

Date: April 20, 2010

From: Special Committee on Distance Education at QCC

To: QCC Academic Senate

Proposed Plan for the Development of Online Education at QCC

The following is the report from the QCC Academic Senate's Special Committee on Distance Education. This report outlines a plan to identify and implement a coordinated, sustainable effort to promote high-quality online education for:

- Students who need additional access to the college and might find the flexibility of online courses desirable, and
- Faculty who want to explore teaching with online modalities

In developing this plan, the Special Committee on Distance Education worked closely with the Senate's Committee on Distance Education, the Office of Academic Affairs, and the Academic Computing Center. Members of this committee also had conversations with President Eduardo Martí, Provost Diane Call, Dean Karen Steele, Vice President Ellen Hartigan and other members of the Office of Student Affairs, and other colleagues at the college. The committee also consulted with colleagues involved with online education at this and other institutions of higher education.

Note: Many of the recommendations put forward in this plan are already being implemented as a result of discussions between the Office of Academic Affairs and members of the Distance Education Planning Group. This group is composed of:

- Dr. Lorena Ellis
- Dr. Edward Hanssen
- Prof. Christine Mooney, J.D.
- Dr. Philip Pecorino
- Dr. Edward Volchok
- Mr. Bruce Naples, M.A., Director-Academic Computing Center
- Dr. Meg Tarafdar, Acting Director-CETL

This document will note which of these recommendations are presently being implemented.

In addition, pursuant to the guiding principles of Shared Governance, this report recommends that the Academic Senate approve four resolutions, which can be found at the end of this report on pages 10-11.

I. Background

In Spring 2008, as a part of the outcomes of the Middle States Self-Study (See *Appendix A*), the Distance Education Committee recommended and the QCC Academic Senate approved the creation of the Special Committee on Distance Education at QCC. The charge of this committee is to:

- Review ways of improving students' access to the college by getting more of the college's current courses online.

- Identify how the college might support student learning for students who opt to take online courses.
- Explore how the college might meet the needs of faculty who choose to teach courses that use online technologies, whether the course is asynchronous, partly online, or synchronous.
- Consider any infrastructure and software needs the college should invest in.
- Outline a program to market new online course offerings to current and potential students and their advisors, as well as increase the awareness of faculty of the potential of online learning.

When this special committee was initiated Chancellor Matthew Goldstein and Vice Chancellor Alexandra Logue were urging campuses across CUNY to bring technology into the classroom. And, our college was in the midst of an effort to develop 10 fully asynchronous sections of current courses.

The Special Committee on Distance Education at QCC is composed of 19 members, each representing one academic department. This committee met regularly during since May 2009. In the Fall, the committee was segmented into smaller working groups centered on the college's new academies. One additional sub-committee was created this Spring to write this report. (See *Appendix B* for a list of the committee's members.)

II. Objectives of the Plan

The objectives of this plan are to:

- Develop coordinated, sustainable activities to increase student access, engagement, and learning
- Provide students with the necessary training and support so that those who seek the flexibility and access that fully or partly online courses offer can succeed in courses using these modalities
- Provide on-going support and incentives for faculty who want to use online modalities
- Encourage the development of a campus culture that explores, assesses, and researches how online pedagogy is addressing the needs of 21st century learners
- Alleviate the current on-campus congestion

This is a three-year plan. Over the next three years, the college should conduct an on-going review of college resources, instructional offerings, and technology plans as part of its assessment of the outcomes of its Distance Education initiatives. At the end of the three years, the college will have sufficient data to determine whether this plan met objectives in a sustainable manner. Based on this assessment, the college will have the option to:

1. Identify additional support needed to establish and grow the program in an effective and sustainable manner, or
2. Expand its online efforts further by offering fully online degree and certificate programs, or
3. Maintain its online programs at the then-present levels, or
4. Strategically reduce its online programs.

This report does not present a Business Plan for online education at QCC. The Office of Academic Affairs is presently developing such a plan.

(See *Appendix C* for a listing of the number of PNET and FNET courses at the college and enrollments since Spring 2005.)

