

Running Head: A QUEST FOR QUALITY

A Quest for Quality in Online Instruction

Quality Enhancement Plan Committee

Southside Virginia Community College

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Introduction

Southside Virginia Community College (SsVCC) is one community college in the Virginia Community College System (VCCS). The system includes 23 colleges with 40 campuses throughout Virginia, serving over 325,000 credit and non-credit students. The VCCS's mission 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" (VCCS, 2006, ¶ 2).

With two main campuses and 35 satellite sites, Southside Virginia Community College opened in 1966 and now serves over 3,000 students. The college's service area includes all or parts of ten counties. The college employs 44 nine-month faculty members and 13 twelve-month administrative faculty members (SsVCC, 2005).

The mission statement for the college is as follows (SsVCC, 2006):

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, to include distance learning, students will also have the opportunity to develop their roles and responsibilities as participants in a changing society (p. 3).

The Quality Enhancement Plan (QEP) or Core Requirement 2.12 (Southern Association of Colleges and Schools Commission on Colleges, 2001) is a new component of the reaffirmation of accreditation process. In order to address the new component, Southside Virginia Community College (SsVCC) developed a QEP committee, consisting of 10 faculty members (see Appendix A). In order to devise an appropriate QEP, the committee reviewed the mission of the college, that of the Virginia Community College System, the directives of SACSCOC, and obtained input from students, faculty members, and other college constituents.

The rationale for developing and implementing the QEP is to further enable an institution to enhance student learning, or the ability to acquire knowledge and enhance performance over time. Therefore, the QEP is directly related to the mission of SsVCC, the VCCS, and the enhancement of student learning.

In order to determine how to enhance student learning at SsVCC and determine what issue the QEP should address, the QEP committee developed a survey. All SsVCC administrators, faculty, and staff; the high school administrative representatives of the Southside Virginia Tech Prep Consortium; and over 400 students in various classes and programs received the survey.

Several presentations were given to solicit input and describe progress. The presentations may be viewed at the following Internet addresses:

1. Quality Enhancement Plan: March 2006: <http://live.southside.edu:6801/p39063398/>
2. Reaffirmation of Accreditation: March 2006:
<http://live.southside.edu:6801/p13299821/>
3. Quality Enhancement Plan for Orientation: August 2006:
<http://live.southside.edu:6801/p33712863/>
4. Quality Enhancement Plan for President's Staff: November 2006:
<http://live.southside.edu:6801/p69902215/>
5. Quality Enhancement Plan for the SsVCC Board Meeting: January 2007:

<http://live.southside.edu:6801/p50869311/>

The effort produced 351 suggestions. All responses were recorded and are stored in the QEP Committee chair's office. The responses guided the QEP committee's decision regarding the topic for the QEP.

The issues developed for a potential QEP by the QEP Committee came from compiling the responses into several categories as listed below:

1. developing and enhancing dual enrollment, full-time, and adjunct instruction
2. ensuring quality Internet and seated/traditional courses
3. promoting continuity of instruction
4. promoting congruence among courses
5. integrating adjunct and full-time faculty
6. ensuring uniformity in the support services
7. providing a college website that is current and user-friendly
8. revising the orientation classes
9. promoting knowledge of how to succeed in college
10. standardizing the format for Internet courses
11. having a day care center
12. installing more lights in the parking lots for night students
13. A few suggestions were inappropriate and discarded; one example: tests and homework should be eliminated from courses.

After careful consideration of the issues, the QEP Committee consulted with President's Staff and a decision was made to focus on the improvement of online instruction to enhance student learning. The rapid growth of technology-mediated online learning at the post-secondary level has surged over the last nine years. The growth at Southside Virginia Community College has been no exception. The opening of the 1998 Fall Semester launched

Southside Virginia Community College’s “Cyber College” with 15 courses and 275 students (see Appendix B). The growth has steadily increased; SsVCC offered over 140 cyber courses during the spring and summer semesters of 2006. The table below provides further proof of the dramatic increase in student enrollment in cyber courses.

Distance Learning Enrollments

		Students in All DL courses	Students in both DL and Regular courses	Total students in DL	Total students enrolled	DL Students percent
2001-	Asynchronous	385	993	1,378	7,877	17.5%
2002	Synchronous	4	177	181	7,877	2.3%
2002-	Asynchronous	420	1,284	1,704	7,878	21.6%
2003	Synchronous	23	334	357	7,878	4.5%
2003-	Asynchronous	141	1,120	1,261	7,263	17.4%
2004	Synchronous	4	111	115	7,263	1.6%
2004-	Asynchronous	509	1,393	1,902	7,440	25.6%
2005	Synchronous	7	110	117	7,440	1.6%
2005-	Asynchronous	540	1,427	1,967	7,825	25.1%
2006	Synchronous	16	115	131	7,825	1.7%

One of Southside Virginia Community College’s faculty members, Joy Hurt, recently completed her doctoral degree. Dr. Hurt’s dissertation addressed online instruction at SsVCC.

Data from her dissertation was pertinent to SsVCC’s QEP. Ms. Hurt (2006) found that:

The benefits of online teaching and learning included both practical and learning benefits. Flexibility and convenience were cited as key practical benefits, and learning benefits included additional opportunities to reflect and interact online, to draw from personal experiences, and learn at one’s own pace. The acquisition of time-management, reading, writing, research, technological, and problem-solving skills on the parts of the students were also viewed as learning benefits. The negative aspects included feelings of isolation, a lack of academic preparedness to learn online on the part of the students, the problems related to dial-up Internet access in rural areas, and the increased amount of preparation required to teach an online course.

Kelly Barnes, another SsVCC faculty member, completed her master’s thesis, in which she compared students in a seated course to those in the equivalent online course. Ms. Barnes found that the students in seated courses earned higher letter grades than those in the online

courses (personal communication, November 2, 2006).

The college is dedicated to the QEP in spirit and through funding. The following broad goals are addressed:

1. The Teaching Learning Technology Roundtable and the Academic Affairs Committee will ensure the delivery of quality online instruction for students and faculty members.
2. The college will provide the funds necessary to provide online courses for infrastructure, faculty and student development, and other support systems needed for quality online instruction on an annual basis.
3. Upon admission to the college, all students enrolling in online courses will complete an online course suitability assessment at the time of placement testing or prior to enrollment. This assessment will also be administered with the placement tests and will alert advisors to student readiness for online learning.
4. An online template will be launched that will include essential elements required and utilized in any online, hybrid, or Internet assisted course via a single platform offered through Southside Virginia Community College.
5. Make available to students in online courses all the appropriate student services necessary for an online mode of instruction.
6. The Teaching Learning Technology Roundtable and online faculty members will develop and adopt additional criteria for the online courses and deploy them by July 1, 2008, to ensure quality and consistency in and among the online courses to enhance students learning.
7. Policies related to student/instructor enrollment ratio and faculty workload will be developed and implemented by July 1, 2008 by TLTR Committee, President's staff.
8. Policies related to student/instructor enrollment ratio and faculty workload will be developed

and implemented by July 1, 2008 by TLTR Committee, President's staff.

9. Variability between online and the equivalent seated course will be compared yearly as to retention, final grades, enrollment, grade point averages, withdrawal, and successful completion rates.
10. Proctored testing may be a component of all online courses by August 2009.
11. The college website needs to be easily navigated by any student or interested party.
12. The college will provide for the Professional Development for Online Instructors annually.
13. The Deans of Instruction, the TLTR Committee and the instructors for the developmental courses will determine which developmental courses are appropriate for online instruction and evaluate those that are already offered online on an annual basis.
14. During years two, three, and five, the College's President, Provosts, Deans of Instruction, QEP Committee and Faculty Members will evaluate progress addressed in the goals and criteria listed previously.

After the presentations were given on several occasions regarding the goals listed above, additional input was requested from SsVCC's faculty and staff members. Those comments are available in Appendix C.

Because of the extraordinary growth of online instruction and the need for further research about the online courses at Southside Virginia Community College, a plan for ensuring the quality of online instruction to enhance student learning follows.

Goal 1

The Teaching Learning Technology Roundtable (TLTR) and the Academic Affairs Committee will ensure the delivery of quality online instruction for students and faculty members. They will address the following criteria:

Criterion 1: The SsVCC Policy on Cyber Courses (1999) will be revised to reflect best practice

by September, 2008.

Criterion 2: The TLTR will communicate the new policies and best practice to SsVCC online instructors prior to December, 2008.

Criterion 3: The policy will be reviewed and revised annually beginning July 1, 2009.

Criterion 4: The TLTR will develop an implementation committee to ensure that the QEP recommendations are addressed, evaluated, revised and progress is followed for the next five years.

Rationale: The current policy for cyber courses was issued in 1999. Due to the tremendous increase in Internet course enrollments and the changes that have occurred since its implementation in 1999, the policy must be revised to reflect current practice and the latest technology available for use. The institution of a revised policy is essential to the development and implementation of the Quality Enhancement Plan.

Criterion 5: The TLTR will ensure that its purpose reflects the nature of the QEP and the new role that the TLTR will play in the implementation of the QEP.

Rationale: The current TLTR does not meet as frequently as it will need to meet in order to address the QEP. Membership may need to change in order to address future needs.

The college has an excellent resource available: “Best Practices for Electronically Offered Degree and Certificate Programs” by Dr. Robert R. Owens and Dr. Rosalie S. Owens. The information provided within the document can guide the TLTR and could be the source of the new policy regarding online instruction that the college needs. The TLTR is strenuously urged to review this document and include the portions that are pertinent to enhancing the delivery of online instruction at SsVCC (see Appendix D).

Goal 2

The college will provide the funds necessary to provide online courses for infrastructure,

faculty and student development, and other support systems needed for quality online instruction on an annual basis.

Criterion 1: The President will work with the Chancellor of the VCCS and the legislative bodies to obtain funding for the VCCS annually.

Criterion 2: President's Staff, the Vice President of Finance, and the President will identify any areas of need to add to the legislative agenda on an annual basis.

Criterion 3: The Vice President of Instructional Technology, Distance Learning, Assessments, and Grants will seek additional grant monies on an annual basis to enhance or further support online instruction.

Criterion 4: The Blackboard® administrator will continue to search out, evaluate, and purchase hardware or software to further support the online courses.

Criterion 5: The Vice President of Finance will work with President's Staff to ensure that adequate funding is provided over a five year period to carry out the QEP.

Rationales: An adequate budget is essential to online instruction. The College is fortunate in that the Virginia Community College System provides and houses the Blackboard® system. The College must support its faculty and students in addition to the services provided by the VCCS. The College has its own budget, but must work with the VCCS in order to obtain and ensure adequate funding from the Virginia legislature. The College has a Vice President of Instructional Technology, Distance Learning, Assessments, and Grants, who continually seeks out and writes grants to fund needs related to internet instruction among many others. In order to remain competitive and current, new hardware and software must be evaluated and purchased if appropriate. All members of the SsVCC constituency who utilize online instruction to any degree must alert the person next in line in the chain of command to any needs or requirements necessary to conduct appropriate online instruction. The President of the College ultimately

relays the data to the Chancellor of the VCCS.

Goal 3

Upon admission to the college, all students enrolling in online courses will complete an online course suitability assessment at the time of placement testing or prior to enrollment. This assessment will also be administered with the placement tests and will alert advisors to student readiness for online learning.

Criterion 1: Information Technology (IT) instructors and student services specialists will develop or select a tool to determine online course suitability on or prior to July 1, 2008.

Criterion 2: The online course suitability assessment will be implemented to all students enrolling in an online course after August 30, 2008.

Criterion 3: Faculty advisors will ensure that the online course suitability results are utilized in the advisement of all new students after October 1, 2008.

Criterion 4: Self-advised students' needs will be addressed by the TLTR and the Director of Student Services by May 2008.

Criterion 5: Evaluation of the online course suitability assessment will be done in the Spring Semester of 2009 to measure success, according to the guidelines included in the rationales.

Rationales: Student readiness for online learning should take into consideration several factors: whether the student has the proper Information Technology (IT) skills to be successful, learning styles, personal habits such as time management and study skills, and availability of Internet access (dial-up or broadband) in the student's home.

Peter J. Smith (2005) describes the process in even clearer terms:

Assessing student readiness for online learning is an issue facing many education and training providers as more learning opportunities are made available online in varying formats. While readiness for online learning clearly involves the technical skills of computer usage and site navigation, there are also issues associated with how students learn online, and the learner styles, preferences, and

strategies that may be related to effective student engagement with online learning.

Currently, Southside Virginia Community College has no such required assessment tool in place, although a Distance Learning Course Questionnaire is available on the college website (http://www.sv.vccs.edu/acad/cyber_courses/candidate.htm). This survey is voluntary in nature, self-administered, and students locate it while browsing the college website, or faculty advisors specifically request that advisees take this online questionnaire and score it themselves using the directions given (http://www.sv.vccs.edu/acad/cyber_courses/scoring.htm). This questionnaire and analysis was provided and used with permission by Dr. Greg Williams, Director of Extended Learning, Towson University, College of Graduate & Extended Education, 8000 York Road, Towson, Maryland 21252. The eleven-question, multiple-choice assessment focuses on questions related to learning styles, study skills and habits, personal preferences regarding learning, with only one question related to technology readiness. This follows the 1999 SsVCC Policy on Cyber Courses, Sections 1.1.1.1, 1.1.2.3, 1.1.2.4, and 1.1.2.5.

A computerized assessment is certainly an appropriate form of collecting information, but will be designed as a form that can be submitted online and scored immediately, not one that must be self-administered, printed and scored, or self-graded. The goals of the assessment should be clearly explained prior to the student beginning the assessment and the actual tool should contain questions related to all areas previously identified as being relevant to the success of online learning. As stated in Joy Hurt's dissertation titled "Community College Instructors' Perceptions of Online Teaching and Learning: A Study of a Rural Community College":

... instructors agree that in order for a student to succeed in the online classroom, he must possess certain characteristics and traits. These characteristics and traits include maturity, accountability, responsibility, self-discipline, flexibility, time management skills, self-directedness, initiative, problem-solving skills, reading comprehension skills, and basic technology skills (Hurt, 2006, p. 114).

Specific computer-related tasks and issues must be assessed including challenges faced by dial-up Internet access, availability of software including Microsoft Word, Adobe Acrobat Reader, and Flash Player, file management capabilities including the ability to create, save, upload, and download files as well as use email efficiently and appropriately with regard to netiquette. In addition, cyber students need strong Internet skills including the ability to perform searches and locate information on the Web. If students have not used a course delivery platform such as Blackboard®, it is imperative that Internet usage skills be assessed.

There are many readiness assessments in use at other Virginia community college websites that will be evaluated: Central Virginia Community College (<http://www.cvcc.vccs.edu/Distance%20Education/ReadyQuiz.asp>), John Tyler Community College (<http://www.jtcc.edu/DistanceEd/compskills.cfm>), Mountain Empire Community College (<http://www.me.vccs.edu/distance/keys-test.htm>), and Northern Virginia Community College (<http://eli.nvcc.edu/eliforme/eliforme2.asp>). Student services counselors as well as the faculty at Southside Virginia Community College should have input as to the best tool for use, whether one is developed internally, or selected from an outside source.

