Capital Community College

COMMUNITY COLLEGE

Report on Existing Academic Programming
Offered through Distance Learning

TABLE OF CONTENTS

1. Report on Academic Programming Offered Through Distance Education

Capital Community College

This report covers the following certificates and an Associate degree program that has been licensed and accredited by the State of Connecticut, Department of Higher Education both for online and on-campus delivery:

- Network Administrator Assistant and Web Publishing Certificates

- A.S. Degree in Computer Information Systems with Web Publishing and Network Administrator Assistant Options.

2. Descriptive Information

a. Person with institutional responsibility for the academic quality of distance education programming:

Dr. Mary Ann Affleck
Dean of Academic Affairs
Capital Community College
950 Main Street
Hartford, CT 06103
(860) 906-5010
maffleck@ccc.commnet.edu

Please contact Dr. Affleck regarding this report.

Responsibility for Program Administration:

Professor Harry Moriber
Chair, Distance Learning
Capital Community College
hmoriber@ccc.commnet.edu

b. URLs:

http://ccc.commnet.edu/ and http://www.ccc.commnet.edu/DL/index.htm for general information

c. Technical Infrastructure and Contractual Relationships

Having just opened September 1st of this year, Capital Community College's new campus in downtown Hartford features a state-of-the-art telecommunications infrastructure with a high speed unified network to support voice, data, and multimedia costing $1.3 million exclusive of IT Department staff hours, computing hardware, and cabling. The new campus infrastructure was planned from the "ground up" to accommodate current and future needs, including the needs of distance learning (DL) programs. The technologies were chosen to support the College's strategic goals by a telecommunications system design consultant working with College's new campus design team and Community-Technical College System personnel. The structure includes a backbone with an effective bandwidth of 2Gbs. The telecommunications system has features that maximize flexibility and access. Faculty and staff are able to log on to any computer on campus in order to obtain access to the full range of network software and their own personal "desktop space" and file storage. From off-campus, all faculty and staff can access their e-mail and voice mail. Those with special passwords can log on to update the College Web server via file transfer protocol (ftp). This supports distance learning faculty, who from home often build course materials and correspond with students.

The Information Technology Department is charged with oversight of the system and with ensuring that all of the College's computers and peripherals meet current standards. The IT Department, in collaboration with the College Webmaster, the Distance Learning Department, the Library, and the Media Services Department, operates and maintains the institution's public Web server. The College Web site houses general information and links for the distance learning courses and programs.

4

Although the College maintains and supports its own Web site for many student support services, Capital, along with all community colleges in the Connecticut Community-Technical College System, has contracted with the Connecticut Distance Learning Consortium (CTDLC) to receive three major services: course delivery software, hardware hosting infrastructure, and student support services.

For course delivery software the CCTC system has chosen WebCT due to its seamless integration with Banner, a college MIS and course records system. The CTDLC is running the latest version of WebCT which allows for excellent presentation of course material, remedial and advanced tutorial exercises, student progress monitoring, examination construction and secure administration, threaded discussion boards, interactive group or individual white boards, private chat rooms, private e-mail and, when bundled with publisher e-packs, provides students and faculty with a tremendous array of pedagogical tools and individual student study tools, including self-paced, advanced, and remedial materials.

While Capital assumes the primary responsibility for training full-time and adjunct DL faculty in DL pedagogy and the WebCT course delivery system, the Consortium also provides support to Capital on WebCT use, basic and advanced, through periodic seminars and tutorial sessions. The Consortium has a highly qualified staff of certified WebCT trainers who respond to Capital's needs periodically or on-demand. Their seminars provide faculty and staff with fundamental knowledge through advanced application knowledge and reference materials.

To insure a reliable and consistent DL hardware infrastructure, Capital utilizes its own Web server services as well as those of the CTDLC. The CTDLC hardware is employed as back-up hosting of critical course information, schedules, textbooks, registration information and general information on Distance Learning and its special demands and equipment. The Consortium servers devoted to the CMS (Course Management System) delivery are professionally hosted with guaranteed 99% uptime, dual T1 lines, generator backup, and nightly back-up of all files. The hosting solution includes: eight (8) DELL Power Edge servers; redundant power supplies; redundant network cards; a Windows 2000 Advanced Server; and a Health Monitor application which proactively looks for server errors and warnings.

The CTDLC also provides an array of support services that supplement the College's own. Services include:

a) Help Desk: a 7-day/13 hour support staffed by Web developers trained to answer student and faculty questions about the CMS software, browsers, plug-ins and Internet Service Provider issues. The Help Desk supplies an online knowledge database, a ticket tracking system for help requests, Web forms, FAQ's, and phone support.

b) Tutoring: The CTDLC, as part of a Davis grant funded project, has developed a collaborative online tutoring program to meet the needs of the growing population of students who learn online. Currently, each of the 14 institutions participating in the program pay for 5-10 hours per week of tutoring time which is provided over a live, interactive computer-based platform. In return the undergraduate students in these institutions have access to over 130 hours of tutoring in 7 different subjects: math, writing, accounting, computers, biology, psychology, and sociology. Capital is

participating in this online tutoring consortium for the first time in the fall, 2002 semester.

c) Financial Aid: Participation in the Department of Education Financial Aid Demonstration Project allows a student who is matriculated in one of the 24 participating institutions and who is eligible for Title IV financial aid funds to use that financial aid for classes at another participating institution. The CTDLC facilitates a centralized clearing house which allows the student, home institution, and host institution to communicate in a secure online environment.

Appraisal

With a new, fully unified data/telecommunication system, the technical infrastructure is more than adequate to support all distance learning operations. As outlined in Standards Six and Seven, it enables Capital to provide a comprehensive array of library and student services in addition to online tutoring and individual faculty support.

The infrastructure and services provided by the CTDLC allow the College to provide virtually continuous network "uptime," significant technical assistance and training, a common format for all courses via WebCT, and student services that supplement the College's.

Projection

On September 27th the College received $3.6 million dollars to complete the purchase of equipment for the new downtown campus. A portion of that money will be allocated to add capabilities to the present telecommunications infrastructure. Over the next year, features will be added enabling faculty and staff to log on from home in order to access their desktop as if they

were on campus. Streaming media technology will allow students and faculty to retrieve audio and video resources 24 hours a day.

The College's relationship with the CTDLC will expand as the two agencies will jointly participate in a FIPSE grant described in Standard Four and Appendix B.

3. Narrative

a. Standard One: Mission and Purposes

<u>Description</u>

The mission of the Connecticut Community-Technical College System is to provide open access to low cost educational programs and related support services that assist students in attaining their educational goals. The colleges do this by offering liberal arts/ general education and transfer programs as well as occupational and technical programs.

Capital Community College's mission states that the College is a public, open-door, educational institution that provides continually evolving higher education and lifelong learning to people of diverse cultures, abilities, and ages and in so doing serves the needs of community and government agencies, business, and industry. The College fulfills its mission by offering associate degrees, certificate programs, and workforce training to prepare individuals for transfer education and career opportunities. The College's Computer and Information Systems (CIS) degree and related certificates, online and on-site, were designed to fulfill this mission as career programs. Online delivery of these programs enhances open admissions by extending access to

the homebound, the disabled, and others whose schedules prevent on-site participation. The online programs serve students both within and outside the state, as do the on-site CIS programs. Admission requirements and procedures are essentially the same, although all online students are charged "in state" tuition.

Appraisal

The mission statements of both the System and College define the College's purpose as providing open access to low cost technical, career, and degree education. In response to an institutional survey administered to faculty and staff in April 2001 by the Office of Institutional Research, 85 percent of the respondents reported that they "strongly agree" or "agree" that they are familiar with and support the mission and goals of the College.

