

Proposal for
Sustainable Online Courses and Programs
At Bridgewater State College

Prepared Jointly by the Divisions of

Academic Affairs
External Affairs
Information Technology

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Executive Summary

In response to the President's request, the Academic Affairs, External Affairs, and Information Technology Divisions have identified strategies for developing sustainable online courses and programs at Bridgewater State College. The overarching purpose of this proposal is to increase access to a BSC education for learners in our service region. The proposal provides a comprehensive plan for capacity building, with objectives ranging from the modification of simple student transactions to the development of sustainable degree completion programs. The target date for full implementation of these goals is June, 2011.

Goals:

1. Develop the services and infrastructure required to support rigorous online programs and courses in keeping with the quality that BSC provides in its face-to-face programs.
2. Build capacity to enable every undergraduate student to take at least one online course per year.
3. Deliver undergraduate, graduate, and degree completion programs online.

Needs:

- Student demand for online learning has grown dramatically, both nationally and locally.
- Community colleges' success in online degree programs has created a demand for online, third and fourth year degree completion programs.
- Nontraditional students with employment, family and other responsibilities seek online programs as a logistically sound alternative to conventional on-campus courses.
- Increased commuting costs have left many students unable to afford the cost of college.
- Students living on campus need online course options to resolve schedule conflicts.
- BSC has a critical shortage of classroom space.

Benefits:

- Increase access to BSC degree programs for prospective students in Southeastern Massachusetts, including the Cape and Islands.
- Substantially reduce student scheduling conflicts, thereby increasing four-year graduation rate.
- Support faculty use of a wide variety of interactive, multimedia tools to address diverse learning styles and promote engaged student learning.
- Quality online programs will promote articulation with two-year community college programs.
- Provide an immediate and cost-effective way to alleviate pressure on current classroom space.

Institutional Readiness: BSC has a rapidly growing number of faculty committed to exploring both the pedagogical and practical possibilities of online learning. BSC's nationally-recognized technological infrastructure has long been capable of supporting high-quality, online courses. The challenge BSC now faces is to incorporate online education into its strategic planning and build capacity for sustainable online programs. In doing so, the college will substantially increase access so all motivated learners in Southeastern Massachusetts can benefit from the high-quality programs BSC has to offer.

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Introduction

In response to the President's request, Academic Affairs, External Affairs, and Information Technology Divisions are proposing a strategic plan to develop sustainable online courses¹ and programs at Bridgewater State College. This plan is designed to achieve the following goals:

1. Develop the services and infrastructure required to support rigorous online programs and courses in keeping with the quality that BSC provides in its face-to-face programs.
2. Build capacity to enable every undergraduate student to take at least one online course per year.
3. Deliver undergraduate, graduate, and degree completion programs online.

The development of online courses and programs presents exciting global opportunities for BSC; however, online programs are most likely to draw students from our current service region.² The overarching purpose of this proposal is to increase access to a BSC education for learners in our service region. The target date for full implementation is June 2011.

Need

In recent years, several factors have converged to make this a critical time in the development of online programs at BSC. Student demand for online learning opportunities has grown dramatically, both nationally and locally. A major factor for students is the recent increase in commuting costs, which has had a profound effect on many students' financial ability to continue their college education. During Fall 2005, approximately 3.2 million college students nationally enrolled in at least one online course, representing a 39% increase over the prior year.³ Thirty-eight states, including Massachusetts, have some form of virtual school and/or regulation of online learning at the elementary and secondary levels.⁴ With over 700,000 elementary and secondary public school students enrolled in online courses⁵ and an expected growth rate of 100% per year⁶, there is reason to expect that, soon, incoming freshmen will have prior online learning experience and will expect to be able to take BSC courses online. During registration for Fall 2007, all undergraduate online courses filled within the first day of registration.

At the same time, BSC faces a critical shortage of classroom space, particularly during the peak hours for undergraduate courses. Classroom occupancy is approximately 90% between the hours of 8AM to 4PM on weekdays, which is far above the recommended 66% for an institution the size of BSC. With 2011 enrollment projected to reach 11,000 students (8,526 undergraduate plus 2,474 graduate students), classroom space will simply run out. The proposed online learning initiative will substantially reduce the projected demand on classroom space, thereby preventing a classroom scheduling catastrophe.