III. Key Findings

A. Students taking online courses tend to be unprepared for such classes.

This does not mean that students are academically unprepared for online instruction, although that may sometimes be the case. What they lack is a clear understanding of the technological requirements of an online course and the responsibilities they must meet to succeed. Anyone teaching online courses at our college knows that too many students lack the:

- 1) Knowledge of the technological requirements of the online classroom,
- 2) Knowledge of how to perform simple tasks like engaging in an online discussion, and an
- 3) Awareness that success in an online classroom involves more than taking exams; it involves active participation in all classroom activities.

B. Faculty need on-going support in their development, teaching, and assessment of online classes.

The college's past efforts to foster online education have not increased the number of online courses that was hoped for because faculty lacked sufficient pedagogical and technological support. The college must provide effective on-going support for faculty. The college should also foster a faculty cohort that knows how to develop and teach online courses as well as assess learning outcomes of these courses. This cohort will support faculty new to online teaching. They will also work with CETL to help colleagues with the scholarship of online teaching and learning.

C. The college is not ready to offer fully asynchronous degree and certificate programs.

There is a good reason why the college should not consider fully asynchronous degree and certificate programs now. Some departments responsible for core courses are reluctant to develop online classes. Laboratory sciences, it is argued, require "hands-on" activities and face-to-face interaction.

While the college may not yet be ready to offer online degree programs, it should increase its offering of online courses. The U.S. Department of Education's meta-review of more than 1,000 studies supports the contention that blended online courses—PNET courses—lead to better student learning outcomes than traditional face-to-face courses:

"In recent experimental and quasi-experimental studies contrasting blends of online and face-to-face instruction with conventional face-to-face classes, blended instruction has been more effective, providing a rationale for the effort required to design and implement blended approaches. Even when used by itself, online learning appears to offer a modest advantage over conventional classroom instruction." (Means et al., 2009, p. xvii)

IV. New Positions Needed to Support Online Education at QCC

Developing and teaching an online course is challenging. To be successful, faculty will need the support of a team of experienced online educators. To have a coordinated online program, we recommend providing the following support positions:

A. Director of Online Learning:

The Director of Online Learning is a senior level position. He or she will be responsible for supervising and coordinating the college's effort in support of online learners and online faculty. The Director should have extensive experience with online pedagogy and online technologies. The Director's responsibilities include:

- Serving as chief liaison with the college's student support services so the needs of students taking fully and partly online courses are met
- Coordinating the work of the faculty support services: Online Instructional Designer, the Online Technologist, the Online Librarian, and the Faculty Peer Mentors (**See page 5 for details on the peer mentors**)
- Developing the curriculum for the QCC Online Institute (**See pages 7-9 for details on the Institute**)
- Communicating with the QCC community at large
- Interfacing with the Office of Academic Affairs and Office of Student Affairs
- Working with the Academic Senate to develop a policy regarding Intellectual Property Rights of courses developed by the faculty

This may require a new hire or reassigning a current senior member of the QCC community. While members of the Distance Education Planning Group have discussed the need for this position with the Office of Academic Affairs, no PVN (Personnel Vacancy Notice) for this position has been written.

B. Online Instructional Designer:

The person filling this position would serve as the central resource for all faculty members seeking to enhance teaching and learning through the use of technologies and web-based resources in their courses. This person will:

- Consult with faculty members in the design and development of instructionally sound technology applications across multiple platforms
- Be a specialist in instructional design for effective learning and not just with the web technologies

At many institutions of higher learning, faculty teaching online courses has the support of online instructional designers (McCarthy & Samors, 2009). The college would either have to hire or reassign such a person. A PVN for this position has been drafted, but not yet approved.

C. Online Technologist:

The person filling this position would provide students and faculty with appropriate technological support. He or she would:

- Assist in developing and implementing instructional systems to support the college's academic mission; creating accounts and maintaining user populations; work with faculty developers and others to extend and enrich the use of instructional technology
- Consult with faculty members in the design and development of engaging, interactive, and instructionally sound technology applications across multiple platforms: deliver training programs, workshops, and seminars about instructional technologies

- Create awareness in the college community on the features and benefits of various applications relevant to online education
- Develop specific templates that online instructors can use to structure their courses so they can focus on course content rather than course technology

At many institutions of higher learning, online faculty and students have the support of online technologists (McCarthy & Samors, 2009). This position should be located within the Academic Computing Center. The college would either have to hire or reassign such a person. A PVN for this position has been drafted, but not yet approved.