The Computer Information Systems degree program and certificates available online are consistent with the College's overall institutional mission, particularly as it relates to the College's role in offering associate degree and certificate programs and workforce training and in meeting the needs of "continually evolving higher education and lifelong learning." When initially contemplating online delivery of existing degree programs, the College and System concluded that this was consonant with the community college mission in that it extends access to higher education. Like many offerings within the System, the online CIS degree was conceived as a statewide program and was designed to serve the same population as on campus programs: both in-state and out-of-state students. However, for on-campus programs, students who are not state residents pay higher tuition, but this is not the case for DL students. This difference is being evaluated by the System in the light of the mission. To further extend access

via distance learning, the College provides on-site computers for DL students without home computers who still seek the flexibility of an online course; this works against exclusion of low income groups.

Projection

Capital's mission statement was revised and assessed as part of for the College's five-year Interim Report to NEASC in August, 2001. The College's current strategic plan, now under review by a presidential task force, will remain in place through 2005. Both the mission statement and strategic plan will be reassessed in 2005 in preparation for the 2006 NEASC accreditation self-study, but the College's commitment to open access, low cost educational programs and services will not change.

b. Standard Two: Planning and Evaluation

Description

Goal Four of the Capital's *1998-2001 Strategic Plan*, approved by the College Senate in March 1998, states that the College will provide high quality instruction by developing programs for non-traditional students, such as distant learners, and by establishing distance learning courses. Since 1998, faculty members have received sabbaticals, released time, and stipends to develop distance learning course offerings and programs. The CIS online degree program with Web Publishing and Network Administrator Assistant options and related certificates were designed by faculty after extensive research into emerging technical computer fields including the areas of Web Publishing and Network Administration. Data was analyzed from the Connecticut Department of Labor and the U.S. Bureau of Labor Statistics that indicated that these two career

paths would exhibit strong growth in the coming five years. Labor force growth percentages, with increases in labor force, were in excess of fifty percent. New CIS degree programs and options were developed in response to student interest and these workforce needs.

The CIS online degree was developed at Capital in 1999/2000, but since the College's DL offerings at that time were mainly limited to the computer and specialty courses, the degree program included general education and other courses offered by a consortium of colleges within the Connecticut Community-Technical College System. Matriculated students could take general education courses or electives at any Connecticut community college and the computing courses at Capital, the institution that awards the CIS degree. Since 2000, Capital has moved toward offering all courses itself and will complete this process by fall 2003.

The online CIS programs were approved by the Connecticut Community-Technical System Board of Trustees. Board approval requires that all programs be tied to the System mission as well as the role and scope of the particular college's mission statement. This process ensured that the CIS online degree program was clearly integrated and incorporated into the policies of the System.

The approval process for an electronically offered program is the same as that for non-electronic programs. This adherence to a standard methodology for program development within the organizational structure fosters an inclusive environment for the distance learning programs. All programs are developed within academic departments. Planning includes research in program demand, program course design, and budget. Research is conducted to ascertain the program's

viability, and the appropriate sequence of courses is developed and forwarded to the Curriculum and Academic Policies (CAP) Committee for further review and then on to the College Senate and finally to the President's designee, the Academic Dean, for approval (see Organization and Governance). Once approved internally, programs are sent to the Board of Trustees of the Community-Technical College System for approval. Following this, the program must be accredited by the Connecticut State Department of Higher Education; electronic delivery must be separately approved at all levels, as the Capital CIS programs were.

Planning related to distance learning continued after the approval of the degree and certificates. In fall 2001, after one year of offering the DL degree and certificates, the President, at the request of the Academic Dean, convened a Task Force to review the Distance Learning organizational structure. The Task Force included representatives from Academic Affairs, the Business and Technology Department, Humanities, Counseling, the Library, Media Services, Information Technology, and the Registrar's Office. This Task Force met for 16 weeks to review the structure and make recommendations on staffing and departmental reorganization. Upon completion of their work, the members recommended that a new department Chair be created for Distance Learning and report to the Academic Dean; a Distance Learning Webmaster and a part-time instructional support assistant would report to the Chair. To date, the College has created the position of Chair of Distance Learning.

Evaluation of the CIS online program has taken several forms. Distance Learning courses and programs are subject to a similar faculty evaluation process (see Standard Five), student learning assessments, and program review requirements as all on-campus courses and programs (see

Standard Four). The College has also evaluated enrollment and retention in distance learning programs (see Standard Four).

Appraisal

Developing distance learning courses and programs was identified as a strategic goal of the College in 1998. As the CIS online degree program evolved from existing course offerings and a System-wide distance learning initiative, a presidential Task Force undertook a comprehensive review in 2001. As the program grew (see Appendix A, Table 4), the technological infrastructure, organizational structure, and student learning assessment activities were reviewed and modified to accommodate its growth. As the College was also planning its move to a new, technologically enhanced downtown facility, plans and decisions about all hardware and software needs for the new campus also took into account the requirements for offering an expanded distance learning program (see Technical Infrastructure). The proactive role of the Curriculum and Academic Policies Committee in setting policy that ensures the quality of distance learning programs also greatly enhanced the planning process.

When the Board of Trustees (BOT) of the Connecticut Community-Technical College System approved the CIS online degree and certificates, a sustained commitment to the program was made. BOT policy requires that any academic program continue until all matriculated students complete it. The College further demonstrates its commitment by ensuring that all required degree courses are offered in sequence in the appropriate semester so that full time students can complete their CIS degree in the intended two years. In addition, the College publicizes in

13

catalogs, booklets, brochures, and flyers, the requirements and benefits of the CIS degree with Web Publishing and Network Administrator Assistant options.

Due to the newness of the DL programs, some features have not been assessed, for example, the newly devised organizational structure. However, evaluation of distance learning parallels that of campus programs in most respects. For faculty and instructional evaluation, Capital uses several methods on campus: student course evaluations, classroom observation, and instructor self-assessment and professional development plans. For online programs, the course evaluations have been adapted and used for improvement of instruction (see Standard Four); the Chair for Distance Learning has developed an analog of the classroom observation that will be used in coming semesters (see Appendix C); and self-assessment and professional development plans for full-time faculty are currently in place.

The College is currently working on student learning outcomes assessments for all of its classes and programs. The DL courses and programs are included in this process in the same manner as campus-based courses (see Standard Four). In addition, formal program review, an alternate form of assessment which includes an evaluation of available resources as well as teaching and learning, is required for all programs on a five year cycle. The CIS degree program, online and on-site, is scheduled for program review during academic year 2002-03. This will be the first review of a degree program that encompasses online delivery.

Projection

Planning and evaluation are ongoing within the Academic Division and at the institutional level. Since February 2002, a strategic planning task force has been meeting to assess and revise the College's Strategic Plan. The role of distance learning is being reviewed and integrated into the larger institutional planning processes of the College. As the data is compiled from the DL student evaluations, assessments of student learning, and the CIS program review, new information will be available to enhance planning and decision-making for the future of the distance learning programs. The Academic Division has scheduled a retreat for February 2003 to consider current issues and future directions for online education.

c. Standard Three: Organization and Governance

Description

Capital is the lead institution among the state's community colleges offering the system-wide CIS degree online and soon will offer the entire degree locally. For this program, all standard course approval processes have been followed consistent with on-campus offerings. The organizational structure for distance learning parallels the academic department structure of the College. The Chair for Distance Learning is a full-time faculty member who reports to the Academic Dean, has the status of department chair, and sits on the Academic Division Council and the College Executive Committee. Currently, a CIS faculty member has assumed this position in an acting capacity. The Media Department directly supports the Distance Learning Department by providing Webmaster services, technical assistance, and faculty training. The Chair for Distance Learning hires and evaluates adjunct faculty for the CIS online programs.

