



Cypress College Distance Education Plan

2008 – 2011

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About the Distance Education Plan

Introduction

Cypress College offered its first course via the Internet during the Fall 1999 semester. By Fall 2008 nearly 150 online and over 15 hybrid courses were offered. The tremendous growth of the Distance Education (DE) Program is a direct result of the determination and dedication of the students, faculty, staff, and administration of the College.

The Cypress College Strategic Plan 2008-2011, approved on October 23, 2008, set a goal for the development of a comprehensive Distance Education Plan that addresses standards for student and instructor proficiency, and identifies strategies to improve student success, retention and persistence. (Cypress College, 2008).

Cypress College Distance Education embraces the vision, mission, and values of both the North Orange County Community College District¹ and Cypress College². The Distance Education Plan incorporates the guiding principles of these two institutions.

Purpose of the Distance Education Plan

The objective of this plan is to document the past, describe the present, and define future goals of the Distance Education Program at Cypress College. This is the first strategic plan developed by the Program since online courses began being offered at the College.

Development of the 2008-2011 Distance Education Plan

Project Timeline & Milestones

	2008												2009											
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Planning							X	X	X															
Development								X	X	X	X													
Writing										X	X													
Review												X	X											
Revision												X	X	X										
Submission														X										

Planning Stage

The Distance Education staff prepared for the development of the plan from July through September 2008 by:

- Reviewing the new *2008 Omnibus Version of Distance Education Guidelines* (Chancellor’s Office California Community Colleges Academic Affairs Division Instructional Programs and Services, 2008).
- Reviewing *the Distance Learning Manual* (Accrediting Commission for Community and Junior Colleges Western Association of Schools and Colleges, 2008).
- Sending requests for collaboration to other California community colleges distance education programs.
- Reviewing a strategic plan template prepared and shared by Patricia James, Dean of Academic Success and Technology, Mt. San Jacinto College.
- Planning the strategic plan writing process to include collaboration from all campus constituents.

Development Stage

The entire Cypress College community was invited to participate in the development of this plan. Four meetings for the development of the DE Plan structure and content were held. Conversations included analysis of strengths and weaknesses of distance education generally, and at Cypress College specifically. Individual team members completed “homework” between meetings, which included results of their research on specific sections of the plan, and written responses to, or summaries of, that research.

¹ See Appendix A

² See Appendix B

Plan Team Meetings

1. **September 24, 2008:** During the initial meeting, an overview of the new state guidelines, the ACCJC *Distance Learning Manual*, and the plan development process was presented. Dates for three future meetings were determined. The group agreed that the next meeting's agenda would include a discussion of our motivation for offering Distance Education courses.
2. **October 8, 2008:** Following extensive discussion and participant input, the second meeting produced a comprehensive list of motivating factors for offering Distance Education classes, a rough draft of the Table of Contents, and a commitment by members to work on a section or sections of the plan based on their interest and expertise, by gathering and recording information relevant to those sections.
3. **October 22, 2008:** At the third meeting, members gave brief presentations on their chosen sections of the plan. The group provided additional ideas regarding the sections discussed. Notes gathered from the discussion were recorded in individual worksheet files available on the shared campus network drive at J:\Distance Education\Distance Education Plan Development\Worksheets. The Distance Education staff compiled notes and worksheet information to serve as the foundation for the first sections draft of the strategic plan.
4. **November 12, 2008:** At this working meeting, the team members expanded the section drafts.

Additional Meetings

To solicit additional information, the Distance Education staff attended and/or presented and discussed information regarding the DE Plan at the following meetings:

- Cypress College Academic Senate (Meeting postponed by Academic Senate until January 2009.)
- Cypress College Curriculum Committee
- Cypress College Fall 2008 Leadership Team
- Fullerton College "Town Hall Meeting about Distance Education"

Writing Stage

The Distance Education Coordinator and the Cypress College Instructional Designer prepared the first draft by compiling and editing draft sections created by the team members, meeting notes, and additional information from the district and college strategic plans. This first comprehensive draft was submitted to the Distance Education Dean for review.

Review Stage

The first draft of the DE Plan was submitted to the team and emailed to all members of the campus community during the first week of the Spring 2009 semester. Additionally, the DE Plan was sent to the two faculty unions and District Information Services. Recipients were asked to submit comments and feedback via a simple web based form.³

To answer questions and collect verbal feedback, the Distance Education Coordinator and other DE team members attended meetings of the following groups:

- Academic Divisions (Those who scheduled further discussion.)
- Academic Senate
- Budget and Planning
- Campus Technology Committee
- Curriculum Committee
- Deans and Directors Team
- Distance Education Advisory Group
- Leadership Team
- United Faculty

Final Revision & Approval Stage

The Distance Education Dean, the Distance Education Coordinator and the Cypress College Instructional Designer prepared the final draft of the Plan based on the feedback collected during the review process. The final draft was submitted for approval to Curriculum Committee, Academic Senate, Leadership Team, and President's Advisory

³ See Appendix C

Cabinet in April 2009 and made available to the entire Cypress College community on the shared campus network drive at J:\Distance Education\Distance Education Strategic Plan.

Motivation for Distance Education

The History of Distance Education at Cypress College Has Been Faculty Driven

The First Course

The first class offered over the Internet at Cypress College was GEOG 140, Weather and Climate, in Fall 1999. It was taught by Professor Nicholas Polizzi. It arose out of extensive research on his part including information gathered at conference sponsored by the American Meteorological Society (AMS) and the National Science Foundation (NSF). Professor Polizzi continues to teach this class.

Creation of the DE Program

During that Fall 1999 semester, Professor Betty Disney took a sabbatical leave to create the parameters for the then fledgling online program. The following Spring 2000 semester, Professor Disney taught Art 110, Introduction to Art, online using the Blackboard™ Course Management System and was given 40% release time, funded through Telecommunication Technology Infrastructure Program (TTIP), to become the Distance Education Coordinator in Fall 2000. During the 2001 Summer session Soni Schneider began working as an Administrative Assistant for the DE Program on a 30% contract.

As the Program grew, in Fall 2002, Kaleta Brown, Dean of Fine Arts, was assigned the administrative responsibility for the program. Thus, in addition to her academic dean duties, she became the first Online Education Dean.

Growth of the DE Program

As suggested above, Distance Education at Cypress College started with the dedicated faculty of the institution. It continues to evolve, in substantial part, due to the faculty's continued willingness to use new instructional technology, to face the challenges of teaching at a distance, and to meet the needs of distance education students.

Table 1: Growth of DE Instructors, Full Time Equivalent Students (FTES) & Course Sections, 2001 – 2008

Academic Year	Unduplicated Number of Instructors	DE Course Sections	DE FTES	Increase DE FTES Over Prior Year	Total College FTES	DE FTES As Percentage of Total College FTES
2001-2002	11	37	15.17	N/A	10,745.07	0.14%
2002-2003	15	59	38.06	150.90%	10,673.71	0.36%
2003-2004	23	77	171.99	351.90%	10,800.48	1.59%
2004-2005	40	144	478.82	178.40%	10,995.83	4.35%
2005-2006	61	222	509.94	6.50%	10,444.09	4.88%
2006-2007	79	281	591.26	15.90%	10,446.76	5.66%
2007-2008	86	382	935.71	58.30%	11,280.76	8.29%

(State of California. California Community Colleges, Chancellor's Office, 2008)

With the growth of the program, the coordinator's responsibilities increased proportionately. In the Fall of 2007 the position was supported by 100% release time. The current Administrative Assistant position is allocated a 50% contract.

From Fall 2003 to Spring 2008, Professor Jessica Puma worked as an Instructional Designer for the Title V grant programs at the College. In 2008, the position was institutionalized and Professor Puma continued in that capacity. The instructional designer provides support to the entire College community, and is an integral part of the Distance Education Program assisting faculty with course development, online, hybrid, and web enhanced training and technical support, including accessible content production and emerging trends.

The current Distance Education staff includes a dean, a coordinator, an administrative assistant, and an instructional designer.

History of the Course Management System (CMS)

From the onset of the program Cypress College Distance Education has adopted the Blackboard™ course management system to deliver online and hybrid courses. Some instructors use course sites and management systems provided by publishers or other associations, either as the primary course site used by students or for supplementary course work.

In addition to system administration and technical support, there are two software costs associated with any course management system: program license fees and site hosting expenses. Cypress College has always chosen off-site hosting, which for Cypress College is a more economical alternative to self-hosting. Self-hosting involves additional Academic Computing & Media Services staffing, and a substantial ongoing investment in hardware.

From 1999 to 2008 the CMS cost has increased significantly.

- **Spring 2000 to Spring 2001:** Blackboard™ provided course sites for instructors for free.
- **Summer 2001 to Spring 2006:** The California Virtual Campus (CVC) received a five-year grant and provided a Blackboard™ site for state community colleges for \$2,500 per year. Cypress College contracted with the CVC during this time period.
- **Fall 2006 to Spring 2007:** The College contracted with Blackboard, Inc. for the “basic” program and its own branded site with 3,000 maximum users residing at cypresscollege.blackboard.com. The cost was just under \$45,000. The Distance Education Coordinator became the Blackboard™ “system administrator” for the site with the Title V Instructional Designer serving as the back-up administrator.
- **Fall 2007 to present:** The College contracted with Blackboard, Inc. for the Blackboard “Enterprise”™ program, which is a site for up to 8,000 users. The increased user limit allowed the DE program to offer Blackboard™ as a platform for web enhanced courses, in addition to online and hybrid courses. The College also contracted for the installation and maintenance of the Snapshot™ program. Snapshot™, which updates instructor and student enrollment three times a day, provides data integration between Banner™ and Blackboard™. The first year cost was approximately \$165,000. A two year contract, for \$135,000 annually, was signed for the subsequent two academic years (2008 – 2010).

Motivation for Distance Education at Cypress College

Information for this section was generated by DE Plan team meetings with references from the Cypress College Educational Master Plan and *Thirty-two trends affecting distance education* (Cypress College, 2006; Howell, Williams, & Lindsay, 2003).

Academic Trends

Instructional technology and its associated teaching and learning techniques have influenced community college curriculum. College students now *expect* communication, learning activities, and course materials to be delivered through the Internet.

