Online Curriculum and Instructional Resource Center

Susan Sargeant
Instruction Support
Santa Barbara City College

A Web-based center can successfully deliver curriculum and instructional resources to the California Community Colleges.

In 1998, Santa Barbara City College received a TMAPP (Telecommunications Model Applications Pilot Project) grant from the Chancellor's Office to design and develop an Online Curriculum and Instruction Resource Center.

The Center has become a central repository designed to store information that will be readily available to all colleges, including: (1) regulations, policies, and procedures; (2) inventories of programs and courses; (3) course of study outlines; (4) instructional strategies, model programs and best practices; (4) links to valuable resources associated with curriculum and instruction activities; (5) information on major instructional technology initiatives of the community colleges; and (6) summaries of Chancellor's Office funded projects and grants.

The current prototype offers direct deposit of materials, automated indexing, a single-screen search and retrieve process, tools for developing curricular processes, and an automated survey instrument. These functions have been tested, re-evaluated and enhanced, and are expected to be

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Palomar Completes CCCSAT Facility Remodeling

CCCSAT Staff
Palomar College

Two months ahead of schedule and under budget, Palomar College has completed the remodeling of its broadcast control facility that will be the heart of the new California Community College Satellite Network (CCCSAT).

The remodeling project involved creating two rooms, one that will house CCCSAT's state-of-the-art broadcast control center and an engineering room that will contain equipment related to the uplink facility.

The completion of the remodeling marks another milestone on the way to creating the statewide satellite network, which is expected to be operational by May 2000.

As a result of the recent work, several significant improvements were made to Palomar's facilities, which are also home to its Educational Television (ETV) department.

A broadcast control room was enlarged from five and a half feet by 15 feet to 14 feet by 20 feet, creating enough space to accommodate new equipment that will be installed in the next several months.

Prodding Online Learners to Succeed

How do you encourage online learners to finish their modules? Two words: peer pressure, says Denise Sheridan, based near Lincoln, CA, as a human-resources development director with American Express Corp.

"One of the best hooks I've seen for getting online learners to finish what they start is the peer pressure that is created in a collaborative online learning environment," says Sheridan.

Lotus LearningSpace, which she uses, is one Web-based learning software that lets learners develop "a sense of community," says Sheridan. "They are engaged," she adds, "and feel accountable to each other for participating in asynchronous class discussions and collaborative assignments."

Another approach: Make your computer-based training (CBT) gripping, and schedule a specific time, suggests Jeroen Buring.

CBT should be like a book too good to put down, says Buring, a trainer with CoCreate Software GmbH, a Hewlett-Packard Co. unit in Germany. Buring offers this:

- Treat computer-based training like a book "that you can never put away, but always have to leave on a 'bedside' stand due to time limitations during the day."
- Your 'book' requires an appealing story line with particularly interesting developments at the end of each module.
- Another tactic: Offer CBT within a given 30-minute timeframe each day. Learners must plan the time into their schedules. "It's like making a virtual appointment with someone," says Buring. The server starts sending at the appointed time. Microsoft and RealAudio have such technology, Buring says.

Providing Structure

Finally, make part of the program real-time, says Jennifer Hofmann. And, she says, it's the trainer's job to provide structure.

"We do not know instinctively how to learn without specific structure and human interaction," argues Hofmann, an instructional designer with InSync Training Synergy in Essex, Connecticut. Hofmann suggests:

- Provide a schedule, including completion objectives. For example, indicate that the learner should complete two modules a week for four weeks.
- Tell students up front that you may e-mail them every week to see if they have any problems. This in effect constitutes a schedule and deadlines, "in other words, motivation," says Hofmann.
- Supplement your self-paced program with synchronous modules, such as the telephone or chat. Tell students that they must log into this real-time classroom at a designated hour for 20 minutes a week for four weeks. Say you will quiz them on the materials scheduled for that week, and provide an opportunity to ask questions.

"This," concludes Hoffman, "adds some humanity, motivation, and structure to the learning environment." ©

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Critical Issues in Distance Learning To Be Examined

Susan Sargeant
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Santa Barbara City College was recently awarded a grant to conduct a study to examine the most critical issues being addressed by California community colleges in the development and implementation of distance learning courses and services. It will also investigate possible roles and responsibilities of the Chancellor's Office in providing statewide, regional, and local support for distance learning.