The Distance Learning Department is treated as an independent department in the College's budget cycle. The Chair of Distance Learning develops a budget for the academic year. The budget then goes through an internal review process and a budget is awarded for the academic year. Within the existing structure, responsibility for Program Review for the CIS degree program continues to reside in the Business and Technology Department, with the Chair of Distance Learning maintaining an integral role.

The Chair of Distance Learning oversees for the College the integrity, reliability, and security of the services provided by the Connecticut Distance Learning Consortium (CTDLC) by periodically reviewing the services, surveying enrolled students and soliciting feedback from other academic and student service departments (see Technical Infrastructure and Contractual Relationships). All instructors in the Distance Learning Program receive training and all electronically offered courses receive technical assistance from the Chair of Distance Learning, from the College's Computer and Media Centers, and from the Connecticut Distance Learning Consortium.

Appraisal

As detailed in Standard Two, the organizational structure for distance learning is new and its effectiveness and the adequacy of the staffing have not yet been evaluated. Within the current structure, the overlapping roles and responsibilities of the Chair of Distance Learning and the Coordinator of the CIS program need to be clarified. As the College continues to create new degrees and/or offers existing degrees via Distance Learning, a formal administrative position (as

16

contrasted with the current half-time faculty release) with an appropriate level of support needs to be created to keep this college-wide enterprise flourishing.

Projection

The College intends to continue to grow in this area and develop additional academic programs. Growth, however, is contingent on the allocation of the necessary fiscal resources to create the proper infrastructure to offer quality electronic programs. At a minimum, this area needs a twelve month professional as a full time Director, a Web Master, and an individual with technical skills. However, restructuring in this area is hampered by a reduction of funding to the College from the state legislature and a corresponding freeze on new positions. This reduction of funding will force the College to continue to function with a faculty member serving as Chair of Distance Learning for a two course release, supported in technical areas by the Media Services staff.

d. Standard Four: Programs and Instruction

Description

Online delivery of Capital's Computer and Information Systems (CIS) degree and related certificates is consistent with the College's mission as detailed in Standard One. Both degree and certificates offer the student the choice of two areas of specialization: Network Administration or Web Publishing. As described fully in Standard Two, a consortium of Connecticut community colleges provides the online degree's general education courses; Capital offers the specialty computing courses and awards the degree. (Appendix H lists all courses and indicates what

college in the consortium provides them). Students can access information on course offerings at the consortium colleges both through Capital's and the System's Web sites.

In light of the mission of open access, it is Capital's policy to offer any online programs on-site as well. The CIS online programs are similar to the on-site versions in curriculum design and were subject to the same approval processes (see Standard Two). In addition, admission requirements and procedures are essentially the same, although all online students are charged "in state" tuition. Key initiatives aimed at student retention are also in place for distance learning students, including an "early warning system," tutoring, and counseling.

Instructional methods in online courses differ in obvious respects but are designed to be consistent with the on-site methods with respect to student-teacher communication, student-to-student interaction, assignments and grading, and assessment of student learning.

The College and the System have made significant investments in distance learning, particularly with respect to the computing infrastructure and online delivery of support services. The System has also contracted with the Connecticut Distance Learning Consortium (CTDLC) to provide course management software, supplementary faculty training, technical assistance and additional library resources for students. The CTDLC has also provided individual faculty members with $2500 stipends to develop courses and the College with $50,000 to develop a degree. In conjunction with the CTDLC, the lead agency, Capital will participate in a three-year, $450,000. FIPSE grant to study and improve support services to DL students (see Appendix B).

The objectives and requirements of the online degree program and certificates, which will be published in the upcoming College catalog and posted on the College Web site, are similar to those of the on-site offerings. Consistent with all of Capital's associate degree programs, there is a distributed general education core comprising one third of the degree credits, a specialized core which provides students with the basic knowledge needed to proceed to the advanced conceptual and practical skills, and specialized courses in either Web Publishing or Network Administration. Certificate programs contain only the specialized computing courses.

The general education core comprises courses in mathematics, science, writing, literature, the arts, the social sciences, and the humanities. Course objectives correspond to related outcomes in NEASC 4.19.

The technical courses follow a logical progression. A series of basic courses lays a foundation for specialization by giving students an understanding of hardware specifics, application software concepts and use, operating systems and operating system software, and an introduction to C + + programming.

Within the networking specialization, the basic courses demonstrate the concepts and current practice of simple peer-to-peer networks, LANS, WANs, and the Internet. In the advanced courses, a LAN/Server model is connected to the Internet's WWW. Through the projects and exams which mimic the Microsoft Certified Systems Engineer (in concept – not depth) the student gains knowledge which he or she may apply towards the prestigious and difficult MCSE rating.

For the Web Publishing option, basic courses give students competency in Web authoring languages. The more advanced courses develop competency in the use of Automatic Web Site authoring programs combined with video.

As outlined in Standard Two, online delivery of the CIS degree and certificates was a direct result of College and System planning. In support of the program, since its inception, the planning on the operational level has resulted in: 1) a new organizational structure, 2) a network upgrade, 3) state funding for streaming video, 4) online admissions, registration, and financial aid and 7) a contract with the Connecticut Distance Learning Consortium to provide support services.

Program evaluation is ongoing. Distance learning programs are included in the College's mandatory five year program review cycle. The CIS Program, inclusive of DL delivery, will undergo the program review process this year. The review, designed for all programs in the System and linked to specific NEASC standards, evaluates fulfillment of the mission, program design, instruction, program outcomes, resources, and support services.

The College assesses student satisfaction with on campus courses each semester; distance learning courses do the same via two surveys. Similar to on campus assessment, the effectiveness of DL faculty and instruction is evaluated in several ways: student surveys in every section of every course and an instructor's self-assessment for full-time faculty. An analog of the classroom observation used on campus has been designed by the Chair of Distance Learning and

will be used in future semesters. Based on the information provided by these measures, each full-time faculty member creates a professional development plan designed to address any deficits.

Assessment of student learning for online programs is integrated into the overall assessment program, specifically: 1) general education assessment, initiated this year with a technology skills assessment and a course-embedded assessment of writing across the curriculum, and 2) summative assessment of student learning in degree programs.

The CIS online degree and certificate programs are an "integral part of the institution" with "sufficient support for instructional and other needs (4.8)." As outlined in other Standards, the College has provided the same inputs for DL students as for on-site students: comparable curriculum, professors, student services, and academic support services. Beyond this and specific to online delivery, Capital, through a contract with the Connecticut Distance Learning Consortium, also provides technical support (see Technical Infrastructure and Contractual Relationships). The College also offers, through on-line counseling, information on program progressions and transfer. As also stipulated in NEASC 4.8, students in the program have "appropriate opportunities....to question and discuss course content with faculty." During the interactions of faculty and student in the DL environment, there are numerous exchanges that relate to the course content, career paths, and advancement to four-year institutions. All DL faculty are encouraged to assist students in these areas as Academic Advisors.

As mentioned above, the College does contract with the CTDLC to provide ancillary support. The terms under which the services are provided are clearly outlined in a contract between the Connecticut Community College System and this partially State-funded agency. Descriptions of the services are available for students on both Capital's and the CTDLC's Web sites, as well as in the *Distance Learning Booklet* given to students and on individual instructors' Web sites.

Faculty in DL CIS courses are a mix of full-time faculty and working professionals. Efforts are made to insure diversity of expertise amongst faculty, and rotation and reassignment are often employed to avoid staleness of presentations and encourage development of new approaches.

CIS online faculty foster a scholarly approach and creativity by teaching basics in all classes and then encouraging students to submit real-world, creative projects. Rarely are multiple choice or True/False evaluations used; project grades which reflect creativity and mastery of the subject material are the foundation for students' grades.