Academic trends influencing the growth of distance education include:

- Development of telecommunication technology enabling the delivery of synchronous and asynchronous course delivery
- Proliferation of Internet-based information
- Adoption of more learner-centered, non-linear instruction
- Increased availability of publisher created learning resources
- Less distinction between traditional and distance education as instructional technology is adopted throughout the breadth of the college curriculum

Institutional & Administrative Motivation

The institutional and administrative motivators for offering Distance Education classes include:

- Availability of an alternative delivery method for those who cannot come to campus
- Recruitment of place-bound students, including international students, retired students abroad or roaming, and military students

- Enrollment of Distance Education students in additional in-person classes at the college
- Use of the successes of the DE program for marketing campaigns
- Competition with other educational institutions
- Efficient physical space utilization

Program Level Motivation

Cypress College academic programs have implemented distance education for a variety of reasons. They include:

- Student demand for distance education options
- Program survival in periods of low enrollment
- Recruitment of Distance Education students to the in-person program
- Competition with programs offered by other institutions
- Efficient physical space utilization when distance education is the only way to grow a program

Student Motivation

Students' rationale for taking Distance Education classes include, but are not limited to, the following considerations:

- Reliance on technology for daily life and a perspective that creates an expectation of technology use for academics, including wireless devices and real-time (synchronous) connectivity
- Need for flexible academic schedule to facilitate meeting work and family responsibilities
- Access to courses from "anywhere" thus providing individuals with more educational opportunities
- Reduction of commuting time, transportation expenses, and carbon emissions
- Improvement of technical skills due to practice and the introduction of new programs
- Availability of a comfortable, more personalized learning environment, in that it is often "easier to be noticed" online
- Easy access to documents when the files are posted on the Internet
- Opportunity for disabled students and working couples and single parents to continue their education
- Internet based research
- "Anonymity which provides a more positive learning environment for shy or quiet students (Mayes, 2004)."

Faculty Motivation

Faculty members decide to teach Distance Education courses for many reasons, including:

- Flexibility in work hours
- Reduction in commuting time and transportation costs
- Opportunity for professional development in technical and pedagogical skills
- Opportunity to contribute to program development
- Ability to provide alternative instructional delivery when there is limited in-person space availability
- Enhancement of face to face instructional methods, such as transferring curriculum development and teaching techniques from online to the traditional classroom

Context within North Orange County Community College District (NOCCCD)

The NOCCCD Information Services supports Distance Education at Cypress College with automatic course management system enrollments (Snapshot), consultation services, and by leading a District Distance Education Task Force.

District Distance Learning Task Force

Distance Learning Task Force was formed to encourage communication among the Cypress College, Fullerton College, and the School of Continuing Education communities. The major goal of the group is to minimize costs and reduce duplicated efforts. The group meets on an as needed basis.

Fullerton College

Because the distance education programs at Cypress College and Fullerton College evolved independently of one another, they have different histories, approaches, and levels of support. Cypress College and Fullerton College have never shared technical support for Distance Education and have embraced the benefits of autonomy.

Early in the history of distance education at Cypress College, instructor training was valued and incorporated into the program teaching requirements. This continues to be an essential element of program. Additionally, the existence of this training has been an important determinant in the curriculum approval process for distance education courses at Cypress College.

Cypress College has always provided the Blackboard™ system for distance education courses. Fullerton College has used a variety of course management systems including WebCT by Blackboard, Inc. With a large academic computing staff, Fullerton College has been able to host its campus CMS. With a smaller academic computing staff, the Cypress College CMS has always been hosted off-site.

Distance Education Definitions

Definition of Distance Learning

Chancellor's Office, California Community Colleges

The State Chancellor's office defines distance education in the Distance Education Guidelines.

“Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. All distance education is subject to the general requirements of this chapter as well as the specific requirements of this article. In addition, instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. §12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended, (29 U.S.C. §794d).” (Chancellor's Office California Community Colleges Academic Affairs Division Instructional Programs and Services, 2008)

It is important to note that section 55206 of the Guidelines also include specific curriculum procedures for hybrid as well as online classes in:

“If **any portion** of the instruction in a proposed or existing course or course section is designed to be provided through distance education in lieu of face-to-face interaction between instructor and student, the course shall be **separately reviewed and approved** according to the district's adopted course approval procedures. NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.” [emphasis added] (p. 7)

Accrediting Commission

The Accrediting Commission for Community and Junior Colleges (ACCJC) defines distance learning for accreditation purposes. ACCJC is one of three commissions under the corporate entity known as the Western Association of Schools and Colleges (WASC).

“Distance learning is defined, for the purposes of accreditation review, as a formal interaction designed for learning in which the interaction principally occurs when the student is separated by location from the instructor, resources used to support learning, or other students. Distance learning may employ correspondence study, audio, video, or computer technologies. Educational interactions delivered through these means may occur on campus as well as off campus. These interactions may be synchronous or asynchronous.” (Accrediting Commission for Community and Junior Colleges Western Association of Schools and Colleges, 2008)

Application of State Definition of Distance Education at Cypress College

Cypress College distance education is defined as instruction where students and faculty are separated by distance and interact using a variety of technologies. There are four types of courses supported by the Distance Education Program.

Online Course

- **Cypress College Definition:** An online course at Cypress College is a class offered entirely online or a class that meets both online and in person for orientation and/or exams, but not for in-person instruction.
- **Definition for students in Schedule of Classes:** Online courses are taught using the computer and your Internet connection. Some are taught entirely online and some have a few in-person meetings for

orientations and/or tests, but not for in-person instruction. You will need access to a computer and the Internet in order to take these classes.

Hybrid Course

- **Cypress College Definition:** A hybrid course at Cypress College is a class that offers instruction both online and on-campus. Required in-person class meetings are included in the schedule of classes following a predictable pattern (on the same day(s) of the week and at the same time).
- **Definition for students in Schedule of Classes:** Hybrid courses are taught both in person and online. While a class may not meet every week, for those meetings that are scheduled they will occur on the same day and at the same time of the week. You will need access to a computer and the Internet in order to take these classes.

Web Enhanced Course

- **Cypress College Definition:** Web enhanced courses at Cypress College are in-person classes that offer students access to class materials and resources online. Web enhanced courses may offer supplemental activities, home work activities, and facilitate electronic submission of coursework and communication. Web enhanced courses may not use Internet-based resources or activities to replace required on-campus instruction or in-seat contact hours.
- **Current Practice:** Web enhanced courses at Cypress College are in-person courses that use the web to deliver materials, not to replace required in-person instruction or in-seat contact hours. Trained instructors may use Blackboard™ course sites. The District portal, MyGateway™, also provides password protected access to course files for all District faculty.

Other Delivery Modes: Broadcast Distance Education

The Educational Interpreting Training Program (EITP) began offering courses in Fall 2006 that include regular live teleconferences. The EITP broadcast originates from Cypress College with participation of in-person students and students at various alternative locations throughout the state. Off-site students view the broadcast and interact with the instructor and the students from Cypress College, as well as those at each remote location. EITP offers training that meets the needs of sign language interpreters in K-12 settings and complies with state certification requirements.

The Educational Interpreting Training program has always operated independently of the Distance Education Program and therefore has established its own policies and procedures. Documentation of guidelines pertaining to broadcast distance education is a part of the DE Plan Goals and Objectives (see Goals & Objectives section).

Distance Education Program Mission, Goals, & Objectives

Distance Education Role & Mission

The Cypress College Distance Education Program is committed to working with Curriculum Committee, Academic Senate, the Program Review Committee, Academic Computing, Administration, and others to promote student learning and success at a distance, and to serve the distance education needs of our diverse student body by providing high-quality rigorous coursework, student services, and academic support through a variety of delivery methods.

Distance Education Goals & Objectives

Distance Education goals and objectives direct the program's development and improvement process. Program goals identify elements characteristic of high quality distance learning and form the basis of Cypress College program review. Assessment of DE goals-based objectives takes place during the Program Review process.

As previously stated (See *Review Stage* on p. 5 of this Plan.), the Distance Education Program works with all stakeholders, including Curriculum Committee, Academic Senate, the Program Review Committee, Academic Computing, Administration, and others, in planning and goal implementation as needed or appropriate.

Program objectives listed below are based on the DE Plan's identification of areas needing improvement or change.

Goal 1: Program Quality

Maintain a quality program able to attract faculty to teach and students to learn at a distance through continual evaluation and program improvement.

Supports Strategic Direction One Instruction: Designing, enhancing, and delivering comprehensive instruction to promote academic excellence and student learning.

Objectives

1. Create a plan to market Cypress College Distance Education with the aim to increase student enrollment and explore potential funding sources.
2. Update the definitions of the types of courses supported by the Distance Education Program in accordance with state guidelines.
3. Add a section about Distance Education to the College Catalog describing the program and its offerings.
4. Investigate ways to improve participation in the Distance Education Advisory Group by recruiting full-time faculty, adjunct faculty, and administrators from all divisions. When appropriate, work with Academic Senate to ensure participatory governance by modifying or replacing the advisory group model currently in use.
5. Identify dedicated Distance Education office space.
6. Create DE Faculty handbook with administrative procedures information.

Goal 2: Legal Compliance

Continually monitor and revise program requirements to meet state and federal laws and guidelines that apply to distance education in California higher education.

Supports Strategic Direction One Instruction: Designing, enhancing, and delivering comprehensive instruction to promote academic excellence and student learning.

Objectives

1. Work with campus-wide groups including Disabled Students Programs, Services (DSPS), Academic Computing, and Staff Development on an accessibility review process.
2. Revise the online teacher training course to incorporate and address State DE Guidelines.
3. Revise the Cypress College definition of online, hybrid, and broadcast distance education classes in accordance with new state definitions.
4. Document guidelines pertaining to broadcast distance education.

Goal 3: Academic Quality

Provide quality coursework through continual evaluation and improvement of courses and programs; identify and implement strategies to improve student success and retention in Distance Education.

Supports Strategic Direction One Instruction: Designing, enhancing, and delivering comprehensive instruction to promote academic excellence and student learning.

Objectives

1. Work with Academic Senate, the Curriculum Committee, and the college leadership to define distance education academic quality at the course level by creating a rubric for a web-based distance learning course, including a category for the determination of the appropriateness of offering a course through distance education.
2. Work with Academic Computing to create an online readiness assessment for students interested in distance education.
3. Create online student orientation for distance education with information about successful DE student characteristics, skill levels, and responsibilities, and frequently asked questions.
4. Develop a training seminar for Distance Education course evaluators.

Goal 4: Student & Faculty Academic Support & Services

Provide the support and services necessary to faculty and students for successful distance learning. This goal includes objectives that ensure student access to existing college services as well as services designed to meet the special needs of distance education students. This goal further includes objectives that support the professional

development of faculty through the online training program and ongoing training in distance education instructional technology and pedagogy.

Supports Strategic Direction Two Student and Academic Support Services: Developing and providing comprehensive student and academic support services to foster a positive and effective learning environment.

Objectives

1. Create a CMS informational area with links to student services, academic services, and policy references needed by DE students.
2. Create a new version of the Online Teacher Training course to include new state guidelines and updates in technology and pedagogy.
3. Develop faculty workshops focused on current and evolving distance learning technologies.
4. Develop training updates to maintain the Distance Education faculty status, so that all DE faculty members are current on evolving technologies and instructional strategies.
5. Investigate funding opportunities for 24/7 or expanded technical support for DE students and faculty.
6. Adopt and advertise a dedicated email address for Distance Education information and support services.