With the growing demand of online classes and the goal of making each and every student successful, this committee feels that an online course suitability assessment should be implemented for all students enrolling in online courses as a minimal benchmark. This assessment would be given at the same time as the college placement test and scored immediately. This would ensure that all students' readiness for online learning is formally assessed rather than having a voluntary questionnaire. The student will be given a copy of the results and a copy will be on file in Admissions as well as a copy forwarded to the assigned faculty advisor.

In addition to providing excellent immediate feedback to the student, faculty advisors will have assessment results for use in effectively recommending online learning to students who will succeed in this environment (or discouraging online learning for students who may not be successful). In addition, faculty advisors may provide advice for those wishing to engage in online learning in the future. For example, if the student has appropriate study skills and suitable learning styles, but does not have the technical skills required, the faculty advisor may recommend that the student take an IT class such as ITE 115 before enrolling in an online course.

Faculty advisors are well-equipped to discuss online learning advantages and disadvantages with students, as well as the results of the online readiness assessment. Many faculty advisors teach one or more online courses. In addition, the specific assessment tool used will give specific feedback such as, “If face-to-face contact with your instructor is preferred, an online class is not recommended.”

The college must determine if the online course suitability assessment has met its objectives to ensure student success in learning in the online classroom. Grade comparisons should be done, as well as an analysis of retention and enrollment in online courses. Faculty should be surveyed for their input as to the effects of the assessment and student services specialists should provide feedback on the benefits of the assessment tool. The college should determine if student success in online courses is improved by the focus on communication, factors that influence success, and appropriate advising.

Goal 4

An online template will be launched that will include essential elements required and utilized in any online, hybrid, or Internet assisted course via a single platform offered through Southside Virginia Community College.

Criterion 1: Upon approval of the QEP, the TLTR, along with any member of the college community the TLTR deems necessary, will develop the online template.

Criterion 2: The TLTR will revise as needed, adopt, and implement the online course template for Blackboard® within one year or prior to June 1, 2008.

Criterion 3: The SsVCC online course template and platform will reflect best known practice for course design and usage for its launch on or prior to June 1, 2009.

Criterion 4: All SsVCC instructors of any online course, Internet-assisted course, or hybrid online course will adopt the course template and administer courses via Blackboard® on or prior to July 1, 2009; the Deans of Instructions will ensure that this occurs.

Rationales: An initial survey of users of online courses indicated that online instruction is conducted in various modes. There are courses that are completed entirely online; others are online but have proctored components; and others are seated, but supported online. The majority of instructors utilize Blackboard® as the host or platform for their courses but some do not. Therefore, launching an online course template via a single platform requires a major change within the VCCS community.

The members for the TLTR were selected for specific reasons. The deans of instruction were chosen because they are responsible for all instruction provided through SsVCC. They also have the authority needed to implement change. The Blackboard® administrator was included because it will be his role to facilitate Blackboard® usage, the current platform for the majority of the online courses. A member of the TLTR committee was required because that individual will be aware of any changes or the latest innovations in the area of online instruction. The TLTR may select other members as needed to accomplish the goal.

The members of the TLTR will be responsible for communicating the moral purpose, wherein the “important end is to make a difference in the lives of students” (Fullan, 2001). The

TLTR members will also be charged with helping the SsVCC community understand the change, build the necessary relationships to promote and sustain the change, and help those involved navigate towards “coherence-making” or become positively involved in the change (Fullan, 2001).

The one year period for implementation will allow the TLTR time to enlist the assistance of others needed to complete the task. It will also allow the members time to obtain more faculty member input, allow ample time to review suggestions, make revisions, and communicate the results to all online instructors.

Blackboard® is the network learning environment supported by the Virginia Community College System (VCCS) for its network of 23 colleges throughout the Commonwealth of Virginia. Southside Virginia Community College (SsVCC) has the support system in place to network with the VCCS system and employs a Blackboard® administrator to facilitate the necessary processes. The SsVCC (1999) Internet course policy, Section 1.6.3, states:

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.

The VCCS and SsVCC support Blackboard® as the platform of choice for online course instruction, decided upon after 1999. At this point, not all online instructors utilize the Blackboard® environment to administer their online courses. This may not be in keeping with best practice. According to Swan (2001) and Quality Matters (2005), “clear and consistent course structure...contributes significantly to the success...of online courses.” Screen layout and design consistency promote the delivery of content (Shirathuddin, Hassan, & Landoni, 2003). Therefore, it is logical to believe that students enrolled in more than one online course in one institution may benefit from a single online learning platform for the courses in which they enroll.

There are many issues to consider when developing a course template. Some of the areas that should be addressed are page layout, colors, font size, information location, information organization, ease of navigation, logical sequencing, and overall presentation (Quality Matters, 2005).

Design Principles (2003) reminds us that humans are still human regardless of the technology utilized, no matter how wonderful or exceptional the technology. A course design should ensure contrast for shapes and images allowing the viewer to see what the instructor wants them to see. The utilization of a grid format may be useful, because magazines are laid out in this manner and the format is currently familiar to most individuals. Font, spacing, style, size and format must be easily read and pleasing to the eye. Online students prefer the use of images which assists in conveying the content. Use of color sets the mood of the content and creates emphasis. Animation and sound can be effective tools to enhance understanding of content. Cues and data provided must assist the user in navigation through the content. Design should incorporate the following: “(1) What is the concept to be communicated? (2) Who is the audience? (3) What is the image to be left in the viewer’s mind?” (Design Principles, 2003).

Tallent and others (2006) summarized studies descriptive of how student learning was enhanced when information was presented in a video format, while others described how cognitive overload associated with multimodal presentations (video with voice and slides) hindered student learning. Instructors may decide what is most appropriate relative to content and student enrollment.

Some online instructors at SsVCC are utilizing Macromedia Breeze as a format for information delivery. Breeze allows instructors to incorporate voice, PowerPoint, video clips, and many types of data into a single presentation that does not require a viewer to download any program. The viewer must have Internet access; when the “start” button is selected, the

presentation automatically plays regardless of the type of connection to the Internet. Students and faculty have reported satisfaction with this format in many instances (Winton, 2006). The TLTR is responsible for making recommendations as to which formats are appropriate for online instructors to utilize based upon platform and usage capabilities. The online instructors will decide which of those formats is appropriate for specific course material based upon TLTR input, personal preference, student feedback, and course evaluations.

Template recommendations for the TLTR to consider when finalizing the template are as follows:

1. Instructors will provide a welcome to new students.
2. Navigation and structure will be similar throughout all online courses.
3. Minimum technology requirements will be stated.
4. Clear links will be provided to technical support, student services, the library, financial aid, Americans with Disabilities Act, academic integrity policy, course policies.
5. Macromedia Breeze will be utilized for presentations, along with other programs that Blackboard® and students with dial up connection may utilize that are approved by TLTR, and President's Staff.
6. Links provided will explicitly describe the information to which the link directs learners.
7. Readability issues will be non-existent (12 point fonts, primary colors with contrasts enhance readability).

Since change can be an arduous process and implementing change requires effort, permitting ample time to conduct the actual change will allow instructors several semesters over which they can come into compliance with the recommended guidelines (Fullan, 2001).

There are many resources available for the TLTR and online course instructors to utilize to enhance the delivery and look of the online courses. Mountain Empire Community College offers a six week workshop entitled, "Teaching and Learning Online." The workshop is totally

online and for the June 4, 2007 – July 20, 2007 workshop, the course is free as part of a Title III Grant. Sharon Fisher is the contact for the event and may be a resource person in the future.

Goal 5

Make available to students in online courses all the appropriate student services necessary for an online mode of instruction.

Criterion: The Director of Student Services will ensure that all appropriate students services will be available for students in online courses by July 1, 2008.

Rationale: The explosion of online classes has many colleges playing catch-up in providing online services, and Southside Virginia Community College (SsVCC) is no different. The number of the college's strictly online courses increased from 15 during the 1998 fall semester to 95 in the 2006 spring semester (SsVCC Online Enrollment Fall, 1998-Spring, 2006).

According to Moskal, Dziuban, Upchurch, Hartman and Truman (2006), the online learning environment presents new challenges to those in higher education with regards to new pedagogies, enhanced support for both faculty and students, organization redefinition, authentic and contextual assessment techniques and new policies and practices. The online learning environment should be a mirror of all the services an institution offers its on-campus students.

Many institutions are struggling to create a comprehensive online learning environment with complete student services. Student services should include but not be limited to: tutorials, faculty access, financial aid, student services, academic advising, student government and clubs, the honesty policy, bookstore access and other links that are necessary for online learning success. The college website contains links to the programs the college offers, directions to the campuses, the college catalog, college schedules, faculty and staff information, applications for students and potential employees, and various others.

Dan Carnevale (2001) states that many students become annoyed when they have to travel to campus for services. He further states that most institutions provide some online services. Southside Virginia Community College provides some online technical support. However, the college Internet Policies 1.1.3 Student Support states that the college will:

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 website.

Presently, these links are not monitored by a designated individual who can respond to a student's request in a timely manner. These links should be monitored regularly during high volume periods such as early registration, registration, mid-term, and at the end of the semester.

Goal 6:

Deans of Instructions and online faculty members will develop and adopt additional Criteria for the online courses and deploy them by July 1, 2008, to ensure quality and consistency in and among the online courses to enhance students learning.

Criterion 1: Students in online courses will receive feedback on required assignments within two weeks of submission of the assignment, in order to ensure timely feedback on or prior to July 1, 2008.

Criterion 2: Online assignments included in Internet courses should be comparable to the assignments of the equivalent seated courses, by July 1, 2008.

Criterion 3: Student and faculty interaction will be a component of all internet courses by July 1, 2008.

Criterion 4: A mandatory, brief orientation to the online learning environment will be completed by all online students prior to September 2008.

Rationales: The SsVCC Policy on Cyber Courses (1999) states:

1.5 Evaluation of Cyber Courses: 1.51. 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 students 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.

Due to the lack of face-to-face contact, faculty must ensure that they provide feedback to students regarding submitted assignments within 2 weeks. It is imperative that online students receive feedback so they can monitor their progress regarding their performance in the cyber class. Seated students are given instant feedback or by the next class meeting. These students are better able to monitor their progress and take corrective action as well as get assistance from the instructor. Blackboard® gives instant grades for quizzes and tests, but research papers or project requires that the instructor read and grade assignments in a timely manner. This timeframe should become a part of the internet policies for SsVCC.

To ensure equivalence between a seated and its equivalent online course, instructors must ensure that the online grading assignments for the online course reflect attendance, time spent in class online, and the graded assignments of the equivalent seated course. Therefore, there should be some difference between equivalent seated and online courses. Discussion boards and replies to peers could be utilized to simulate the classroom environment. Chat sessions and e-mails could be utilized to encourage participation and communication with the instructor and peers.

Tallent, 2006 points out that instructional design, rather than the delivery system (e-mail, chat session, listserv, and the like), affects the quality of online discussions and the learning that takes place. Instructors need to choose from the systems available and select those that will best meet the instructional goals of the course.

The SsVCC Policy on Cyber Courses (1999), Course Design 2.1.3As much student-to-student and student-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.

The chat room allows the instructor and students to interact in a controlled learning environment. Students who participate in an online class chat are given instant feedback from the instructor and students. The chat room is another tool the instructor can use to evaluate the students and answer questions or concerns in a structured environment. Tallent (2006) states that chat rooms are beneficial for posting timely feedback and the announcement of new assignments and the due dates.

At SsVCC, it may not be possible at this point to incorporate a multimodal format due to the lack of high speed connections across the service area. However, some faculty members are using Macromedia Breeze. It enables the user to create content for the web and to facilitate communication, collaboration, and teaching and learning over the web through web conferences and Webcasts. Breeze has two components:

1. Breeze Presenter- Enables the user to use Microsoft PowerPoint for the PC to create on-demand, multi-media content for the Web.
2. Breeze Meeting- Lets you communicate, collaborate, and teach over the Web in real-time through Web conferences and Webcasts. (www.breeze.umn.edu/what/index.html) A standard package includes the Breeze Communication Server, Breeze Presenter (75 presenters), and Breeze Training (500 named learners) at a cost of \$19,750.

Discussion Board is another tool for online communication and collaboration among the instructor and student. The benefit of this is that the instructor can add a forum and student can respond at their own convenience and read what other students have posted. This provides for dialog and debate on topics relevant to class materials.

Tallent-Runnels, et al. (2006) state that student success in the online learning environment is influenced by their ability to access course materials. The college has an online orientation to the BlackBoard® delivery system that every student has access to and is encouraged to explore. At this point, it is available, but is not mandatory. Students must be able to utilize BlackBoard® in order to access online course materials.

Therefore, online training must be a part of college orientation. Students will be required to complete the online tutorial to assess their skills and determine if this is the best platform for their particular learning styles. Other things that will need to be assessed are a student's access to tools, technology experience, learning preferences, study habits, goals, purposes, lifestyles and personal traits.

Goal 7

Policies related to student/instructor enrollment ratio and faculty workload will be developed and implemented by July 1, 2008 by TLTR Committee, President's staff.

Criterion 1: The College will continue to use the current policy regarding Internet faculty loads.

Criterion 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.

Outcome Criterion 3: The average enrollment in writing classes will be 22 students.

Outcome Criterion 4: For non-writing courses the average enrollment will be 30 students.

Outcome Criterion 5: All exceptions for the restrictions for classroom size must be approved by the faculty member teaching the online course.

Outcome Criterion 6: The College will maintain policies related to student/faculty enrollment ratios and faculty workload for online instruction that support effective teaching and learning.

Rationales: A common fallacy about online instruction is that the workload is lighter; therefore the faculty/ student ratio should be higher. There was little information regarding community college maximum enrollment rate for online courses but much research and information regarding the necessity for enrollment control due to the time consuming efforts in online teaching. Southside Virginia Community College presently has outcome criteria and goals that support standards for enrollment in online courses. Dr. Lawrence Tomei, Assistant Professor and Coordinator, Program Instructor, Instructional Technology, Duquesne University, Pittsburgh, Pennsylvania, relates in his research article, there are three key components to teaching an online course: instructional content, counsel and advisement, and student assessment. For a student to be successful in online coursework, it is essential that there be interaction between student and faculty. Tomei's research concluded that "online courses required more time for all three elements of teaching and demanded a minimum of 20 % more time than traditional instruction, most of which was spent presenting instructional content" (2006). While there were some variations in the online teaching medium, the traditional teaching was more stable across the semester. Tomei's research demonstrated that "successful distance education is contingent upon smaller, not larger, class sizes" (p. 25). The present restrictions at Southside Virginia Community College in regard to online class size are supported by these research findings.

Faculty satisfaction is a motivating factor in the delivery of online courses. With the maximum enrollment controlled to outcome 3 and 4, faculty will have an opportunity to develop and implement innovative methods of teaching to enhance student learning. The Quality Framework, by the Sloan Consortium, states that recognizing that online education generally is more time intensive than face-to-face teaching, the institution provides online faculty with adequate preparation and course deliver time.