As reported in Capital's 2001 Interim Report to NEASC, multiple initiatives designed to improve the quality of teaching are underway at Capital, including: learning communities, professional development activities related to students' learning styles, and teaching quality circles. These efforts will extend to distance learning courses over the five-year course of the Title III grant that funds them. In addition, the following DL-specific initiatives have been instituted. During the past two semesters, experiments with streaming audio and video have been very encouraging in courses and labs where demonstration and manipulation of hardware and configuration software are difficult to explain. In Language courses, the use of sound files has

greatly enhanced the learning experience and students' proficiency in pronunciation, giving these courses a classroom type of environment, with verbal interaction over the Internet. Improved course management software, in particular WebCT, has also enhanced the DL environment for students and faculty. It provides content management capabilities, options for customization, and integration with the existing campus infrastructure as detailed in the "Technical Infrastructure and Contractual Relationships" section of this report.

Academic advising for DL students is available and comparable that offered to on-site students. Advising is a contractual duty of faculty and can also be part of faculty "additional responsibilities" which constitute twenty percent of the faculty workload in the Connecticut System. Capital also has five academic counselors, one of whom is assigned specifically to distance learning students. In the 2002-03 academic year, the College will implement a new academic advising model; the model includes extensive training on Banner advising tools and on developmental advising. Each distance learning course will be assigned to a trained faculty member or to the distance learning counselor and have the additional benefit of informal advising by the primary instructor.

The College has an open admissions policy defined by state statute and consistent with the mission, which applies to all students, DL included. Admission and retention policies are published both in the print catalog and on the college Web site. To assess student preparedness in an open admissions environment, all Capital students, on-site or online, are tested for placement in college English and Mathematics courses. If indicated by test results, non-credit remediation is mandatory.

As reviewed above, multiple external agencies have confirmed that the CIS degree, on-site and online, offers content appropriate to the degree level. All faculty teaching in the program use the same approved course outlines and grading system, ensuring consistency among instructors in the evaluation of student achievement.

Appraisal

Online delivery of the CIS degree and related certificates was begun at Capital in September, 2000. In the intervening semesters, the College began the process of fully integrating distance learning into the organization, as detailed elsewhere in this report, and evaluating the effectiveness of online delivery. The design of the curriculum, comparable to that of the proven on-site program, and the proposed method of delivery, had been approved by two external agencies and was not an institutional concern. However, the delivery of the courses by several colleges did present multiple issues, the most pressing of which was the absence of a single System-wide transcript. Students taking courses at other colleges must transfer their credits to Capital in order to graduate. In addition, Capital does not control what courses will be offered each semester at other colleges, although general education courses are offered frequently at most of the institutions. Given this, Capital moved to put all courses in the degree online locally and will finish that process in the 2002-03 academic year.

With the CIS online degree and certificates, the College has demonstrably provided programs that are consistent with on-site programs in many respects. Given that the instructors, curriculum, admissions requirements, and support services for distance learning students are

24

equivalent to those provided for on-site students, questions that arose were related to the online environment itself. Can online classes be as effective a learning milieu in terms of teacher-student and student-student interaction? Two semesters of student surveys have indicated that, although in general students are very satisfied, areas of lesser student satisfaction are student-to-teacher and, to a greater degree, peer-to-peer interaction within the courses (see Appendix D).

A second question related to the milieu is whether the same placement tests are adequate for DL students. Anecdotal evidence indicated that early dropouts from DL courses were those with insufficient technological skills.

With respect to the allocation of resources for distance learning, the institution has struggled with the issue of the appropriate level of staffing and was able to commit only relatively modest resources in this area. However, after a year of deliberation, the College decided to re-deploy currently employed personnel to this area. The new model will be evaluated in a year.

As detailed above, the online degree was an outcome of the strategic planning process but more detailed, comprehensive planning related to distance learning, on both strategic and operational levels, needs to be part of the next phase of Capital's planning process. The College has completed objectives in the current strategic plan and has now entered a new planning phase. The College's direction with respect to online learning will be outlined in this plan and mirrored in operational planning.

Evaluation of the distance learning initiative is in the beginning stages, due to the newness of the program. One mode of evaluation will be the program review scheduled for the current academic

year. As part of the review, the relative strengths and weaknesses of the two delivery modes of the CIS degree program, on-site and online, will be assessed.

A second mode is an analysis of available data on DL. In the past two years, the College has collected data on enrollment trends, student retention, and satisfaction. There has been a steady enrollment growth suggesting both demand and customer satisfaction (see Appendix A, Table 4). Semester retention in the distance learning program is slightly lower than those of on-site courses. Completion rate for students taking distance learning classes for fall 2001 was 59.7 % and for spring 2002 was 62.1 %. On site, the percentages were 64.4 percent and 63.1 per percent.

The College uses two surveys to assess student satisfaction. One instrument, provided by the CTDLC, has been used for several semesters and was referenced above (see Appendix D). The second is a survey used for all Capital courses and recently extended to the DL program (see Appendix E). Overall, student satisfaction, as gauged by this survey, is high, averaging over 90%. Of the 1120 responses from 80 students, only 5% disagreed or strongly disagreed that criteria were met. (Some students preferred not to respond.)

Assessment of student learning in the online CIS program has been incorporated into the College's general assessment program. Assessment of general education outcomes was begun last year with a course-embedded writing evaluation that provided baseline data on student writing. DL sections were included in the project but there were not enough DL writing sections to draw any conclusions about this population. Planned interventions to improve student writing

that were designed based on assessment results will include distant learners. Distance learning students will be included in on-going writing evaluations and in this year's assessment of quantitative skills and their results will be examined as a separate group. Technology skills assessment, a second look at general education, has been implemented with the use of a standardized test in all on-site sections of the introductory computing course. The assessment will be extended to DL sections in the current academic year.

Summative assessment of student learning in degree programs is proceeding program by program. The CIS program has identified student learning outcomes and plans to assess them this year via a standardized test for network administration and a capstone project for web publishing.

Evaluation of faculty and instructional effectiveness is outlined in the section of this report dealing with faculty (see Standard Five).

Projection

In the next two years, the College will complete strategic planning related to distance learning, establishing measurable objectives related to enrollment, retention, and student learning, and identifying funding sources.

The institution will also continue to assess the effectiveness and improve current DL offerings. Two key areas that must be assessed are the effectiveness of new staffing model, and the impact of the new advising model.

The CIS program review will provide an opportunity to compare the online and on-site program with respect to retention, student learning, academic support, graduation rates, student satisfaction, and library and student development resources. Ongoing assessment of general education and the summative assessment of the CIS program will also identify any weakness related to online delivery.

In response to current data available on the program, the College will take the following specific actions.

- The survey of student satisfaction in spring 2002 indicated relatively low student satisfaction with instructor enthusiasm and encouragement of students. In the current academic year, DL faculty development activities will be focused less on the technical and more on "classroom" management techniques, i.e., conveying enthusiasm and encouragement in this milieu.

- The DL Chair and faculty will address the issue of student dissatisfaction with peer interaction using the interactive features available with the new course management software WebCT. This will also be examined in sections piloting the online tutoring available through the CTDLC.

- Capital will participate in a FIPSE grant with CTDLC that will assist the College with multiple issues. Grant objectives are to 1) design and implement an electronic student portfolio that can be used in advising and learning assessment and 2) develop placement tools related to technological competency.