¹ For the purpose of this document, "online course" is defined as a course section bearing the W designation for 100% Web-based with no face-to-face meeting or Y designation for 80-99% Web-based, with face-to-face class meeting time not to exceed 20% of the course contact hours.

² Guess, A. (28 November 2007). Geography emerges in distance ed. *Inside Higher Ed*. Online: <http://www.insidehighered.com/layout/set/print/news/2007/11/28/online>

³ Allen, I. E. and Seaman, J. (2006). *Making the Grade: Online Education in the United States, 2006*. The Sloan Consortium, p. 1. Online at: http://www.sloan-c.org/publications/survey/pdf/making_the_grade.pdf

⁴ Watson, J. and Ryan, J. (October, 2006). *Keeping Pace with K-12 Online Learning: A Review of State Level Policy and Practice*. Evergreen Consulting Associates, p. 72. Online at: <http://www.evergreenassoc.com/documents/KeepingPace2006.pdf>

⁵ Picciano, A. G. and Seaman, J. (2007). *K-12 Online Learning: A Survey of School Administrators*. The Sloan Consortium, p. 9. Online: http://www.sloan-c.org/publications/survey/pdf/K-12_Online_Learning.pdf

⁶ Watson and Ryan, p. 72.

Benefits

While the most obvious benefit of this initiative is the immediate and cost-effective alleviation of pressure on current classroom space, there are many additional and equally important advantages. High quality online programs have the potential to:

- Increase access to BSC degree programs for prospective students in Southeastern Massachusetts, including the Cape and Islands.
- Promote articulation with two-year community college programs in which students have grown to expect online course options.
- Substantially reduce student scheduling conflicts, which, in turn, will improve BSC's four-year degree completion rate.
- Reduce commuting costs, which have become prohibitive for many students.
- Retain VLs, for whom commuting costs are substantially eroding course stipends.
- Reach a wider audience for advanced and highly specialized courses by marketing these courses through the Massachusetts Colleges Online consortium.
- Prepare students for a workplace in which many employers rely on online environments for professional development, conferences, occupational safety instruction, marketing, and sales.
- Support faculty use of a wide variety of interactive, multimedia tools to address diverse learning styles and promote engaged student learning.
- Encourage recent alumni to return to BSC for online graduate programs and continuing education courses.
- Reach out to non-traditional students for whom work, family and other responsibilities might otherwise prohibit completion of a BSC degree program.

Academic Integrity

Nationally, a growing majority of chief academic officers believe that the quality of online courses is at least equal to that of face-to-face courses.⁷ However, there is still a need to proceed in a manner that is consistent with BSC's high standards for academic excellence and student satisfaction. As recommended by the New England Association of Schools and Colleges (NEASC), online learning is "...best experienced within a community of learning where competent professionals are actively and cooperatively involved with creating, providing, and improving the instructional program."⁸ Any program offered online must be integrated into the institution's broader curriculum, with courses situated and supported in the same way that counterpart face-to-face courses are.

Institutional Readiness

Although public institutions are most likely to be leaders in online education,⁹ BSC has been slow to embrace online learning. The 2007 Sloan Consortium report on online learning categorizes academic institutions according to a five-level framework, based on their "...adoption of, and strategic view toward, online education."¹⁰ In spite of having won national recognition for its technology infrastructure, BSC might best be classified as "Non-Strategic Online," which is the second-lowest of the five Sloan-C

⁷ Allen and Seaman, 2006, p. 2.

⁸ See *Best Practices for Electronically Offered Degree and Certificate Programs*, drafted by the Western Cooperative for Educational Telecommunications and adopted by NEASC to provide institutions with guidelines for development of online programs. Online: http://www.neasc.org/cihe/best_practices_electronically_offered_degree.htm