Goal 5: Learning Technology

Implement the timely adoption of cost effective and accessible technology necessary for the development and delivery of quality distance education.

Supports Strategic Direction Three Campus Support and Infrastructure: Ensuring that campus support services and resources are provided in an effective and efficient manner.

Objectives

1. Participate in district-wide effort to adopt a common CMS.
2. Participate in district-wide effort to create single CMS sign-on through MyGateway.
3. Adopt software and create faculty training for evolving technologies, such as the creation of desktop video.

Distance Education and Academic Senate

The Education Code recognizes the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards (California Code of Regulations Title 5, Education Division 6, California Community Colleges Chapter 4, Employees Subchapter 2, Certificated Positions Article 2, Academic Senates § 53200, Definitions, 5 CA ADC § 53200, 2009). California Code of Regulations Title 5 further defines these areas to include "...curriculum, ... standards or policies regarding student preparation and success, ... policies for faculty professional development activities, ... (and) processes for program review." This Distance Education Plan recognizes the role of the Academic Senate in these areas, and the DE Program will work with the Academic Senate to ensure that goals, objectives, and final outcomes in these matters receive the Senate's approval.

Institutional Effectiveness, Program Outcomes, & Student Learning Outcomes (SLOs)

Program Review

Measuring the effectiveness of an institution's delivery methods and evaluating student learning is essential to student success. Understanding what is working and why it is working is just as important as understanding what is not working and why it is not working. This can be accomplished through the Cypress College Program Review process. As of Fall 2008, the Distance Education Program had not yet entered the program review process. It has been proposed that the DE program enter the review cycle with other special programs in Spring 2009. (Institutional Planning and Research, 2008).

Potential quantitative and qualitative program review measures include the following; actual measures will be determined in consultation with the Institutional Research and Planning Office.

- Benchmarks
- Cumulative units

- Distance Education Program staff satisfaction
- Enrollments
- Faculty satisfaction
- Full Time Equivalent Students
- Retention rates
- Student satisfaction
- Success rates

Program Level Student Learning Outcomes

The Distance Education program level student learning outcomes address student technical competency, academic support awareness, and completion of coursework through a variety of instructional strategies:

1. Distance Education students will use the basic features of the Cypress College CMS at a proficiency level sufficient to access course materials and complete course assignments and assessments.
2. Distance Education students will be aware of student academic and support services as a result of direct access to links to those services available on Cypress College CMS course sites or the Distance Education web site.
3. Distance Education students, who successfully complete a distance education course, will have completed assignments and assessments using a variety of instructional strategies appropriate to effective distance education.

Course Level Student Learning Outcomes

Cypress College instructional programs incorporate student learning outcomes into each course during the curriculum approval process. All course outlines used in the Distance Education Program must be approved by the Cypress College Curriculum Committee. Distance Education course SLO assessment occurs as part of a Cypress College department's established course level SLO assessment process.

Commitment To Support of Distance Education

The Distance Education Program requires technical stability, personnel, and assurance of yearly funding to remain effective. Distance learning delivery infrastructure stability is minimally contingent upon appropriate funding allocation, assignment of sufficient personnel to manage the program and the technological infrastructure, stable course management system access and server storage space, and continual on-call monitoring of all technical systems related to online program delivery.

Independent budget unit designation is necessary for the Distance Education Program in order to guarantee program quality in the face of growing costs. Independent budget unit designation will afford the program permanent funding, as opposed to one-time funding upon which the program currently relies.

NOCCCD District Information Services Support

District Information Services has provided the following support to Cypress College Distance Education:

- **Technical Staff Support:** a dedicated staff member to do data extraction for automatic enrollment of faculty and students in course management system and Banner™ integration (known as Snapshot™).
- **Advisory Support:** meetings and consultations held with the District Information Services Director regarding contractual agreements for off-site services.
- **Information Technology Research:** access to Gartner, Inc. and Educause™ subscription-based information.
- **District Distance Education Listserv:** hosting of a listserv dedicated to distance education.

Snapshot

Snapshot is a process that extracts data from the District Banner system to enable the automatic enrollment of faculty and students in Blackboard™. During the Summer of 2007, the College contracted with Blackboard, Inc., the course management system provider, to install Snapshot. A member of the district Information Services staff is responsible for maintaining, revising, and updating the district's production program (PROD), which creates "flat" files from Banner. Those files are posted on a District FTP server and read by the Snapshot program several times daily.

Consultation

The District Information Services also provides consultation services in the broad-based arena of technology, including:

- Hosting Moodle, an open source course management system, to serve as a test platform for its possible adoption as a district-wide course management system. No faculty member from Cypress is currently using Moodle. Prior to 2008, District Information Services also secured (TTIP) funding for Moodle pilot projects.
- Assisting Distance Education Program staff in evaluating potential products and software programs for functionality and cost.
- Acting as a liaison and problem solver with vendors when technical systems underperform or do not work.

Overview of Cypress College Support for Distance Education

Cypress College has provided the following support to Cypress College Distance Education:

- **Administrative Support:** assignment of a Distance Education Dean.
- **Program Budget:** funding through yearly one time funding.
- **Program Staffing:** funding for a full time Distance Education Coordinator and a part time (50% contract) Administrative Assistant.
- **Staff Development Staffing:** job duties of Instructional Designer that include part time (varies as needed) support for Distance Education.
- **Delivery Infrastructure Support:** funding for course management system and Banner™ Integration.
- **Student Orientation for Distance Learning:** past funding for a monitored orientation non credit course (this funding is currently not available).
- **College Services:** bookstore, counseling, enrollment services, library, and production center and tutoring services.

Distance Education Guidelines

This section describes the Federal, California State, NOCCCD policies, and Cypress College guidelines that pertain to the Distance Education Program. The following course guidelines ensure that the qualities of academic rigor that apply to traditional in-person courses also apply to distance education courses.

Accessibility

California community colleges are required by state and federal law to ensure that distance education course management systems, course sites, and course materials are accessible to all users. Cypress College also has a moral commitment to provide access to all instructional and support materials to all users, including users with disabilities.

Therefore, all Cypress College Distance Education delivery systems and content must be accessible to all users in accordance with the California Community Colleges System Office *Distance Education Guidelines* (Chancellor's Office, 2008) accessibility guidelines and specifically in keeping with the Chancellor's Office California Community Colleges Distance Education *Access Guidelines for Students with Disabilities* (Chancellor's Office California Community Colleges Academic Affairs Division Instructional Programs and Services, 1999).

A distance education statement appears in each course syllabus, which informs students with disabilities of available DSPS and instructor support; for example: "Students who anticipate a need for formal, disability-related accommodations to be successful in this distance education course should contact the instructor to discuss ways to ensure full participation in the course and to plan how best to coordinate any necessary accommodations. Students should also request that a DSPS counselor contact the instructor with verification of their eligibility for reasonable accommodations."

Copyright

Copyright is a form of intellectual property protection that gives a copyright holder legal rights over the use, sale, reproduction, distribution, display, or creation of derivatives of a given original work. Copyright infringement refers to violation of these rights. Distance Education faculty, staff, and students must abide by United States copyright law and protect against copyright infringement.

In accordance with district policy, Administrative Procedure 3750 (AP 3750) Use of Copyrighted Material, NOCCCD employees and students shall not reproduce copyrighted materials without prior permission of the copyright owner, except as allowed by the “fair use” doctrine. (NOCCCD Board Policies and Administrative Procedures, Web version Fall 2008).

A distance education copyright notice appears in each course syllabus, which states: “Any copyrighted materials used in this class are used for distance education purposes only and in compliance with United States copyright law. Use of these materials is limited to students enrolled in the course, for the duration of the course. Students must refrain from saving, changing, or distributing any such copyrighted materials.”

Course Guidelines

All Distance Education Program courses must be approved by the Cypress College Curriculum committee and include required distance education information and effective contact strategies among other required information.

Course Approval & Curriculum

Course approval and curriculum is the responsibility of the Cypress College Curriculum Committee. Distance Education courses are specifically reviewed and approved for distance education delivery by the Curriculum Committee.

The *Distance Education Guidelines* state that “If any portion of the instruction in a proposed or existing course or course section is designed to be provided through distance education in lieu of on-campus interaction between instructor and student, the course shall be separately reviewed and approved according to the district’s adopted course approval procedures.” (Section 55206, p. 7.)

And, according to NOCCCD Administrative Procedures 4105 articles 1.1 and 1.2, Distance Education courses shall be reviewed and approved following the same curriculum approval procedures as all other courses. (NOCCCD Board Policies and Administrative Procedures, Web version Fall 2008).

Effective Contact

The qualities of regular and effective contact that are expected in in-person courses should also exist in a distance education course. Regular and effective contact between students and faculty and among students is required. Distance education effective contact practices are documented for each course as part of the curriculum approval process.

Section 55204 of the *Distance Education Guidelines* states that, “Any portion of a course conducted through distance education includes regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities.” (p.6)

Regarding instructor and student contact, NOCCCD Administrative Procedures 4105 article 2.1.3 states that, “Each section of the course that is delivered through distance education will include regular effective contact between instructor and students.” (NOCCCD Board Policies and Administrative Procedures, Web version Fall 2008).

Course Quality Evaluation & Assessment

The same standards of quality, currency, and assessment of student learning outcomes that apply to traditional in-person courses also apply to distance education courses.

The *Distance Education Guidelines* for Course Quality Standards state that, “The same standards of course quality shall be applied to any portion of a course conducted through distance education as are applied to traditional classroom courses,... in regard to any local course quality determination or review process. Determinations and judgments about the quality of distance education under the course quality standards shall be made with the full involvement of faculty...” (Section 55202, p. 6.)

According to NOCCCD Administrative Procedures 4105 articles 2.1.1 and 2.1.2, “The same standards of course quality are applied to the distance education courses as are applied to traditional classroom courses.” And, “Determinations and judgments about the quality of the distance education course were made with the full

involvement of the academic deans, and curriculum committees.” (NOCCCD Board Policies and Administrative Procedures, Web version Fall 2008).

Currency of Materials and Courses

Individual Distance Education faculty members are responsible for the currency and overall quality of the distance education courses they teach. It is expected that faculty will design, review, and revise course content as needed to ensure that distance education courses remain accurate, up to date, and consistent with accepted discipline standards and distance education instructional strategies.

Evaluation of Faculty: Probationary and Tenured Faculty

The same evaluation standards that apply to probationary and tenured faculty teaching traditional in-person courses also apply to faculty teaching distance education courses as part of their load, as negotiated in the *Agreement Between the NOCCCD and the United Faculty* (2008, 17.7.2.1, 18.5.3.1).