28

e. Standard Five: Faculty

<u>Description</u>

A growing number of faculty participate in the College's DL offerings each semester. There are presently approximately 20 DL class sections offered across a variety of academic disciplines. For fall 2002, half of these are computer-related classes in the CIS department and the other half are spread across the following fields of study: Science (1); English (3); Psychology (2); Sociology (1); Communications (1); Spanish (2). About half these classes, including all the non-technical courses, are taught by full-time faculty. Long-term adjuncts in computer-related areas teach the remaining sections. There are no teaching assistants involved.

All DL faculty, full-time and adjunct, are subject to the same contractual arrangements as campus-based faculty. Thus they are recruited by department chairs, meet established Board of Trustees minimum qualifications (a masters degree in the subject area), are paid according to contract salary agreements, are assured academic freedom, are held to professional ethical standards, and are evaluated by methods similar to those used for on-site faculty (student evaluation, classroom observation, and self assessment). (An analog of the "classroom observation" used on campus has been designed but not yet implemented.) Special requirements exist for DL faculty including but not limited to: computer literacy well beyond basics; thorough knowledge of the Internet and the WWW; knowledge of course delivery software, in particular WebCT, the current standard for the CCC system; and, preferably, professional expertise in their subject area – for example, a Network Administrator teaching Network Administration courses. Full-time faculty carry responsibility for advising, curricular development, planning, and policy making within departmental and governance structures. Such policies are clearly outlined in the

published collective bargaining agreement and selectively published relevant documents such as the *Student Handbook* and the *College Catalog*. Online student evaluations are mandatory for all DL courses and are shared with the Academic Dean.

DL faculty are included in professional development opportunities available for the faculty in general detailed in the College's Interim Report to NEASC. Specific to distance learning, training in course management software has been provided by the College, the Community-Technical College System, and by the CTDLC. The CTDLC also offers stipends for course development and technical support.

Appraisal

Since faculty working in the DL environment rely upon the same contractual obligations and protections as those working on campus, the teaching of DL courses at the College adheres to established standards of pedagogy and professional integrity. All courses offered by departments other than CIS are handled entirely by full-time faculty, who are guided by the mission and goals of our particular urban community college and the needs of its student population. Student evaluations of DL program courses show high satisfaction with instruction, averaging over 90% (see Appendix E).

Faculty have been encouraged to develop new courses that have broadened the College's offerings and enhanced pedagogical growth. The number of full-time faculty involved demonstrates the College's commitment to the development of DL courses. However, budget constraints are pushing the College to rely more heavily on adjunct faculty in all departments and

programs, and this trend will present a concern if it begins to limit the participation of full-time faculty in DL courses and programs. An additional concern is that technical issues have generally dominated professional development training sessions to date, overshadowing methodological, pedagogical, and curricular matters.

Projection

The College will continue to sponsor opportunities for faculty to share ideas and expertise about DL teaching and learning. These activities will lead to exploration of how DL delivery affects course content, teaching methods, and active learning. This will enhance coherence between DL and campus-based classes offered by Capital. If the College increases reliance on adjunct DL faculty, evaluation of faculty on a course-by-course basis will require particular attention. Evaluation of online courses and instructors is a new area and a challenging one. The College will explore in specific ways what makes DL courses particularly valuable, and will identify methods of insuring the academic integrity of courses offered online (see Appendices F and G).

The expertise of the College's Media Services Department in producing digital images, audio, and video, in both traditional and streaming formats, and the new downtown campus's technological superiority both promise to enhance the resources of faculty teaching DL classes in the near future.

f. Standard Six: Student Services

<u>Description</u>

Capital Community College offers a wide array of online support services for all students. Through either the Student Services' Web Page or the Banner Web for Students, Capital students are able to access information on admissions, financial aid, registration, career planning, placement testing, and the Welcome Center. In many cases, students may use special e-mail accounts to request services and seek advice, and students have online access to admissions, financial aid, and registration applications as well as to sample placement tests. In addition, the Career Planning office has an advanced online program for the use of students and potential employers. Students may get assistance with resumes, cover letters, and interview preparation, or they can submit their resumes to employers through a national database.

These services, as well as the online services of the Library, are of particular value to the College's Distance Learning students. Students can learn about DL options through the DL Web page or through materials distributed on campus to students, including a *Distance Learning Booklet* updated each semester. The *Distance Learning Booklet* and Web page inform students of course requirements for technology and technical competencies, and students are referred to the resources of the CTDLC for support in these areas as well as for tools to assess their readiness for the responsibilities for DL study. Capital counselors are in contact with most DL students to consult about the differences between campus-based and DL work. Student retention and satisfaction are enhanced by the use of chat rooms, e-mail, and phone contacts with teachers, counselors, and fellow students, and, where possible, face-to-face meetings. These contacts foster a sense of belonging to the larger learning community.

The *Distance Learning Booklet* and Web page inform students of costs and administrative arrangements for DL courses and of the fact that DL learners are required to meet the same academic standards as other students. Specific outcomes are included in the syllabi and course outlines. In the fall of 2002, the College offered 30 DL courses applicable to the CIS program, representing a wide variety of selections to meet the needs of CIS DL students. Courses are regularly offered in sufficient number and variety so that students can make reasonable progress toward their degree.

Appraisal

The Welcome Center maintains its Web page and provides quick responses to online students despite limited departmental staffing. Rapidly increasing numbers of students are taking advantage of online admission, financial aid applications, and registration. However, some students have reported that putting together all the different parts has been cumbersome since the opportunities are spread over several different Web pages. Improvement is needed to establish clearer linkages and also to facilitate the payment of fees, which is not now possible online. Currently, placement testing in Math and English is not available online. Although students may take the placement test at any of the twelve community colleges in the state system and transfer the results to Capital, the student may also have to pay the other college's admission fee. Further work on online testing is needed.

Students familiar with DL express satisfaction with Capital's support services and the sense of participation in the college community. Students new to DL are more likely to feel alienated.

Continued efforts are needed to prepare new DL students and to create a sense of community participation for students enrolled in Distance Learning programs.

Projection

The College is currently redesigning its DL Web page to serve as a single center for all online student service links. In addition, the College is investigating online placement testing and methods of accepting the application fee over the Web. Application for financial aid online is expected to reach over 90% in the next two years, and constant technology enhancements will permit the College to serve students better via the Web each semester. Increasing the staff of the Welcome Center will facilitate development of One Stop Student Services Online, including a New Students' Orientation. To prepare students new to DL, the College is researching an online prerequisite for registration in a DL course. The program would serve as a tool to assure the College that the student is aware of the demands of distance learning, can meet the technical requirements, and has had all questions answered before registering for the course. At the beginning of a student's enrollment in the CIS DL program, this prerequisite will provide appropriate guidance.

g. Standard Seven: Library and Information Resources

Description

The Arthur C. Banks Library is an information center and an integral part of the educational process. Its mission is to provide access to both print and electronic information resources to all students, faculty and staff at Capital Community College. The Library's collection includes over 45,000 volumes and 415 print journals and newspapers. There are over

6,000 full-text periodicals available through online databases covering a variety of fields and types of periodicals. All databases can be accessed remotely via a proxy server. Full library services are available to distance learning students via mail and email services through the library's Web page.

A major initiative of the library staff has been to ensure that all library products and as many library services as possible are available to students enrolled in the College's distance learning programs and courses. The following initiatives that enable distance learning students to use library services without having to visit the campus have begun:

- The library Web page serves as the gateway to many of our resources, including the Endeavor integrated library system, online databases, electronic books, electronic journals and other electronic resources. The library Web page includes a link to the online databases that are available through the Connecticut Digital Library. There are additional features on the library Web page that help distance learning students, including library newsletters, a general library skills tutorial, and research pathfinders. The library Web page includes online reference and interlibrary loan request forms.

- The library has a policy that enables distance learning students to receive via mail a library card, reserve videos, circulating books, and journal and newspaper article photocopies.