Colleges have to remain competitive in order to maintain enrollment and increase productivity. In order to do this, incentives in workload adjustment may encourage faculty to teach online courses. A study by the National Education Association in 2000 showed that course reduction was not provided to 84% of faculty teaching in online courses. Beverly Bowers, Department of Educational Leadership at Florida State University, believes that “this is because one of the reasons for expanding distance learning and use of educational technology is to increase productivity through other means such as increased student-faculty ratio in distance learning classes.” In the study, 402 distance learning faculty and 130 traditional faculty members were surveyed. Two-thirds of faculty reported that their distance learning course had a limit on the maximum number of students allowed to enroll. Faculty members teaching courses with enrollment limits, regardless of whether the limit is high or low, hold more positive feelings about distance learning.

In conclusion, the present workload restrictions for online classes are beneficial for both students and faculty. It allows the interaction that promotes optimal learning for the student as well as the ability for the instructor to enhance the delivery of the subject matter. If limiting the enrollment size for online courses encourages the participation for those who have been skeptical about the technology, productivity will increase.

Goal 8

Evaluation of all online courses will be conducted in order to ensure quality and improve instruction by July 1, 2008 by the TLTR.

Criterion 1: Adopt the e-SIR II tool to utilize for evaluation of all Internet courses by December 2007.

Rationales: In order to remain effective in on line instruction, community colleges must invest in the proper evaluation of online course offerings (Stumpf, McCrimon & Davis, 2005).

At a minimum, surveys evaluations of online courses must be conducted annually. Students of the courses (Standard online course survey, anonymous), peers teaching online courses, and Deans of Instruction should also evaluate the courses to ensure that they meet the policies and best practice guidelines. Evaluation is an important component of the educational process. The SIR tool is currently utilized for seated course evaluations. This quantitative instrument assesses the instruction within seated courses. This instrument is effective due to the fact it reports not only on how well the individual instructor did in a number of areas within instruction, it also compares the instructor's scores to the mean average of other instructors within the community college system. This process allows both faculty and administrators to identify an instructor's strengths and weaknesses and thereby allows for the proper response to improve areas which are identified areas of concern. By utilizing equivalent tools for online instruction, comparative data can be collected for online and seated courses (ECourse Evaluation, n.d.). Instructors should use the data obtained in evaluation to improve their teaching; to determine if the student is learning what is intended; to determine if the course goals fit within those of the educational department; and the college should use this quantitative measure in the formula for the instructor's overall evaluation. Likewise, instructors should examine the input from students in regards to instructional effectiveness and use of technology. This process should diminish the effects of the digital divide which occurs as instructors who have been educated in the 20th century use technology to instruct students of the 21st century (Stumpf, McCrimon & Davis, 2005). Proper evaluation from these stakeholders coupled with self and peer evaluation shall ensure a continued high level of efficiency. When deficiencies are discovered recommendations from the Deans of Instruction shall be made to the faculty member to correct the issue. A plan consisting of peer assistance, additional technical training, and aided curriculum development shall be discussed and put into place.

Goal 9

Variability between online and the equivalent seated course will be compared yearly as to retention, final grades, enrollment, grade point averages, withdrawal, and successful completion rates.

Criterion: Annual evaluations of the previously mentioned measurable learning outcomes shall show no significant negative difference for the online learning environment as compared to the equivalent seated courses on or prior to June 1, 2008.

Rationale: Requirements for a good education, whether it be through distant learning or a traditional classroom setting is associated with a culture that values high expectations, and encourages active learning and collaboration to inquiry beyond the curriculum that is offered. (Ragan, 2000) *Guidelines for General Education Reform 1998* (Pennsylvania State University, 1998) suggests that for significant learning to occur three or more of five active learning elements must be incorporated: (1) active use of writing, speaking, and other forms of self-expression; (2) opportunity for information gathering, synthesis, and analysis in solving problems and critical thinking; (3) participation in collaborative learning and teamwork; (4) application of intercultural and international competence; and (5) dialog pertaining to social, community and scholarly conduct.

For less variability between the following outcome criteria as related to online and seated course equivalents there must be close communication between the people experiencing the change, observing related events and analyzing the institutional documents which would include the students, faculty and administrators (Owen and Demb, 2004). The goals of classroom instruction are disseminating factual knowledge for future retention, developing student's critical thinking and problem solving skills, and motivating students to independently continue their learning experience after the course is completed (Salisbury et al., 2002). Retention of factual

knowledge may not be strongly influenced by the mode of delivery; but the development of critical thinking and problem solving skills as well as motivation for continued study have been shown to be directly affected by teaching methods and class size (McKeachie, 1986; Alavi, Wheeler, and Valacich, 1995). Techniques for motivating continued learning for online students are described by Errol Sull in *Online Classroom* (2006), these are innovative and simple ways to enhance the learning experience.

The VCCS *Distance Learning Action Plan* (2000-2003) ensures the quality of technology-based asynchronous distance learning will be comparable to learning in the traditional classroom settings. Instead of comparing online courses to seated courses Bender (2003) recommends that the measurement of success should be based on the learning outcomes that are clearly defined in the course goals. These goals must be clearly and explicitly defined by the individual instructors, whose roles have changed to now act as facilitators to empower a learner-centered approach toward education (Owen and Demb, 2004).

As stated in the Virginia Community College System's *Distance Learning Action Plan* (2000) under "Outcomes Assessment": student retention rates, grades, performance in subsequent courses, withdrawals, incompletes, and comparisons as appropriate to traditional instruction will be annually evaluated to document the quality of the technology-based online learning courses and programs.

Research also suggests that comparisons between specific gender outcomes may be worth studying. Female students have been shown to score significantly lower than males in online courses (Tallent-Runnels et al., 2006). In Tallent-Runnels' *Teaching Courses Online: A Review of the Research* (2006) the research overwhelmingly supports that there is no significant difference in measures the significant learning outcomes, which would include test scores, course grades and completion rates. Some of their research showed that online instruction may even

by more effective than the traditional instruction especially in the area of conceptual learning. A concern for the validity of comparing learning outcomes between the online classes and the traditional classroom were addressed in *Teaching Courses Online* (2006), the main concern being that different supplementary resources are given to the two groups being evaluating which can create a bias. Even with these concerns, the review of the research suggested the results were valid.

Please refer to the following information from Spring Semester 2006, provided by Southside Virginia Community College's Office of Institutional Research (see Appendix E). It appears that cyber students withdrew from classes at a higher rate (10%) than on-campus students (8%). On a satisfactory grade level (grades of A, B, C or S), cyber students performed somewhat lower (62%) than on-campus students (73%). The unsatisfactory grade performance (grades of D, F, R and U) was higher for cyber students (27%) than on-campus students (19%).

Goal 10

Proctored testing may be a component of all online courses by August 2009, if stated as such in the course syllabi and dates are provided in the course schedule.

Criterion 1: Prior to July 1, 2009, a Testing Center will be provided on each campus.

Criterion 2: All instructors of online courses, Internet-assisted courses, or hybrid online courses may require one or more tests to be proctored in the "Testing Center" on campus and will comply with all SsVCC and VCCS policies regarding online instruction prior to July 1, 2009. If students are out of the area, the course instructors will arrange a proctored test for each student.

Criterion 3: The Deans of Instruction will monitor and certify compliance with SsVCC Policy on Cyber Courses and VCCS Distance Education Network Standards for proctored learning activities prior to July 1, 2009.

Rationales: A yearlong study by the University of Illinois concluded that “that online teaching and learning can be achieved with high quality if new approaches are employed that compensate for the limitations of technology ...” (McGorry 2003). Hence, SsVCC supports and adheres to the “SACS Report of Substantive Change” published July 15 of 1998 which suggests that “...sufficient 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.” Currently, such exams are administered with limited proctoring by librarians in the Library on each campus.

Even though SsVCC has limited resources, the need for Testing Centers on each campus will further support the integrity of this goal. The Testing Centers will help the College better implement best practices in assessment of online courses (Milam, Voorhees, & Bedard-Voorhees 2004).

The proposed Testing Centers would have 24 computer stations with Internet access and standard software packages such as Microsoft Office. Each testing center will have three soundproof testing cubicles and fax capabilities. The Testing Centers would be supervised by the College librarians and operated by lab assistants who would keep the centers open eight hours Monday through Friday. Total costs for equipment for the two centers would be \$89,000. Annual staffing costs for the two centers would be \$40,000.

Instructors must address the policy in their course requirements to ensure that the security and integrity of the cyber course is maintained as specified by the VCCS standards which lists proctored and supervised learning activities as its first requirements (SsVCC, 1999). SsVCC’s Quality Assurance Plan for Asynchronous Distance Education lists the specific conditions under which test and examinations may be taken. It would be the responsibility of the Academic

Deans on both campuses to see that all faculty members adhere to SsVCC and VCCS requirements.

Goal 11

The college website needs to be easily navigated by any student or interested party.

Criterion 1: The College will hire a webmaster/designer by fall semester 2007. The webmaster/designer position will be separate from that of the Blackboard® administrator.

Criterion 2: The College will support the professional webmaster/designer's ability to articulate and respect inferred or prescribed constraints during the design process.

Criterion 3: Goals and Strategy for the college website will be defined and they will be specific and will be implemented and followed by Spring Semester 2008. Some of the goals which will be defined will include a) The purpose of the site; b) How to communicate this to the target audience and c) Identity of the users/target audience.

Criterion 4: The college website will focus on *structure* as research has proven that structure is more important than *visual design*. Structure of the website will be developed and agreed upon before the Summer Semester 2008.

Criterion 5: The college website after being designed will have a final inspection by Fall Semester 2008. It will have approval from the Presidents' staff and certain vital tests will be completed before being released.

Criterion 6: Once the website has been tested and approved and is up and running it will be tested at least annually and as needed according to a usability test which includes the following evaluation criteria: a) efficiency, b) effectiveness, c) learnability, d) memorability, e) appearance of the site, f) satisfaction, g) state of features, h) trustworthiness of the site, i) work satisfaction.

Criterion 7: Maintenance will be an important part of the college's website. SsVCC will budget for maintenance of its redesigned website annually.

Rationales: According to *Creating Good Websites* (2006) in reality web design covers an enormous range of skills and requires much time and effort. The webmaster will be proficient in the following areas since web design, as a complete task, includes some aspects from each of the following traditional roles: producer, usability designer, graphic designer, writer, editor, software engineer, and software tester

In the article by Chevalier & Ivory (2003), the researchers' results showed that the designer's levels of expertise and the constraint condition (with or without client-prescribed constraints) affects designers' ability to articulate, and more importantly, respect constraints in their designs; this was especially the case for designers respecting user restraints. The study showed that both novice and professional designers need more support during the design process, and several ways are suggested to provide this additional support, including developing knowledge-based systems to suggest constraints to consider or using validated web site evaluation tools to assess and help designers improve the quality of their designs throughout the design process.

Milne et al (2005) believe that designing websites must be done via a holistic approach. A holistic approach to accessible design relies on a better understanding of users' needs on the part of designers, developers, and managers of digital resources. Enabling designers to produce web content that is genuinely appropriate for older people is a vital part of making the web more accessible. There is a body of research information on the problems that older people face using computers (S. Czaja and C. C. Lee & D. Hawthorn) and conventionally designed web sites (K. P. Coyne and J. Nielson), yet there is little evidence that this information is used by web content designers. It is important for researchers to examine why such information is not being used by those for whom it is relevant.

The college website will follow the following guidelines as they pertain to structure: a)

Accessibility; b) Site structure is crucial to success. Websites are structured like a tree, starting from the homepage and branching out into sections; c) a sitemap helps you visualize the structure and helps you realize the content that you need to gather; d) gather more information than is necessary and delete what is not useful as this will save valuable time in the end; and e) sort/organize the information. Focus on the homepage and purpose of the site and make it manageable.

Researchers have examined several ways to improve site usability, including the following:

1. Improving access to and navigation within web sites (McCrickard, 2001; Smith, Newman and Parks, 1997; Vora and Helander, 1997).
2. Developing web design guidelines and ergonomic criteria (Nielson, 2000; Scapin et al., 2000; Thimbleby, 1997; Van Duyne et al., 2002).
3. Developing automated evaluation tools (Adaptive Technology Research Center, 2002; CAST, 2002; Ivory and Hearst, 2002a; Scholtz and Laskowski, 1998; Usable Net, 2000) that can assess whether sites conform to design guidelines and ergonomic criteria and in some cases (Adaptive Technology Research Center, 2002; Usable Net, 2000), assist designers with modifying sites accordingly.

Chevalier and Ivory (2003) proposed that to support designers in considering and implementing constraints---and more generally to help them to produce web sites that are easy to use, it is suggested that designers use a questionnaire with a limited number of ergonomic constraints throughout the design process. Designers could use this questionnaire to evaluate the ergonomic quality of their work during different design stages and to possibly identify ergonomic problems introduced in their sketches. Even if designers identify ergonomic problems using such a questionnaire, other way for supporting them in concretely applying ergonomic constraints and in rectifying ergonomic problems might still be needed. Questions the designer needs to ask personally include:

1. I have tested my site design with real users.

2. I have checked the functioning and look of my site on all commonly used browser versions.
3. My site content has been written or edited for web browsing rather than print style.
4. My site content is up-to-date and I have a plan for keeping it current.
5. My site design produces the shortest possible download time for the “look and feel” required for this site.
6. I have double-checked my coding for errors.
7. I have followed basic usability design tips for making sites user-friendly and accessible to all users.
8. My internal and external links are all functional and easy to follow and understand.
9. My site contains none of the major “No-No’s of design such as blinking text or non-stop animation.

“The presence of multiple websites offering similar services has changed the user outlook. The user now prefers to visit those sites, which are easy to use. Many different methods have been proposed to measure usability of a website. The quantitative methods focus on the performance measurement of the website whereas the qualitative methods estimate the user’s opinion of a website. However none of these specify measurement of the human emotions; the emotional experiences of the user during the website visit. This emotional aspect plays a strong guiding force in the way a user uses the website. There should be a distinct measure which combines the qualitative, quantitative factors referred in the literature with rarely mentioned factors such as trust and feature state. The measure thus obtained determines the usability of a website from the user view point. It can be employed to compare usability of different websites” (Babati, Hema, Bedi, & Griver 2006).

According to the article Top Ten Mistakes of Web Management (2006), researchers shows that the best way to ensure consistency is to have a single department that is responsible for the design and maintenance of the entire site. As a rule of thumb, the annual maintenance

budget for a website should be about the same as the initial cost of building the site, with 50% as an absolute minimum. The web and things change so rapidly that a major redesign is needed at least once per year simply to avoid a completely outdated look and to accommodate changing user expectations. Additional maintenance is needed throughout the year to bring fresh content online, reorganize and revise old pages, and avoid linkrot.

Goal 12

The college will provide for the Professional Development for Online Instructors annually.

Criterion 1: Maintain Blackboard® course ware that is consistent with the limitations of dial-up Internet connections. As a rural community college, is located in a section of Virginia less likely to offer access to DSL or Broadband Internet connection. It is also likely that students of lower socio-economic status families are less likely to have DSL or Broadband connections in their homes. Therefore, it is recommended that faculty teaching online developmental students receive instruction of methods of best producing course communications and assignments that recognize this limitation.

