

# CVC News

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"The important thing is not to stop questioning. Curiosity has its own reason for existing." - Albert Einstein

## Case Studies of 17 Community Colleges: The State of Centralized Services for CVC II

<http://www.cvc1.org/Reports/caseStudies.pdf>

This CVC study of California Community Colleges' online learning programs sought to project future programmatic needs and growth for planning statewide services.

### Interview Format

Both phone and face-to-face interview format items were based on

- Appreciative Inquiry  
<http://lib1.store.vip.sc5.yahoo.com/lib/thinbook/w/hatisai.pdf>
- SWOT (Strengths Weakness Opportunities Threats) Analysis,
- Variables from the Maturity Model  
<http://www.cvc1.org/Reports/maturityModel.pdf>

### Interviewees

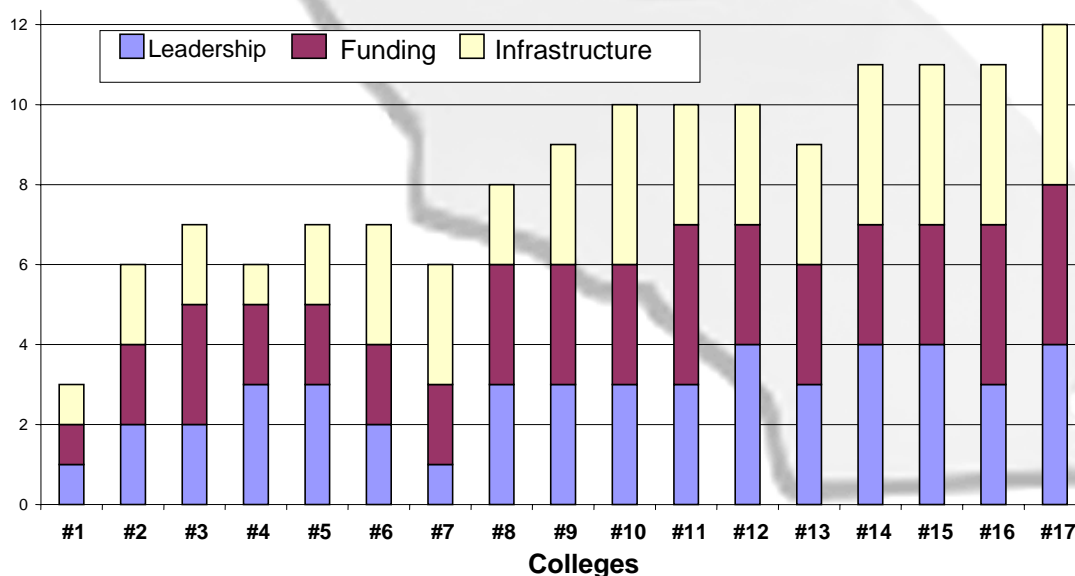
The CCC Chancellor's Office identified key staff at each of the case study colleges for interviews.

### Data Analysis and Results

After all the interviews, a content analysis placed the colleges into the following Maturity levels (as seen in the chart below):

- New Venture = 1 college (#1)
- Expansion = 7 colleges (#2 - #8)
- Professional = 5 colleges (#9 - #13)
- Mature = 4 colleges (#14 - #17)

**Graph 1 - Maturity Level of Case Study Colleges**



### Needs Change as Programs Mature

The following table illustrates shifting needs of currently offered CVC services (where 10= most needed, 1 = least needed) as programs mature. Needs are arranged from those most effected by maturity level to the least.

Current CVC Service	New	Expansion	Professional	Mature	Need Trend
Mentor Program	10	4.36	6.4	2	decreasing
Streaming Media	10	6.64	5	4	decreasing
CMS Hosting	10	7.29	6.4	4.25	decreasing
CMS Licensing	10	6.29	8	4.25	decreasing
Faculty Training	10	7	7.4	5.5	decreasing
Course Conversion	6	3.57	4.9	2	decreasing
Software Pilots	9	6.07	4.1	5.25	decreasing
Non-CMS Hosting	5	1.71	1.9	2	decreasing
Online Catalog	9	7.64	6	6.25	small decrease
Accessibility Training	5	4.86	8.2	5.75	same
Conferences	10	8.71	6.6	8.5	same

Trends also appear when often requested new services were viewed by maturity level:

New Requested Service	New	Expansion	Professional	Mature
Student Support Services	100%	29%	40%	50%
Support/Help desks		71%	20%	
New Technology Evaluations		57%	80%	20%
Grant Writing		14%	80%	50%
Development Center		86%	40%	60%

Needs do change as programs mature, shifting from start-up support to more pedagogical and professional issues with more advanced programmatic development.

### Conclusions

- Maturity level is a fruitful tool for planning centralized services
- Planners must balance maturity levels with DETAC findings - resource poor colleges rely more heavily on centralized services
- Centralized services need to bridge digital divide between “have” and “have not” colleges to bring all to maturity



### CVC II - Request for Applications being Developed

The System's Office in conjunction with a sub-committee of the CVC Review Committee is developing a RFA for CVC II, the next iteration of the CVC.