The Library works closely with the Media Services Department whose expanded role with respect to distance learning was outlined in Standard Three.

Appraisal

Full library services are available to distance learning students; however, while statistics are available on remote usage of theses services, they cannot be sorted to include only those remote users matriculated in the online CIS programs. The library budget has allowed the library to subscribe to numerous online databases, providing the most up-to-date resources for research. From September 2001 through May 2002, these databases were accessed 10,833 times. The Library does not have separate statistics to indicate usage by distant CIS students alone, but since they are given assignments that require library research, the librarians believe that they are among the frequent users of these databases. As with on campus students, online CIS degree students in English 101 are required complete the library instruction workbook, currently available online. DL students have also made requests for library cards in order to borrow online videos for Spanish courses.

The library staff recognizes that more outreach to the DL faculty is necessary to focus on library services available to DL students and to persuade DL faculty to incorporate more library research into their courses. In addition, the staff needs to create a process for gathering statistics on library use among DL students. The present library staff is small, and much of its time is taken up with providing traditional library services. Until the hiring of a permanent Director of Library Services in March 2002, the library depended for nearly three years on the work of an Interim Library Director who carried the additional responsibilities of managing library instruction and coordinating the Library Technical Assistant certificate program. The library now has an assessment plan covering all library areas, and with a permanent Director, the staff will have more time to assess services specifically related to DL.

Assessment of the faculty training, instructional design assistance, and Webmaster services that the Department of Media Services has recently begun to provide will begin in the fall of 2003.

Projection

As more students enroll in courses that are delivered through distance learning, it is important that the library staff continue to investigate new ways in which to deliver traditional library services through the use of innovative methods. The following initiatives will be started in the coming months:

- The Webmaster will investigate the creation of a password-protected Web page for DL students and faculty, making it possible to gather statistics on DL-specific library use.

- Library staff will implement an electronic reserves system for online access to library reserves. Staff will also add periodical holdings to the Endeavor integrated library system.

- The library staff will create electronic surveys on library resources and services as well as on the library Web site to determine if the library is meeting the needs of DL students. The library will purchase Zoomerang software to supplement the surveys. Results will be used to make modifications to the library Web page.

- Library staff will investigate licensing the Texas Information Literacy Tutorial, contacting DL faculty to identify appropriate TILT modules. Capital librarians will design questions based on these modules and students will respond to a library instruction email address. The instruction librarians will create an electronic library

skills test to measure distance learning students' information literacy after completing the electronic library skills tutorial.

- The library will purchase more netLibrary e-books and will purchase technical e-books through McGraw Hill.

The Media Services Department is planning a 2003-04 rollout of a streaming media system to provide a fully digital library of audio and video course materials. Faculty and students will be able to access high-quality media materials 24 hours a day via streaming Web servers. In the coming year, Media Services will collaborate in creating and managing the digital video/audio archive of the College and in making it accessible by Web interface. This will increase the College's ability to meet the information needs of all students and faculty, and particularly those involved in DL programs.

h. Standards Ten and Eleven: Public Disclosure and Integrity

Description

The College presents information on distance learning programs in print, online, and in marketing materials both independently and in collaboration with the Connecticut Distance Learning Consortium (CTDLC). The College's 2002-03 catalog provides the base of information from which all publications pertaining to distance learning are derived. The College's catalog contains the listing of full-time faculty, administrators, trustees, and boards. The degrees granted to faculty, staff, and administrators are also listed. Full and part time instructors are identified in semester course schedule booklets. In addition, fall and spring semester schedule booklets and a stand-alone, four-part, 28-page booklet *Distance Learning Booklet* include descriptions and listings for all online degree programs and courses. The

information in print is replicated at the College's Web site and may be accessed on its main page at the *Center for Distance Learning* icon. Content is geared to introduce prospective students to distance learning and provide direct access to admission information and academic policies.

The Office of Institutional Research and Planning regularly updates a fact sheet on the size and characteristics of the student body and other basic information about campus life. This information is available on the College Web site. Institutional Research, in conjunction with the Board of Trustees system office, also publishes information on student outcomes and success in placement. All accreditations and academic and professional affiliations are prominently displayed on the College's home page. The Media Services Department provides production support for all print publications, and converts these documents into the proper format for use on the Web. Publications are reviewed by multi-disciplinary faculty teams and the deans of Academic Affairs, Student Services, Continuing Education, and Administration. In addition, these groups and individuals receive support and assistance from the Media Services department, the Office of Institutional Research and Planning, the Office of Development and Public Relations, and the President's office.

In its distance learning activities, the College adheres to policies and practices that ensure institutional integrity in relations with faculty, staff, students and the public. The Distance Learning program is implemented under the authority granted to the College by the State of Connecticut and the Board of Trustees for Technical-Community Colleges. The College is subject to regular audits and performance reviews under standards established by the state Department of Higher Education.

The Distance Learning program is fully integrated into conventional programs of study and learning opportunities at the College. A student can make a seamless transition from regular enrollment to distance learning, or combine the two. Students receive a full complement of academic and support services whether they are matriculating on campus or online.

Policies and procedures are broadly disseminated which clearly delineate the rights and responsibilities of students. The College's policies on non-discrimination and acts of intolerance are published in the catalog and posted on the College Web site. Policies and guidelines concerning academic dishonesty, including plagiarism and cheating, are published in the college catalog and posted on its Web site. The Chair of Distance Learning has proposed an Honor Code for students in Distance Learning courses (see Appendices E and F). On the College library Web page a warning concerning copyright restrictions is posted.

The various bargaining units at the College ensure that the rights and responsibilities of faculty and staff are covered in contract language as to work related to distance learning. All members of the College community may exercise their right to grieve any decision or outcome based on the written policies and procedures.

Appraisal

The current catalog and related print and online publications, including publications related specifically to distance learning, provide all the requirements of Standard Ten for public disclosure, including mission, objectives, outcomes, procedures, and policies. The CIS program

online adheres strictly to standards of academic integrity, enforcing a policy and penalty for academic dishonesty, including plagiarism, that is in effect throughout the College.

The College adheres to copyright law. Capital's Director of Library Services, in collaboration with other Library Directors in the System and with the Director of Media Services, is currently working on policies to clarify and ensure compliance with Electronic Copyright law.

Projection

The new Distance Learning Chairperson, working in collaboration with the new Public Relations Manager, will enhance publication of information and Web site maintenance.

APPENDIX A: DATA FORMS

INSTITUTION: Capital Community College

TABLE 1. Program and Certificate Description

Note: For Enrollment and other data, use data from current or most recently completed semester for which data are available.

Programs and Certificates in which 50% or more of the courses may be completed entirely on-line

Program or Certificate Name	Level of Degree (A, B, M, D) or Certificate (C)	Initiation Date (First Enrollment) (year Only)	Number of Required Credits	No. of Credits Which May be Completed On-Line
Computer and Information Systems Degree with Two Options	AS	1999	63-65	All Credits
Network Administrator Assistant	C	1999	24	All Credits
Web Publishing	C	1999	24	All

Insert additional rows for more programs, if needed.

INSTITUTION: Capital CC

TABLE 2. Students

Note: For Enrollment and other data, use data from current or most recently completed semester for which data are available.

Programs and Certificates in which 50% or more of the courses may be completed entirely on-line

Program or Certificate Name	Matriculated Students	Degree or Certificate Completers to Date	Total Number of Students Taking Courses on Ground*	In-State Students Taking Courses On-Line	Out-of-State Students Taking Courses On-Line	Students Based in Other Countries Taking Courses	Total Number of Students Taking Courses On-Line
Computer Information Systems Degree and Certificates	165	1	2244	236	2	0	238
							0
							0
							0
							0
							0
							0
							0
							0
							0
							0
							0
TOTAL	165	1	2244	236	2	0	293

Insert additional rows for more programs, if needed.