The final outcomes of the project will include an analysis of different models used by other states and regional distance learning consortia; a review of state and federal statutes and their impact on distance learning; identification of barriers affecting the quality of instruction and services provided to the learner; and policy options to be considered by the Chancellor's Office in supporting a regional or systemwide approach to the delivery of distance learning.

Research Design

The study will focus on general planning and coordination issues, instructional and student services policy, funding policy and approaches to evaluation. Some of the questions that will be addressed in the study are, as follows:

General Planning Issues
- Who has overall responsibility for the planning and coordination of a regional or statewide approach to distance learning?
- What should the governance structure look like in each approach?

Instructional and Student Services Policy
- How would a state or regional entity handle such issues as faculty selection and evaluation, program and course approval, and program review?
- What support services are best delivered at the local, regional and/or state level (e.g., virtual library, Transfer Centers, Financial Aid, transcripts, etc.)?
- What, if any, jurisdiction would individual colleges have with respect to students enrolling in distance learning courses outside their district?
- What college in a regional or state consortium is responsible for providing services to students eligible for special programs?
- What personnel policies should be in place for full-time and adjunct faculty teaching online courses as part of statewide or regional consortium (e.g., faculty teaching loads and responsibilities, 60% rule for adjunct instructors)?

Funding Policy
- How will funding to support a regional or statewide approach to distance learning be guaranteed initially and in the future?
  - Should students taking distance learning classes from multiple colleges be required to pay the additional fees assessed by each of the institutions (e.g., parking, transportation, health and student union fees)?
  - Should fees for nonresident (out-of-state) students be the same for distance learning as they are for traditional courses?
- What funding mechanism should be used to reimburse colleges for distance learning classes?

Evaluation
- What are the potential strengths and weaknesses of offering distance learning courses at the local, regional and state levels (e.g., cost effectiveness, quality of courses and programs, provision of services)?

Field Input

The project team will be contacting faculty, staff, administrators, students, associations, the California Virtual Campus (CVC) Regional Centers, among others for input into the investigation of critical issues and solutions to those barriers and problems identified. Local participation will be needed during the fall semester. Expect to hear from the project team soon! Ⓒ

Project Team:
Dr. Jack Friedlander
Dr. Susan Sargent
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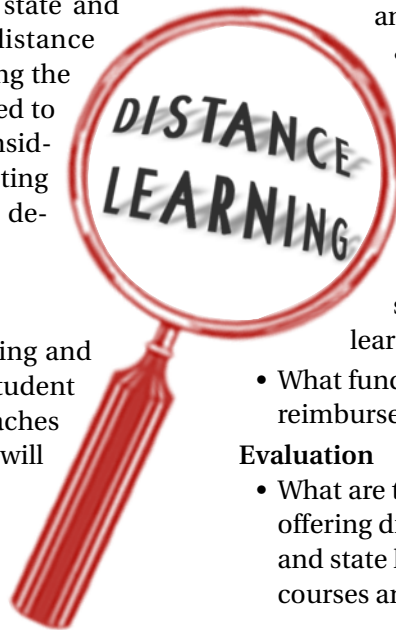
Telecommunications Model Applications Pilot Projects

College Telecommunications Planning and Staff Development Mini-Grants

Recipients: **Santa Clarita CCD, Napa Valley CCD, Yuba CCD, El Camino CCD, Chabot-Las Positas CCD, Ventura CCD, Fremont-Newark CCD, Palomar CCD**

Request for Application Specifications
   Application Identification Number: 98-0660
   Program Unit: Educational Services and Economic Development
   Funding Category: Administrative
   Funding Period: June 29, 1999 through June 30, 2000
   Maximum Funds Available: $350,000
   Number of Awards: 14 Mini-grants up $25,000 each

These funds are to be used by colleges to assist them in the development and implementation of local college telecommunications planning and/or faculty and staff developments. The funds are provided in the form of mini-grants ranging up to $25,000 per college. The grants are to be used to supplement existing funds for these purposes. Colleges applying for these planning mini-grants must identify additional funds being committed to the local planning effort.

Additionally, colleges whose planning efforts are complete may apply for these funds to support their faculty and staff development in the area of technology. This would be the second round of planning mini grants.   The first round funded 12 projects using 1996-97 funds.