Distance Education instructors give the evaluator access to the course site for a specific time period during which the evaluation takes place. The instructor maintains control over access to the course site. This process emulates the steps followed with an in-person class when the evaluator attends a specific class meeting selected by the instructor. A folder with instructions for evaluating a Distance Education class is located on the College network at J:\Distance Education\Online Course Evaluation Information.

Evaluation of Faculty: Adjunct Faculty

The same evaluation standards that apply to adjunct faculty teaching traditional in-person courses also apply to adjunct faculty teaching distance education courses, as negotiated in the *Agreement Between NOCCCD and Adjunct Faculty United* (2005, 9.3.1.) The Distance Education course evaluation protocols for probationary and tenured faculty apply to adjunct faculty.

Electronic Mail

Email is an official method of communication for Cypress College Distance Education. Distance Education faculty and staff can expect to receive important program communication via email, specifically via the campus provided email system. Distance Education faculty and staff email is advertised on the campus website to facilitate communication with students. For these reasons, it is strongly recommended that faculty use a Cypress College email account as the primary account for distance education course communication.

Faculty Contractual Obligations: Workload, Office Hours, Intellectual Property

Faculty workload, office hours, and intellectual property are defined by United Faculty & Adjunct Faculty United Collective Bargaining Agreements. Selections from pertinent sections of these agreements are set forth below. Please refer to the respective collective bargaining documents for complete contract language. A list of unresolved faculty workload issues that interested parties should consider in collective bargaining negotiations are listed in Appendix D.

Intellectual Property & Copyright

Distance Education faculty members have property rights over their distance education courses as defined by the collective bargaining agreement and district policy.

“In the absence of a separate, express and mutually acceptable contract to the contrary, a Unit Member shall have the exclusive property right to all materials, devices and processes which are the product of his/her mind, time and talent, including the right to all royalties from the sale thereof, and the District waives any right it might have therein; provided, however, that in such cases the Unit Member shall reimburse the District for any property owned by the District and physically incorporated in such materials or devices, and provided further that such materials, devices or processes are not within the public domain.” (Agreement Between the NOCCCD and the United Faculty, Effective July 1, 2008 Through June 30, 2011, 4.3.1.)

The NOCCCD policies, specifically BP 3710 Intellectual Property and Copyright and AP 3710 Intellectual Property and Copyright, are currently under construction. (NOCCCD Board Policies and Administrative Procedures, Web version Fall 2008).

Office Hours

Office hours are central to the education process and enable individual and small group interaction, which is essential to student retention and success. Office hours are held by full time faculty as required. Currently, Distance Education instructors may offer their assistance in both virtual and in-person modes.

“Unit Members assigned a distance education course as part of the regular contract workload shall be permitted to hold “virtual” office hours proportionate to the percentage of load constituted by the distance education course.” (Agreement Between the NOCCCD and the United Faculty, Effective July 1, 2008 Through June 30, 2011, 22.4.)

Workload & Selection: Full Time Faculty

The maximum or minimum percentage of the faculty load that is Distance Education is currently determined by the individual academic divisions in which the courses are taught.

“Unit Members may voluntarily assume distance education assignments, either as part of the regular contract workload, or as overload. Unit Members assigned to teach distance education courses shall receive the same load credit as if the course were taught in the traditional method. No form of extra remuneration, including reassigned time, shall be awarded in conjunction with the teaching of any distance education course.” (Agreement Between the NOCCCD and the United Faculty, Effective July 1, 2008 Through June 30, 2011, 22.2.)

Workload: Adjunct Faculty

Distance Education adjunct faculty course assignments are currently determined by the individual academic divisions in which the courses are taught.

“Unit Members assigned to teach distance education courses shall receive the same load credit and compensation as if the course were taught in the traditional method. No form of extra remuneration shall be awarded in conjunction with the teaching or development of any distance education course.” (Agreement Between NOCCCD and Adjunct Faculty United, Effective June 15, 2005 Through June 14, 2008, 15.2.1.)

Faculty Home Pages

All Distance Education faculty members are required to create and maintain a Cypress College faculty home page to facilitate prospective student communication and enrollment. Individual faculty members must complete required training, offered through Academic Computing, to obtain a faculty web account. Academic Computing offers web account support through the Help Desk. Distance Education faculty home pages must include:

1. **Contact Information:** the Cypress College email address, campus phone number, office and office hours
2. **Personal Information:** Information about the instructor, adding a photo is encouraged but not required
3. **Distance Education Course Information:**
 - a. The course title, number, and description
 - b. Course requirements such as equipment requirements, textbook requirements, computer skills requirements, and study skills requirements
 - c. Instructions for how to access the online course with a link to the course management system
 - d. Course syllabus information sufficient to enable a student to determine whether the course is an appropriate fit with the student’s semester schedule and academic plan

Student Authentication

Student authentication is mandated by the federal government and assures academic integrity. Student authentication law allows for the use of unique student identification and passwords to ensure compliance and requires that, “...institutions of higher education offering distance education programs have a process by which the institution of higher education establishes that a student registered for a distance education course is the same student that participates in, completes, and receives credit for the course.” (The Higher Education, July 29, 2008, p. 136.)

Cypress College Distance Education therefore requires the current minimal standard for authentication: all distance education course work must be accomplished through a secure course management system with unique usernames and passwords used each time a student engages in online coursework.

A distance education student authentication statement appears in each course syllabus, which states for example: “By enrolling in a distance education course you agree that you are the one accessing and completing the work for this course and will not share your CMS username and password with others.”

Syllabus Minimum Requirements

A comprehensive syllabus communicates the purpose of the course, course expectations, and opportunities for academic support. An effective syllabus also helps prepare students for a successful semester. The following minimum requirements include specific information necessary for a student to be successful in a distance education course.

1. Course Information

- a. College & Course Name: The college name, the official course prefix, title, and Course Reference Number (CRN).
- b. Academic Year: The semester and year the course is offered.
- c. Type of Course: The official designation as an online or hybrid course, including a brief explanation of specifically what it means for this specific course to be online or hybrid.
- d. Course Description: The official course description from the Cypress College Catalog.
- e. Student Learning Outcomes (SLO): The department established student learning outcomes for this course.

2. Instructor Contact Information

- a. Name: The instructor’s title and full name.
- b. Office Location: The building location and room number of the instructor’s office.
- c. Voice Mail: The instructor’s Cypress College voice mail.
- d. Email Address: The instructor’s Cypress College email address.
- e. Office Hours: The instructor’s in-person and virtual (chat, email, etc...) office hours.
- f. Contact Hours: A statement stating when the instructor will and will not be available online to students and expectations for response times; for example, “Monday through Friday, you can expect me to respond to email within 24 hours; anything posted to me after 4:00 p.m. on a Friday will receive a response on Monday.”

3. Course Requirements

- a. Class Meeting Times: Synchronous or in-person class meeting dates and times for hybrid courses, and if applicable, for online courses.
- b. Physical Class Location: Building name and physical classroom number for hybrid courses and, if applicable, for online courses.
- c. Online Class Location: Instructions for how to find and log into the course site on the CMS.
- d. Prerequisites: Curriculum Committee approved prerequisites.
- e. Textbooks: List of required texts with a note that students may purchase textbooks online from the Cypress College Online Bookstore at <http://www.cypresscollegebookstore.com/>
- f. Required Materials: List of all required course materials.

4. Computer Requirements & On-Campus Labs

- a. Computer Skills: List of the student computer skills necessary to be successful in the course; for example: comfort with web browsing, word processing, sending and receiving email, and saving coursework on a computer.
- b. Computer Equipment Requirements: Current list of all hardware and software requirements as specified on the Distance Education web site. Also include login requirements, for example, “To access your online classroom you will need to know your username and password, have internet access and a valid email account.”
- c. Availability of On-campus Computers: Statement to students that computers for distance education use are available in the Learning Resource Center.

5. Tips for Online Success: List of the specific skills necessary for a distance education student needs to be successful in this course. Links to online resources with study skills tips for distance education students are also encouraged.

6. Topics, Assignments, & Due Dates

- a. Assignment Schedule: A tentative schedule of topics, assignments, and due dates should be provided for the entire semester. A disclaimer may be added to inform students that the instructor reserves the right to change the schedule if necessary.

- b. Assignment Location: Directions to students with information where assignments are located in the CMS course site and how they should be submitted electronically in this course.
- c. Assignment Announcements: Information on how students will know when new assignments are posted and if changes are made. A regular routine is recommended, such as posting new assignments once a week on the same day and time each week. Posting assignments at regular intervals rather than all at once encourages students to access the course site regularly.

7. Course Policies

- a. Grading Policy: The grading policy should include the grade weight and criteria for each assignment, the policy for make-ups and late assignments, criteria for the final grade, how and when students can access their assignment grades, and where and when students can access the final grade. It is important to define both online and, for a hybrid class, in-person participation in your grading policy. Required, consistent student participation is key to student retention and success in distance education classes and serves to create a sense of community.
 - b. Attendance and Absence Policy: Attendance and absence policies specific to the course should be based on the following guidelines found in the Cypress College Catalog.
 - i. Attendance: Any student not attending the first class meeting of an in-person class may be dropped by the instructor. In the case where a class is taught entirely online, instructors may drop students who have not been in contact with the instructor by the end of the first day of classes for that semester or short-term session.
 - ii. Absences: After a student accumulates in any class more than one week's absences (more than the number of times the class meets per week), consecutive or nonconsecutive, an instructor may drop the student according to the drop deadline dates. In the case of hybrid and online classes, an absence may be identified as "a missed assignment," "a missed assignment series" or "inactivity in the course site as evidenced by Blackboard's tracking statistics." It is up to the instructor to decide which system to use. It is also the instructor's responsibility to specify in the written syllabus what constitutes "a missed assignment," "a missed assignment series" or "inactivity in the course site." For example, in a three-unit online class (that would typically meet in person three hours a week), the fourth "missed assignment" or the fourth "missed assignment series" or eight consecutive days of "inactivity in the course site" could be grounds for dismissal.
 - c. Academic Honesty Policy: A summary with a direct link to the College Catalog on the Cypress College web site or the text of the complete policy. Students should be informed if and how plagiarism detection software is incorporated into the assignment submittal process. A distance education student authentication statement must be added to the College policy statement; for example: "By enrolling in a distance education course you agree that you are the one accessing and completing the work for this course and will not share your course management system username and password with others."
 - d. Student Grievances: Information on the student grievance process. Students should contact the instructor first with any problems. If the issue cannot be resolved between the student and the instructor, students should be directed to the Student Grievances section of the Cypress College Catalog.
 - e. Copyright Notice: A copyright notice must inform students how to comply with distance education fair use restrictions on the use of copyrighted materials. For example: "Any copyrighted materials used in this class are used for distance education purposes only and in compliance with United States copyright law. Use of these materials is limited to students enrolled in the course, for the duration of the course. Students must refrain from saving, changing, or distributing any such copyrighted materials."
 - f. Disabled Students Program and Services (DSPS) Notice: A notice should inform students with disabilities regarding available DSPS and instructor support; for example: "Students who anticipate a need for formal, disability-related accommodations to be successful in this distance education course should contact the instructor to discuss ways to ensure full participation in the course and to plan how best to coordinate any necessary accommodations. Students should also request that a DSPS counselor contact the instructor with verification of their eligibility for reasonable accommodations."
8. **Student Services:** Distance education students are afforded the same access to student services available to students in person. Link to, at minimum, the following student services on the Cypress College website.