The CVC Review Committee recommended consolidating the CVC into one statewide organization with the following primary functions:

- 1) Faculty and staff training including accessibility design and support for student success
- 2) Student and faculty account administration, monitoring of central hosting service
- 3) Virtual Catalog of online courses
- 4) 24/7 Student/Faculty Help Desk support
- 5) Research and evaluation of emerging technology

The RFA will be released in the spring, pending budget approval. **The recipient of the grant will assume responsibility for the CVC as of July 1, 2005.**

## Conferences

**SAVE these DATES!** April 4 to 15, 2005 – CVC/CCC Confer eConference



Travel without purse strings via cyberspace to the fully online CVC/CCC Confer **"Online Instruction & Student Support Services eConference."** This year promises to supply a heady mix of archived and live events designed to fit your schedule and your budget. Presentation tracks include:

- Strategic Planning
- Online Teaching & Learning
- Technology for Online Education
- Student Support Services
- Accessibility

Date	Conference	Location
March 2-5	ADEC Summit in California XVI <b>"Connecting Leaders to Solutions."</b> <a href="http://www.adec-cal.org/summitxvi.html">http://www.adec-cal.org/summitxvi.html</a>	San Jose, CA
April 2-5	The Instructional Technology Council Presents <b>"e-Learning 2005"</b> <a href="http://www.itcnetwork.org/eLearning2005.htm">http://www.itcnetwork.org/eLearning2005.htm</a>	Dallas, TX
April 4-15	The CVC and CCC Confer sponsored 2005 <b>"Online Instruction &amp; Student Support Services eConference"</b> <a href="http://econf.cvc.edu/">http://econf.cvc.edu/</a>	Cyberspace
April 19-21	Technology, Colleges & Community Worldwide Online Conference (sponsored by University of Hawai'i Kapi`olani Community College) <b>"Backwards or into the Future?"</b> <a href="http://tcc.kcc.hawaii.edu/">http://tcc.kcc.hawaii.edu/</a>	Cyberspace
April 26-27	EDUCAUSE Western Regional Conference 2005 <b>"Winds of Change: Charting the Course for Technology in Challenging Times."</b> <a href="http://www.educause.edu/WRC05/">http://www.educause.edu/WRC05/</a>	San Francisco, CA
July 24-28	Syllabus 2005 <b>"12th annual Syllabus Higher Education Technology Conference."</b> <a href="http://www.campus-technology.com/conferences/summer2005/index.asp">http://www.campus-technology.com/conferences/summer2005/index.asp</a>	Los Angeles, CA

## Online Teaching and Learning

**CCC Confer's Office Hours—Catch the Fever**  
Just in time for Spring classes, *CCC Confer's Office Hours* enhances student success. Faculty can meet with students live, online, in real time using a computer and a phone. Whether meeting with individuals or groups, *Office Hours* provides a convenient way to meet virtually anytime from any place.

Since piloting in September, the use of *Office Hours* has spread with great success. The service offers many special features such as *Application Sharing* and archiving.

For more information contact Client Services at 760 744-1150 ext. 1537 or 1554 or check <http://www.CCCConfer.org/>.

**CCCCO DE Faculty and Student Satisfaction Surveys Due Jan. 5, 2005**

[http://misweb.cccco.edu/esed/fac\\_stu/faculty\\_fall\\_2004.cfm](http://misweb.cccco.edu/esed/fac_stu/faculty_fall_2004.cfm) - [http://misweb.cccco.edu/esed/fac\\_stu/student\\_fall\\_2004.cfm](http://misweb.cccco.edu/esed/fac_stu/student_fall_2004.cfm)

**Stay informed! Subscribe to the CVC listserv by sending a blank email message to:**  
[CVC-subscribe@cvc.edu](mailto:CVC-subscribe@cvc.edu)

### Webcast presentation - What research suggests for student success

by Dr. Rosemarie Menager-Beeley.  
 Wednesday, February 23, 2005, 2- 3 PM  
 Dr. Menager-Beeley will provide a cognitive  
 tool kit that can be applied to online

learning environments to enhance success  
 for at-risk students. Watch the CVC listserv  
 for an announcement with login  
 information.



### 2005 CVC Award for Best Online Website

The nominations will be accepted online beginning January 10, 2005. Watch the CVC listserv or check the PDC Website <http://pdc.cvc.edu/common/> for more information. Courses must be taught at least 2/3 time online to qualify. Selection criteria will be posted with the announcement.

### CVC Training Schedule for 2005 (<http://training.cvc4.org/train/>)

CVC4 provides training free of charge to all California Community College Faculty, Staff and Administrators. Both facilitated online workshops and self-paced tutorials are readily available. Custom workshops can be arranged for individual campuses or projects by contacting Paul Meyers at [pmeyers@cerrococo.edu](mailto:pmeyers@cerrococo.edu).

