

TIPS News



TELECOMMUNICATIONS INFRASTRUCTURE PROJECT STATEWIDE

Volume 4 Issue 3

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CVC Regional Center Helps Los Angeles Area Colleges Go Online

Andy Howard

Virtual College Coordinator, Rio Hondo College

The Greater Los Angeles Regional Center for the California Virtual Campus was one of five centers funded by the California Community Colleges Chancellor's Office in 1999 to help expand technology-mediated instruction in the community colleges. Rio Hondo College, one of the leading providers of online courses in California, was awarded the five-year \$2.8 million grant to develop the Center for the Los Angeles area's 25 colleges.

The other centers established were

the Bay Area Regional Center at DeAnza College, the Orange/San Diego Regional Center at Coastline College, and the Statewide/Rural Regional Center at Cerro Coso College. There was also a Staff Development Center awarded to El Camino and Santa Monica Colleges. Since each region has unique needs and characteristics, each Regional Center has created its own distinct program to promote distance education in its area.

Within the broad outlines of the RFA, Rio Hondo set three primary

goals for the Greater Los Angeles Regional Center:

1. Increase the quantity of online courses. To handle the crush of students projected to enter area community colleges in the next few years, colleges need to turn to alternative means of delivery of its instructional programs. Moreover, in today's increasingly hectic world there is a rising demand from students for anytime, anywhere learning opportunities.

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CCCSAT Selects Miralite Communications

Vendor to Deliver Satellite Uplink and Downlink System for CCC's

CCCSAT Staff

Palomar College

California Community College Satellite Network (CCCSAT) is pleased to announce Miralite Communications as the selected vendor to deliver a turnkey satellite uplink system to Palomar College and downlink satellite systems to the 124 California Community Colleges and District sites. Miralite will provide equipment, services and technical support for the CCCSAT network.

Miralite Communications is a re-

spected leader in the satellite communications field and specializes in building and integrating highly advanced digital satellite networks.

Toll free technical support will be provided by Miralite Communications to CCCSAT and all 124 California Community College sites, 24 hours a day, 7 days a week to ensure peak operational performance of the network.

The competitive vendor selection

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TIPS <http://video.4c.net/TIPS>
online

CVC Reorganization

Jose Michel
Distance Education Senior
Coordinator, CCCCCO

Executive Vice Chancellor Patrick Lenz recently announced a reorganization involving the California Virtual University (CVC) and the Distance Education Policy Unit of the Chancellor's Office. The Distance Education Policy Unit, under the direction of Jose Michel, is assuming direct responsibility of the CVC Regional Projects. Paul Stark, project monitor for the CVC Regional Centers, will join the team of Jose Michel and Cristina Mora.

The increasing number of distance education initiatives emanating from the Chancellor's Office has necessitated a reorganization of programs to facilitate the coordination of these efforts. This change is designed to enhance the success of these projects, streamline coordination, and eliminate the duplication of effort with the limited resources dedicated to distance learning.

The CVC Professional Development Center at El Camino College will shift to the Human Resources Division of the Chancellor's Office under the direction of Vice Chancellor Gus Guichard. The Regional Centers will retain their current working relationship with the El Camino Project.

TIPS Contribution of the Year to Be Awarded

Chris Palmarini
Editor, TIPS News

The California Community Colleges Chancellor's Office will present an award for TIPS Contribution of the Year at this year's annual MegaConference in Palm Springs, California.

The TIPS Newsletter Review Committee has been actively reviewing articles published during the past year.

To be considered for the award, the published article needed to be an original work that emphasized California Community College efforts, issues, and/or programs. Specifically, the committee was looking for articles that:

- were written by a project staff person as opposed to being a report of someone else's work
- reported on a community college project
- educated the reader on something they might not know about.

The winning article will be announced at the MegaConference on April 3-5, and the author(s) will be recognized with a commemorative trophy, a complimentary conference registration, and an invitation to share the expertise represented in the article in an appropriate conference session.