D. Emerging/Learning Technology Librarian:

This librarian would assist online faculty and students taking online courses by:

- Exploring, developing, promoting, and accessing innovative online instructional tools, including social networking and other services for online learners
- Creating and implementing online learning modules to support the Library's information literacy, reference, and web-based learning programs
- Developing and supporting online and virtual reference services
- Supporting the creation of course- and curriculum-integrated web resources including podcasts and multimedia tutorials
- Teaching in the Library's information literacy programs
- Providing faculty and students with one-to-one consultations on research, methods, and best practices

A PVN for this faculty position has been drafted and is awaiting final approval.

E. Faculty Peer Mentors:

These would be current faculty who have developed and taught successful online courses. Their role will be to coach faculty in the development and assessment of fully and partly online courses. Those who are successful peer mentors would eventually become senior mentors who would then supervise peer mentors. Faculty who develop successful courses through the Institute will be invited to become peer mentors. In addition to the guidance provided to faculty, the peer mentors will:

- Write letters to the Office of Academic Affairs and department chair requesting approval of the participant's course
- Assist faculty in the learning outcomes assessment of online courses
- If necessary, assist academic departments in the observation of the online aspects of the course

Note: It is preferred but definitely not necessary for mentors to have the same academic background and experience as those they mentor.

V. Student Support & Preparation

A. Our students are poorly prepared for online education:

The impression of many faculty teaching online courses at QCC is that too many students are ill-prepared in terms of their understanding of the academic and technological requirements for online classes and the responsibilities that an online student must be willing to meet. And, some lack the self-discipline needed to succeed, which can be a more serious problem in the

online classrooms than in face-to-face courses (Picciano and Thompson, 2009). On occasion, some of our students are advised to register for online classes even when they lack Internet access. Such students fail to complete assignments; and, as a result, many drop the course or receive a low grade.

B. Steps Already Taken at QCC:

- The course catalog now clearly designates whether a course is delivered as fully or partly online.
- ST100 now has sections covering the online platforms QCC supports. This course is also being taught in fully and partly online modalities. These courses are creating a student cohort familiar with online instruction. In addition, counselors teaching ST100 invite students to a face-to-face orientation. The ST100 orientation has an instructional video on how to access and use Blackboard. The video is e-mailed to students who later contact the faculty teaching the course. Nevertheless, many students neither attend the orientation nor contact their professors.

While we applaud these efforts, they are not sufficient. Additional steps must be taken to prepare for online learning.

C. Students' Online Instruction Readiness Program:

To begin to remedy students' lack of preparedness, the college must provide students with training on the nature of online instruction and learning. The proposed Student Online Instruction Readiness Program will do that by:

- Assessing a student's readiness for online instruction, identifying deficiencies, and the means for their correction
- Providing information and training on what technology they need to succeed in online classes
- Reviewing the central features of the supported online learning platforms (Discussion Boards, Grade Books, Blogs and Wikis, email, Assignment Submission and Retrieval, etc.)
- Presenting students with a "contract" they must sign stating that they understand the obligations of an online student and that they are prepared to meet these obligations

Once a student completes this Online Instruction Readiness Program, he or she will be certified to register for any PNET or FNET course he or she is eligible to take. Upon completion of this program, students will be able to make an informed decision as to whether they have access to the needed technology and the self-discipline required for success in an online course.

Academic advisors will also be trained in the Students' Online Instruction Readiness Program. These advisors should communicate to students that they must complete this program before registering for online classes. Students may even be able to complete the Online Instruction Readiness Program in their advisor's office.

Developing an Online Instruction Readiness Program need not be too time-consuming. Many colleges offer similar programs. Our college can model its program on them. We may also consider linking materials developed for ST100 to this program.

Note: The Student Online Readiness Program is in the early planning stage.

D. Conduct Class Orientations Before the Semester Starts:

In addition, all online classes should have an orientation period that starts a week before the semester begins. At this time, the Blackboard or Epsilon site would be available to students, and students would be required to contact the instructor. Faculty should have the option of conducting an orientation online in either a synchronous or asynchronous modality or during the first day of a class that meets occasionally on-campus. The purpose of this orientation is for the instructor to inform students of the course objectives, review assignments, and clarify expectations students must fulfill.