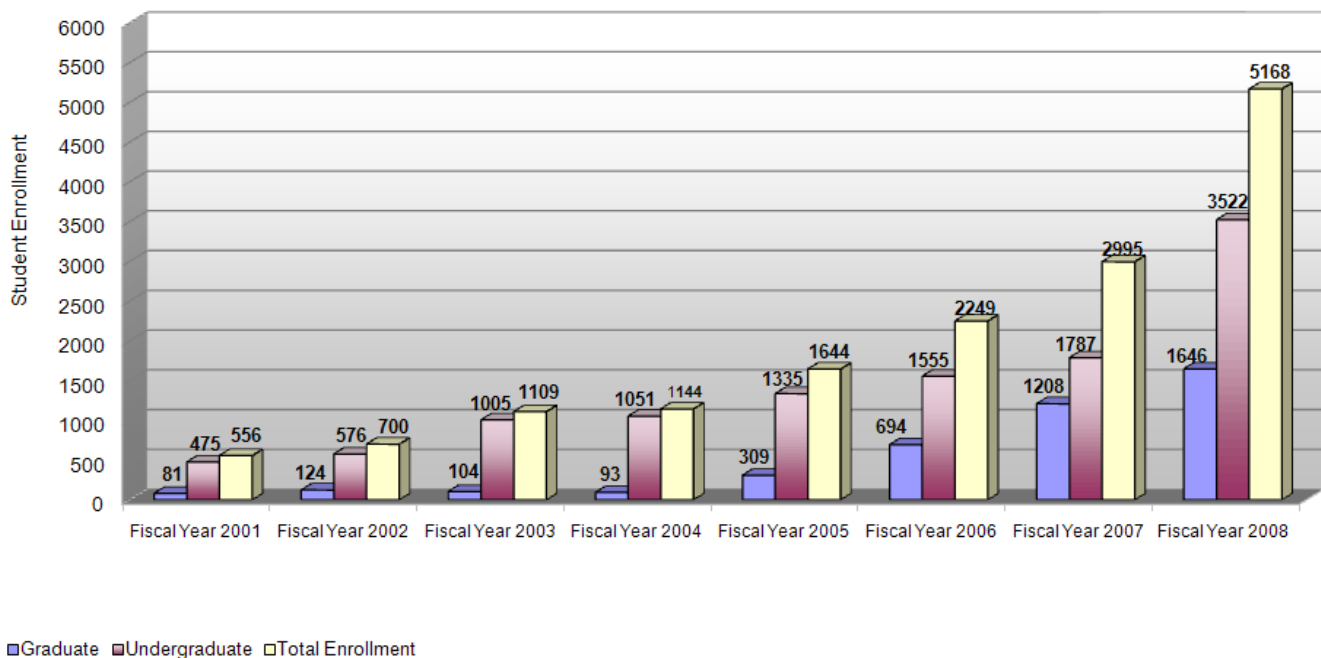
⁹ Alan, I.E. and Seaman, J. (October 2007). *Online Nation: Five Years of Growth in Online Learning*. Needham, MA: Sloan Consortium, p. 8. Online: http://www.sloan-c.org/publications/survey/pdf/online_nation.pdf

¹⁰ Ibid.

classifications. Institutions at this level offer some online courses, but have not incorporated online learning into their long-term strategic plan.¹¹

During the 2007-2008 academic year BSC had a total of 164 online course sections, a five-fold increase in a single year. Even with this dramatic increase the college would fall far short of the estimated 412 sections needed if all undergraduate students were to enroll in one online course per year. While there has been high student demand for the few online courses available, some faculty have historically been skeptical of the quality of online learning. This is rapidly changing, however. As evidenced by the overwhelming response to online course development grants, the Massachusetts Colleges Online conference, and BSC's Moving Your Course Online workshop, BSC now has a rapidly growing, critical mass of faculty who are committed to exploring both the pedagogical and practical possibilities of online learning.

Distance Learning Summary



While the number of online course sections has increased rapidly, this growth has occurred without any centrally coordinated, systematic approach to the program development, student services, and infrastructure needed to support online learning. Something as simple as a drop/add form can become a major obstacle for an online student. **Goal 1** of this proposal identifies a campus-wide approach to building the capacity to support this rapid growth in online learning. **Goal 2** provides strategies to promote the continued development of online courses so that all students have the option of including online courses in their programs of study. **Goal 3** addresses the need for sustainable online degree and degree completion programs that will afford new opportunities for learners for whom traditional, campus-based degree programs are not an option.

¹¹ Ibid., p. 9.

Goal 1: Develop further the services and infrastructure required to support rigorous online programs and courses in keeping with the quality that BSC provides in its face-to-face programs.