The local college telecommunications plans mini-grants support all of the current California Community Colleges (CCC) technologies. These planning efforts provide an opportunity for the local colleges to review the current technical infrastructure and start to determining what are the next steps in applying them to delivery of instructions, administrative services and student services.

Curriculum Design for Technology Mediated Courses for Access by the Disabled

Recipient: **Foothill-De Anza CCD**

Request for Application Specifications
   Application Identification Number: 98-0661
   Program Unit: Educational Services and Economic Development
   Funding Category: Student Support Services
   Funding Period: June 29, 1999 through June 30, 2000
   Maximum Funds Available: $300,000
   Number of Awards: One

Video and web based education are changing the in structional landscape for thousands of California community college students, bringing access to instruction and services to those better or only capable of being served at a distance.

Under orders of the Office of Civil Rights, the California Community Colleges (CCCs) are required to assure that distance education is accessible to those with disabilities on an equitable basis. Moreover, as the CCC's are just now gearing up to provide a significant proportion of their services at a distance, and as those with disabilities are particularly likely to make use of them, it is all the more important that they be designed from the beginning to assure such access.

CONTA

For more information on TMAPP projects, contact the Chancellor's Office:

1999-2000

CEO Institute

Recipient: **Rio Hondo CCD**

Request for Application Specifications
Application Identification Number: 98-0662
Program Unit: Educational Services and Economic Development
Funding Category: Administrative
Funding Period: June 29, 1999 through June 30, 2000
Maximum Funds Available: $150,000
Number of Awards: One

This project would establish a two-day institute designed for CEOs in the California Community Colleges in the areas of telecommunications and technology.

The CEO is the key leader on a college campus and by virtue of their position, responsible for establishing the vision and tone for the deployment and infusion of the local telecommunication and technology infrastructure. They must work with practicing engineers, technicians, management information system officers, faculty, and vendors and their concepts, products, and services.

The Board of Governor's (BOG) has a desire to address the issue that the system should respond to the rapidly changing learning styles of students and the learning needs of a knowledge-based society. Higher education will continue to face challenges that are changing the traditional colleges campuses. Information technology is being viewed more and more as a strategy to their survival. Technology is important in today's educational environment and can provide a way for the system to address the demands of "more with less". However, technology should not drive the strategic direction of the system.

Electronic Data Exchange

Recipient: **Yuba/Contra Costa CCD**

Request for Application Specifications
Application Identification Number: 98-0663
Program Unit: Educational Services and Economic Development
Funding Category: Student Support Services
Funding Period: June 29, 1999 through June 30, 2000
Maximum Funds Available: $200,000
Number of Awards: One

This project would review the lessons learned and best practices of the five pilot projects funded by RFA #96-0481, and the one pilot project funded by RFA #97-0011 (Assessment of Student Friendly Services Project), and any other effort by other campuses and state systems in these areas (see *http://standardscouncil.org/webact.htm*)

This project will foster the coordination of statewide course coding conventions. It will establish the standards to be used in electronic transcript exchange and an electronic standard student admission application including the BOG waiver and residency forms. It will also incorporate standard coding for Intersegmental General Education Transfer curriculum, Course Articulation Number system designation, California State University Baccalaureate Level Course List designation, and the University of California Transfer Course Agreements.

It will analyze the state of the CCC system and individual institutions regarding their readiness for a standardization of transcript format admissions application and electronic exchange and other related forms.

Additionally, this project will coordinate with the RFA addressing digital signatures (RFA# 98-0664) to ensure that both project recommendations and technologies will be in sync and interoperate seamlessly.

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Online Curriculum Center

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prepared for full implementation by the end of the fall 1999 semester.

The Center will offer immediate, real-time information in one easily accessible location, centralizing materials and resources for both state and local use.

Some examples of potential uses of the Center are:

• An administrator interested in developing a new program will be able to search the database to locate all the colleges that have a similar program. He/she will be able to access the program application, review the sequence of courses, and contact the persons who were actively involved in the development and/or instruction of the courses.

• Faculty interested in developing or revising a course will have access to other colleges' course of study outlines related to the same or a similar course. They can select the number of outlines to view and will have easy access to the instructors involved in these courses.