Criterion 2: Create faculty web pages that connect to Blackboard®. Each online instructor should develop a faculty home page that connects to the various cyber or hybrid courses taught by that instructor. This home page could be personalized by instructors to assist students with scheduling, office visits, tutoring, advising, and a host of other student-teacher interactions. Instructors may also use the home page to post new ideas and information they learn through professional development activities. For example, a “4-Mat” learning styles indicator taught at a peer group meeting could easily be included on a faculty members home page for all cyber (and seated) students.

Criterion 3: Develop the “Instructor Hot Line” to be open nights and weekends. This resource would be managed by technicians and would be available to both full and part-time faculty. Problems with Blackboard®, email, or other connections could be addresses via the hot line. Technicians would be on-call to check the hot line and reply within a three or four hour time frame. Online teaching exists in a cyber world where there are no 9-5 hours and five day work weeks.

Criterion 4: Activate the use of Macromedia Breeze as a means of live instruction and as a means of technical support. The Breeze platform can be used to deliver real-time, individualized professional development training of specific Bb features or problems. Several disciplines (math for example) can be used to deliver one-on-one instruction for students who may require very personalized instruction. A Breeze button could be placed on the Blackboard® template to immediately access the feature in a user friendly manner.

Criterion 5: As an in-house professional development effort, faculty currently using Blackboard® and other modalities can be asked to present a “one-minute innovation” to colleagues. A “one-minute innovation” would include such topics as adding color to text, designing learning modules, how to add hyperlinks, informative FAQ’s, or creating cross-word testing. These in-house innovation trainings could take place via Intranet, weekly email / newsletter, or delivered live during the first few minutes of each faculty gathering.

Rationales: In light of the growing component of online instruction in American higher education, Southside Virginia Community College is committed to the professional development of instructors teaching distance learning and online classes. An ever growing percentage of community college students are enrolled in some form of online instruction and an increasing number of faculty members are being asked to develop and conduct either synchronous or asynchronous courses.

In the academic year of 2005-2006, the Virginia Community College System reported that 27.6 percent (64,534) of students enrolled in Virginia community colleges were enrolled in at least one distance learning course. Since 2001, distance learning enrollment has increased by at least 10 percent per year.

Southside Virginia Community College has made significant investments in Distance Learning offerings as the online platform is very efficient in the low-income ten county service area of the college. For the academic year of 2005-2006, Southside Virginia Community College reported that 25.7 percent (2,013) of students enrolled were enrolled in at least one distance learning course. Those 2,013 students represent 16.4 percent of all annual full-time enrollments.

To assure the highest probability of success for students enrolled in online developmental courses, Southside Virginia Community College and the Virginia Community College System provide an array of professional development opportunities for faculty members. Funding is provided via the VCCS Professional Development Initiative or via Professional Development Funds.

The TLTR may determine that it is beneficial to subscribe to *Distance Education Report* on an annual basis. The cost for a 12-month subscription is currently \$399 annually. The address is 2718 Dryden Drive, Madison, WE 53704. The *Online Classroom: Ideas for Effective Online Instruction*, a Magna Publication, is also a helpful resource for instructors to utilize. The current contact person is robkelly@magnapubs.com.

Professional development opportunities provided by the VCCS include: VCCS Peer Group Meetings, Annual New Horizons Conference, Regional TLTR programming, Annual copy of *Inquiry – The Journal of Virginia’s Community Colleges*, Chancellor’s Faculty

Fellowship, Chancellor's Faculty Professorship, Professional Development Grants, Workshop Mini-Grants, and VCCS Professional Development Faculty Support Web Site.

Professional Development opportunities provided by include: local in-service training, travel funds for state, regional, or national conferences and meetings, "Just-in-time" consultation with Blackboard® administrators, and scholarships for Full and Part-time Faculty to The Virginia Master Teacher Seminar.

Professional Development opportunities provided by the Virginia Community Colleges Association: Annual VCCA Convention, Faculty Affairs Committee programming, and Professional Growth and Development Grants.

Goal 13

The Deans of Instruction, the TLTR Committee and the instructors for the developmental courses will determine which developmental courses are appropriate for online instruction and evaluate those that are on an annual basis by July 1, 2008.

Criterion: Any developmental courses that are taught online will be subject to the same evaluations as stated for other online courses.

Rationale: Developmental students face challenges in addition to the regular issues of online education. The very nature of distance education presents obstacles that interfere with the academic success of under-prepared students. Common elements of online learning that present challenge for the developmental student include:

Understanding Directions – Even in the most conducive of learning environments, providing directions that are correctly understood by thirty-plus students can be difficult. In a cyber course, there are no environmental cues (facial expressions, body language, etc.) to provide support to explicit information. Instructors involved in online, distance delivery of

developmental courses must be “hyper clear” as to course variables such as deadlines, writing styles, assignment expectations, or weighted grading scales.

Group Interaction – The opportunity to “sound out” solutions / problems / discoveries is an invaluable characteristic of the under-prepared learner. Traditional instruction or class activity may not be as meaningful and the process of interactive “discussion” with classmates or the instructor. While the opportunity for conversation exists on discussion boards or in chat rooms, the distinct difference between responding verbally or in writing may be quite significant for the developmental learner.

Structured Environment – One of the most obvious differences between seated and online classes is the structure of the learning environment. Seated classes have clear-cut times for meeting, scheduled office hours, testing periods, and group pacing. Those are the type of structural elements developmental students are less likely to provide for themselves. Two of the most needed attributes for success in cyber courses are time-management skills and the focused ability to stay on task. It is not uncommon to find a lack of these two skills in the under-prepared learner.

Social Element – Even the well-prepared student reports feeling loneliness in the world of distance education. While instructors make many efforts to engage students in an interactive class, the nature of distance education does not generally include a social element. Developmental students are likely to miss the opportunity to see interactions between students or between the instructor and students. Online students find safety in being a “lurker” – reading interactions, yet not participating. An instructor with multiple cyber courses with 20 – 30 students each is likely to not engage the lurker.

Two factors promote the continued need for professional development for instructors teaching developmental students online. First is the rapid expansion of technology in

educational delivery. It is very likely that distance learning will increasingly gain popularity as a method of instruction. In the foreseeable future, online instruction may well become the primary delivery system. Secondly, community colleges remain committed to the open-door policy. This commitment requires that colleges provide a well established and effective developmental and remedial program.

Boswell and Wilson (2004) note that “In the U.S., 42 percent of students who enter community colleges require at least one developmental education course, almost 15 percent speak a language other than English at home, and 11 percent of community college students report a disability.” It is clear that remedial and developmental education via distance education is a current need with imminent expansion. Professional development for faculty teaching in these areas is a requirement for maintaining student success in the 21st century.

Goal 14

During years two, three, four, and five at the annual planning retreat, the College’s President, Provosts, Deans of Instruction, QEP Committee and Faculty Members will evaluate progress addressed in the goals and criterion listed previously. Revisions will be made according to the findings and the evaluation. This will ensure that the Quality Enhancement Plan is an integral part of the College’s ongoing attempts to ensure quality instruction and enhance student learning (see Appendix F).

Conclusion

Southside Virginia Community College has a commitment to enhancing student learning through improvements related to all aspects of the online learning environment. Due to the increased use of the online environment in the provision of educational opportunities, the College must ensure that the online environment is conducive to learning and supportive of its students and other members of its constituency. Many of the resources required to implement

the QEP are provided for in the current and future budget. The QEP outlines the goals and criteria to which the College is committed.

By enhancing the online learning environment, it is expected that the traditional courses will benefit as well. Many of the current seated courses are supported by online components and most likely that use will increase. Professional development activities are expected to increase in number and benefit the faculty members in their attempts to provide quality instruction.

The QEP represents the input and effort of the President, the Provosts, the Deans of Instruction, the Faculty Members, the Staff, and the Students. There is the expectation that this endeavor will produce the opportunity for growth and positive change within the college community.

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APPENDIXES

APPENDIX A

Appendix A

Southside Virginia Community College Personnel

Title	Name
President	Dr. John Cavan
Provosts	Christanna Campus (CC): Dr. John Sykes John H. Daniel Campus (JHD): Dr. David Johnson
Deans of Instruction	Christanna Campus: Mr. Thomas Wisbey John H. Daniel Campus: Dr. Al Yoder
President's Staff	Dr. John Cavan Dr. John Sykes Dr. Earl Currin Mr. Peter Hunt Ms. Mary Elkins Dr. Linda Sheffield Dr. Al Yoder Mr. Al Roberts Mr. Tom Reynolds Dr. Elizabeth Grizzard Mr. Brent Richey Mr. Tom Wisbey
QEP Committee	Ms. Kristin Windon, Chair - JHD Ms. Lisa Dunn-Back – JHD Dr. Stanley Johnson - JHD Ms. Leigh Moore – CC Ms. Felicia Omick – CC Mr. Chad Patton - CC Dr. Percy Richardson - JHD Ms. Joan Tuck - JHD Dr. Terry Whisnant – CC
Teaching/Learning Technology Roundtable	Dr. Linda Sheffield, Convener Mr. Blair Potts Mr. Jack Ancell Ms. Kelley Barnes Mr. Chad Patton Ms. Martha Reed Mr. John Turner Mr. Thomas Wisbey Ms. Joan Tuck Dr. Charles Phillips Dr. Mike Stinson Mr. Bob Upson Dr. Al Yoder Aimee Adams, Secretary
Blackboard® Administrator	Mr. Blair Potts
Instructional Affairs	Ms. Betty Clarke

Committee	
	Mr. Chad Patton
	Ms. Susan Slayton
	Mr. John Hicks
	Ms. Deborah Langford
	Dr. John Sykes
	Mr. Tom Wisbey
	Ms. Judy Shepherd
	Dr. Mike Stinson
	Ms. Joan Tuck
	Ms. Bea Wallace
	Ms. Barbara Perkins
	Mr. Earnest Bragg
	Dr. David Johnson
	Dr. Al Yoder
	Mr. Tom Reynolds
	Mr. Don Baker

APPENDIX B

Appendix B

Cybercourse enrollees from 1998 through 2006

<i>Semester</i>	<i>#Cyber Classes</i>	<i># Students (duplicated)</i>	<i>FTE's</i>
Fall, 1998	15	275	55
Spring, 1999	24	617	121.1
Summer, 1999	27	485	93.9
Fall, 1999	27	700	140
Spring, 2000	33	790	154.8
Summer, 2000	28	557	110.9
Fall, 2000	29	685	133.1
Spring, 2001	33	924	174.2
Summer, 2001	45	918	179.9
Fall, 2001	46	1058	205.7
Spring, 2002	42	1061	204
Summer, 2002	49	1041	202.5
Fall, 2002	53	1239	244
Spring, 2003	53	1415	275
Summer, 2003	52	966	186.1
Fall, 2003	57	1411	265.4
Spring, 2004	63	1658	324.8
Summer, 2004	59	1137	222.7
Fall, 2004	64	1366	267.7
Spring, 2005	83	1928	381.9
Summer, 2005	63	1195	239.3
Fall, 2005	77	1598	323
Spring, 2006	85	1946	391.9
Summer, 2006	64	622	126.3

APPENDIX C

Appendix C

Input from Faculty and Staff Members after Presentations Regarding the Goals of the QEP

Developmental Classes

1. There should be no developmental classes online. If a student needs developmental classes, they probably do not have the motivation and maturity to take these classes. Students have complained to me about the lack of developmental math classes that are traditional seated classes. There should always be a seated class for each online class. There are students here who do not like online classes. Students wanting to take an online course should have to have a GPA of at least a 2.0 and should have completed one year at the community college.
2. I do not think Developmental classes (specifically math and English) should be offered online. I believe we are setting students up for failure by having them enrolled in online developmental classes. Many of our students not only need developmental help with English and math, but they also don't have the technological skills to be successful in their classes.
3. I have great hesitation in students taking developmental classes online. I have seen high failure rates in my Eng. 111/137 when students have taken Eng. 03 online. Of course, this is not to say it might be the instructor's flaws/techniques. Perhaps developmental instructors (online) need some type of special instruction.
4. Should not be offered online at all. Need to be in classroom to get face-to-face help and direction.
5. Limited if at all. If done, should be very structured for the instructor with required benchmarks and interaction for the student to instructor.
6. There should be no developmental courses online. Hybrid is an option if done correctly.
7. Developmental courses need to be seated. Students need more one on one teacher interaction. Online allows challenged students to get outside assistance.
8. Developmental courses should not be online (Mth 02, 03 Eng 03, 05)
9. Developmental classes should not be offered online. Students require/need instructor interaction. These take more time than seated classes. Keeping up with online discussions, email, assignments, and other aspects of online learning is more difficult than managing seated classes. Faculty should receive at least an extra credit for pay purposes for online classes that are writing intensive.
10. Eng. 03 and 05 should be completed prior to enrollment.
11. I am teaching developmental chemistry (CHM 05) hybrid. It can be online, as well.

Evaluation of quality online instruction vs. ease of accessibility

Are we offering an easy solution but decreasing quality- online and proctored components?

Proctored Tests

1. Mandatory proctored tests destroy our competitive advantage in regards to for profit schools.
2. It does defeat the purpose of taking an online course. Liberty University uses a program where students have to submit papers to a website to check for plagiarism. This is a wonderful idea!
3. Testing centers are a good idea. Need to have proctored tests included in all online classes. (Perhaps even having students show a picture ID).

4. Needed to assure quality, but not necessarily care to compare- can use another site at VCCS colleges. Should also offer live sessions online.
5. Proctoring is a good idea, but needs support with resources such as testing centers or common proctoring modules which could be used by several classes.
6. All classes should have proctored activities.
7. Requiring proctored testing of class meeting defeat the primary purpose of online classes. However, alternations are available: (1) optimal meetings or classes, (2) VTEL meeting-optional, (3) hybrid classes, (4) GPA minimum, (5) 2nd year students or 2nd semester students or 12 credit students only.
8. Having proctored assignments appear to create situations that can be avoided. [It is difficult to stop cheating on cyber test. Faculty could use alternate assignments. (written papers, projects)] I disagree with proctored test. Utilize VTEL capability.
9. Should have monitored mid terms and finals.
10. Needs a testing center and there should be an online assessment method supported by technology.

Blackboard®

1. Blackboard® should only be used for posting of grades, assignments, and means of communication with students. Do not teach any nursing classes online. If I were teaching online, I feel that there should be some means of assessment for validity.
2. Blackboard® is great! I have used it since before it was Blackboard®. I have done research for other institutions and Blackboard® is #1 in size and in my opinion, the most user friendly.
3. Good choice. Every course should have a Blackboard® component and we should be consistent in putting up information.
4. Should be the required platform. Also, all courses should have a Blackboard® site. Seated, Hybrid, and Online must use discussion boards more efficiently.
5. Using the same platform (BlackBoard®) is a must.
6. There should be more discussion requirements online and change material around online to prevent previous students from assisting present students.