The college's policy that limits adjuncts access to Blackboard must be changed. Any adjunct teaching a fully or partly online course must have access to Blackboard at least four weeks before the semester begins so he or she can mount their course in its entirety before the orientation period begins.

Note: The Distance Education Planning Group has discussed the need for a class orientation requirement with the Office of Academic Affairs. No decisions on this issue have been reached.

E. Other Student Support Needs:

As we expect most online classes to be taught in a blended or PNET modality, much of the student support needs—counseling, tutoring, services for learning disabled students, etc.—will be delivered in the same manner as we presently do for students in traditional classes. That said, the college should continue its current explorations in delivering student services online.

Tech Support: Students should be provided with tech support in face-to-face, telephone, and online (synchronous and asynchronous) modalities.

Library Services: Currently, students have online access to the CUNY Library's databases and eReserves for their course. Students can make online requests for inter-library loans from other CUNY libraries. They can even request books from the QCC Library be sent to a CUNY library closer to their home or place of work.

Tutoring: The Student Learning Center (SLC) is exploring online tutoring for one FNET class, BU102, Principles of Accounting II. In this pilot study, students are assured that tutors will respond to questions or requests for assistance within 24 hours after they post a question. During specific times that are posted on the course website, tutors are "live" and respond immediately to questions or concern posted by students within the Discussion Forum. Online support is being piloted to monitor student need, usage, type of questions, and concerns expressed by faculty, students, and tutors. Data collected from this test will be studied to determine if online tutoring is warranted.

VI. Faculty Support: QCC Online Institute

Preparing and teaching an online course is time consuming. Faculty who teach online will have less time for research. They will not commit to investing their time and energy in online education unless they know the college will provide on-going support and that their efforts will be duly recognized when they are considered for reappointment, tenure, or promotion. The college's policies on reappointment, tenure, and promotion must be revised to recognize

the value to the college created by faculty who develop and teach online courses. As McCarthy and Samos point out, "...campus policies that do not expressly acknowledge these efforts [made by faculty in developing and teaching online curriculum] may in fact discourage or serve as a barrier to entry for junior faculty on a tenure track who wish to teach online" (2009, p. 30).

Teaching online at QCC should be voluntary.

A. The Purpose of the QCC Online Institute

The Special Committee on Distance Education recommends an Online Institute to assist faculty who want to develop online classes. The goal would be to develop high-quality courses that conform to nationally accepted standards, which will be supplied, explained, and supported by the Institute (See *Appendix D*). Upon completion of the program, each participating faculty member will have developed, taught, and assessed learning outcomes for his or her course.

Note: Earlier this semester, the Office of Academic Affairs announced this institute and requested faculty to apply for admission for its first class. Faculty who could demonstrate an interest in teaching online and the support of their department chair among other criteria were eligible to apply. The Office of Academic Affairs received a sufficient number of strong applications to start this institute in June.

Depending on the demand, the Institute will run one or two programs a year for three years. Programs will be scheduled in June and possibly January. Faculty who have demonstrated success in online instruction will be invited to participate as mentors who will assist participating faculty in the development of their courses.

The Special Committee on Distance Education recommends that the Director of Online Learning develop the curriculum for the QCC Online Institute for Faculty. The Director should solicit input from the Online Instructional Designer, the Online Technologist, the Online Librarian, the director of CETL, faculty selected to serve as Peer Mentors as well as faculty who sit on the QCC's Senate's Distance Education Committee.

B. The flow of the QCC Online Institute for Faculty

1. Classes for the Institute will start in June: Working under the guidance of an instructional designer, technologist, e-librarian, and peer faculty mentor, participants in the QCC Online Institute for Faculty will attend a two-week seminar on the use of the approved learning platforms and national standards in online pedagogy. Participants will be expected to complete homework assignments and participate in asynchronous online activities.
2. Participants develop an online version of a course presently offered by the college during the following semester. The instructional designer, technologist, e-librarian, and peer faculty mentor will support faculty in this endeavor. The courses designed through the Institute will have the means for conducting learning outcomes assessment built into them.
3. Faculty will offer their course to students during the following semester. Peer faculty mentors and other support staff will be available for consultation. Peer faculty mentors will observe the class, and assist with learning outcomes assessment and helping the instructor decide what, if anything, needs to be changed.