"VIDEOCONFERENCING ADVENTURES"

Pacific Bell's Education First has produced a booklet that you can download called "Videoconferencing Adventures" that provides information about various videoconferencing content providers.

In addition, "Videoconferencing Adventures" will be a session at the Chancellor's Office Mega-Conference April 4th at 3:30 P.M.

<http://www.kn.pacbell.com/wired/vidconf/adventures.html>

Third Annual

TechExpo 2000



Friday, April 28
Los Angeles Southwest College

Sponsors

- Los Angeles Community College District
- District Academic Senate
- District Staff Development
- Distance Education Task Force
- LACCD Chancellor's Office

Contact Information:

phone: 323-241-5285
fax: 323-241-5476
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This conference will give you the opportunity to participate in workshops, demonstrations, panel discussions, and other activities which will focus on technology in education. Topics will include methods of online delivery, course conversion, successful programs and delivery systems will be demonstrated.

<http://techexpo.laccd.edu>

CCCSAT Selects Miralite

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was conducted over a four week period and included valuable technical representation and assistance from Butte College, Chabot College, and Grossmont-Cuyamaca CCD. Also included in the selection process were the CCCSAT Engineers, the CCCCO Project Monitor and the CCCSAT Project Director. This process included reviewing and evaluating all submitted proposals and holding formal vendor interviews at the CCCSAT-Palomar College location.

According to Chancellor Thomas Nussbaum, California Community Colleges "distance learning tools, such as the CCCSAT network, can help advance the state's economic growth

and global competitiveness through easy access to affordable education, training, and services that contribute to the continuous improvement of our work force."

CCCSAT Network's initial phase of the satellite uplink facility will provide all 124 California Community College sites with the ability to transmit their courses to California students anywhere, anytime. In addition, college sites will have the ability to receive nationally televised programs, such as those from the Department of Education and PBS.

In 1996-1997, the Chancellor's Office Telecommunications & Technology Infrastructure Program

provided \$7500 to all California Community Colleges for this digital downlink service. Miralite Communications will be contacting all California Community Colleges within the next 30-60 days to make arrangements for site installations. ■■

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Educational Technology As Distance Learning

Dorothy Knoell, Ph.D.,

California Postsecondary Education Commission (retired)

Distance learning has been around a long time in different forms. Its earliest incarnation was probably correspondence courses offered by a variety of state and national public and private institutions and organizations, most often as postsecondary education.

In California, the University of California Extension served the state, while LaSalle University extension, located in the Midwest, served the nation. South Africa has provided what is probably the largest such offerings in the world to its diverse citizenry.

The scope of UC correspondence courses ranged from high school to undergraduate to post-baccalaureate offerings, usually for credit. The purpose of the correspondence course function has been to extend access to university-level coursework to students of all ages and talents who, for many reasons, do not enroll on campus.

California Community Colleges have not been major players in offering correspondence courses for several reasons: The state's residents have enjoyed proximity to a community college campus or satellite center; they could enroll during extended hours and on weekends at low cost; and they did not have to meet admission requirements.

The model for a correspondence course is simple. A professor develops a course syllabus; writes lesson plans that are mailed to, completed by, and returned by enrolled students; grades the homework; and awards credit upon the completion of the course. There is little or no face-to-face interaction between professor and students, or other communication, e.g. by telephone or computer.

The current catalog of UC Extension correspondence courses displays an ever-widening array of offerings, some of which now involve current educational technology. Still, it is distance learning, in a relatively simple form.

Distance Learning in the 1950's

The Fifties were perhaps the beginning of California's age of electronic communication in higher

education, primarily by "public broadcast" television courses, collegiate offerings on open circuit television, professional associations' use of television, and the like.

The use of broadcast television by and for higher education had great potential -- and great problems! The latter involved issues of what could be televised, by whom, for whom, with what rewards (credit or lifelong learning) how effectively, how cost-effectively, and how well-liked it was by faculty and students.