APPENDIX D

Appendix D

E-Learning Delivery of General Education and General Studies for SsVCC

By

Dr. Robert R. Owens & Dr. Rosalie S. Owens

**SOUTHSIDE VIRGINIA COMMUNITY COLLEGE
PROPOSED
BEST PRACTICES FOR ELECTRONICALLY OFFERED DEGREE AND
CERTIFICATE PROGRAMS**

Definition

Southside Virginia Community College (SsVCC) defines distance education as a formal educational process in which the majority of the instruction occurs without the student and the instructor being in the same place. This instruction may be synchronous or asynchronous. Distance education may take many forms. These forms may include dual enrollment, correspondence study, or audio, video, or computer technologies.¹

Principles and Policies

Curriculum and Instruction

Southside Virginia Community College's administration and faculty shall assume responsibility for and shall exercise oversight over all distance education classes and programs recommended to the governing board.² This oversight shall ensure both the rigor and the quality of instruction of all distance education classes and programs and shall include the implementation and monitoring of the general curriculum policy and the academic program approved by the board. The primary responsibility for the rigor of the programs and the quality of instruction resides with the faculty.³ The integrity of student work and the credibility of degrees and credits must be ensured.⁴ The comparability of distance education programs to campus-based programs and courses must be ensured by the evaluation of educational effectiveness including assessments of students learning outcomes, student retention, and student satisfaction.⁵ Programs and courses must provide for timely and appropriate interaction between students and faculty and among students.⁶ SsVCC shall exercise these responsibilities through the appropriate combination of structures such as committees and councils operating within the broad policies determined by the administration and the governing board. (Section 4.2.3, p. 26, lines 35-39; Section 4.8.8, p. 49, lines 10-11)*

¹ SACS Distance Education: Policy Statement Adopted 1997, Updated 2006

² All following footnotes refer to SACS Principles of Accreditation: Principles of Integrity (PI), Core Requirement (CR), Comprehensive Standards (CS), and Federal Requirements (FR). Adopted: Commission on Colleges, June 1997 and updated in accord with revised Principles, December 2006.

CS 3.4.1 and CS 3.4.12

³ CS 3.4.1 and CS 3.4.12

⁴ PI 1.1, CS 3.4.6, CS 3.5.3, and CS 3.6.4

⁵ CS 3.3.1

⁶ CS 3.4.5

Southside Virginia Community College shall provide a competent faculty,⁷ adequate library/learning resources adequate to allow fulfillment of the institutional purpose and contribute to the effectiveness of learning.⁸ The school shall ensure that the technology used in all distance education programs is appropriate to the nature and the objectives of the programs.⁹ This technology shall seek to include new advances as they become available¹⁰ and shall be supportive of the planning functions and the educational programs of the institution at appropriate levels. These technical resources shall include computer hardware, software, databases, communication networks, and a trained technical and user services staff. Through constant research and procurement there must be currency of materials, programs, and courses.¹¹ (Section 4.1, p. 22, lines 2-6; Section 5.1.4, p. 56, lines 27-29; Section 5.2, p. 58, lines 3-13; Section 5.3, pp. 58-59, lines 14-28 and 1-24)

In each degree and certificate program offered through distance education, Southside Virginia Community College shall ensure that there is an appropriate sequence of courses leading to the degree. These requirements shall be appropriate to the degree offered and they shall specify the total number of credits, the number and distribution of general education credits, the number of credits to be earned in the major or area of concentration, the number of electives, standards for satisfactory progress, and other degree requirements. SsVCC shall publish the requirements for all degrees offered through distance education. All distance education curricula shall be directly related and appropriate to the purpose and goals of the institution and the diploma, certificates, or degrees awarded; to the ability and preparation of the students admitted; and to the financial and instructional resources of the institution. (Section 4.2.2, p. 25, lines 11-20; Section 4.2.3, p. 26, lines 10-14)

Southside Virginia Community College believes that for integrity of the school's programs it is essential that the college maintain ownership of the curriculum and course materials developed through its distance education programs. This policy does not apply to curriculum used through agreements with vendors or individuals who hold valid copyright to curriculum materials used by SsVCC as under a lease or for hire situation. It is also the policy of SsVCC to observe all appropriate copyright laws within any course and within all course materials designated for use within all distance education programs. All revenues derived from the creation and production of software, telecourses, or other media products shall be added to the general revenues of the school. SsVCC shall publish and distribute these policies to the faculty (Section 4.8.6, p. 48, lines 23-26).¹²

Southside Virginia Community College shall provide appropriate faculty support services specifically related to distance education.¹³ These services shall include appropriate training,¹⁴ media specific instruction, technical support,¹⁵ access to an appropriate variety of facilities and instructional support facilities (e.g., educational equipment and specialized facilities such as

⁷ CS 3.7.3

⁸ CS 3.8.1, 3.8.2 and CR 2.9

⁹ CS 3.4.12

¹⁰ CS 3.5.3 and CS 3.6.4

¹¹ CS 3.5.3 and CS 3.6.4

¹² CS 3.2.14

¹³ CS 3.4.9

¹⁴ CS 3.7.3

¹⁵ CS 3.4.12

laboratories, audiovisual and duplicating services, and learning skills centers).¹⁶ These facilities and instructional support facilities will be organized and administered in such a way as to provide easy access to faculty and student users. The Information Technology shall support the planning function of the distance education program at all appropriate levels. These resources will include computer hardware and software, databases, communication networks, and a trained technical and user services staff. SsVCC shall also provide ongoing training for faculty, students, and staff members so that they can make skillful use of appropriate application software¹⁷ (Section 5.2, p. 58, lines 3-13; Section 5.3, p. 58, lines 18-23 and p. 59, lines 9-13).

Evaluation and Assessment

Southside Virginia Community College shall assess student capability to succeed in distance education programs and shall apply this information to its admission and recruitment policies and decisions. These policies and decisions shall be consistent with the educational purposes of the institution. They must also include adequate qualitative and quantitative requirements to identify students who demonstrate a reasonable potential for success. (Section 4.2.1, p. 22, lines 24-28)¹⁸

Southside Virginia Community College's distance education programs shall remain consistent with its stated institutional purpose and the goals of all distance education programs shall be consistent with that purpose. SsVCC shall develop and implement procedures to evaluate the educational effectiveness of its distance education programs (including the assessment of student learning outcomes, student retention, and student satisfaction) to ensure the comparability to campus-based programs.¹⁹ These evaluations shall be systematic, broad-based, interrelated, and appropriate to the institution. These evaluations shall improve the extent to which the educational programs, services, and operations of the distance education programs are delivered. SsVCC shall develop goals for the student services program, which are consistent with student needs and with the purpose of the institution and are appropriate to use within the distance education format. These student services must provide adequate access to the range of services appropriate to support the programs including admissions, financial aid, academic advising, delivery of course materials, placement, and counseling.²⁰ (Section 3.1, pp. 18-19, all; Section 4.5, p. 37, all; Section 5.4.1, p. 59, lines 25-34; Section 4.1, p. 22, lines 9-12)

Southside Virginia Community College shall ensure the integrity of student work with a variety of means of evaluation as a means of maintaining the credibility of the degrees and credits it awards through its distance education programs.²¹ These means of evaluation shall reflect a concern for quality and they shall discern levels of student performance. SsVCC shall publish the grading policy as applied within distance education programs and all grading practices shall be consistent with the policy. (Section 4.2.4, p. 28, lines 7-10; Section 4.3.5, p. 36, lines 3-6)

¹⁶ CS 3.4.12

¹⁷ CS 3.7.3 and CS 3.4.12

¹⁸ CS 3.4.3

¹⁹ CS 3.3.1

²⁰ CR 2.10

²¹ PI 1.1, CS 3.4.6, CS 3.5.3 and CS 3.6.4

Library and Learning Resources

Southside Virginia Community College shall ensure faculty members and students have access²² to and can effectively use adequate library and other learning resources²³ including an orientation program designed to teach new users how to access bibliographic information and other learning resources in different formats so as to facilitate the development of life-long learning skills.

The librarians of SsVCC shall work cooperatively with faculty members and other information providers in assisting students to use resource materials effectively²⁴ (Section 5.1.1, p. 54, lines 7-10; Section 5.1.2, pp. 54-55, lines 26-34 and 1-10).

Southside Virginia Community College shall monitor whether students have adequate access to and make appropriate use of learning resources (Section 5.1.1, p. 54, lines 15-23).²⁵

Southside Virginia Community College shall provide laboratories, facilities, and equipment appropriate to the courses and programs offered (Section 4.1, p. 22, lines 2-6; Section 4.5, p. 38, lines 1-5; Section 5.2, p. 58, lines 3-13).²⁶

Student Services

Southside Virginia Community College shall provide adequate access to the range of student services appropriate to support the programs, including admissions, financial aid, academic advising, and delivery of course materials, placement, and counseling (Section 5.4.1, p. 59, lines 25-34).²⁷

Southside Virginia Community College shall provide adequate means for resolving student complaints (Section 1.2, p. 7, lines 31-32).²⁸

Southside Virginia Community College shall provide to students and prospective students advertising, recruiting, and admissions information that adequately and accurately represents the programs, requirements, and services available. (Section 4.4, p. 37, lines 5-30)²⁹

Southside Virginia Community College shall verify that students admitted to distance education programs and courses possess the knowledge and equipment necessary to use the technology employed in the program. Further more SsVCC shall provide aid to students who are experiencing difficulty using the required technology. (Section 4.2.1, pp. 22-23, lines 24-28; Section 5.3, p. 59, lines 3-5; Section 5.4.1, p. 59, lines 32-34)³⁰

²² CS 3.8.1 and CS 3.8.2

²³ CS 3.8.2 and CR 2.9

²⁴ CS 3.8.2

²⁵ CS 3.8.2 and CR 2.9

²⁶ CS 3.8.1 and CS 3.8.2

²⁷ CR 2.10

²⁸ CS 4.5

²⁹ PI 1.1 and FR 4.6

³⁰ CS 3.4.12

Facilities and Finances

Southside Virginia Community College shall possess the equipment and technical expertise required for the delivery and maintenance of its distance education courses and programs (Section 5.3, pp. 58-59, lines 18-23 and 9-13).³¹

Southside Virginia Community College's long range planning, budgeting, and policy development processes reflect the facilities, staffing, equipment, and other resources essential to the viability and effectiveness of its distance education program (Condition of Eligibility Eight, p. 12).³²

* All Section citations refer to Criteria for Accreditation 1998 version, 2000 reprint per SACS Distance Education: Definition and Principles

Online Resources:

SACS

<http://www.sacscoc.org/index.asp>

SACS Distance Education Policy Statement

<http://www.sacscoc.org/pdf/081705/distance%20education.pdf>

SACS Principles of Accreditation for Quality Enhancement

<http://www.sacscoc.org/pdf/PrinciplesOfAccreditation.PDF>

SACS Principles of Accreditation for Quality Enhancement Interim Edition (adopted December 2006 and effective January 1, 2007)

<http://www.sacscoc.org/pdf/2007%20Interim%20Principles%20complete.pdf>

Executive Summary of Changes to the Principles of Accreditation

<http://www.sacscoc.org/pdf/Executive%20Summary%20of%20Changes%20to%20the%20Standards0107.pdf>

R E P O R T

E-Learning Delivery of General Education and General Studies Certificate and Degree Programs

The goal of Southside Virginia Community College's General Education and General Studies Certificate and Degree Programs are to contribute the achievement of a stated goal of Dateline 2009, "Increased system-wide enrollment" through the enhanced ability of Southside Virginia Community College (SsVCC) to attract and retain students. This program also has the goal of increasing the graduation rate for SsVCC. The presentation of this program in and through

³¹ CS 3.4.12

³² CS 3.3.1, CS 3.8.3, and CS 3.11.3

SsVCC's existing Dual Enrollment Program will encourage greater student and parent support based upon the increased opportunity for degree or certificate completion.

The attached appendixes include the full text of a proposed Best Practices for Electronically Offered Degree and Certificate Programs and a Resources Section, which is an annotated Web Address Directory of relevant sites. The various certificate programs included in the resource section of this report are discipline-specific accredited programs currently delivered online or at a site different from a main campus. In addition, the Resources section of this report also contains numerous annotated websites addressing Online Student Support and Help Desk Software. A CD is provided containing the Report, the proposed Best Practices, and the Resources Section. This CD has active links to all websites referenced.

CONCLUSION

Whatever the reason for considering a certificate program, SsVCC should, develop a wide range of choices to help their constituents reach their educational goals. The development of Southside Virginia Community College's E-Learning Delivery of General Education and General Studies Certificate and Degree Programs should initiate a program designed as a convenient way to fulfill professional development requirements, to begin an online or traditional degree program, or to take a few courses of interest while at the same time earning a certificate. Such a program should increase the student's sense of accomplishment and their commitment to Southside Virginia Community College while at the same time facilitating SsVCC's service to the community and attainment of a stated goal of Dateline 2009. The school's goal should be to meet the needs of the community while at the same time turning constituents into stakeholders.

RECOMMENDATIONS

- Comprehensive advertising campaign
 - bill boards
 - print
 - radio
 - letters to key constituencies)
- Dual enrollment teachers act as enrollment counselors for Online Degree and Certificate programs
- Dual Enrollment Teachers make presentations to individual Dual Enrollment classes concerning Online Degree and Certificate programs
- Coordinators of Off-Campus Instruction make presentations to PTOs
- Deans of Off-Campus Instruction make presentations to School Boards
- Enlist entire faculty and staff as ambassadors for the programs
- Establish Best Practices for the delivery on online programs
- Establish Online Student Support Services to include:
 - Financial Aid
 - Advising
 - Counseling
 - FAQs
 - Registration
 - General School Information

- Opportunity for student and faculty interaction
- Establish Online Help Desk
 - Contact information for technical assistance
 - Place to create a reference ticket
 - Telephone contact info
 - Email contact info
 - Trouble Shooting Guide
- Establish Online Student Tutorials
 - General Online Learning Techniques
 - Math
 - English/Writing/Grammar
- Establish Online Faculty Training and Support Services
- Adopt Plagiarism Detection Software

All of this activity stresses the augmentation and expansion of the current Dual Enrollment program through its combination with online delivery. These presentations will have maximum effect if coordinated with projected comprehensive advertising campaign to raise the target constituencies' awareness of the new programs.

Respectfully Submitted,

Robert R. Owens, Ph.D.
5-14-05

Rosalie S. Owens, DSL

A N N O T A T E D W E B R E S O U R C E S

Southside Virginia Community College (SsVCC) does not operate within a vacuum. Therefore, this resource guide begins with reference to educational situations in Virginia and to the Southern Association of Colleges and Schools as the regional accrediting agency, which provides the larger context for SsVCC's goal of academic excellence.

Virginia Resources

The Virginia Community College Online Resource for Students

Complete Programs Available via Distance Learning / The programs listed may be available using a number of distance learning modes, or through a mix of distance learning modes (e.g., via the web, via compressed video, via videotapes, etc.). Links to VCCS college distance learning web sites follow the name of the program. This site is very user friendly, and is a useful tool because it lists the Certificate programs now offered at some of the Virginia Community Colleges. Information about distance learning at the colleges may also be obtained from the Distance Learning Contact person identified for each college on the list at:

<http://www.vccs.edu/vccsonline/dlcontax.htm>

<http://www.vccs.edu/vccsonline/DLprograms.htm>

Southern Regional Education Board (SREB)

592 10th St. N.W.
Atlanta, GA 30318-5776
(404) 875-9211

Founded in 1948, the Southern Regional Education Board is a nonprofit, nonpartisan organization that works with leaders and policy-makers in 16 member states to improve pre-K through postsecondary education. Through many nationally recognized programs and services, SREB's mission is helping states achieve the [12 Challenge to Lead Goals for Education](#), which can be found at the above link. This site provides numerous useful links including a comprehensive series of reports to help SREB's 16 member states provide high-quality online academic courses to middle grades and high school students. The reports focus on what it takes to develop and evaluate online courses and teaching, plus what state agencies need to do to provide the online organization and structure to meet state academic goals.