4. After the first semester of teaching this online course, faculty participants will reflect on what worked and what did not. They will complete learning outcomes assessments, revise the course and teach it for a second semester.
5. At this point, the participant has completed the QCC Online Institute for Faculty, and is now eligible to become a peer faculty mentor.

C. Continuing Education

To stay current with rapidly evolving online pedagogical techniques, graduates of the QCC Online Institute for Faculty will be encouraged to attend one online pedagogical seminar, colloquium, or conference offered by CETL at QCC, or a similar event offered at CUNY or other institution of higher education every academic year. It is hoped that participation in these events will create a culture at QCC that fosters online learning and pedagogical research. Many institutions of higher education require online faculty to stay current with the latest innovations in online pedagogy by mandating regular attendance at such conferences.

D. Faculty Compensation

Faculty attending the Institute will receive a laptop computer loaded with licensed software needed for developing online courses, as well as a stipend or release time. **Note:** Some restrictions may apply.

E. Who Is Eligible to Attend the Institute

All full-time and adjunct faculty are eligible to apply for admission to the Institute if their department chair, or department committee on online education, approves.

F. Selecting Courses that Should Have Online Sections

The Department Chairs working with the Office of Academic Affairs will select which courses should have an online section.

In addition, the academic departments should have the prerogative to set prerequisites for online courses that might not exist for their face-to-face counterparts. Such prerequisites would have to be approved by the Curriculum Committee of the Academic Senate.

G. Peer Faculty Mentor compensation:

Upon the start of the June/January program, peer mentors will receive the same laptop computer as participants. Peer mentors can only receive one computer over the course of this three-year program. In addition, peer mentors will receive a stipend or release time.

VI. Infrastructure and Software Needs

To develop a state-of-the-art online program, the college may have to upgrade its infrastructure and software as demands on the infrastructure and the needs of faculty, students, and support services warrant. CUNY, of course, is considering similar improvements for the university as a whole. But, if there are pressing needs at our college and CUNY does not move fast enough to satisfy these needs, the college should consider acquiring needed technologies.

At present, the college will have to acquire licenses to software applications like Camtasia and SoftChalk for each participant and mentor in the QCC Online Institute and for faculty currently teaching online courses. These software programs are needed for faculty to develop course materials. In addition, the college should consider acquiring an enterprise-level appointment

scheduling application, like TimeTrade, for online classes that meet occasionally on campus, for students to set appointments with advisors, and for online faculty to meet with their support team.

As demand dictates, the college should consider acquiring state-of-the-art lecture capture technology and an up-to-date server for rich-media and digital “learning objects” used in online courses.

VII. Marketing

From a marketing perspective, the primary target market for this program is our current and potential students, their parents, spouses, and other advisors. A secondary target market is the QCC community of faculty and HEOs.

Given that the primary marketing objective is to gain awareness and trial of online courses from **our current and future students**, the marketing effort for this program can be relatively modest.

The only marketing communications vehicle needed is our college website, and, perhaps, limited keyword searches. Information about online courses, the Online Readiness Program, and other information that can help students succeed at online learning should be available through our website in a clear, straightforward manner.

As more students take online courses, the college should post testimonials from students about their experience in the PNET or FNET classroom. Ideally, these testimonials should be delivered using video.

VIII. Resolutions

Whereas in the aftermath of the Middle States Self-Study, the QCC Academic Senate created a Special Committee on Distance Education at QCC,

Whereas on April 20, 2010, this committee issued a plan to expand Distance Education at the college,

Whereas the College needs a clear resolve to support the development of distance education and a policy for online instruction,

be it therefore resolved that the College will:

1. Acknowledge that quality online education cannot take place without appropriate support for students, faculty, and infrastructure and take appropriate action to meet the needs of students and faculty.
 - a. Such support for students entails: 1) An appropriate orientation so that they understand the requirements for online courses *before* they register and have the basic skills needed to succeed in online courses, and 2) Appropriate support while they are enrolled in online courses.
 - b. Such support for faculty entails appropriate assistance in the development, management, assessment, and continuing review of courses using distance education technologies.
2. Affirm the right of academic departments alone to:
 - a. Determine which courses should have fully or partly online sections,
 - b. Determine which faculty members are eligible to teach online courses, and