Instructional television was evaluated in a big way in this decade. A study was funded by the Ford Foundation, which saw the potential of televised instruction. Much of the experiment was carried out at what was then San Francisco State College. For educators, the most significant finding was "no significant difference" in achievement when instruction by television was compared with traditional classroom instruction.

Was this a win, lose, or draw for instructional television, given faculty and student preferences for modes of instruction, and comparative costs? San Francisco State's endeavor involved a major investment of time and money and a heavy emphasis on research and evaluation of all aspects of the project. However, it apparently had little or no significant impact on the use of instructional television in California colleges and universities.

In the late 1950's, both the UC and what were then the California State Colleges sought significant funding for instructional television, albeit with quite different approaches. The UC system saw the potential for using Nobel Prize-winning faculty and other teachers of worldwide distinction presenting lower division, general education courses to all California undergraduate students, especially those in junior and state colleges. Why not use the best, like Edward Teller teaching freshman physics? Course lectures could be recorded for broadcast and rebroadcast everywhere, at relatively low cost. Chancellor Glenn Seaborg was to provide leadership under this proposal.

The State Colleges made quite a different proposal, namely, purchasing broadcast-quality television equipment for use in both television curricula leading to degrees in the field, and for undergraduate course instruction. The equipment was to both enhance traditional instruction and

present instruction by both open and closed-circuit television, on and off campus.

The State Colleges proposal prevailed. State funding, largely for television equipment, resulted in the largest-ever contract to acquire broadcast-quality equipment for their campuses. Believing that instructional television had the potential to save money and expand access, the state also provided some financial incentive for colleges to use television as another option for delivering large lower-division course instruction.

The outcome of the grand 1950's experiment was a broadcast television curriculum leading to degrees, accompanied by problems using televised courses in lieu of traditional classroom instruction; development costs, faculty "property rights" pertaining to re-broadcasting, student preferences, and resistance to change. Little was gained for the concept of distance learning as a way to increase access, reduce building new campuses and facilities, or expand offerings on the system's smallest campuses.

The Outlook for Distance Learning Now

We have begun a new era of greater potential and possibility for distance learning, moving beyond television broadcasting to using advanced educational technology.

The technology may better meet the needs of adults seeking continuing education and lifelong learning, given higher education's collaboration with other institutions in providing such opportunities. However, the likelihood of technology being used primarily as a tool to enhance traditional instruction, serving the needs of larger numbers of on-campus students and yielding no reduction in the building of new campuses and facilities, remains.

Though the explosion of educational technology may well rival or exceed the explosion of knowledge in the

next few decades, problems will remain about how to use it effectively and at reasonable cost. Administrators have important faculty and staff implications to consider; recruiting and preparing new faculty who will be players in the technology, changes in faculty satisfaction resulting from their new roles, challenges in employment conditions including workload and tenure, inservice education for longtime faculty members, and preparing and assigning paraprofessional staff to work with faculty.

“

Though the explosion of educational technology may well rival or exceed the explosion of knowledge itself in the next few decades, problems will remain about how to use it effectively and at reasonable cost.

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Impact of Educational Technology on Tidal Wave II

To what extent will educational technology contribute to solving the need for vastly increased access to education by Tidal Wave II students?

We will have the technology, but we still lack answers to the question of who wants it--among the faculty

and, more importantly, among future students. Past experience has proved that we can establish new campuses in underserved areas, but students may not choose to enroll there. Over-enrolled courses can be offered at varied times or during the summer, but students may prefer to wait for favorable hours or regular terms. Will enough future students accept diversion from traditional classroom instruction to courses taught using the new technology?

California's community colleges have traditionally outpaced their former college and university counterparts in using educational technology and other innovative approaches to instruction. Tidal Wave II is predicted to send the greatest surge ever of students to community colleges, accompanied by predictions of the need for more campuses and facilities.