Student Services: In keeping with BSC's history as one of the "most wired" and more recently "most unwired" campuses in the country, many of the services described below are already at least partially available online via the college website. The newly revamped BSC website should make existing services more readily apparent to all students. In order to become a "full-service" institution for online learners, however, BSC must continue to develop and implement strategies for the online delivery of student services to facilitate access for all students and to minimize the need for online learners to come to campus. Specific needs include, but are not limited to:

- Provision and promotion of an online learning readiness self-assessment tool.
- Development of a guide to successful learning strategies for online students.
- Pre-registration advising.
- Channels for prospective students to communicate with matriculating students and alumni regarding online programs.
- Development of new student orientation for students in online degree programs.
- Collaboration with Registrar and Bursar to identify student transactions needing modification to meet needs of online students.
- Planning and implementation of identification verification system for online students, to comply with August, 2008 reauthorization of the Higher Education Opportunity Act.
- Connect card for online learners. This is needed, for example, for borrowing privileges at other libraries with which BSC has reciprocal agreements.
- Increased capacity for online advising for matriculating students.
- Promotion and expansion of online tutoring services.
- Continued development of library services to support online teaching and learning.
- Adequate access to online courses and student services for students with disabilities.
- Counseling services appropriate for online students.
- Bookstore services to make course materials, software discounts, college memorabilia, etc. conveniently available for online students.
- Microsoft Office 2007 disc delivery to students in remote locations.
- Financial advising regarding the cost of programs and available financial aid.
- Career counseling for students in online degree programs.
- Representation of online learners in student government.
- Establishment of student organizations geared toward online learners and strategies to encourage existing organizations to include online learners in their activities.
- Information for coaches and athletes on how online courses may impact NCAA eligibility and ease class/practice time conflicts for student-athletes.

Faculty development: On any campus, there will always be a small group of pioneering faculty who thrive on innovation in their teaching and another small group that is highly resistive to change of any kind. The third and largest group typically falls in the middle of the spectrum: faculty who are willing to attempt new teaching strategies, if ample support is provided. Faculty development has the greatest impact when a focus on this middle group is combined with continued support for and validation of the "pioneers." Faculty development of online teaching skills will best be accomplished through:

- Building on the Online Course Development Grants program, started in 2007 and now entering its second year.

- Supporting one to two departments per year in the development of online programs (degree completion, graduate, post-baccalaureate, credit-bearing certificate, academic minor), contingent upon approval of department faculty.
- Identifying and encouraging mentoring by faculty who are currently fluent in both the technology and pedagogy of online teaching.
- Providing ongoing professional development, coupled with research-based resources on the effectiveness of online teaching and learning strategies in different disciplines.
- Expanding upon BSC's highly successful *Moving Your Course Online* workshop to include differentiated instruction to meet the needs of faculty ranging from beginner to expert in their online teaching skills.
- Developing and maintaining a *Moving Your Course Online* website to include a variety of resources for online teaching faculty, ranging from technical tutorials to links to exemplary online course websites.
- Providing faculty workshops on effective and secure online assessment, with particular attention to assessment that fosters engaged student learning.
- Securing funding for faculty to participate in local, regional and national conferences (e.g. Sloan, WCET, NERCOMP).
- Assisting faculty with the development of course websites that comply with universal design guidelines and are accessible to students with disabilities.
- Informing faculty of technical, political, and pedagogical factors which may affect the learning experience of students accessing the course from outside the United States.
- Working with deans and department chairpersons to encourage the inclusion of online teaching skills in hiring criteria for new tenure track faculty and VLs.
- Alerting faculty of possible copyright and fair use considerations, including protection of their own work, when developing online course content.

Administrative capacity: To date, BSC's progress toward the development of online education has been the result of grass-roots efforts by highly committed, individual faculty members. The result is that BSC now has a rapidly growing number of online courses available to students, but lacks predictability in what is offered online from semester to semester. With the exception of one graduate program, there are no cohesive online degree or degree completion programs. Whether or not a particular course is available online in a given semester continues to be almost entirely dependent upon individual faculty members.

Successful online program development, implementation and sustainability require adequate administrative capacity. BSC needs to move beyond its current dependence on individual faculty members for online courses, which leaves each course only as durable as the particular faculty member's availability and interest in any given semester. Recommendations for building the administrative capacity that will enable BSC to take the next steps toward the development of cohesive, sustainable, online degree and degree completion programs include, but are not limited to:

- Developing and implementing a working plan for collaboration among Academic Affairs, External Affairs, and Information Technology Divisions to foster and support online programs. (See Appendix.)
- Establishing and filling Online Learning Facilitator position in Academic Affairs. Communicating regularly with MSCA leadership to discuss members' concerns with regard to online courses and programs.