*Students enrolled in programs described in this table.

43

INSTITUTION: Capital CC

TABLE 3.   Faculty

Note: For Enrollment and other data, use data from current or most recently completed semester for which data are available.

Programs and Certificates in which 50% or more of the courses may be completed entirely on-line

Program or Certificate Name	Faculty Teaching in The Program (Headcount)				FTE Faculty in Program	Number with Highest Degree	
	Faculty Employed Full Time at The Institution		Faculty Employed PT at The Institution	Total Faculty in Program		Ph.D or Equivalent	Masters or Equivalent
	FT in Program	PT in Program					
Computer Information System:							
With two certificate options. Network Administrator and Web Publishing	1	5	6	12	4.5		6
				0			
				0			
				0			
				0			
				0			
				0			
				0			
				0			
				0			
				0			
				0			
TOTAL	1	5	6	12	4.5	0	6

Insert additional rows for more programs, if needed.

TABLE 4.   Course enrollments and completions

Note: For Enrollment and other data, use data from current or most recently completed semester for which data are available.

Programs and Certificates in which 50% or more of the courses may be completed entirely on-line

Courses Offered On-Line	Fall	Spring	Year Total*	Fall2001	Spring2002	Year Total*	Fall	Spring	Year Total*
Undergraduate									
Total Number of courses				14	19	33			
Total on-line enrollments				248	317	565			
On-line course completions				145	195	340			
Graduate									
Total Number of courses									
Total on-line enrollments									
On-line course completions									
TOTAL									
Total Number of courses	0	0	0	14	19	33	0	0	0
Total on-line enrollments	0	0	0	248	317	565	0	0	0
On-line course completions	0	0	0	145	195	340	0	0	0

* For year total, include all offerings, including Fall and Spring terms, short-terms, summer, and non-term-based offerings

APPENDIX B:

FIPSE Grant

The FIPSE grant in which Capital will be a participant is designed to address three issues impacting the quality of distance education: students' technological readiness for DL courses, effective advising, and outcomes assessment. The structure of the FIPSE grant provides for three working groups to develop 1) a mechanism for screening potential DL students for technological and information literacy (i.e., readiness for DL courses) and create on campus workshops and/or online tutorials to prepare students for participation in online courses, 2) an e-portfolio, including, for example, transcripts, placement test scores, writing samples, and other materials, for advising purposes, and 3) an e-portfolio for outcomes assessment. Capital's team members and representatives to the CTDLC FIPSE project include the Chair of Distance Learning, the Library Director, the Director of Media Services, the Director of Counseling, the Director of the Learning Center, and the faculty Chair of the Student Learning Assessment Team.

APPENDIX C:

Proposed Analog to Classroom Evaluation for Distance Learning Faculty

Starting in the fall 2002, the distance learning faculty will evaluated by means that parallel the classroom observation but are dependent somewhat upon the pedagogy used by the faculty. For example, if the primary method of communication is via e-mail, Web pages, etc., a minimally invasive evaluation of the faculty member's e-mail log, Web site, and project "storage and grading" system is reviewed to assess the following:

- Prompt commencement of classes.
- Timely and complete response to inquiries and questions.
- Warnings and preparations for the administration of exams.
- Thoroughness of explanations and referrals.
- Comprehensive and easy-to-navigate Web site.
- Ancillary materials as provided by publishers or the instructor.
- Links from the Web site to useful and challenging tutorials.
- Use of PowerPoint/other multimedia presentations to foster and diversify the learning experience.
- Streaming audio and/or video supplements.
- Student audio files (e.g. for language classes).
- Effective files and folder structure for the prompt and easy retrieval of the students projects.
- CD ROM, Zip or hard drive back up of all student work and .pst (post office archive) . files.

For those instructors who engage in more interactive activities involving discussion groups, bulletin boards and chat rooms, and possibly (although not yet fully implemented) video and audio conferencing, samples of this pedagogy using and evaluation logged record of such, can also be evaluated, barring invasion of private correspondence and communications.

APPENDIX D:

Student Evaluation of Online Courses, Fall-2001 and Spring 2002

	Fall 2001	Spring 2002
	Very Satisfied and Satisfied	Percentage Satisfied and Very Satisfied
The content of the curriculum	91	100
Quality of Instruction	100	92
Clarity of learning outcomes	100	96
Ability to achieve outcomes	91	96
Design of the Web pages	91	92
Clarity of course structure/requirements	91	100
Required reading	91	96
Timeliness of feedback on progress	91	89
Quality of student-faculty interaction	82	81
Quality of student-student interaction	64	54
Accessibility of professor	91	89
Use of Discussion	73	77
Availability of technical assistance	55	89
Ease of using technology	91	84
Quality of academic advising	73	84
Availability of library and learning materials	91	81
Availability of information about required course materials	82	96
Ease of registration	82	92
Availability of info regarding course requirements, prerequisites, and technological skills pre-registration	82	96
Overall level of satisfaction	82	88

Sample size: Fall 2000=11;   Spring 2002=26

APPENDIX E:

AGGREGATE RESULTS OF THE SPRING 2002 COLLEGE SURVEY

QUESTION	PERCENTAGE THAT AGREE OR STRONGLY AGREE
Instructor gives clear and understandable course objectives	(96)
Instructor conducts a well organized course	(90)
Instructor encourages me to think about subject	(93)
Instructor encourages students to participate	(80)
Assignments helped me to learn the subject	(96)
Atmosphere of the course promotes learning	(90)
Instructor presents subject clearly	(89)
Instructor demonstrates enthusiasm and interest	(86)
Instructor uses course time effectively	(90)
There are clearly defined grading procedures	(90)
Instructor returns graded materials in a timely way	(91)
Instructor provides adequate feedback	(90)
Instructor is available for consultation	(94)
Instructor treats students with respect	(91)

Number of respondents =80

APPENDIX F:

Insuring Academic Honesty and Integrity in DL Courses

Although national trends in DL are to provide students with proctored testing sites for their mid-term and final exams, Capital has not yet begun this process with the eleven other community colleges in the State. We anticipate, in the next academic year, that we will install procedures with our sister community colleges that allow for students to take final and mid-term exams in non-project passed courses at locations convenient to their place of learning (home or business). While this may not be practical in every case (e.g., out-of-state and foreign students), this policy is becoming the de facto standard for DL. Additionally, phase 2 DL (hybrid DL courses involving Web and on-campus work) with 30 % on campus activity/ involvement is also being recommended by organizations such as the AFT, AAUP, and ACM, so as to provide students with a more comprehensive and enriched College learning experience.

Capital recognizes these trends and is investigating relationships with other community colleges in the State system and beyond. We anticipate such relationships will evolve to the point that proctored and valid test of course materials can, when desired, be accomplished by this method, similar to the standardized testing procedure of the SATs, GRECs and ACTs.

In the interim, Capital has begun a process to institute a rigorous and comprehensive "Honor system" (see Appendix G) which requires that students contract with the College to do their own project, homework, work, and tests, with the clear consequence that any violation voids the students academic progress in the DL class and, if serious, the program he/she is enrolled in.

To date, we have had no detectable violation of this Honor system, and feel that proctored testing may be an option for those courses that involve little or no project based performance assessment.

APPENDIX G

Proposed Distance Learning Policies
Capital Community College
Spring 2002

Scholastic Dishonesty, Plagiarism and Personal Misrepresentation in Distance Learning Courses

Proposed: CAPITAL COMMUNITY COLLEGE has an honor code for academic behavior that insists on a high degree of intellectual honesty in Distance Learning Courses.