- a. Student Services home page
 - b. Academic Counseling & Student Development, including the Online Counseling page
 - c. Disabled Students Program and Services (DSPS)
 - d. Health Center
9. **Academic Support Services:** Provide links to academic support service information on the Cypress College website.
- a. Library: List any library service that is particularly useful to students in this class. Include dates and times of library orientations where appropriate.
 - b. Learning Resource Center (LRC): List support services useful to students in this class, especially tutoring services.

Training

Training is required of full time faculty and adjunct faculty to qualify to teach a distance education course for Cypress College. Initial distance education faculty training takes the form of the Online Teacher Training course. It is also important for distance education faculty to take advantage of appropriate professional developmental experiences. It is expected that faculty periodically update distance education technical skills and mastery of learning strategies. It is anticipated that periodic training updates will become mandatory to maintain the Distance Education faculty status, so that all DE faculty members are current on evolving technologies and instructional strategies (See Goals and Objectives).

Technology & Digital Infrastructure

Cypress College Hosted Infrastructure

Distance Education Website

The Cypress College website hosts individual faculty home pages and the Distance Education Program site (<http://www.cypresscollege.edu/academics/DistanceEducation>). The Fall 2008 version of the Distance Education website includes the following pages:

- **FAQ:** Enrollment & Adding Courses, Blackboard™, Textbooks & Computer Labs, Attendance & General Policies, Hardware & Software Requirements
- **How To Get Help:** Contact information for help for students
- **Policies:** General policies
- **Readiness Quiz:** Questions students should ask themselves before taking an online or hybrid class
- **Requirements:** Hardware and software requirements
- **Tips for Student Success:** *Tips For Student Success In Web Based Courses* (Adapted from Tech Ed Online)

Student Email Accounts

While they do not currently exist, the Distance Education Program strongly recommends that student email accounts at cypresscollege.edu be provided by the college to facilitate reliable communication in Distance Education courses and between the college as a whole and the student.

NOCCCD Infrastructure & Support

District Information Services has developed the Luminis™ web portal, called My Gateway™, to support district communication. MyGateway™ has built-in course support features designed for web enhanced courses, not online or hybrid courses. Each course home page includes announcements, basic threaded discussions, limited link creation, file and image uploads. District Information Services also provides a staff member for Snapshot™ support.

Third Party Infrastructure

Course Management System

From the onset of the online education program, Cypress College has provided Blackboard™ as the official distance education course management system. Blackboard Academic Suite 8™, hosted by Blackboard, Inc. through its managed hosting service, is the current version in use. The Blackboard™ contract effective through May 2010 includes:

1. **Managed Hosting:** the CMS is hosted on Blackboard.com at <http://cypresscollege.blackboard.com>

2. **Administrator Support**
 - a. Web-based support for system documentation, installations, maintenance, upgrades, hot fixes, product problems, and technical questions run through a case-based ticket system that also allows for telephone interaction
 - b. Dedicated technical service manager
 - c. Behind the Blackboard™, the 24/7 product web-based support
 - d. Blackboard Wiki™ knowledge base
3. **Snapshot System Integration Process**
 - a. Automates the process for account and course creation as well as user enrollment, staff assignment and other critical data elements
 - b. Reduces manual system administration ensuring better data quality
4. **Integration Customization Maintenance Support (ICM):** An annual subscription-based upgrade maintenance program contracted by Cypress College specifically for Snapshot™. ICM provides coverage for data integration, including the use of existing integration tools, scheduled upgrade maintenance events, and troubleshooting in the event of unexpected behaviors.

Faculty

Readiness & Training

Required Training for Distance Education Instructors

Full time and adjunct faculty members must complete Distance Education Program training to be allowed to teach a distance education course at Cypress College. This training, equivalent to a three (3) unit class, is designed to develop the minimum competencies needed to teach in the distance education environment. Equivalent credit on the salary schedule is available through NOCCCD Human Resources (HR), when requested following the established HR procedures. In addition to this required training, faculty members are expected to pursue supplementary learning opportunities to increase skills and knowledge in areas specifically applicable to distance learning in their academic discipline.

Upon completion of Online Teacher Training an instructor will be able to:

1. Use the Internet to successfully log into the CMS, navigate the CMS, and complete online assignments using the following CMS features: discussions, tests, assignments, drop box, home pages, external links, and grade check.
2. Demonstrate understanding of the Cypress College District Education policies and procedures by using them to correctly complete the following tasks: request a course site, create an online syllabus, and develop an instructor webpage.
3. Demonstrate the ability to successfully upload content to the CMS by making the following items available and operable: an announcement, an online syllabus, staff information, pre- and post-course surveys, and an Internet-based activity.
4. Evaluate a model class using Gagne's Nine Universal Steps of Instruction, Chickering and Ehrmann's *Seven Principles for Good Practice in Undergraduate Education*, American Distance Education Consortium's (ADEC) *Guiding Principles for Distance Teaching*, multiple intelligences, learning theories, and learning styles.
5. Create a complete online lesson that follows Gagne's Nine Universal Steps of Instruction, incorporates at least one Internet-based activity, and follows accessibility guidelines and copyright law.
6. Design a detailed written course outline for an online or hybrid course which, for each lesson (chapter, unit, or module) of the course, includes the following: the outcome being addressed, a brief summary of the content, a description of a student-centered activity geared to learning the content and achieving the outcome, a description of a student/student interaction activity, an assessment geared to achieving the outcome, and a description of instructor feedback and interaction.

Required Training for Web Enhanced Instructors

Full time and adjunct instructors are required to complete a training workshop before a CMS course site is provided for a web enhanced course. This requirement is waived for instructors who have already completed the Online Teacher Training course.

Upon completion of Web Enhanced Training an instructor will be able to:

1. Define the differences between Hybrid, Online, and Web Enhanced education at Cypress College.
2. Apply web accessibility guidelines to materials distributed on a course management system.
3. Apply copyright and fair use guidelines to material distributed on a course management system.
4. Develop a course site with web enhanced features.

Best Practices for Student Success & Retention

Before the Semester Begins

1. Course information, materials, and assessments created, purchased, or adopted by the instructor are designed to be accessible to all users in accordance established accessibility guidelines.
2. The distance education syllabus follows the Distance Education Program guidelines for course syllabi.
3. Multiple learning styles are addressed by assignments and assessments designed using a variety of technology and learning strategies.
4. All course site content, links, and data are checked for functionality by the instructor before students can access the course site.
5. Assessments are modified from previous semesters as a means to discourage cheating and to assure student authentication. Effective CMS testing features include timed assessments and the use of random selection of test questions from a larger pool, so that each student sees a different set of questions, and thus a unique exam.
6. Plagiarism detection software is incorporated into the assignment submittal process in courses that require high stakes written assignments.
7. Course site content is updated to reflect new features of the course management software, when applicable.
8. One week prior to the official beginning of the class, as listed in the Cypress College Class Schedule, the instructor sends an informational email including: how to login to the course site; what materials are needed, and how to get them; and student guidelines to contact the instructor *first* for technical assistance.
9. An up-to-date instructor home page is available to students. The home page follows the Distance Education Program guidelines and is linked in the college website to the faculty directory and the department home page.

Beginning of the Semester

1. An online or in-person orientation is assigned for all students to complete during the first week of class or before. This orientation should be designed to allow students to be proficient enough to access course materials and complete course assignments and assessments.
2. Student expectations, course requirements, student outcomes and assignment deadlines are clearly stated and communicated to students in a variety of ways, including the course syllabus.
3. Students are made aware of available student services and how to access them.
4. Students are informed in a variety of ways, including the course syllabus, of the special technical and non-technical requirements of the online class and where they can find equipment on campus to meet the technical needs of the class.
5. Online classes either meet in person or have some form of participation assessment or assessed learning activity the first week the class begins, to assure individual student attendance.

Throughout the Semester

1. Students' requests for contact are responded to within 36 hours, except during non-online working days designated by the instructor as "off days," such as Saturday and Sunday.
2. Technical assistance is provided for students.
3. Active student involvement in discussions, chats, email exchanges, assignments, etc. is modeled by the instructor's active involvement in course activities and assessments.
4. Discussion response behavior and tone is modeled by the instructor. A conversational tone that is inviting, personal, friendly, and encouraging, yet uses humor carefully is recommended.
5. The course is conducted according to designated schedule with any deviations communicated in advance.
6. Regular announcements are posted in the course site, for example to remind students of upcoming deadlines and to relate information regarding interruptions of access to CMS servers.
7. Students receive feedback on completed student assignments on a timely basis.

8. Students receive instructor encouragement, feedback, and support at critical times during the course. Support strategy examples include: commendation for good work, progress reports, individual conferences, exam review sessions, and academic and student service referrals.
9. Student authentication is substantiated as an individual student's writing style becomes familiar to the instructor through multiple exposures in written assignments, discussion board postings, and email communication.
10. Assessments are frequent, varied, and authentic to the application of learning in the specific discipline to assure academic integrity and student authentication.

End of the Semester

1. General information concerning the nature and format of the final assessment(s) is clearly communicated.
2. Online classes either meet in person or have some form of assessment during the final examination time period.
3. Students are encouraged to participate in all surveys for which their input is needed, such as tenure review and State Chancellor's Office Surveys.
4. Final grades are posted promptly.

Technical Support

The Distance Education personnel provide support for instructors using the College provided CMS. Technical support is not available for courses taught using other course management systems.

Distance Education Coordinator

The Distance Education Coordinator serves as the first contact for instructors who need technical support. As the CMS system administrator, the coordinator investigates all technical issues, requests technical service from the CMS host if necessary, and follows through to resolution on each case. System-wide issues are communicated to distance education faculty via email with references posted to the CMS Distance Education course site. Individual faculty requests for technical assistance are replied to within 36 hours of a message being received with appropriate follow-up communication and on-campus or virtual meetings as needed.

Distance Education Administrative Assistant

The Distance Education Administrative Assistant is the secondary contact for instructors who need technical support. The Administrative Assistant is available by telephone and email during published Distance Education office hours.