- Identifying and/or providing peer-to-peer professional development opportunities for deans and department chairpersons to learn more about online programs from their counterparts at other institutions.
- Designing and producing marketing materials that provide prospective continuing education students with accurate information on which to base their decisions regarding application to and matriculation in online degree and degree completion programs.
- Developing needs assessment and marketing strategies to reach a variety of potential continuing education markets, e.g. community college students and non-traditional students.
- Securing grant funding for the development of innovative online programs and courses.
- Monitoring trends in overall and online course enrollment at the local, regional and national levels and using this data to project future course section needs.
- Developing strategies to schedule the on-campus meetings of X and Y hybrid course sections in a way that results in the most efficient use of classroom space.
- Reinforcing for all faculty and staff Federal Family Educational Rights and Privacy Act (FERPA) regulations regarding student privacy, specifically with regard to online courses and related communication.
- Continuing active participation in Massachusetts Colleges Online (MCO) consortium.
- Exploring possible collaboration with CONNECT partner institutions.
- Staying abreast of NEASC shift from focus on inputs to evidence of quality in review of institutions offering online programs.
- Updating regularly BSC's profile for NEASC *Report on the Establishment of Academic Programming Offered Through Distance Education*.¹²

Technological infrastructure: Over the past decade, BSC has developed an impressive technology infrastructure. The rapid increase in the number of online courses over the past year, however, has pointed to technology needs specific to online teaching and learning. Priorities include:

- Continually updating faculty support to keep pace with the growing number of online instructors. In particular, there is a need to provide stratified skills instruction to meet the needs of faculty with a very wide range of technical expertise.
- Extending TTC hours, particularly into the early evening to meet needs of VLs and full-time faculty teaching late afternoon and evening courses.
- Phasing in the addition of three full-time Faculty Support Specialists to meet growing needs of faculty incorporating Web-based learning into their courses and to allow for extended TTC hours.
- Expanding student support services for BSC's growing number of online learners.
- Planning and implementing infrastructure advances to ensure that BSC's network and course management systems will continue to support the growing online course enrollment.
- Following ongoing developments in course management systems (e.g. Blackboard, Moodle) to ensure a technologically, financially, and pedagogically sound online learning environment for students and faculty.
- Implementing Blackboard/Banner integration for automatic course creation and student enrollment in Blackboard course websites.
- Providing identity management service with portal function.

¹² This profile was developed initially for the NEASC-approved, online graduate program in Educational Leadership, but is in need of updating to keep pace with continuing advancement in BSC's capacity to offer online programs.

- Acquiring and supporting innovative tools for online learning. These dynamic tools may also be used to address diverse learning styles and to support engaged student learning, in both online and face-to-face courses.

Goal 2: Build the capacity to enable every undergraduate student to take at least one online course (W or Y section designation) per year.

Development of online course inventory: Although BSC has experienced rapid growth in the number of online courses offered each semester, there has been no systematic approach to the scheduling of these courses. The College needs to move toward a model that allows students to have a reasonable expectation that a particular course will be available online from semester to semester. Students should not, however, expect to see all BSC courses offered online, since online delivery is not a good fit with the learning outcomes of every course.

Any increase in the inventory of online courses offered from semester to semester has both pedagogical and practical benefits. First, taking online courses will help BSC students to become effective learners and communicators online, critical skills in today's economy. Second, each course section taught online helps to alleviate BSC's current shortage of classroom space. Third, teaching online may appeal to and help retain VLs, for whom course stipends are being substantially eroded by rising commuting costs. The following steps will be taken to accomplish Goal 2:

- Provide faculty with research-based resources and opportunities to discuss with colleagues experienced in online teaching the benefits and challenges of online teaching and learning in their discipline.
- Identify strategies to staff increased number of course sections (face-to-face and online), which will result from lower course enrollment cap in online sections.
- Explore ways to ensure that online course sections are consistently and predictably available to students.
- Focus on established courses (i.e. those already approved by governance), courses that meet multiple core curriculum distribution requirements, and courses for which existing online sections do not meet the demand.
- Encourage faculty to consider offering online courses during Summer and Winter sessions, when online courses have high appeal for both continuing education and regular day students who can take them from home or any other off-campus location where there is Web access.
- Consult with BSC's Transfer Coordinator to identify the Summer and Winter session courses that students have been transferring in from other institutions more convenient to their homes and make BSC sections of these courses available online.
- Continue to update and implement the online course development grants program.
- Make courses available to external and continuing education students through MCO.