California's Virtual University has apparently failed to mature along anticipated lines, but collaboration

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MegaConference

TECHNOLOGY SESSIONS

This year's annual California Community Colleges Chancellor's Office MegaConference includes many sessions focusing on technology in and out of the classroom.

Listed below are some of the technology-oriented workshops happening at this year's conference.

Schedule:

T E C H N O L O G Y

Tuesday 10:00 am – 11:15 am

- Telecollaboration: What Happens Around the Virtual Watercooler?
- Distance Education: Live and in Living Color
- "But I Got It from the Internet...": Evaluating Internet Sources

Tuesday 1:15 pm – 2:30 pm

- Getting Online Through a Professor-Publisher Partnership
- Lessons Learned, Dollars Earned: Technology I Projects
- Electronic Data Interchange (EDI) Feasibility Outcome State Report

Tuesday 3:30 pm – 4:45 pm

- CurricUNET: San Diego CCD's Online Curriculum Development and Approval System
- Online Advising: Two Colleges – Two Models
- Videoconferencing Adventures

Wednesday 8:30 am – 9:45 am

- Linking Students with the Curriculum Online
- Building Online Tutorial Support for Online and On-Ground Instruction
- TechKnowledge Partnerships: A Winning Combination

Wednesday 10:00 am – 11:15 am

- Online Delivery of Student Services – Three Districts' Perspectives
- Incorporating Distance Education with Laboratory Training
- Strategies for Increasing Retention in Online Courses
- MINT: A Technology-Based Language Acquisition Challenge

Wednesday 1:15 pm – 2:30 pm

- Metaphors Over Meta Tags: Seeking Sound Pedagogy for Online Art and English
- Campus-Based Innovations to Support Online Learning

Wednesday 3:30 pm – 4:45 pm

- California Virtual Campus: Systemwide Distance Education Programs

Thursday 8:30 am – 9:45 am

- Tech II: The Next Phase of Systemwide Technology Growth
- Distance Education: Ensuring Access for Students with Disabilities
- "High-Tech and High-Touch": Connecting the Minds of California
- Emphasizing the "Community" in Community College - Sharing the Technological Wealth

CVC Los Angeles

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2. Decrease the cost of development of online courses. Creating a technologically-mediated program is very expensive. Unfortunately, many of the colleges with the greatest student demands have the most limited financial resources to meet that need.
3. Increase the quality of online courses. The ultimate question is whether or not online courses can deliver the same level of quality instruction that is provided in traditional community college programs. The long-term viability of online courses depends upon this question.

The Greater Los Angeles Region extends from Ventura County through nearly all of Los Angeles County and out to Riverside County. The enormity of the area (350,000 community college students), its diversity, and the different levels of technological integration at the region's colleges created significant challenges for Rio Hondo in achieving its three goals. It was decided early on that the first step had to be a study of the needs of the area. Rio Hondo conducted five regional meetings to ask colleges three basic questions:

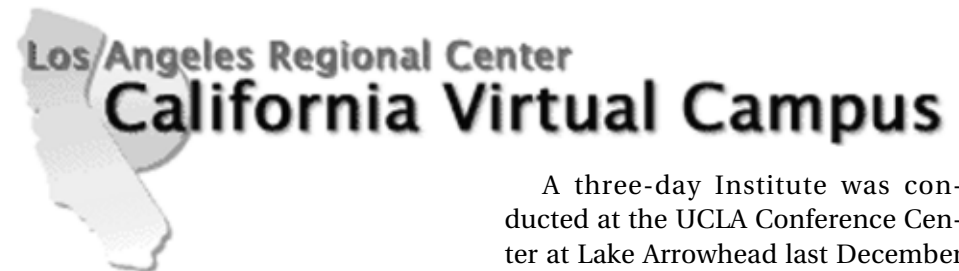
1. Where was your college in the development process?
2. Where did you want to be in one year? Three years? Five years?
3. How could a Regional Center help you meet these goals?