- c. Establish prerequisites for students to meet before taking online courses; such prerequisites would undergo review by the Curriculum Committee and the Academic Senate.
3. Direct the College Personnel & Budget Committee—when making decisions regarding reappointment, tenure, and promotion—to recognize the contributions made by faculty who:
 - a. Develop and teach online courses
 - b. Publish research on online learning and teaching
 - c. Publish and disseminate materials related to online course instruction
4. Provide adjunct faculty teaching online courses the same support provided to full-time faculty

Respectfully submitted,

Special Committee for Distance Education at QCC

Appendix A

The Queensborough Community Self-Study Report: Recommendations on Distance Education

The Queensborough Community College's Middle States Self-Study Report for Reaccreditation can be found at <http://www.qcc.cuny.edu/Self-Study/default.asp>. The recommendations for online education from this report are shown below:

Chapter 4: Student Admissions, Retention, and Support Services, Page 63 http://www.qcc.cuny.edu/Self-Study/docs/Chapter%204_Printed_January2009.pdf

Recommendations:

- The College should consider institutionalizing the Campus Learning Center.
- Basic tutor training requirements should be established with training consistent at each center.
- *The College should continue to explore options for online academic support* (italics added for emphasis).
- The new student orientation program should continue to be reevaluated and improved.
- ST 100/ST 101 should be considered as a mandatory class with computer literacy component.
- Explore ways to enroll all entering freshmen students in ST 100, particularly those attending evening classes.

Chapter 7: Related Educational Activities, Page 103

http://www.qcc.cuny.edu/Self-Study/docs/Chapter%207_Printed_January2009.pdf

Distance Education Recommendations:

- Implement the recommendations of the Distance Education Committee.
- Charge a subcommittee of the Distance Education Committee with developing a comprehensive plan and with making recommendations to the Senate, including:
 - Choosing a current program or programs to adapt
 - Developing a new program or programs to address emerging market needs
 - Planning for necessary faculty development
 - Allocating necessary funding
 - Building the infrastructure necessary: online registration, advisement, and academic support
 - Articulating a marketing plan for the new program or programs
- Consider training and mentoring involving distance education during deliberations over reappointment, promotion, and tenure.
- Continuously assess need for new, and improve existing, distance education courses.
- Expand distance education offerings in Continuing Education and Workforce Development.
- Develop innovative ways to enhance face-to-face courses using distance learning technologies.

Conclusion, Page 123: http://www.qcc.cuny.edu/Self-Study/docs/Conclusion_Printed_January2009.pdf

The passage from Chapter 7, page 103 is reprinted verbatim in the conclusion of this report.

Appendix B

Membership of the Special Committee on Distance Education at QCC

	Member	Department	Academy
1	O'Donnell, Holly	Basic Skills	***
2	Rofofsky Marcus, Sara (Secretary)	Library	***
3	Sinclair, Alicia	Health, PE, Dance	***
4	Volchok, Edward (Chair)	Business	Business
5	Burke, Patricia	Nursing	Health Related Sciences
6	Fletcher-Anthony, Wilma	Counseling	Health Related Sciences
7	Avens, Indra	Foreign Languages	Liberal Arts
8	Darcy, Jean	English	Liberal Arts
9	Dowlah, Caf	Social Sciences	Liberal Arts
10	Pearl, Kenneth	History	Liberal Arts
11	Buoncora, John	ECET	STEM
12	Flamholz, Alex	Physics	STEM
13	Gadura, Nidhi	Biological Sci. & Geo.	STEM
14	Goldenberg, Joseph	METDD	STEM
15	Shin, Jun	Chemistry	STEM
16	Wallach, Patrick	Math. & Comp. Sci.	STEM
17	Mack, Anissa	Art & Photography	Visual & Performing Arts
18	Sehman, Melanie	Music	Visual & Performing Arts
19	Sweetnam, Robert	Speech C & TA	Visual & Performing Arts