Distance Education Course Site

A CMS course site for distance education faculty is provided as a 24/7 informational resource and archive. Content available on this site includes:

- Blackboard™ Instructions and Tutorials
- Packaged Student Learning Tutorial
- Links to Resources and Articles
- Teaching Requirements
- Advisory Group Minutes
- Discussion Boards

Orientation for Student CMS Proficiency

Instructors are responsible for preparing students to use the CMS at a proficiency level sufficient to access their course materials and complete course assignments and assessments. The Distance Education Program provides instructors an optional *Packaged Online Learning Tutorial* that serves as a student introduction to basic CMS functionality. The packaged tutorial contains five customizable learning units to familiarize students with the Blackboard course site. The tutorial is imported into course sites upon instructor request.

Academic Computing

Academic Computing does not provide support for course management systems. Academic Computing does provide support for the Cypress College email system, network, equipment, and licensed software.

Future 24/7 Technical Support

The number of technical support questions has grown rapidly in proportion to the number of online offerings and has now reached the point where additional 24/7 technical support is required. Several vendors are being considered and an analysis of our ability to provide this support on-campus with additional personnel is underway (See Goals and Objectives).

Students

Student Demographics Spring 2008

The Spring 2008 semester data is the most current information available from the State Chancellor's Office. (State of California. California Community Colleges, Chancellor's Office, 2008)

Age

Students age 19 and younger seemed to be more inclined to enroll in traditional classes than solely distance education classes. The average age of traditional only students is 26.5 years old compared to 28.9 for distance education only students.

Gender

While almost 54% of all traditional only students are females, over 63% of all distance education only students are female.

Ethnicity

While Latino students represent almost 30% of the traditional only students, they are 23% of the Distance Education students. White students make up 27% of the traditional only students, yet they embody over 35% of distance education only students.

Enrollments

Approximately 13.15% of all student enrollments (5317 counted in number of seats taken) in Spring 2008 was in distance education classes.

Table 2: Number & Percentage of Seats Taken by Method of Instruction

Method of Instruction	Number of Seats Taken	Number of Seats Taken
Field Experience	48	0.1%
Hybrid	286	0.7%
Independent Study	103	0.3%
Lab	4,515	11.2%
Lecture	30,348	75.0%
Online	5,031	12.4%
Work Experience	114	0.3%
Total	40,445	100.0%

Unduplicated Students

Over 25% of all students (unduplicated headcount) took at least one distance education course during Spring 2008.

Table 3: Number & Percentage of Traditional & Distance Education Unduplicated Students

Type	Number of Students	Percentage of Students
Traditional only	10,628	74.7%
Distance Education only	1,243	8.7%
Both Traditional and Distance Education	2,359	16.6%
Total	14,230	100.0%

///
///

Cypress College Service Area

While most distance education students come from surrounding areas, it should be noted that almost 44% of distance education only students come from other areas compared to only 35% for traditional only students.

Table 4: Number & Percentage of Traditional & Distance Education Students by City Residence

City	Traditional Only		Distance Ed Only		Both	
	Number	Percentage	Number	Percentage	Number	Percentage
Anaheim	1,871	17.6	187	15	353	15
Buena Park	1,117	10.5	88	7.1	254	10.8
Cypress	1,087	10.2	87	7	242	10.3
Garden Grove	602	5.7	79	6.4	163	6.9
Long Beach	500	4.7	73	5.9	110	4.7
Cerritos	447	4.2	53	4.3	107	4.5
Fullerton	386	3.6	45	3.6	86	3.6
La Mirada	305	2.9	30	2.4	74	3.1
La Palma	293	2.8	30	2.4	70	3
Whittier	287	2.7	29	2.3	67	2.8
Others	3,733	35.1	542	43.6	833	35.3
Total	10,628	100	1,243	100	2,359	100

Distance Education Student Support

Instructor Assistance

Distance education instructors are expected to be the initial contact for student technical questions and to respond to student requests for help on a timely basis. Distance education courses also include a required student CMS orientation.

CMS Support

In addition to instructor support, the Distance Education Office provides email and phone assistance to students using the College provided CMS. Distance Education personnel technical support is not available for courses taught using other course management systems.

CMS support is available via the *How to Get Help* and *FAQ* sections of the Distance Education web located at <http://cypresscollege.edu/academics/DistanceEducation/>. A link to the CMS User Manual is also provided on every course site.

On-Campus Computer Labs

A student may use a personal computer or computers provided on-campus to complete distance education coursework. The Learning Resource Center is available for distance education coursework.

Advertising, Recruiting, and Admissions Information

To date, Distance Education has not developed a formal marketing plan; however it has been established as a future goal (See Goals & Objectives). The Distance Education Program currently benefits from the college-wide advertising, outreach and recruiting activities. Distance Education also includes specific enrollment and admissions information on the program's website as part of the Frequently Asked Questions page.

Access To Student Services

Access to the full range of Cypress College student services is available to distance education students. The Cypress College Student Services division provides programs and services to help students achieve their academic, intellectual and personal goals. Online services, including the online admissions application and online financial aid

application, highlight two key areas that support distance education students. Access to these services is available on the Cypress College website.

The following departments make up the Student Service division:

- Admission & Records
- Assessments
- Bursars
- Book Store
- Career Planning Center
- Counseling & Student Development
- Extended Opportunity Programs & Services (EOP&S)
- Cooperative Agencies Resources for Education (CARE)
- Financial Aid
- Disabled Students Program & Services
- CalWORKS
- Transfer Center
- Foundation Office

Academic Support

Academic support for students is provided by the Library and the Learning Resource Center. See the Library & Learning Resources section of this plan below.

Student Complaints

Detailed guidelines for Student Grievances are included in the Cypress College Catalog.

Accessibility

Accessibility as it relates to Distance Education refers to the underlying principles and practical techniques that make distance learning accessible to everyone, regardless of disability.

Disabilities that challenge users include vision, hearing, motor, cognitive, seizure and age-related disorders. Access to technology based information therefore relies on assistive technologies like screen readers, zooming displays and assistive technology as well as on accessible course content design. Accessibility enables full access to distance education for everyone.

Distance Education works to make accessibility an integral part of the program by:

1. Complying with federal, state, and district accessibility guidelines;
2. Offering faculty appropriate training to ensure the creation of accessible course materials;
3. Working closely with individuals or groups responsible for accessibility review of web based instructional materials and faculty web sites on the Cypress College campus;
4. Working with Disabled Students Programs and Services (DSPS) to provide information and student access to assistive technology and DSPS services.

Library & Learning Resources

The Library & Learning Resource Center (LLRC) provides instructional and academic support for student learning.

Cypress College Library

The Cypress College Library provides materials and services to help students obtain information to meet academic needs. The Library works to ensure parity of access to services for both regular and distance education students. In addition to up-to-date materials and reference services, the library provides a computer research area, data and power connections, and wireless Internet access. Currently while off-campus, students have access to several electronic databases along with a collection of eBooks offered through NetLibrary. Learning Resource Center (LRC)

The Learning Resource Center offers computers for Internet and software application use, printers, photocopiers for instructional materials, flatbed scanners, photo-editing software, data and power connections, and wireless access.

Learning Resource Center Services

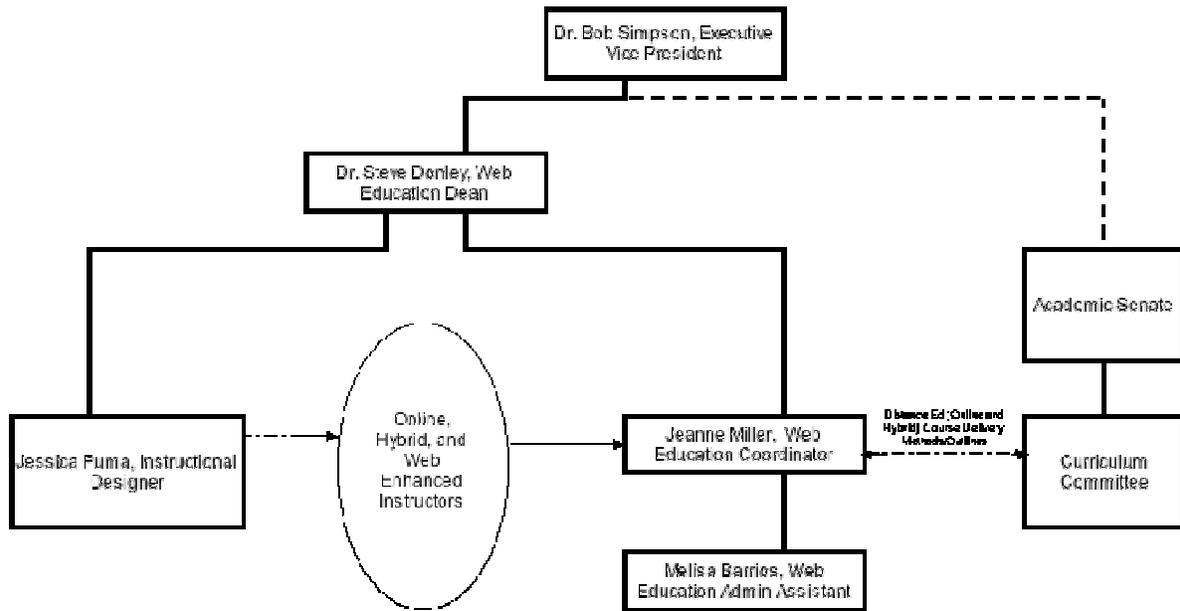
- The Tutoring Center offers tutoring in reading, English, American ESL, foreign languages, and some social sciences.
- The Mathematics/Science Learning Center experienced tutors and mathematics instructors help students with math, biology, chemistry, and physics classes. Computers, tutorial software, video lectures, and current texts and solution manuals are also available.
- Supplemental Instruction (SI) offers weekly study group and tutoring sessions for SI courses.

Organization, Planning, Human Resources

Distance Education Program Organizational Structure

The Distance Education program operates under the supervision of the Executive Vice President. The current organizational chart is shown below.

Distance Education Program Organizational Chart



Distance Education Dean

The Distance Education Dean provides administrative leadership for distance education. The dean promotes distance learning academic excellence working in collaboration with the NOCCCD and Cypress College communities. The dean serves as the immediate supervisor for Distance Education Program staff.

Coordinator Responsibilities

The Distance Education Coordinator is responsible for the development and day-to-day operation of the Distance Education Program under direct supervision of the Distance Education Dean. The coordinator works to promote distance education by informing the campus community of new developments in emerging technology and instructional methodology related to distance learning. Specific duties are listed in Appendix E.

Administrative Assistant Responsibilities

The Distance Education Administrative Assistant provides administrative support for the Distance Education Program. The Administrative Assistant participates in program development and improvement by functioning as an integral member of the team. Duties include general clerical and project based work, and are more specifically listed in Appendix E.