Students are expected to follow this code, with breach of the code resulting in review as specified by the appropriate section of the *College Catalog* and *Student Handbook.*

Cheating: Statement, Definition (Expanded for Distance Learning) and Consequences

Cheating is often not as clear an offense in a Distance Learning environment as on-campus. For the purposed of these guidelines, cheating is an act of

a. giving or receiving, and/or aiding in either the giving or receiving of any unauthorized information during a test, quiz, project, or homework assignment by e-mail, FAX, phone, in person or any other method, technological or not. This includes, but is not limited to, the presence of another person while a test is being administered, whereby the other person offers advice, answers or any other form of unauthorized aid.

b. communicating the contents, general or specific, of any test, quiz project, or homework assignment including but not limited to electronic transmission of the test by e-mail, FAX or cell phone; to include the dissemination of past tests or quizzes when the instructor has not specifically sanctioned this act.

c. using in the testing environment (e.g., chat, e-mail, phone, personal assistance) and any covert and unacceptable means of receiving or giving information on a test or quiz.

d. taking a test/quiz for another student at the students abode or at any remote location, when logged on as the legitimate student.

e. presenting as homework any transmitted text, pictorial, voice or video media which is NOT the work of the student, but is purported to be.

Beyond tests and quizzes, if a student turns in one paper, project, voice file, video, etc., for two classes without gaining consent from both instructors, it is considered an act of dishonesty and, therefore, an act of cheating (i.e., receiving double credit for a single assignment).

Any time a student is in doubt about what he or she is going to do, it is the student's responsibility to check with the instructor before doing it.

APPENDIX H
Computer Information Systems
Associate in Science Degree On-Line
CONNECTICUT COMMUNITY COLLEGE SYSTEM
GENERAL EDUCATION COURSES

College	Course			Credits
Composition – Choose one course 3 credits				
College	Course			
CA*	ENG 101	English Composition	web	3
NV	ENG 101	Freshman Comp	web	3
TX	ENG 101	Eng Composition	web	3
Literature – Choose one 3 credits				
CA	ENG 102	Intro to Literature	web	3
MA	ENG 120	Intro to Literature	web	3
TX	ENG 110	Intro to Literature	web	3
Mathematics – Choose one 3 credits				
NV	MATH 108	Elementary Statistics	web	3
Science – Choose two courses 6-8 credits				
CA	BIO 101	Intro to Biology	web	3
CA	BIO 205	Genetics	web	3
MX	BIO 102	Intro to the Cell w/lab	web	4
QV	PHY 131	Basic Astronomy	web	4
TR	ENV 1100	Environmental Studies/Biology	web	3
MX	BIO 211	Human Anatomy & Phys I w/lab	web	3
MX	BIO 212	Human Anatomy & Phys II w/lav	web	4
MX	BIO 213X	Cross-Sectional Anatomy	web	3
Art – Choose one course 3 credits				
MX	ART 101	History of Ancient Art	web	3
TX	ART 103	History Western Art 1	web	3
TX	ART 100	Art Appreciation	web	3
TX	ART 104	History of Western Art II	web	3
TX	ART 230	Contemporary Art	web	3
TX	ART 199	History of Photography	web	3
Humanities – Choose one course 3 credits				
CA	SPA 101	Elem Spanish I	web	3
CA	SPA 102	Elem Spanish II	web	3
CA	SPA 201	Int. Spanish 1	web	3
CA	SPA 202	Int. Spanish II	web	3
HO	LT 101	Elementary Latin 101	web	3
MA	JPNS 102	Elementary Japanese 1	TV	3

MA*	JPNS 202	Intermediate Japanese 1	TV	3
MA	Eng 252	Western World Lit II	web	3
MX	PHIL 101	Intro to Philosophy	web	3
MX	PHIL 215	Intro to Logic	web	3
TX	PHI-121	Intro to Philosophy of Religion	web	3
TX	PHI-100	Introduction to Philosophy	web	3
TX	PHI-204	Ethics	web	3
TX	PHI-110	Intro to Logic	web	3

Social Science – Chose two courses 6 credits

MA*	HIST 201	History of the US	web	3
NW	HIST 201	U.S. History 1	web	3
QV	HIST 162	American Civil War	web	3
GW	POL 201	American Public Policy	web	3
CA	PSY 101	Intro to Psychology	web	3
NV	PSY 101	General Psychology	web	3
TR	PSY 111	General Psychology	web	3
TX	PSY 201	General Psychology	web	3
TX	PSY 141	Death and Dying	web	3
TX	PSY 115	Psychology of Aging	web	3
TX	PSY 137	Psychology of Women	web	3
HO	PY 210	Abnormal Psych	web	3
TX	PSY 212	Adult Development	web	3
MA	SOC 261	Survey of Women's Issues	web	3
MX	SOC 217	Sociology of Women	web	3
TX	SOC-101	Intro to Sociology	web	3
CA	SOC-201	Intro to Sociology	web	3
TX	SOC-210	Juvenile Delinquency	web	3
TX	SOC-200	Criminology	web	3

Specialized Core – 24 credits

CA	CIS 101	Introduction to Computers	web	3
CA	CIS 105	Using Microcomputers	web	3
CA	CIS 123	Int to Data Communications & Networking	web	3
NV	BUS 251	Principles of Marketing	web	3
CA	CIS 135	The Internet	web	3
MA	LEG 270	Legal Ethics & Prof Responsibility	web	3
NW	ACCT 104	Computer Assisted Accounting	web	3
CA	ACCT 105	Prin. Of Accounting	web	3

Continued on next page

Web Publishing Option -- 15 credits

CA*	CIS 107	Multimedia Computing	web	3
CA	CIS 140	Desktop Publishing w/PageMaker	web	3
CA	CIS 235	Advanced Internet II	web	3
CA	VCOM 105	Basic Photography **OR NV MM 108**	web	3
NV	MM 108	Digital Imaging **OR CA VCOM 101**	web	3
CA	CIS 150	Electronic Publishing for the WWW	web	3

Network Administration Option -- 15 credits

CA	CIS 130	Intro to Operating Systems	Web	3
CA	CIS 135	The Internet	Web	3
CA	CIS 299	Data Communications and Networking II	Web	3
CA	CIS 160	Network Administrator with Windows NT/2000	Web	3
CA	CIS 230	JavaScript for the WWW	Web	3

TOTAL PROGRAM CREDITS : 63-65

CA=Capital Community College
NV=Naugatuck Valley Community College
TX=Tunxis Community College
MA=Manchester Community College
MX=Middlesex Community College
QV=Quinebaug Valley Community College
TR=Three Rivers Community College
HO=Housatonic Community College
NW=Northwestern Community College
GW=Gateway Community College

COMPUTER AND INFORMATION SYSTEMS: NETWORK ADMINISTRATOR ASSISTANT CERTIFICATE

CIS	101 Introduction to Computers & Information Systems	3
CIS	105 Using Microcomputers	3
CIS	123 Data Communications & Networking	3
CIS	130 Operating Systems	3
CIS	135 The Internet	3
CIS	230 Java Script for the World Wide Web	3
CIS	235 The Internet II	3
CIS	160 The Network Administrator	3

COMPUTER AND INFORMATION SYSTEMS: WEB PUBLISHING CERTIFICATE

CIS	101	Introduction to Computer & Information Systems	3
CIS	105	Using Microcomputers	3
CIS	107	Multimedia Computing	3
CIS	150	Electronic Publishing on the World Wide Web	3
CIS	140	Desk Top Publishing PageMaker	3
CIS	135	The Internet	3
VCOM	101	Introduction to Visual Communication	3
VCOM	105	Photography	3

All offered by Capital Community College