Report Writing Sub-Committee

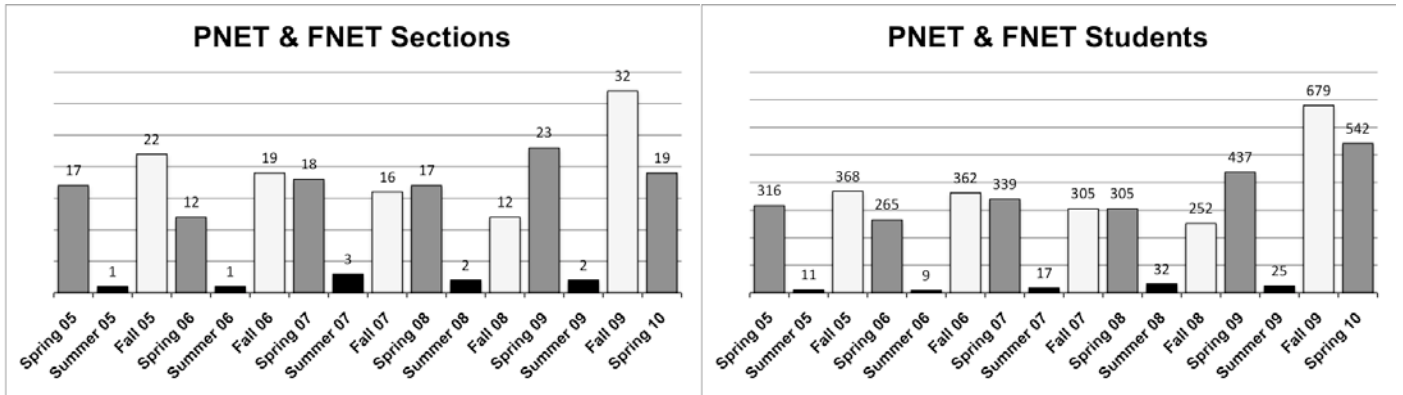
<p>Avens, Indra Burke, Patricia Flamholz, Alex Fletcher-Anthony, Wilma Rofofsky Marcus, Sara (Secretary) Volchok, Edward (Chair)</p>

Appendix C

Online Courses and Enrollments at QCC Spring 2005 to Spring 2010

Semester	FNET		PNET		Total	
	Sections	Students	Sections	Students	Sections	Students
Spring 05	9	123	8	193	17	316
Summer 05	1	11	0	0	1	11
Fall 05	3	160	19	208	22	368
Spring 06	6	129	6	136	12	265
Summer 06	1	9	0	0	1	9
Fall 06	9	193	10	169	19	362
Spring 07	7	135	11	204	18	339
Summer 07	3	17	0	0	3	17
Fall 07	7	157	9	148	16	305
Spring 08	5	104	12	201	17	305
Summer 08	2	32	0	0	2	32
Fall 08	8	164	4	88	12	252
Spring 09	11	199	12	238	23	437
Summer 09	2	25	0	0	2	25
Fall 09	23	448	9	231	32	679
Spring 10	11	157	8	385	19	542

Source: QCC Registrar



Source: QCC Registrar. In Fall 2009, ST100 accounted for 9 FNET sections and 172 students. In Spring 2010, ST100 accounted for 16 FNET and PNET sections and 289 students.

Appendix D

Accepted Standards for Effective Online Education

There is no single universally agreed upon standard for effective online education and the college has not yet agreed upon which standard to use. Here is a listing of some of the most widely used standards:

1. **Quality Matters® Rubric Standards:**
This standard is used in several Sloan-C reports, and is available *in part* for free at <http://qminstitute.org/home/Public%20Library/About%20QM/RubricStandards2008-2010.pdf>. Full access to this rubric requires the purchase of a subscription. The free portion of this standard is shown on the next page.
2. **Quality on the Line:**
This Institute for Higher Education Policy developed this standard. Written in 2000, some commentators still consider this standard valid.
<http://www.ihep.org/assets/files/publications/m-r/QualityOnTheLine.pdf>.
3. **Fifty-One Competencies for Online Instruction:**
This paper identifies and describes 51 competencies needed by online instructors and outlines an instructor-training program that satisfies 3 of the 24 benchmarks for excellence recommended by the Institute for Higher Education Policy.
<http://www.thejeo.com/Ted%20Smith%20Final.pdf>.
4. **SUNY Learning Network Course Review Materials:**
There are a number of materials relating to standards of the SUNY Learning Network website. Some of these materials are based on the Quality Matters standards and standards used by individual colleges of SUNY. <http://sln.suny.edu>