Instructional Designer

The Instructional Designer position is a project-based job at Cypress College. The Instructional Designer works closely and in collaboration with the Director of Academic Computing, the Staff Development Coordinator, the Distance Education Dean and the Distance Education Coordinator on instructional design and technology projects. Projects change semester to semester as they are completed and new projects are defined. Distance Education projects represent only one part of the duties assigned to the Instructional Designer. The Distance Education responsibilities are more fully described on Appendix E.

Facilities and Equipment

Facilities

The Distance Education Program has no dedicated office space. The Distance Education Coordinator has a temporary office located in the Career Technical Education Division office. Temporary office space located in the Extended Day Office is utilized by the Administrative Assistant. This arrangement is currently inadequate and finding a space where the Distance Education coordinator, administrative assistant, and support staff can work in close proximity is a future goal (See Goals and Objectives).

The Learning Resource Center houses a lab called the *Distance Learning Lab* (DLL). However, this lab has never been designated as a Distance Education Program facility. The DLL has historically been available by reservation to all Cypress College faculty for instructional use.

Academic Computing Lab & Equipment Support

The Cypress College Technology Plan, prepared by Academic Computing and Media Services in consultation with Cypress College Campus Technology Committee, provides the framework for infrastructure, hardware and software support for faculty, staff, and students.

Catalogs and Publications

College Catalog

The Cypress College Catalog includes a statement regarding distance education absences in the Academic Policies section. It is a goal of the program to add a section about Distance Education to the College Catalog describing the program and its offerings (See Goals and Objectives).

Class Schedule

Information regarding Distance Education classes is provided each academic term in the Cypress College Class Schedule.

Information Found in the Distance Education Section

The Class Schedule has a section dedicated to Distance Education which includes:

- Location of the Distance Education web site.
- Definitions of online and hybrid courses.
- Technical skills students need for distance learning.
- Lists of Distance Education courses offered that term. The courses are categorized into four groups:
 - Online Courses: list of open entry/open exit courses delivered through the internet with at least one in-person meeting.
 - Online Courses: list of courses delivered through the internet with at least one in-person meeting.
 - Online Courses: list of courses delivered entirely through the internet.
 - Hybrid Courses: list of courses delivered both in person and through the internet.

Information Found in the Classes Section

Distance Education courses are also identified within the body of the Schedule of Classes with an icon and remarks that are specific to each course. The remarks include additional information regarding in-person meetings, if required, and what steps the students must take to make contact with the instructor at the beginning of the semester. The Distance Education home web page address is also included in each remark.

Implementing the Plan

Goals-Based Objective Implementation Timelines

Goal 1: Program Quality Objectives

1. Create a plan to market Cypress College Distance Education with the aim to increase student enrollment and explore potential funding sources.
2. Update the definitions of the types of courses supported by the Distance Education Program in accordance with state guidelines.
3. Add a section about Distance Education to the College Catalog describing the program and its offerings.
4. Investigate ways to improve participation in the Distance Education Advisory Group by recruiting full-time faculty, adjunct faculty, and administrators from all divisions. When appropriate, work with Academic Senate to ensure participatory governance by modifying or replacing the advisory group model currently in use.
5. Identify dedicated Distance Education office space.
6. Create DE Faculty handbook with administrative procedures information.

Table 5: Program Quality Objectives Implementation Timeline

Goal	Objective	F08	S09	F09	S10	F10	S11
1.	1.					D	R
	2.	D	R, X				
	3.	D	R, X				
	4.			D	D		
	5.						D
	6.						D

Develop (D), Review (R), Deadline (X), Completed (C)

Goal 2: Legal Compliance Objectives

1. Work with a campus-wide group including Disabled Students Program and Services (DSPS) and Academic Computing, Staff Development on an accessibility review process.
2. Redesign the online teacher training course to incorporate and address State DE Guidelines.
3. Revise the Cypress College definition of online, hybrid, and broadcast distance education classes in accordance with new state definitions.
4. Document guidelines pertaining to broadcast distance education.

Table 6: Legal Compliance Objectives Implementation Timeline

Goal	Objective	F08	S09	F09	S10	F10	S11
2	1.			D	D	D	D
	2.		D	R	X		
	3.		D, R	X			
	4.			D, R, X			

Goal 3: Academic Quality Objectives

1. Work with Academic Senate, the Curriculum Committee, and the college leadership to define distance education academic quality at the course level by creating a rubric for a web-based distance learning course, including a category for the determination of the appropriateness of offering a course through distance education.

2. Work with Academic Computing to create an online readiness quiz for students interested in distance education.
3. Create online student orientation for distance education with information about successful DE student characteristics, skill levels, and responsibilities, and frequently asked questions.
4. Develop a training seminar for Distance Education course evaluators.

Table 7: Academic Quality Objectives Implementation Timeline

Goal	Objective	F08	S09	F09	S10	F10	S11
3	1.			D	D, R	X	
	2.				D, R, X		
	3.				D	R, X	
	4.				D	R	X

Goal 4: Student & Faculty Academic Support & Services Objectives

1. Create a CMS informational area with links to student services, academic services, and policy references needed by DE students.
2. Create a new version of the Online Teacher Training course to include new state guidelines and updates in technology and pedagogy.
3. Develop faculty workshops focused on current and evolving distance learning technologies.
4. Develop training updates to maintain the Distance Education faculty status, so that all DE faculty members are current on evolving technologies and instructional strategies.
5. Investigate funding opportunities for 24/7 or expanded technical support for DE students and faculty.
6. Adopt and advertise a dedicated email address for Distance Education information and support services.

Table 8: Student & Faculty Academic Support & Services Objectives Implementation Timeline

Goal	Objective	F08	S09	F09	S10	F10	S11
4	1.			D	R	X	
	2.				D	D	R
	3.				D	R	X
	4.				D	R	X
	5.	D	D	D, R			
	6.	D	R	X			

Goal 5: Learning Technology Objectives

1. Participate in district-wide effort to adopt a common CMS.
2. Participate in district-wide effort to create single CMS sign on through MyGateway.
3. Adopt software and create faculty training for evolving technologies, such as the creation of desktop video

Table 9: Learning Technology Objectives Implementation Timeline

Goal	Objective	F08	S09	F09	S10	F10	S11
5	1.	D	D, R	R, X			
	2.			D	D		
	3.			D	R	X	

Summary Implementation Chart With Persons Responsible

Table 10: Persons Responsible⁴ & Timeline for Completion of Distance Education Goals-Based Objectives

Goal	Objective	Persons Responsible	F08	S09	F09	S10	F10	S11
1	1.	DE Dean, DE Coordinator					D	R
	2.	DE Dean, DE Coordinator	D	R, X				
	3.	DE Coordinator	D	R, X				
	4.	DE Dean, DE Coordinator			D	D		
	5.	DE Dean, DE Coordinator						D
	6.	DE Dean, DE Coordinator, Instructional Designer (ID)						D
2	1.	DE Coordinator, ID, DSPS, Academic Computing, Staff Development			D	D	D	D
	2.	DE Coordinator, ID		D	R	X		
	3.	DE Dean, DE Coordinator		D, R	X			
	4.	DE Dean, DE Coordinator, Others ⁵			D, R, X			
3	1.	DE Coordinator, Academic Senate, Curriculum Committee, Leadership			D	D,R	X	
	2.	ID, Academic Computing				D, R, X		
	3.	DE Coordinator, ID				D	R,X	
	4.	DE Coordinator, ID				D	R	X
4	1.	DE Coordinator, ID			D	R	X	
	2.	DE Coordinator, ID, DSPS				D	D	R
	3.	ID				D	R	X
	4.	DE Coordinator, ID				D	R	X
	5.	DE Dean, DE Coordinator	D	D	D, R			
	6.	DE Coordinator, DE Admin. Assistant	D	R	X			
5	1.	DE Dean, DE Coordinator, ID	D	D, R	R, X			
	2.	DE Coordinator			D ⁶			
	3.	DE Coordinator, ID, DSPS			D	R	X	

Develop (D), Review (R), Deadline (X), Completed (C)

⁴ The Distance Education Advisory Committee will be involved in plan implementation.

⁵ Faculty & staff involved in broadcast DE

⁶ Dependent upon CMS adoption.

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Appendix A: NOCCCD Vision, Mission, Value Statements

Vision

Our college community is the celebrated choice of diverse learners shaping the future.

Mission

The mission of the North Orange County Community College District is to serve and enrich our communities and inspire life-long learning by providing education that is exemplary, relevant, and accessible.

Value Statements

- Service – We contribute to a vital and prosperous community through our educational and training services.
- Excellence – We offer excellence and joy in teaching and learning.
- Success – We nurture student success for the attainment of life- long learning goals.
- Adaptability – We respond to the changing needs of our communities in a global environment through continuous improvement and innovation.
- Professionalism – We hold high standards for our faculty and staff and cultivate an environment in which staff development and other continuing education are valued and promoted.
- Stewardship – We uphold the responsibility for public trust of our mission and resources.
- Respect – We cultivate an atmosphere of courtesy, civility, and acceptance.
- Inclusiveness – We welcome and respect the diverse backgrounds and beliefs of our students, faculty, and staff, and the many communities we serve.

Appendix B: Cypress College Vision, Mission & Values

Cypress College Vision

A premier learning environment for student success and community enrichment

Cypress College Mission

Cypress College enriches students' lives by providing high-quality education for transfer to four-year institutions, associate degrees, vocational training, and certificate coursework, as well as basic skills and opportunities for lifelong learning. The college is committed to promoting student learning and success, embracing diversity, contributing to the economic and social development of the surrounding community and being open to all qualified students pursuing their educational goals.

Core Values

Cypress College is committed to:

- Excellence – quality and high standards in instruction and student services, supported by professional growth for faculty and staff
- Integrity – an ethical standard that emphasizes honesty, fairness, accountability, and trust
- Collegiality – an environment that emphasizes teamwork, collaboration, communication, courtesy, and respect both on campus and with the surrounding community
- Inclusiveness – a community that embraces diverse individuals; provides an accessible, supportive climate; and encourages a variety of perspectives and opinions

Appendix C: Online Feedback Form

Cypress College DE Strategic Plan Feedback Form

Please use this form to submit your feedback regarding the Distance Education Strategic Plan. You may submit this form as many times as you wish. This form will be available only until February 27, 2009. If you have any questions please contact Jeanne Miller, the Cypress College DE Coordinator, at jmiller@cypresscollege.edu . Thank you for your contribution!

* Required

Name *

Email *

Division or Organization *

Position or Title *

DE Strategic Plan Draft Version Date *

DE Strategic Plan Page Number *

Paste Current Wording Here *

Type Proposed New Wording Here *

Comments

Submit

Appendix D: Unresolved Issues

These unedited items were produced by the Distance Education Plan team. They are included as an appendix to this Distance Education Plan for the purpose of documentation without supporting one side or viewpoint over another. Interested parties may choose to include these items in collective bargaining.