<http://www.sreb.org/>

Virginia Mentor

Virginia Mentor is an online resource to help students and their families select a college, apply for admission, and plan to finance higher education. This site offers access to information and admissions applications for public and private colleges and universities within Virginia. The student is responsible for the standard fee charged by a college or university upon submitting an application for admission, but otherwise, Mentor systems are provided free of charge.

Southside Virginia Community College subscribes to, is listed as a member college, and a link to SsVCC is provided at this site.

<http://www.virginiamentor.org/>

Southern Association of Colleges and Schools (SACS)

SACS / Directory

This site contains:

- information about SACS
- contact information
- the [Principles of Accreditation: Foundations for Quality Enhancement](#), which all SACS accredited institutions must comply with
- other pertinent information

<http://www.sacs.org/>

SACS Best Practices for Electronically Offered Degree and Certificate Programs

The Best Practices are easy to navigate because they are divided into five separate components, each of which addresses a particular area of institutional activity relevant to distance education.

They are:

1. Institutional Context and Commitment
2. Curriculum and Instruction
3. Faculty Support
4. Student Support
5. Evaluation and Assessment

Each component begins with a general statement followed by individual numbered paragraphs addressing specific matters describing the elements essential to quality, distance education

programming. These are followed by questions designed to assist in determining the existence of the elements when reviewing distance education activities, either internally or externally.
<http://www.sacscoc.org/pdf/commadap.pdf>

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Article <i>Pulling the Pieces Together: Comprehensive Online Support Services</i>	10
Ericsson Education	10-11
Southeastern Illinois University	11
American Journal of Distance Education	11
<i>A Comprehensive Look at Online Student Support Services for Distance Learners</i>	
Penn State World Campus Online	11
Truckee Meadows Community College (TMCC)	11-12
HELP DESK SOFTWARE	13
Saroff.com	13

The Web Help Desk	13
Numera Footprint	13
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Helptrac	13
Southside Virginia Community College (This is what SsVCC is currently using)	14
EXAMPLES of HELP DESKS	14
State University of New York	14
University of Illinois (UIS)	14
The Community College of Baltimore County	14
Modesto Junior College	14
New Hampshire Community Technical College (NHCTC)	14
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PLAGIARISM SOFTWARE	15
Centre for the Study of Higher Education (Plagiarism detection software: How effective is it?)	16
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Glatt Plagiarism Services	16
The Plagiarism Resource Site	16
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EVE Plagiarism Detection System	17

APPENDIX E

Appendix E

Information from Spring 2006 Cybercourses

**ECO 202 Prin of Microeconomics
Grade Distribution Comparison
Between Cyber and On-Campus Students
Spring, 2006**

Students	A	B	C	D	F	I	W	Total
Cyber	7	10	3	2	4	0	2	28
On-Campus	18	19	7	4	3	0	2	53

Success/Unsuccessful/Withdrawal Rates

Students	Success Rates (grades of A,B or C)	Unsuccessful Rates (grades of D or F)	Withdrawal Rates (grade of W)
Cyber	72%	21%	7%
On-Campus	83%	13%	4%

**ENG 03 Preparing for College Writing
Grade Distribution Comparison
Between Cyber and On-Campus Students
Spring, 2006**

Students				R	S	U	W	Total
Cyber				1	7	14	1	23
On-Campus				12	33	11	9	65

Success/Unsuccessful/Withdrawal Rates

Students	Success Rates (grade of S)	Unsuccessful Rates (grades of R or U)	Withdrawal Rates (grade of W)
Cyber	30%	65%	5%
On-Campus	51%	35%	14%

ENG 111 College Comp I

**Grade Distribution Comparison
Between Cyber and On-Campus Students
Spring, 2006**

Students	A	B	C	D	F	I	W	Total
Cyber	5	8	8	5	22	0	12	60
On-Campus	20	24	27	11	20	0	11	113

Success/Unsuccessful/Withdrawal Rates

Students	Success Rates (grades of A,B or C)	Unsuccessful Rates (grades of D or F)	Withdrawal Rates (grade of W)
Cyber	35%	45%	20%
On-Campus	63%	27%	10%

**ENG 112 College Comp II
Grade Distribution Comparison
Between Cyber and On-Campus Students
Spring, 2006**

Students	A	B	C	D	F	I	W	Total
Cyber	7	10	9	0	15	1	7	49
On-Campus	24	33	32	7	11	1	5	113

Success/Unsuccessful/Withdrawal Rates

Students	Success Rates (grades of A,B or C)	Unsuccessful Rates (grades of D or F)	Withdrawal Rates (grade of W)	Incomplete Rates (grade of I)
Cyber	53%	31%	14%	2%
On-Campus	79%	16%	4%	1%

**ENG 137 Communication Processes I
Grade Distribution Comparison
Between Cyber and On-Campus Students
Spring, 2006**

Students	A	B	C	D	F	I	W	Total
Cyber	0	0	0	1	5	0	2	8
On-Campus	3	4	5	0	1	0	2	15

Success/Unsuccessful/Withdrawal Rates

Students	Success Rates (grades of A,B or C)	Unsuccessful Rates (grades of D or F)	Withdrawal Rates (grade of W)
Cyber	0	75%	25%
On-Campus	80%	7%	13%

ENG 138 Communication Processes II Grade Distribution Comparison Between Cyber and On-Campus Students Spring, 2006

Students	A	B	C	D	F	I	W	Total
Cyber	1	0	1	0	1	0	1	4
On-Campus	10	9	3	0	0	0	0	22

Success/Unsuccessful/Withdrawal Rates

Students	Success Rates (grades of A,B or C)	Unsuccessful Rates (grades of D or F)	Withdrawal Rates (grade of W)
Cyber	50%	25%	25%
On-Campus	100%	0	0

ENG 242 Survey of American Lit II Grade Distribution Comparison Between Cyber and On-Campus Students Spring, 2006

Students	A	B	C	D	F	I	W	Total
Cyber	2	3	0	1	3	0	1	10
On-Campus	21	21	2	1	6	0	1	52

Success/Unsuccessful/Withdrawal Rates

Students	Success Rates (grades of A,B or C)	Unsuccessful Rates (grades of D or F)	Withdrawal Rates (grade of W)
Cyber	50%	40%	10%
On-Campus	85%	13%	2%

**ENG 252 Survey of World Lit I
Grade Distribution Comparison
Between Cyber and On-Campus Students
Spring, 2006**

Students	A	B	C	D	F	I	W	Total
Cyber	7	4	1	0	2	0	5	19
On-Campus	4	4	8	1	2	0	1	20

Success/Unsuccessful/Withdrawal Rates

Students	Success Rates (grades of A,B or C)	Unsuccessful Rates (grades of D or F)	Withdrawal Rates (grade of W)
Cyber	63%	11%	26%
On-Campus	80%	15%	5%

**FIN 215 Financial Management
Grade Distribution Comparison
Between Cyber and On-Campus Students
Spring, 2006**

Students	A	B	C	D	F	I	W	Total
Cyber	3	3	4	2	6	0	3	21
On-Campus	4	4	2	0	0	0	3	13

Success/Unsuccessful/Withdrawal Rates

Students	Success Rates (grades of A,B or C)	Unsuccessful Rates (grades of D or F)	Withdrawal Rates (grade of W)
Cyber	48%	38%	14%
On-Campus	77%	0	23%

**HIS 122 U S History II
Grade Distribution Comparison
Between Cyber and On-Campus Students
Spring, 2006**

Students	A	B	C	D	F	I	W	Total
Cyber	12	3	2	1	1	0	0	19
On-Campus	8	9	6	1	2	0	4	30

Success/Unsuccessful/Withdrawal Rates

Students	Success Rates (grades of A,B or C)	Unsuccessful Rates (grades of D or F)	Withdrawal Rates (grade of W)
Cyber	89%	11%	0
On-Campus	77%	10%	13%

**HMS 220 Addiction and Prevention
Grade Distribution Comparison
Between Cyber and On-Campus Students
Spring, 2006**

Students	A	B	C	D	F	I	W	Total
Cyber	13	17	6	2	10	1	2	51
On-Campus	2	3	1	0	1	0	0	7

Success/Unsuccessful/Withdrawal Rates

Students	Success Rates (grades of A,B or C)	Unsuccessful Rates (grades of D or F)	Withdrawal Rates (grade of W)	Incomplete Rates (grade of I)
Cyber	71%	24%	4%	1%

On-Campus 86% 14% 0 0

**ITE 115 Intro to Computer Apps and Concepts
Grade Distribution Comparison
Between Cyber and On-Campus Students
Spring, 2006**

Students	A	B	C	D	F	I	W	Total
Cyber	21	9	11	1	8	0	15	65
On-Campus	63	46	49	9	24	0	18	209

Success/Unsuccessful/Withdrawal Rates

Students	Success Rates (grades of A,B or C)	Unsuccessful Rates (grades of D or F)	Withdrawal Rates (grade of W)
Cyber	63%	14%	23%
On-Campus	76%	16%	9%

**MKT 100 Prin of Marketing
Grade Distribution Comparison
Between Cyber and On-Campus Students
Spring, 2006**

Students	A	B	C	D	F	I	W	Total
Cyber	6	4	3	0	2	0	0	15
On-Campus	4	2	1	2	0	0	0	9

Success/Unsuccessful/Withdrawal Rates

Students	Success Rates (grades of A,B or C)	Unsuccessful Rates (grades of D or F)	Withdrawal Rates (grade of W)
Cyber	87%	13%	0
On-Campus	78%	22%	0

**MTH 02 Arithmetic
Grade Distribution Comparison
Between Cyber and On-Campus Students
Spring, 2006**

Students				R	S	U	W	Total
Cyber				15	7	0	4	26
On-Campus				9	25	2	5	41

Success/Unsuccessful/Withdrawal Rates

Students	Success Rates (grade of S)	Unsuccessful Rates (grades of R or U)	Withdrawal Rates (grade of W)
Cyber	27%	58%	15%
On-Campus	61%	27%	12%

**MTH 03 Algebra I
Grade Distribution Comparison
Between Cyber and On-Campus Students
Spring, 2006**

Students				R	S	U	W	Total
Cyber				20	12	0	3	35
On-Campus				24	47	11	9	91

Success/Unsuccessful/Withdrawal Rates

Students	Success Rates (grade of S)	Unsuccessful Rates (grades of R or U)	Withdrawal Rates (grade of W)
Cyber	34%	57%	9%
On-Campus	52%	38%	10%

**MTH 120 Intro to Mathematics
Grade Distribution Comparison
Between Cyber and On-Campus Students**

Spring, 2006

Students	A	B	C	D	F	I	W	Total
Cyber	5	7	7	4	9	0	5	37
On-Campus	10	22	11	5	3	0	3	54

Success/Unsuccessful/Withdrawal Rates

Students	Success Rates (grades of A,B or C)	Unsuccessful Rates (grades of D or F)	Withdrawal Rates (grade of W)
Cyber	51%	35%	14%
On-Campus	80%	15%	5%

**MUS 122 Music Appreciation II
Grade Distribution Comparison
Between Cyber and On-Campus Students
Spring, 2006**

Students	A	B	C	D	F	I	W	Total
Cyber	32	20	7	3	14	1	3	80
On-Campus	7	5	3	1	1	0	3	20

Success/Unsuccessful/Withdrawal Rates

Students	Success Rates (grades of A,B or C)	Unsuccessful Rates (grades of D or F)	Withdrawal Rates (grade of W)	Incomplete Rates (grade of I)
Cyber	74%	21%	4%	1%
On-Campus	75%	10%	15%	0

**NUR 137 Prin of Pharmacology II
Grade Distribution Comparison
Between Cyber and On-Campus Students
Spring, 2006**

Students	A	B	C	D	F	I	W	Total
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Cyber	0	3	4	1	0	0	0	8
On-Campus	0	2	3	0	0	0	0	5

Success/Unsuccessful/Withdrawal Rates

Students	Success Rates (grades of A,B or C)	Unsuccessful Rates (grades of D or F)	Withdrawal Rates (grade of W)
Cyber	88%	12%	0
On-Campus	100%	0	0

**PSY 200 Principles of Psychology
Grade Distribution Comparison
Between Cyber and On-Campus Students
Spring, 2006**

Students	A	B	C	D	F	I	W	Total
Cyber	15	19	4	3	17	0	5	63
On-Campus	12	4	7	3	7	0	4	37

Success/Unsuccessful/Withdrawal Rates

Students	Success Rates (grades of A,B or C)	Unsuccessful Rates (grades of D or F)	Withdrawal Rates (grade of W)
Cyber	60%	32%	8%
On-Campus	62%	27%	11%

**PSY 230 Developmental Psychology
Grade Distribution Comparison
Between Cyber and On-Campus Students
Spring, 2006**

Students	A	B	C	D	F	I	W	Total
Cyber	14	32	24	6	24	1	11	112
On-Campus	5	4	6	3	1	0	1	20

Success/Unsuccessful/Withdrawal Rates

Students	Success Rates (grades of A,B or C)	Unsuccessful Rates (grades of D or F)	Withdrawal Rates (grade of W)
Cyber	63%	27%	10%
On-Campus	75%	20%	5%

**SDV 100 College Success Skills
Grade Distribution Comparison
Between Cyber and On-Campus Students
Spring, 2006**

Students	A	B	C	D	F	I	W	Total
Cyber	20	9	3	2	3	0	3	40
On-Campus	53	18	5	8	17	0	11	112

Success/Unsuccessful/Withdrawal Rates

Students	Success Rates (grades of A,B or C)	Unsuccessful Rates (grades of D or F)	Withdrawal Rates (grade of W)
Cyber	80%	13%	8%
On-Campus	68%	22%	10%

**SOC 200 Prin of Sociology
Grade Distribution Comparison
Between Cyber and On-Campus Students
Spring, 2006**

Students	A	B	C	D	F	I	W	Total
Cyber	30	23	13	7	21	0	9	103
On-Campus	16	15	17	7	12	2	3	72

Success/Unsuccessful/Withdrawal Rates

Students	Success Rates (grades of A,B or C)	Unsuccessful Rates (grades of D or F)	Withdrawal Rates (grade of W)	Incomplete Rates (grade of I)
Cyber	64%	27%	9%	0
On-Campus	67%	26%	4%	3%

**SOC 236 Criminology
Grade Distribution Comparison
Between Cyber and On-Campus Students
Spring, 2006**

Students	A	B	C	D	F	I	W	Total
Cyber	2	0	2	1	1	0	0	6
On-Campus	9	4	1	0	2	0	0	16

Success/Unsuccessful/Withdrawal Rates

Students	Success Rates (grades of A,B or C)	Unsuccessful Rates (grades of D or F)	Withdrawal Rates (grade of W)
Cyber	67%	33%	0
On-Campus	88%	13%	0