Quality Matters Rubric Standards 2008-2010 edition with Assigned Point Values

Standard		Points
Course Overview and Introduction	1.1 Instructions make clear how to get started and where to find various course components.	3
	1.2 A statement introduces the student to the purpose of the course and to its components; in the case of a hybrid course, the statement clarifies the relationship between the face-to-face and online components.	3
	1.3 Etiquette expectations (sometimes called "netiquette" for online discussions, email, and other forms of communication are stated clearly.	1
	1.4 The self-introduction by the instructor is appropriate and available online.	1
	1.5 Students are asked to introduce themselves to the class.	1
	1.6 Minimum student preparation, and, if applicable, prerequisite knowledge in the discipline are clearly stated.	1
	1.7 Minimum technical skills expected of the student are clearly stated.	1
Learning Objectives	2.1 The course learning objectives describe outcomes that are measurable.	3
	2.2 The module/unit learning objectives describe outcomes that are measurable and consistent with the course-level objectives.	3
	2.3 All learning objectives are stated clearly and written from the students' perspective.	3
	2.4 Instructions to students on how to meet the learning objectives are adequate and stated clearly.	3
	2.5 The learning objectives are appropriately designed for the level of the course.	2
Assessment and Measurement	3.1 The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources.	3
	3.2 The course grading policy is stated clearly.	3
	3.3 Specific and descriptive criteria are provided for the evaluation of students' work and participation.	3
	3.4 The assessment instruments selected are sequenced, varied, and appropriate to the content being assessed.	2
	3.5 "Self-check" or practice assignments are provided, with timely feedback to students.	2
Resources and Materials	4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives.	3
	4.2 The relationship between the instructional materials and the learning activities is clearly explained to the student.	3
	4.3 The instructional materials have sufficient breadth, depth, and currency for the student to learn the subject.	2
	4.4. All resources and materials used in the course are appropriately cited.	1
Learner Engagement	5.1 The learning activities promote the achievement of the stated learning objectives.	3
	5.2 Learning activities foster instructor-student, content-student, and if appropriate to the course, student-student interaction.	3
	5.3 Clear standards are set for instructor responsiveness and availability (turn-around time for email, grade posting, etc.)	2
	5.4 The requirements for student interaction are clearly articulated.	2
Course Technology	6.1 The tools and media support the learning objectives, and are appropriately chosen to deliver the content of the course.	3
	6.2 The tools and media support student engagement and guide the student to become an active learner.	3
	6.3 Navigation throughout the online components of the course is logical, consistent, and efficient.	3
	6.4 Students have ready access to the technologies required in the course.	2
	6.5 The course components are compatible with current standards for delivery modes.	1
	6.6 Instructions on how to access resources at a distance are sufficient and easy to understand.	1
	6.7 The course design takes full advantage of available tools and media.	1
Learner Support	7.1 The course instructions articulate or link to clear description of the technical support offered.	2
	7.2 Course instructions articulate or link to an explanation of how the institution's academic support system can assist the student in effectively using the resources provided.	2
	7.3 Course instructions articulate or link to an explanation of how the institution's student support services can help students reach their educational goals.	1
	7.4 Course instructions answer basic questions related to research, writing, technology, etc., or link to tutorials or other resources that provide the information.	1
Accessibility	8.1 The course incorporates ADA standards and reflect conformance with institutional policy regarding accessibility in online and hybrid courses.	3
	8.2 Course pages and course materials provide equivalent alternatives to auditory and visual content.	2
	8.3 Course pages have links that are self-describing and meaningful.	2
	8.4 The course ensures screen readability.	1

To meet Quality Matters review expectations a course must: Answer 'Yes' to all 3-point Essential Standards **AND** Earn 72 or more points.

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The Queensborough Community College's Self Study Report, found at <http://www.qcc.cuny.edu/Self-Study/default.asp>