General Workload Issues

- Develop a campus climate that accepts and balances Distance Education with traditional on-campus instruction. This includes treating online offerings as equivalent in quality and academic rigor;
- The actual percentage of load limits of online courses/units being taught by full and part-time faculty (number of face to face versus online courses);
- Rotation of assignment of online classes among qualified distance education faculty;
- Assignment of 1-1/2, double and triple sections;
- The impact of the 40-hour instructor weekly work load and 25-hour weekly requirement to work in person;
- Class size minimums and maximums for distance education courses assigned to the faculty member for instruction;
- Faculty assurances need to be built into curriculum and syllabi to ensure that online offerings are academically comparable to in-person course offerings;
- Online courses need a different faculty evaluation model that allows evaluation to occur when new online courses are first offered, or when a faculty member first teaches an online course;
- Formalized training requirements for new online faculty need to be comprehensively covered in the collective bargaining agreements and requirements for renewal of distance education training;
- Develop a plan to offer training incentives to faculty new to distance education instruction and those renewing their distance education training;
- Develop a plan to offer incentives to support development and revision/updating of online courses; and,
- Faculty participation on Distance Education committees and providing Distance Education representation on other campus committees (i.e., Curriculum, Program Review, etc.); and,
- Elaborating on contract provisions regarding proprietary rights in online content developed by faculty in the training and course development processes.

Issues Relating to Office Hours

- Concern that as faculty teach more online courses there will be less physical presence in person and that this may potentially impact the college experience for students;
- The extent to which distance education faculty will be permitted to perform virtual office hours;
- Methods to ensure that students get quality assistance and timely and effective responses when in need of an instructor's assistance; and
- Faculty to provide students with clear and concise instructions to facilitate student-instructor communication.

Course Site Evaluation Protocols

- Review of the administrative evaluation procedures and the student evaluation component for distance education adjunct faculty, tenure (probationary) faculty and, tenured faculty
- Modification of evaluation criteria and evaluation forms
- Faculty notification and how to conduct the evaluations
- Student evaluation form and how to administer them
- Dean/designee orientation and training

Appendix E: Distance Education Staff Responsibilities

Distance Education Coordinator Responsibilities

Program Development & Coordination

- Coordinates the establishment of goals, objectives, and priorities for distance education; develops and manages the Distance Education Plan in collaboration with the Distance Education Advisory Group.
- Identifies, collects, analyzes data and provides information needed for college decision making related to distance education.
- Manages the Distance Education Program review process and prepares program review reports.
- Represents Distance Education at district and campus meetings, such as Cypress College Leadership, Cypress College Technology Committee, Title V, and District Strategic Conversation.
- Provides assistance with the development of grants that support distance learning.
- Chairs monthly Distance Education Advisory Group meetings.
- Prepares and reviews Distance Education information for the schedule of classes with assistance from the Instruction Office.
- Directs the work of the Distance Education Administrative Assistant.
- Manages the Distance Education budget.
- Monitors developing trends, emerging technologies, and services in distance learning.
- Serves as the college Distance Education liaison to other educational institutions.
- Oversees the Distance Education Cypress College web site.
- Attends campus functions, such as Senior Day, to promote Distance Education.
- Represents the college at professional distance learning organizations and conferences.

Technical Program Development: CMS Administration, Enrollment, & Support

- Coordinates all technical aspects of program development.
- Participates in negotiation of CMS contracts.
- Forecasts CMS upgrades and update needs.
- Serves as CMS system administrator.
- Supports instructors regarding CMS issues with assistance of technical personnel.
- Creates and monitors semester timeline for management of CMS courses and enrollment all users in CMS.
- Monitors and troubleshoots Banner/CMS data integration.
- Confers with District personnel and CMS staff to implement improvements, change server passwords quarterly, and resolve problems.
- Monitors system administrator knowledge databases and Listservs for problem prevention and resolutions.

Liaison to NOCCCD Distance Education

- Participates in CMS decisions with the District Distance Learning Task Force.
- Represents Cypress College Distance Education in collaborative initiatives with District Information Services, Fullerton College, and School of Continuing Education, such as District portal development.

Training & Support

- Facilitates the Online Teacher Training course and updates course site as needed.
- Administers faculty online evaluations and informs deans and faculty about the process.
- Assists instructors with CMS orientation for students.
- Supports faculty on CMS and Online Teacher Training issues.
- Maintains Distance Education Program course site on the campus CMS.
- Learns new technology and updates to distance education technology.
- Communicates with faculty and students regarding scheduled and unscheduled downtime for CMS and other distance education related systems such as the campus email system.

Curriculum Development

- Serves as a resource to the Curriculum Committee in the approval process for distance education curriculum.

- Works with Curriculum Committee to implement curriculum software features specific to distance education.
- Works with the Curriculum committee to ensure new curriculum meets state guidelines for distance learning.

Administrative Assistant Responsibilities

Distance Education Office Duties

- Manages daily office functions for Distance Education.
- Provides information regarding Distance Education and CMS Web Enhanced classes including registration processes to potential students.
- Functions as the recording secretary for the Distance Education Advisory Group and other Distance Education meetings by scheduling dates, emailing members, and taking, transcribing and distributing minutes.
- Assists with budget development and track status of budget account balances.
- Prepares and processes campus forms, such as Temporary Employment Agreement (TEA) forms, petty cash forms, Professional Expert forms, and timesheets.
- Coordinates clerical requirements of distance education activities and special events, such as room scheduling and equipment requests.
- Prepares purchase requisitions and orders office supplies.
- Compiles data for reports.
- Obtains information from Banner as needed.
- Reviews outside marketing and informational materials for program improvement purposes.
- Provides general clerical support such as: word processing, copying, filing, tracking, phoning, typing memos, routing mail, keeping records.

CMS Duties

- Learns CMS features and functions sufficient for basic troubleshooting support for faculty and students.
- Accesses Banner to troubleshoot student CMS login issues.
- Assists with CMS enrollments for special groups of students, such as auditing students.
- Provides both technical and non-technical support for Distance Education and CMS Web Enhanced faculty and students by email, phone and in-person.

Instructional Designer – Distance Education Responsibilities

- Cross-trains in all essential functions related to the Distance Education Coordinator position for the purpose of providing the college with effective back up to ensure non-interrupted distance education program support.
- Serves as the back-up CMS system administrator.
- Attends workshops, seminars, conventions, and training classes to monitor emerging technologies and instructional methodologies in distance learning.
- Researches and develops applications of new technologies for learning and instruction in distance learning.
- Makes recommendations to the Distance Education Dean and Coordinator for the acquisition of new equipment, software, and for other improvements in distance learning.
- Develops and maintains the Distance Education web site.
- Develops and facilitates professional staff development activities related to distance education.
- Provides assistance to the Distance Education Coordinator in the development and implementation of the Distance Education Plan and Program Review.
- Participates in college and district planning committees to support distance learning activities.
- Provides assistance with the development and implementation of grants that support distance learning.
- Provides course design, implementation, and technology support to faculty developing distance education, and web-enhanced courses through individual consultation and group training; and, when funding is available, through the facilitation of the in-person version of the Online Teacher Training course.
- Serves as liaison between DSPPS and Distance Education for the research and application of accessibility compliance in distance education.

Appendix F: Distance Education Plan Participants

Michelle Abboud	Student
Sarah Alsabbagh	Student
Steve Auger	Alternate Media Specialist, Disabled Students Programs and Services
Melisa Barrios	Administrative Assistant, Distance Education
Joyce Carrigan	Dean, Fine Arts
Nina DeMarkey	Dean, Social Science
Dr. Steve Donley	Dean, Distance Education & Professor, Business/CIS
Phil Dykstra	Institutional Planning and Research
Becky Floyd.....	Professor, Social Science
Rebecca Gomez	Professor, Health Science
Dr. Michael Kasler	President, Cypress College
Marissa Lighthiser	Librarian
Rosalie Majid.....	Professor, Health Science
Jeanne Miller	Coordinator, Distance Education & Professor, Business/CIS
Diana Polsky.....	Professor Emeritus & Professor, Fine Arts
Jessica Puma.....	Instructional Designer & Professor, Language Arts
Rick Rams	Dean, Student Support Services
Alan Reza	Technician, Financial Aid & Professor, Counseling
Dr. John Sciacca	Dean, Health Science
Dr. Robert Simpson	Executive Vice President, Educational Programs & Student Services
Ambika Talwar.....	Professor, Language Arts
Dr. Carol Welsh.....	Dean, Library/LRC

Addendum: Distance Education Plan for Video Conferencing

To: Steve Donley and Jeanne Miller
From: Eldon Young and Dennis Davino
Date: June 14th, 2010
Re: DE Plan for Video-Conferencing

Equipment and Network

Cypress College owns three video-conference broadcasting units. One is used primarily by Administration and is housed in the Complex. The second is stored in the Complex. The third is used by Education Interpreter instructors and is kept in Hum-311.

Transmission of broadcasts is done through the California Research and Education Network, which covers the vast majority of K-20 educational institutions in the state. The Network is operated by the Corporation for Education Network Initiatives in California (CENIC). The State of California provides the funding.

History

Until 2006, video-conference equipment was primarily used by campus administrators for meetings with district administrators. In 2006, curriculum was developed for an Educational Interpreter Program in order to provide training for educational interpreters who needed state certification. Since then a number of classes have been taught to students “real-time” in several locations: county of education offices in Los Angeles, Orange County, Tulare, Merced, and Imperial Valley; school district offices in Desert Sands, Simi Valley, Santa Rosa, Chino Valley, and Kern; and the Desert Mountain Special Education Local Planning Area Office.

In some respects, Cypress has pioneered the improvement of video-conferencing instruction: resulting in the removal of pixilated images and increased band-width. CENIC owes a lot to the college for the improvement of its services, which was recognized at a conference in 2008.

Equipment Operation

Prior to the start of class, a Cypress IT employee contacts a counterpart at each site for instruction and ensures that the transmission works adequately. The phone number of the IT person at the site is given to the instructor in case problems arise. A student at each site is also designated as a contact person for the same reason.

The equipment is easy to operate: it simply needs to be turned on. Once this happens, CENIC automatically connects with the sites. Up to five different locations have been simultaneously taught by one Educational Interpreter instructor, who often is teaching students in-person in the classroom as well. Broadcast pictures are voice-activated: when the instructor speaks, all students will see him/her; when a student speaks, all sites will see him/her. Of course, students have to learn to use the mute if they wish to talk without being broad-casted.

Seating arrangements at the different locations have to be organized so that the students are readily visible to the instructor; sometimes they may move closer to the camera for greater visibility. Exams can be easily proctored: CENIC can organize the instructors’ screen so that he/she can observe all sites simultaneously.

Teaching Logistics

The instructor sends students course materials via email. The contact person is also given extra hard copies. Students purchase books online. Audio-visual materials are sent to individual sites. When an instructor is absent, students are sent emails, and the contact person is telephoned.