**SPD 110 Intro to Speech Communication
Grade Distribution Comparison
Between Cyber and On-Campus Students
Spring, 2006**

Students	A	B	C	D	F	I	W	Total
Cyber	3	9	0	1	1	0	5	19
On-Campus	8	9	5	0	5	0	3	30

Success/Unsuccessful/Withdrawal Rates

Students	Success Rates (grades of A,B or C)	Unsuccessful Rates (grades of D or F)	Withdrawal Rates (grade of W)
Cyber	63%	11%	26%
On-Campus	73%	17%	10%

**SSC 101 Cont Social Problems I
Grade Distribution Comparison
Between Cyber and On-Campus Students
Spring, 2006**

Students	A	B	C	D	F	I	W	Total
Cyber	18	15	6	6	5	0	2	52
On-Campus	1	4	3	5	3	0	0	16

Success/Unsuccessful/Withdrawal Rates

Students	Success Rates (grades of A,B or C)	Unsuccessful Rates (grades of D or F)	Withdrawal Rates (grade of W)
Cyber	75%	21%	4%
On-Campus	50%	50%	0

APPENDIX F

Appendix F

Southside Virginia Community College’s QEP Timeline

Month	Activity	Cost
January	<ol style="list-style-type: none"> 1. Lobby the legislature annually for supportive funds. 2. Institutional Research and Advancement will write additional grants to support or enhance online instruction as determined by grant requirements annually. 3. Blackboard® administrator will continue to search out, evaluate, and purchase hardware or software to further support the online courses annually. 4. Course Template Team will be organized and meet every three months. All to begin by 2008. 	<ol style="list-style-type: none"> 1. Travel in the budget – no additional needed. 2. None. 3. \$50,000.00 x 5 years Total of <u>\$250,000</u> 4. None
February		
March		
April	<ol style="list-style-type: none"> 1. 2009: Evaluation of the online course suitability assessment, may be done annually or as needed. 	<ol style="list-style-type: none"> 1. None
May	<ol style="list-style-type: none"> 1. 2008: Course Template Team will revise as needed, adopt, and implement the online course template for Blackboard® 2. 2008: Variability between online and the equivalent seated course will be compared yearly as to retention, final grades, enrollment, grade point averages, withdrawal, and successful completion rates. 3. The Deans of Instruction, the TLTR Committee and the instructors for the developmental courses will determine which developmental courses are appropriate for online instruction and evaluate those that are on an annual basis beginning 2008. 	<ol style="list-style-type: none"> 1. None 2. None
June	<ol style="list-style-type: none"> 1. 2009: online course template and platform will reflect best known practice for course design and usage 	<ol style="list-style-type: none"> 1. None
July	<ol style="list-style-type: none"> 1. 2008: Information Technology (IT) instructors and student services specialists will develop or select a tool to determine online course suitability. 2. 2008: Deans of Instruction will ensure that all appropriate students services will be available for students in online courses. 3. 2008: Additional Criteria for the online courses and deploy them, to ensure quality and consistency in and among the online courses to enhance students learning. 4. Online assignments included in Internet courses should be comparable to the assignments of the equivalent seated courses by 2008. 5. 2008: Student and faculty interaction will be a component of all Internet courses. 6. 2008: Policies related to student/instructor enrollment ratio and faculty workload will be developed and implemented by TLTR Committee, President’s staff 7. 2009: Annual review and revision of Internet/cyber course policies begins. 8. 2009: All instructors of any online course, Internet-assisted course, or hybrid online course will adopt the course template and administer courses via Blackboard®. 	<ol style="list-style-type: none"> 1. Allow <u>\$10,000.00</u> 2. None 3. None 4. None 5. Continued support from VCCS, and the legislature 6. None 7. None 8. None

	<p>9. 2009: Testing Centers will be provided on each campus.</p> <p>10. 2009: All instructors of online courses, Internet-assisted courses, or hybrid online courses require one or more tests to be proctored in the "Testing Center" on campus and will comply with all and VCCS policies regarding online instruction prior to July 1, 2009.</p> <p>11. 2009: The Deans of Instruction will monitor and certify compliance with Policy on Cyber Courses and VCCS Distance Education Network Standards for proctored learning activities prior to July 1, 2009</p>	<p>9. <u>\$89,000.00</u> start up</p> <p>10. \$40,000.00 annually for staffing needs. X 5 years= <u>\$200,000.00</u></p>
August	1. 2008: A mandatory, brief orientation to the online learning environment will be completed by each online student.	1. None
September	<p>1. 2008: The online course suitability assessment will be implemented to all students submitting an application to the college.</p> <p>2. An Online Course Evaluation Team (OCET) will be selected by the Provosts of each main campus to include members of the faculty, a dean of instruction, and any other person as needed by 2008.</p> <p>3. 2009: Cyber Course Policy Revisions will be completed.</p> <p>4. Additional needs will be identified to add to the legislative agenda annually.</p>	<p>1. \$5,000.00</p> <p>2. \$50,000.00</p> <p>3. None</p> <p>4. None</p>
October	1. 2008: Faculty advisors will ensure that the online course suitability results are utilized in the advisement of all new students	1. None
November	<p>1. 2007: The College will hire a part-time webmaster/designer.</p> <p>2. annually the College will budget for maintenance and upgrade for the College website</p>	<p>1. <u>\$30,000.00</u></p> <p>2. <u>\$5,000.00</u></p>
December	<p>1. 2008: Adopt the e-SIR II tool to utilize for evaluation of all Internet courses.</p> <p>2. 2009: Deans of Instruction will communicate the revised Cyber Course Policy and best practices to online instructors.</p> <p>3. 2009, 2010, 2012 Evaluation of all goals and criterion contained within the QEP by the President, Provosts, Deans of Instruction, the QEP Committee and Faculty Members.</p>	<p>1. <u>\$25,000.00</u></p> <p>2. None</p> <p>3. None</p> <p>Total: \$429,000.00 over 5 years.</p>

Summary:

<p>Goal 1: The Deans of Instruction, the Teaching Learning Technology Roundtable, and the Academic Affairs Committee will ensure the delivery of quality online instruction for students and faculty members. They will address the following criteria:</p>	<p>Criterion 1: The Policy on Cyber Courses (1999) will be revised to reflect best practice by September, 2008.</p> <p>Criterion 2: The Deans of Instruction will communicate the new policies and best practice to online instructors prior to December, 2008.</p> <p>Criterion 3: The policy will be reviewed and revised annually beginning July 1, 2009.</p>	<p>C1: September 2008</p> <p>C2: December 2008</p> <p>C3: Annually beginning July 1, 2009</p>
<p>Goal 2: The college will provide the funds necessary to provide online courses for infrastructure, faculty and student development, and other support systems needed for quality online instruction on an annual basis.</p>	<p>Criterion 1: The President will work with the Chancellor of the VCCS and the legislative bodies to obtain funding for the VCCS annually.</p> <p>Criterion 2: The Deans of Instructions, the Provost, and the President will identify any areas of need to add to the legislative agenda on an annual basis.</p>	<p>C1: Annually</p> <p>C2: Annually</p> <p>C3: Annually</p> <p>C4: Annually</p> <p>All to begin 7/07.</p>

	<p>Criterion 3: The Department of Institutional Research and Advancement will seek additional grant monies on an annual basis to enhance or further support online instruction.</p> <p>Criterion 4: The Blackboard® administrator will continue to search out, evaluate, and purchase hardware or software to further support the online courses.</p>	
<p>Goal 3: Upon admission to the college, all students will complete an online 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.</p>	<p>Criterion 1: Information Technology (IT) instructors and student services specialists will develop or select a tool to determine online course suitability on or prior to July 1, 2008.</p> <p>Criterion 2: The online course suitability assessment will be implemented to all students submitting an application to the college after August 30, 2008.</p> <p>Criterion 3: Faculty advisors will ensure that the online course suitability results are utilized in the advisement of all new students after October 1, 2008.</p> <p>Criterion 4: Evaluation of the online course suitability assessment will be done in the Spring Semester of 2009 to measure success, according to the guidelines included in the rationales.</p>	<p>C1: July 1, 2008</p> <p>C2: August 30, 2008</p> <p>C3: October 1, 2008</p> <p>C4: Spring 2009</p>
<p>Goal 4: An online template will be launched that will include essential elements required and utilized in any online, hybrid, or Internet assisted course via a single platform offered through Southside Virginia Community College.</p>	<p>Criterion 1: Upon approval of the QEP, a Course Template Team (CTT) will be formed to include the Deans of Instruction, the Blackboard® Administrator, a member of the TLTR Committee, and any other college member deemed necessary to accomplish this goal.</p> <p>Criterion 2: The CTT will revise as needed, adopt, and implement the online course template for Blackboard® within one year or prior to June 1, 2008.</p> <p>Criterion 3: The online course template and platform will reflect best known practice for course design and usage for its launch on or prior to June 1, 2009.</p> <p>Criterion 4: All instructors of any online course, Internet-assisted course, or hybrid online course will adopt the course template and administer courses via Blackboard® on or prior to July 1, 2009; the Deans of Instructions will ensure that this occurs.</p>	<p>C1: Upon QEP approval</p> <p>C2: June 1, 2008</p> <p>C3: June 1, 2009</p> <p>C4: July 1, 2009</p>
<p>Goal 5: Make available to students in online courses all the appropriate student services necessary for an online mode of instruction.</p>	<p>Criterion: Deans of Instruction will ensure that all appropriate student services will be available for students in online courses by July 1, 2008.</p>	<p>C: July 1, 2008</p>
<p>Goal 6: Deans of Instructions and online faculty members will develop and adopt additional Criteria for the online courses and deploy them by July 1, 2008, to ensure quality and</p>	<p>Criterion 1: Students in online courses will receive feedback on required assignments within two weeks of submission of the assignment, in order to ensure timely feedback on or prior to</p>	<p>C1: July 1, 2008</p> <p>C2: July 1, 2008</p> <p>C3: July 1, 2008</p>

<p>consistency in and among the online courses to enhance students learning.</p>	<p>July 1, 2008. Criterion 2: Online assignments included in Internet courses should be comparable to the assignments of the equivalent seated courses, by July 1, 2008. Criterion 3: Student and faculty interaction will be a component of all internet courses by July 1, 2008. Criterion 4: A mandatory, brief orientation to the online learning environment will be completed by all online students prior to September 2008.</p>	<p>C4: September 2008</p>
<p>Goal 7: Policies related to student/instructor enrollment ratio and faculty workload will be developed and implemented by July 1, 2008 by TLTR Committee, President’s staff.</p>	<p>Criterion 1: The College will continue to use the current policy regarding Internet faculty loads. Criterion 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. Outcome Criterion 3: The average enrollment in writing classes will be 22 students. Outcome Criterion 4: For non-writing courses the average enrollment will be 30 students. Outcome Criterion 5: All exceptions for the restrictions for classroom size must be approved by the faculty member teaching the online course. Outcome Criterion 6: The college will maintain policies related to student/faculty enrollment ratios and faculty workload for online instruction that support effective teaching and learning.</p>	<p>All Cs by July 1, 2008</p>
<p>Goal 8: Evaluation of all online courses will be conducted in order to ensure quality and improve instruction by July 1, 2008.</p>	<p>Criterion 1: An Online Course Evaluation Team (OCET) will be selected by the Provosts of each main campus to include members of the faculty, a dean of instruction, and any other person as needed by September 2008. The Team will be responsible and accountable for the following: Criterion 2: Adopt the e-SIR II tool to utilize for evaluation of all Internet courses by December 2008.</p>	<p>C1: September 2008 C2: December 2008</p>
<p>Goal 9: Variability between online and the equivalent seated course will be compared yearly as to retention, final grades, enrollment, grade point averages, withdrawal, and successful completion rates.</p>	<p>Criterion: Annual evaluations of the previously mentioned measurable learning outcomes shall show no significant negative difference for the online learning environment as compared to the equivalent seated courses on or prior to June 1, 2008.</p>	<p>C: June 1, 2008</p>
<p>Goal 10: Proctored testing will be a</p>	<p>Criterion 1: Prior to July 1, 2009, a Testing</p>	<p>C1: July 1, 2009</p>

<p>component of all online courses by August 2009.</p>	<p>Center will be provided on each campus. Criterion 2: All instructors of online courses, Internet-assisted courses, or hybrid online courses require one or more tests to be proctored in the “Testing Center” on campus and will comply with all and VCCS policies regarding online instruction prior to July 1, 2009. Criterion 3: The Deans of Instruction will monitor and certify compliance with Policy on Cyber Courses and VCCS Distance Education Network Standards for proctored learning activities prior to July 1, 2009.</p>	<p>C2: July 1, 2009 C3: July 1, 2009</p>
<p>Goal 11: The college website needs to be easily navigated by any student or interested party.</p>	<p>Criterion 1: The College will hire a full time webmaster/designer by fall semester 2007. The webmaster/designer position will be separate from that of the Blackboard® administrator. Criterion 2: The College will support the professional webmaster/designer’s ability to articulate and respect inferred or prescribed constraints during the design process. Criterion 3: Goals and Strategy for the college website will be defined and they will be specific and will be implemented and followed by Spring Semester 2008. Some of the goals which will be defined will include a) The purpose of the site; b) How to communicate this to the target audience and c) Identity of the users/target audience. Criterion 4: The college website will focus on <i>structure</i> as research has proven that structure is more important than <i>visual design</i>. Structure of the website will be developed and agreed upon before the Summer Semester 2008. Criterion 5: The college website after being designed will have a final inspection by Fall Semester 2008. It will have approval from the Presidents’ staff and certain vital tests will be completed before being released. Criterion 6: Once the website has been tested and approved and is up and running it will be tested at least annually and as needed according to a usability test which includes the following evaluation criteria: a) efficiency, b) effectiveness, c) learnability, d) memorability, e) appearance of the site, f) satisfaction, g) state of features, h) trustworthiness of the site, i) work satisfaction. Criterion 7. Maintenance will be an important part of the college’s website. will budget for maintenance of its redesigned website annually</p>	<p>C1: Fall Semester 2007. C2: Throughout the process C3: September 2008 C4: Summer Semester 2008 C5: Fall Semester 2008 C6: Upon deployment C7: Annually beginning 2008.</p>
<p>Goal 12: The college will provide for the Professional Development for Online Instructors annually beginning July</p>	<p>Criterion 1: Maintain Blackboard® course ware that is consistent with the limitations of dial-up Internet connections.</p>	<p>All Cs beginning July 2008</p>