The Center will also allow them to download a new course or course modification form. These forms will link to additional resources if clarification is needed in a specific area. For example, click on any term and an explanation will follow. Once the form is completed, it can be delivered electronically to individuals, selected through a pull down menu. The electronic submission will report the deadline for review, where the form should go next and send it on its way.

• Statewide advisory committee or task force members dealing with critical issues will be able to contact their colleagues by using the survey instrument in the Center. Within a 20-30 minute timeframe, they can develop a multiple choice or open-ended survey to be sent out to the field. When a response is sent in, the survey wizard will automatically tabulate the response and post it.

Respondents will be able to view their responses and the accumulated results of the survey. Charts and graphs will be prepared automatically for the initiator.

• Grant applications will be easily accessible online and accompanied by the appropriate forms. Within the Center, grant writers will be able to review the outcomes of previous grants in order to build upon the best practices and experiences of other colleges. Grant proposals can be submitted electronically with the use of electronic signatures.

The Chancellor's Office is currently developing a long-term plan for continuation and support of the Center. Many thanks to the Chancellor's Office staff and the alpha and beta colleges'administration, faculty and staff for their participation in the development and evaluation of this site. ©

> *" The Center will offer immediate, real-time information in one easily accessible location, centralizing materials and resources for both state and local use. "*

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Web site
http://www.governet.net/ccwebcc

CCCSAT Remodeling

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"The old room was like working in a hallway," said Connie Rodriguez, on-site engineer for CCCSAT. "This new room gives the equipment plenty of space and the right atmosphere for the people that work there."

The existing engineering room was reconfigured and will be used to house the uplink equipment as well as controllers, power supplies, router, and other associated equipment for the uplink and broadcast control room.

Work on the project began on July 16 and was essentially complete by the end of September, Rodriguez said. The project was originally expected to be completed in mid-December.

"The project was budgeted for $20,000 and we'll spend less than $10,000 for all of this," Rodriguez said. "The savings will give us more money for other equipment that we need."

The remodel was made possible by Palomar College's facilities staff, which is run by Mike Ellis.

"We called him about this on a Wednesday and he had a crew in here working by Friday," Rodriguez said. "We were really amazed."

Ellis' dedicated assistance made it possible to bypass the lengthy request-for-proposal process and lower the labor cost since the work was done in-house," said Rodriguez.

The completion of the remodeling sets the stage for the next phase of the CCCSAT program, which will involve procuring the actual uplink equipment and associated gear.

In May, Palomar College was awarded an $8.5 million state grant to establish the CCCSAT Network, which will link video distance learning programs at all 106 community college campuses.

Palomar has been pioneering distance learning since 1975 with its ETV department, providing classes delivered via cable-access television and home videos that students can check out.

Thanks in part to the remodeling work that was completed in September, Palomar is now one step closer to operating a 24-hour, automated programming facility for the state's Community College system. ©

Connie Rodriguez, CCCSAT Site Engineer, works on equipment in the new satellite broadcast facility at Palomar College.

RESOURCE

ELECTRONIC COLLABORATION:
A Practical Guide for Educators

"ELECTRONIC COLLABORATION: A Practical Guide for Educators" features an 11-step process for making online collaborative projects successful, including:

- **explanations of various types of online collaboration**
- **resources for creating collaborative environments**
- **tips for moderating online collaborations**

www.lab.brown.edu/public/ocsc/collaboration.guide

The guide was produced by the Northeast & Islands Regional Educational Laboratory at Brown University, the National School Network, and the Teacher Enhancement Electronic Community Hall
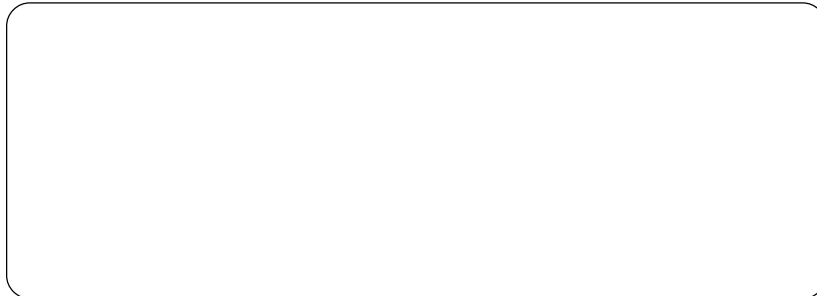
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