word, Corel WordPerfect, etc), and an E-mail account.</p> <p>Students who wish to use the computer labs on a college campus are responsible for obtaining a lab pass.</p> <p>3.4. Students who register for cyber courses</p>	

agree to adhere to the conditions stated in the course outline for submitting work and taking tests and examinations. These conditions may require students to travel to a college campus, another school, a public library, or other site to take tests and examinations under supervision.

3.5. Students who register for cyber courses are subject to the policies stated in the College Catalog and Handbook in the same way as those students who take courses on campus. This includes a strict adherence to the Honor Code.

3.6. Students who register for cyber courses are subject to the same academic calendar as those students who take courses on campus. This includes dates for the beginning and ending of classes, holidays, examination periods, and administrative deadlines for the drop-add period and for withdrawal without penalty.

3.7. Students who register for cyber courses are responsible for evaluating their proficiency in computer skills (e.g. sending email attachments and cutting and pasting between Windows applications) and deciding if they are sufficiently computer literate to succeed in cyber courses.

4. EXCEPTIONS

4.1. Any exceptions to this policy must be approved by the President.

<http://www.vccs.edu/vccsit/Archive/VDENAdmin/vdenc4.htm>

VDEN Administrative Procedures Chapter 4

IV. Faculty and Curricular Procedures

Distance education faculty must comply with the VCCS-29 Minimum Criteria for Faculty Rank for all instruction delivered in a distance learning mode. It is the responsibility of both the delivering and receiving colleges to insure that faculty meet the required minimum VCCS and SACS standards.

Distance education faculty must comply with all current fair use guidelines for content in their courses. Copies of the guidelines will be available in college learning resource centers.

Intellectual property rights for materials created by distance education instructors are outlined in [Section 12](#) of the VCCS Policy Manual.

All colleges must provide a process for reviewing individual course outlines for content and learning outcomes comparable to outlines on file for traditionally delivered courses. [See example(s) in [APPENDIX H.](#)] Documentation of the review should be on file with the MOU at the receiving college.

All colleges are responsible for providing training and orientation in the use of equipment and software used in distance education. [See example(s) in [APPENDIX F.](#)]

Faculty will receive orientation and instruction to ensure clearly stated course objectives, effectively designed instructional materials for the delivery system, interactive instructional presentation, and student assessments matched to course objectives and activities.

- All colleges are responsible for establishing a course development process with timelines to reach the goal of developing courses before delivery. Faculty must agree to develop materials and interactive strategies for distance education prior to course delivery and must demonstrate their familiarity with sound instructional principles and practices in relation to the delivery medium. The delivering college is responsible for faculty training.
- Course development should be completed prior to course delivery.
- Faculty are responsible for providing alternative means of instruction for students if electronic delivery is impossible because of technical problems.
- Colleges should have a plan that outlines how to respond to situations when a series of distance learning class meetings have been missed because of technical problems. When creating this plan, colleges should take into consideration all consequences of canceling a class such as faculty workload, financial aid implications, census date, and other issues.
- Review of course materials by an instructional designer and/or discipline colleagues is desirable.
- Faculty or distance education support staff must arrange for students in all distance education courses to participate in assessment activities.

E Mail from Dr. Monty Sullivan dated 9/17/2006:

Aligning with the Dateline 2009 goal on graduation and retention, the Chancellor has established a goal for 2006-07 calling for the expansion of Blackboard services to enhance student success. The array of services available to our students through Blackboard has expanded dramatically over the last year to include the Student Learning Community. Thus far, ten of the 23 community colleges require that all of their credit courses have a course shell in Blackboard where faculty post the course syllabus. The purpose of this email is to encourage the remaining thirteen colleges to expand the number of courses with a Blackboard presence.

Establishing shells for all courses in Blackboard has the direct benefit to the student of 24/7 access to basic information about the course. Further, faculty increase their comfort level with the

course delivery system most familiar to VCCS students. The process of creating shells for all courses in PeopleSoft is simple to complete. It is more efficient and less time-consuming than the method of creating or copying individual courses at the request of individual instructors.

The steps are:

- * The Blackboard Administrator at each college obtains a digital version of the courses for the semester that are in PeopleSoft.
- * The course list is saved in the requested file format and sent to ITS. ITS converts the file and mass creates the course shells.
- * ITS creates a file from PeopleSoft records that lists all the instructors for the courses.
- * The Blackboard Administrator runs this one file and adds all instructors to all courses at once.
- * The Blackboard Administrator runs the enrollment files daily and students are added to courses as reflected by their enrollment in PeopleSoft.

Following this procedure enhances the validity of Blackboard as a true replication of the course offerings at a college and the student enrollment in those courses. Future expansion could include the ability of Blackboard to reflect accurately all student enrollment, drops, scheduled courses, and faculty assignments to those courses. The process would be automated at an enterprise level relieving the Blackboard Administrators of this duty.

We urge the colleges who have not established course shells for every credit course to do so in light of the benefits to students, the ease of implementation, and making the Chancellor's goal of expansion of Blackboard services to enhance student success a reality. Please contact Dr. Inez Farrell, VCCS Director of Instructional Technology, at <<mailto:ifarrell@vccs.edu>> ifarrell@vccs.edu, if you have any questions about this process.

Definitions: Quality
Standardization
On-line instruction
Student learning
Benchmark
On-line course
Essential element
Template
TLTR
on-line course suitability assessment
Standardization
Student learning
Benchmark
Assessment

Blended/Hybrid – In Person & Web (BL) – Hybrid is the combination of a distance learning instructional delivery and a face-to-face instructional delivery. The distance learning instructional delivery can be either asynchronous or synchronous. “Blended” courses combine different modes of delivery which can include hybrid courses but also can describe courses that may be technology enhanced within a physical classroom. (definition as part of the Course Coding Document submitted to ASAC).

Web-support
Course template
Feedback
Faculty work load
Traditional course
On-line environment
Professional development
Infrastructure
QEP
Testing center

Budget:

1. Money for website and online management & infrastructure for support; instructional support person.
2. Money for testing center
3. Incentives for qep overload requirements
4. Monies for professional development.
5. Survey assessment monies

Assessment of the plan at year 1, 3, 5