Based on the results of the meetings and an needs analysis survey distributed over the Web, five basic activities were created for the first year.

First, the Center needed to provide the infrastructure necessary for all colleges to develop and deliver online instruction more efficiently and at a

lower cost. To do this, Rio Hondo moved the Regional Centers' servers to a "co-location", a commercial facility that provides 24/7 maintenance and faster Internet access. All area colleges can place their online courses on these servers at no cost. The Regional

leading expert in this area, the Western Cooperative for Educational Telecommunications (a branch of the Western Interstate Commission for Higher Education), to offer a special version of its acclaimed "Management of Distance Education Institute."



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To handle the crush of students projected to enter area community colleges in the next few years, colleges need to turn to alternative means of delivery of its instructional programs.

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Center also provides licensing for two course management software systems, TopClass and WebCT. The Center has a Web site (www.cvc2.org) that offers a host of resources and services to online faculty.

Second, administrators and faculty leaders involved in distance learning needed to be provided with the skills necessary to develop this very different mode of learning. The Regional Center contracted with the nation's

A three-day Institute was conducted at the UCLA Conference Center at Lake Arrowhead last December for 56 administrators, faculty, and staff from area colleges. Presenters include representatives of successful programs from Washington, Oregon, Colorado, and Texas provide insights in sessions ranging from "Getting Started on a Shoestring", to "Online Student Services", to "Copyright in a Digital Age." Due to the very positive response to the Institute, it will be repeated again next year.

The third major activity of the Los Angeles Regional Center was to hold training workshops. During the fall semester, four day-long workshops were held at the Regional Center: Fundamentals of Web Design, Online Instructional Design, Making Your Web site Accessible, and Administering Web Servers. These are being repeated in the spring semester. The Center will begin holding workshops at area campuses this semester.

In addition, the Regional Center, in collaboration with the Staff Development Center and San Diego City College, put together a two-day workshop on the WebCT and Blackboard course management software programs.

Another major activity will be the
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CVC Regional Center

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Publishers' Expo on March 23 on the Rio Hondo College campus. This will be an exhibit of Web-supported material of nearly 20 textbook publishers and other content providers. More three hundred instructors from area colleges are expected to attend.

A fourth activity of the Los Angeles Regional Center is what we call the "Jump Start Team." This is a service we offer to colleges that are just getting started in online education. Center staff meets with development teams from local colleges, assesses institutional infrastructure, helps with strategic planning, and provides training.

The last major activity of the Center is to create Mentors who will help

instructors with the pedagogical issues involved in moving courses from the classroom to the Internet. Mentors are discipline-specific, with math/science, social science, and English being the first ones developed. More disciplines will be added next year.

The services the Los Angeles Regional Center offers will change as the area colleges expand their online programs. ■■

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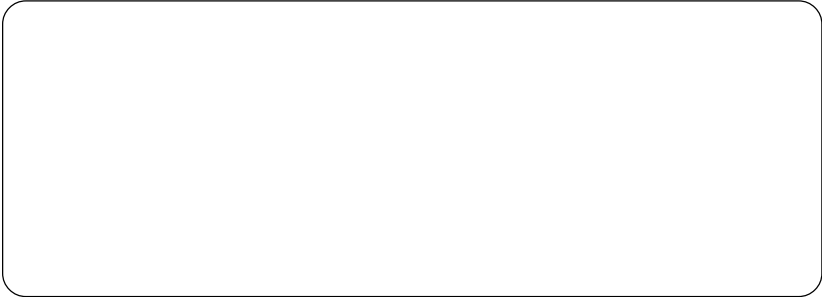
Distance Education

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among the state's wide spectrum of postsecondary institutions, using all available kinds of educational technology, appears to be critical in meeting Tidal Wave II needs. Thus the challenge is greatest for community colleges to utilize educational technology to expand both access and opportunity at a time when their mission is becoming more complex and their faculty and students more diverse. ■■

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