<p>2008.</p>	<p>Criterion 2: Create faculty web pages that connect to Blackboard®. Criterion 3: Develop the “Instructor Hot Line” to be open nights and weekends. Criterion 4: Activate the use of Macromedia Breeze as a means of live instruction and as a means of technical support. Criterion 5: As an in-house professional development effort, faculty currently using Blackboard® and other modalities can be asked to present a “one-minute innovation” to colleagues.</p>	
<p>Goal 13: The Deans of Instruction, the TLTR Committee and the instructors for the developmental courses will determine which developmental courses are appropriate for online instruction and evaluate those that are on an annual basis by July 1, 2008.</p>	<p>Criterion: Any developmental courses that are taught online will be subject to the same evaluations as stated for other online courses.</p>	<p>C: July 1, 2008</p>
<p>Goal 14: During years two, three, and five, the College’s President, Provosts, Deans of Instruction, QEP Committee and Faculty Members will evaluate progress addressed in the goals and criterion listed previously. Revisions will be made according to the findings and the evaluation.</p>		<p>G: July 1, 2009; July 1, 2010; July 1, 2012 On-going.</p>

July 2007

Week 1	Continue to work on the QEP and solicit input from the college community.
Week 2	
Week 3	
Week 4	

August 2007

Week 1	<p>Goal 11: The college website needs to be easily navigated by any student or interested party.</p> <p>Goal 11: Criterion 1: The College will hire a full time webmaster/designer by fall semester 2007. The webmaster/designer position will be separate from that of the Blackboard® administrator.</p> <p>Goal 11: Criterion 2: The College will support the professional webmaster/designer's ability to articulate and respect inferred or prescribed constraints during the design process.</p>
Week 2	
Week 3	
Week 4	

September 2007

Week 1

Week 2

Week 3

Week 4

	October 2007
Week 1	
Week 2	
Week 3	
Week 4	

November 2007

Week 1	Webmaster will be hired (done) Begin the annual review of the website and address noted needs hereafter.
Week 2	
Week 3	
Week 4	

December 2007

Week 1	<i>Criterion 1:</i> Adopt the e-SIR II tool to utilize for evaluation of all Internet courses by December 2007.
Week 2	Annual review and revision of QEP
Week 3	
Week 4	

January 2008

	<h2>January 2008</h2>
Week 1	<p>Goal 2: Criterion 1: The President will work with the Chancellor of the VCCS and the legislative bodies to obtain funding for the VCCS annually.</p> <p>Goal 2: Criterion 2: President's Staff, the Vice President of Finance, and the President will identify any areas of need to add to the legislative agenda on an annual basis.</p> <p>Goal 2: Criterion 3: The Vice President of Instructional Technology, Distance Learning, Assessments, and Grants will seek additional grant monies on an annual basis to enhance or further support online instruction.</p> <p>Goal 2: Criterion 4: The Blackboard® administrator will continue to search out, evaluate, and purchase hardware or software to further support the online courses.</p> <p>Goal 2: Criterion 5: The Vice President of Finance will work with President's Staff to ensure that adequate funding is provided over a five year period to carry out the QEP.</p>
Week 2	<p>Goal 11: Criterion 3: Goals and Strategy for the college website will be defined and they will be specific and will be implemented and followed by Spring Semester 2008. Some of the goals which will be defined will include a) The purpose of the site; b) How to communicate this to the target audience and c) Identity of the users/target audience.</p>
Week 3	<ol style="list-style-type: none"> 5. Work with the legislature annually for supportive funds. 6. Institutional Research and Advancement will write additional grants to support or enhance online instruction as determined by grant requirements annually. 7. Blackboard® administrator will continue to search out, evaluate, and purchase hardware or software to further support the online courses annually. 4. TLTR will be organized and meet every three months.
Week 4	

	February 2008
Week 1	
Week 2	
Week 3	
Week 4	

March 2008

Week 1

Goal 12: The college will provide for the Professional Development for Online Instructors annually.

Criterion 1: Maintain Blackboard® course ware that is consistent with the limitations of dial-up Internet connections.

Criterion 2: Create faculty web pages that connect to Blackboard®.

Criterion 3: Develop the “Instructor Hot Line” to be open nights and weekends.

Criterion 4: Activate the use of Macromedia Breeze as a means of live instruction and as a means of technical support.

Criterion 5: As an in-house professional development effort, faculty currently using Blackboard® and other modalities can be asked to present a “one-minute innovation” to colleagues.

Week 2

Week 3

Week 4

	April 2008
Week 1	
Week 2	
Week 3	
Week 4	

May 2008

	<h2>May 2008</h2>
Week 1	<p>Goal 3: <i>Criterion 4:</i> Self-advised students' needs will be addressed by the TLTR and the Director of Student Services by May 2008.</p> <p>Goal 11: <i>Criterion 4:</i> The college website will focus on <i>structure</i> as research has proven that structure is more important than <i>visual design</i>. Structure of the website will be developed and agreed upon before the Summer Semester 2008.</p> <p>Goal 14: During years two, three, four, and five at the annual planning retreat, the College's President, Provosts, Deans of Instruction, QEP Committee and Faculty Members will evaluate progress addressed in the goals and criterion listed previously.</p>
Week 2	TLTR will revise and implement the online course template.
Week 3	Variability between online and the equivalent seated courses will be compared annually hereafter.
Week 4	Appropriateness of developmental courses for online instruction will be reviewed.

June 2008

Week 1

Goal 4: *Criterion 2:* The TLTR will revise as needed, adopt, and implement the online course template for Blackboard® within one year or prior to June 1, 2008.

Goal 9: Variability between online and the equivalent seated course will be compared yearly as to retention, final grades, enrollment, grade point averages, withdrawal, and successful completion rates. *Criterion:* Annual evaluations of the previously mentioned measurable learning outcomes shall show no significant negative difference for the online learning environment as compared to the equivalent seated courses on or prior to June 1, 2008.

Week 2

Week 3

Week 4

July 2008

Week 1-4

Goal 3: Criterion 1: Information Technology (IT) instructors and student services specialists will develop or select a tool to determine online course suitability on or prior to July 1, 2008.

Goal 5: Criterion: The Director of Student Services will ensure that all appropriate students services will be available for students in online courses by July 1, 2008.

Goal 6: Criterion 1: Students in online courses will receive feedback on required assignments within two weeks of submission of the assignment, in order to ensure timely feedback on or prior to July 1, 2008.

Goal 6: Criterion 2: Online assignments included in Internet courses should be comparable to the assignments of the equivalent seated courses, by July 1, 2008.

Goal 6: Criterion 3: Student and faculty interaction will be a component of all Internet courses by July 1, 2008.

Goal 7: Policies related to student/instructor enrollment ratio and faculty workload will be developed and implemented by July 1, 2008 by TLTR Committee, President's staff.

Criterion 1: The College will continue to use the current policy regarding Internet faculty loads.

Criterion 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.

Outcome Criterion 3: The average enrollment in writing classes will be 22 students.

Outcome Criterion 4: For non-writing courses the average enrollment will be 30 students.

Outcome Criterion 5: All exceptions for the restrictions for classroom size must be approved by the faculty member teaching the online course.

Outcome Criterion 6: The College will maintain policies related to student/faculty enrollment ratios and faculty workload for online instruction that support effective teaching and learning.

Goal 8: Evaluation of all online courses will be conducted in order to ensure quality and improve instruction by July 1, 2008 by the TLTR.

Goal 13: The Deans of Instruction, the TLTR Committee and the instructors for the developmental courses will determine which developmental courses are appropriate for online instruction and evaluate those that are on an annual basis by July 1, 2008.

Criterion: Any developmental courses that are taught online will be subject to the same evaluations as stated for other online courses.

July 2008

	<h2>July 2008</h2>
Week 1	Goal 3: Criterion 2: The online course suitability assessment will be implemented to all students enrolling in an online course after August 30, 2008.
Week 2	<p>Goal 11: Criterion 5: The college website after being designed will have a final inspection by Fall Semester 2008. It will have approval from the Presidents' staff and certain vital tests will be completed before being released.</p> <p>Criterion 6: Once the website has been tested and approved and is up and running it will be tested at least annually and as needed according to a usability test which includes the following evaluation criteria: a) efficiency, b) effectiveness, c) learnability, d) memorability, e) appearance of the site, f) satisfaction, g) state of features, h) trustworthiness of the site, i) work satisfaction.</p> <p>Criterion 7. Maintenance will be an important part of the college's website. SsVCC will budget for maintenance of its redesigned website annually.</p>
Week 3	
Week 4	Before September 1, 2008, A mandatory brief orientation to the online learning environment will be completed by each online student. This will be reviewed annually hereafter.

September 2008

Week 1	<p>Goal 1: Criterion 1: The SsVCC Policy on Cyber Courses (1999) will be revised to reflect best practice by September, 2008.</p> <p>Goal 6: Criterion 4: A mandatory, brief orientation to the online learning environment will be completed by all online students prior to September 2008.</p>
Week 2	TLTR membership needs will be addressed by the Presidents, Provosts and Deans of Instruction.
Week 3	
Week 4	

October 2008

Week 1	Goal 3: Criterion 3: Faculty advisors will ensure that the online course suitability results are utilized in the advisement of all new students after October 1, 2008.
Week 2	
Week 3	
Week 4	

November 2008

Week 1

Week 2

Week 3

Week 4

December 2008

Week 1	GoDeans of Instruction and TLTR will al 1: <i>Criterion 2:</i> The TLTR will communicate the new policies and best practice to SsVCC online instructors prior to December, 2008.
Week 2	Deans of Instruction and TLTR will communicate the new cybercourse policies and revisions to all constituents.
Week 3	Goal 3: <i>Criterion 5:</i> Evaluation of the online course suitability assessment will be done in the Spring Semester of 2009 to measure success, according to the guidelines included in the rationales.
Week 4	Annual review and revision of QEP

January 2009

	<h2>January 2009</h2>
Week 1	<p>Goal 2: Criterion 1: The President will work with the Chancellor of the VCCS and the legislative bodies to obtain funding for the VCCS annually.</p> <p>Goal 2: Criterion 2: President's Staff, the Vice President of Finance, and the President will identify any areas of need to add to the legislative agenda on an annual basis.</p> <p>Goal 2: Criterion 3: The Vice President of Instructional Technology, Distance Learning, Assessments, and Grants will seek additional grant monies on an annual basis to enhance or further support online instruction.</p> <p>Goal 2: Criterion 4: The Blackboard® administrator will continue to search out, evaluate, and purchase hardware or software to further support the online courses.</p> <p>Goal 2: Criterion 5: The Vice President of Finance will work with President's Staff to ensure that adequate funding is provided over a five year period to carry out the QEP.</p>
Week 2	<p>Goal 4: Criterion 1: Upon approval of the QEP, the TLTR, along with any member of the college community the TLTR deems necessary, will develop the online template.</p>
Week 3	<ol style="list-style-type: none"> 1. Work with the legislature annually for supportive funds. 2. Institutional Research and Advancement will write additional grants to support or enhance online instruction as determined by grant requirements annually. 3. Blackboard® administrator will continue to search out, evaluate, and purchase hardware or software to further support the online courses annually. 4. TLTR will be organized and meet every three months.
Week 4	

	February 2009
Week 1	
Week 2	
Week 3	
Week 4	

March 2009

Week 1	<p>Goal 12: The college will provide for the Professional Development for Online Instructors annually.</p> <p><i>Criterion 1:</i> Maintain Blackboard® course ware that is consistent with the limitations of dial-up Internet connections.</p> <p><i>Criterion 2:</i> faculty web pages connect to Blackboard®.</p> <p><i>Criterion 3:</i> “Instructor Hot Line” to be open nights and weekends.</p> <p><i>Criterion 4:</i> Macromedia Breeze as a means of live instruction and as a means of technical support.</p> <p><i>Criterion 5:</i> As an in-house professional development effort, faculty currently using Blackboard® and other modalities present a “one-minute innovation” to colleagues.</p>
Week 2	Evaluation of the online course suitability assessment done annually hereafter.
Week 3	
Week 4	

	<h2>April 2009</h2>
Week 1	Goal 1: Criterion 3: The SsVCC policy on internet courses will be reviewed and revised annually beginning July 1, 2009. Prepare for that review before graduation 5/15.
Week 2	
Week 3	
Week 4	

	<h2>May 2009</h2>
Week 1	Goal 14: During years two, three, four, and five at the annual planning retreat, the College's President, Provosts, Deans of Instruction, QEP Committee and Faculty Members will evaluate progress addressed in the goals and criterion listed previously.
Week 2	
Week 3	
Week 4	

	<h2>June 2009</h2>
Week 1	Goal 4: Criterion 3: The SsVCC online course template and platform will reflect best known practice for course design and usage for its launch on or prior to June 1, 2009.
Week 2	
Week 3	
Week 4	

July 2009

Week 1	<p>Goal 1: <i>Criterion 3:</i> The SsVCC policy on internet courses will be reviewed and revised annually beginning July 1, 2009. Prepare for that review before graduation 5/15.</p> <p>Goal 4: <i>Criterion 4:</i> All SsVCC instructors of any online course, Internet-assisted course, or hybrid online course will adopt the course template and administer courses via Blackboard® on or prior to July 1, 2009; the Deans of Instructions will ensure that this occurs.</p> <p>Goal 10: <i>Criterion 1:</i> Prior to July 1, 2009, a Testing Center will be provided on each campus.</p> <p>Goal 10: <i>Criterion 2:</i> All instructors of online courses, Internet-assisted courses, or hybrid online courses may require one or more tests to be proctored in the “Testing Center” on campus and will comply with all SsVCC and VCCS policies regarding online instruction prior to July 1, 2009. If students are out of the area, the course instructors will arrange a proctored test for each student.</p> <p>Goal 10: <i>Criterion 3:</i> The Deans of Instruction will monitor and certify compliance with SsVCC Policy on Cyber Courses and VCCS Distance Education Network Standards for proctored learning activities prior to July 1, 2009.</p>
Week 2	Annual review and revision of the internet or online course policy will be completed.
Week 3	
Week 4	

August 2009

	<h2>August 2009</h2>
Week 1	Goal 10: Proctored testing will be a component of all online courses by August 2009.
Week 2	<p>Goal 11: Criterion 6: Once the website has been tested and approved and is up and running it will be tested at least annually and as needed according to a usability test which includes the following evaluation criteria: a) efficiency, b) effectiveness, c) learnability, d) memorability, e) appearance of the site, f) satisfaction, g) state of features, h) trustworthiness of the site, i) work satisfaction.</p> <p>Goal 11: Criterion 7. Maintenance will be an important part of the college's website. SsVCC will budget for maintenance of its redesigned website annually.</p>
Week 3	
Week 4	

September 2009

Week 1	The new SsVCC cybercourse/online course policy will be in effect. Additional needs will be identified to bring before the legislature in January.
Week 2	
Week 3	
Week 4	

	October 2009
Week 1	
Week 2	
Week 3	
Week 4	

November 2009

Week 1

Week 2

Week 3

Week 4

December 2009

Week 1	Annual review and revision of the QEP.
Week 2	
Week 3	
Week 4	

January 2010

Week 1	<p>Work with the legislature annually for supportive funds.</p> <p>Institutional Research and Advancement will write additional grants to support or enhance online instruction as determined by grant requirements annually.</p> <p>Blackboard® administrator will continue to search out, evaluate, and purchase hardware or software to further support the online courses annually.</p> <p>2: Criterion 1: The President will work with the Chancellor of the VCCS and the legislative bodies funding is provided over a five year period to carry out the QEP.</p>
Week 2	
Week 3	
Week 4	