#### Schedule for Facilitated Online Workshops

Workshop	weeks	Start Dates in Bold are Confirmed others are tentative				
Intro Teaching with WebCT	3	<b>1/3</b>	<b>2/7</b>	<b>3/7</b>	<b>4/4</b>	<b>5/2</b>
Intro Teaching with BlackBoard	3	<b>1/3</b>	<b>2/7</b>	<b>3/7</b>	<b>4/4</b>	<b>5/2</b>
Intro to Teaching with Etudes	1	<b>1/3</b>				
Exemplary Online Course	2	<b>1/3</b>	<b>2/7</b>		<b>4/4</b>	
Online Student Services*	4		<b>2/7</b>		<b>4/4</b>	
Intro Online Teaching & Learning*	4	<b>1/10</b>		<b>3/7</b>		<b>5/2</b>
Course Content Conversion*	5		<b>2/7</b>		<b>4/4</b>	
Multimedia Tools*	6		<b>2/21</b>		<b>4/11</b>	
Accessibility for Online Dev*	4		<b>2/7</b>		<b>4/4</b>	
Quality Online*	5		<b>2/7</b>		<b>4/4</b>	
DE Coord Training*	6		<b>2/7</b>			
Dreamweaver	6		<b>2/7</b>	<b>3/7</b>		<b>5/2</b>

**\*Note:** optional UCSD extension credit is available for an additional charge.

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## Students Speak Out

The following is a synopsis of findings from the national research entitled:

### **ECAR Study of Students and Information Technology, 2004: Convenience, Connection, and Control.**

[http://www.educause.edu/ir/library/pdf/ecar\\_so/ers/ers0405/Ekf0405.pdf](http://www.educause.edu/ir/library/pdf/ecar_so/ers/ers0405/Ekf0405.pdf)

**CVC Catalog:**  
422 courses added  
in last 7 months.

Courses: 5,216  
Programs: 226

### **Sample**

Participating institutions are a mix (public and private) of 13 4-year universities in the United States. 95% of the participating students grew up with technology. The four main issues were:



1. What technology do students use?
2. What's their level of skill?
3. How does it contribute to their undergraduate experience?
4. How does it contribute to their learning?

### **Findings**

- 93.4% of students own a computer and 81% have access to broadband
- students use computers mostly for educational purposes
- they are highly skilled in communication, word processing, and the Internet
- 41.2% prefer to take classes with moderate uses of technology
- highest impact was being able to communicate better with the instructor
- 64.6% cited convenience and time savings as the greatest benefit
- most problematic for students was added work (16.7%), applications that don't run on their own machine (14.1%), and lack of technical support (9.7%)
- 83% of students had used a CMS and most (76.1%) were positive or very positive about their experience using a CMS
  - 95% used syllabus feature
  - 94.8 used online content
  - 89.4% used grade tracking
  - 88.8% used sample online exams
  - 78.5% turned in assignments
  - 74.2% participated in online discussions
  - 70.0% used online quizzes



### **Conclusions**

Students mostly use technology for convenience, communication, and management of classroom activities. They have good office skills, but lack training for in-depth use of problem solving skills.

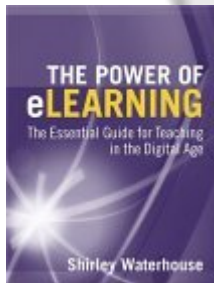
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## Research & Publications

- **California Virtual Campus Project Evaluation**  
*October 2004*  
<http://www.cvc1.org/Reports/CVCevaluation2004.pdf> (186K pdf)
- The Sloan Consortium Executive Summary  
**Entering the Mainstream: The Quality and Extent of Online Education in the United States, 2003 and 2004**  
<http://www.cvc1.org/Reports/sloanMainstreamExSum.pdf> (155K pdf)
- The Sloan Consortium  
**Entering the Mainstream: The Quality and Extent of Online Education in the United States, 2003 and 2004**  
<http://www.cvc1.org/Reports/sloanMainstream.pdf> (654K pdf)

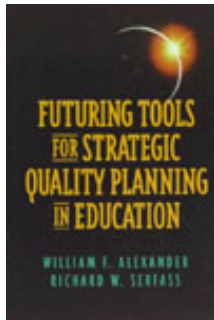
## Resources

### Books



[The Power of eLearning : The Essential Guide for Teaching in the Digital Age](#)  
by Shirley Waterhouse

Dr. Shirley Waterhouse is the Director of Educational Technology at Embry-Riddle Aeronautical University. She teaches a graduate course on elearning pedagogy and is an international consultant focusing on elearning. The Power of eLearning is her sixth book. For more information and online resources visit <http://www.shirleywaterhouse.com/>.



[Futuring Tools for Strategic Quality Planning in Education](#)  
by William F. Alexander and Richard W. Serfass

This text was designed to help educators envision the future. The tools offered provide a systematic approach to futuring using a practical approach which can be applied to the strategic planning process. The authors are professional educators and their techniques are widely applicable.

Project SAIL - <http://www.league.org/league/projects/sail/>

The League for Innovation's Project SAIL (Specialty Asynchronous Industry Learning) is a national network promoting access, exchange, and dissemination of specialized industry-driven programs anywhere and anytime for community college students. It's objectives are:

- Targeting Specialty Asynchronous Industry Learning content
- Providing access to existing programs and degrees
- Developing a model curriculum/content-exchange system