Evaluation: One of the obstacles to online programs at BSC has been concern about the integrity and effectiveness of online courses in relation to face-to-face course sections. The following measures will help to maintain the college's usual high quality in online courses:

- Implement online version of SIR II for Web-based courses, in accordance with MSCA/BHE contract.
- Encourage department chairpersons and faculty to become familiar with the MSCA/BHE contract language regarding evaluation of distance learning courses.

- Assist department chairpersons and program coordinators to comply with NEASC guidelines in the development of online courses and programs.
- Develop strategies to increase student participation in online course evaluations.
- Monitor online course enrollment to update projections of demand for and availability of online course sections.
- Collect data regarding student graduation rates to see if there is any correlation between the online course requirement and the pace at which students complete their degrees. (Scheduling of required courses has long been an obstacle to four-year degree completion.)
- Consult with the Director of Institutional Research on any other data specific to online courses that may be needed for accreditation purposes.

Goal 3: Offer sustainable online degree completion, graduate and undergraduate programs.

Critical questions in determining which programs to offer: Increasing BSC's inventory of online courses will alleviate scheduling conflicts for students and help ease the extreme shortage of classroom space. However, simply offering courses does not go far enough to increase access to BSC's quality education for continuing education and community college transfer students. For these and other nontraditional students, online degree and degree completion programs are a necessity. Through online programs, BSC can meet the challenge of extending degree programs to all students in our service region, regardless of their ability to afford a traditional, four-year college experience.

Specific factors to be considered in determining which programs to offer online include, but are not limited to:

- Fit between the particular program curriculum and online delivery methods.
- Potential for articulation with community college programs.
- Current and future market demand for the particular degree.
- Enrollment projections within BSC's service region.
- Number of courses required for the degree already being taught online at BSC.
- Preferred teaching styles and online teaching experience of department or program faculty.

The initial priority is the development of third and fourth year degree completion programs. Since 2002, community colleges have accounted for over half of all online enrollments and have also had the highest rate of growth in this area.¹³ The unmet demand for online third and fourth year programs in BSC's service region is so high that state community colleges are directing students to expensive, private colleges for completion of a baccalaureate degree. BSC is well-positioned to provide these students with the opportunity to continue their education through high-quality, affordable online baccalaureate degree completion programs. Academic minors also have strong potential for online delivery, an approach which would minimize scheduling obstacles for students interested in adding a minor. The feasibility of full, four-year online degree programs may be studied as a subsequent goal.

Graduate, post-baccalaureate, and credit-bearing certificate programs also have potential for online delivery. Master's degree programs are second behind community colleges in the number of enrollments and rate of growth over the past five years.¹⁴ Since offering its first online graduate course in 2001, BSC has responded to the scheduling needs of working adults by offering an increasing number of online

¹³ Alan and Seaman, 2007.

¹⁴ Alan, I.E. and Seaman, J. (October 2007).

courses at the graduate level. BSC now has two graduate programs available online, the Educational Leadership M.Ed (100% online) and Instructional Technology M.Ed. program (all courses at least 80/20 hybrids).

Support recommended for the development of online programs: Moving from an assortment of online courses dependent upon individual faculty members to a cohesive, sustainable online degree/degree completion program is a substantial undertaking for any department. In addition to the support listed in Goal 1 above, departments choosing to pursue online program development will need:

- Meeting with the Provost, School Dean, and Department Chairperson to determine both the pedagogical and logistical soundness of moving a particular program online.
- Incentive to move the program online. Faculty involved will need incentives for both individual course development and to identify and resolve larger program issues that may present challenges in the launching of an online program.
- Assistance in identifying resources needed to offer an online program.
- Coordination with BSC Transfer Coordinator, MCO, and CONNECT on articulation with community college programs.
- Identification of online courses that students in third and fourth year online degree completion programs can take to fulfill core requirements.
- Planning support for department chairs and program coordinators. This may consist of assistance in areas including, but not limited to, needs assessment, program design, implementation timeline, marketing, and program assessment.
- Scheduling support to ensure that online courses are offered on a regular basis and in a predictable sequence.
- Website of current resources detailing online course design and program planning to be developed jointly by the Academic Affairs, External Affairs, and Information Technology divisions.

Evaluation: Both formative and summative evaluation is necessary to ensure the quality and continued development of online programs. The following measures will help to maintain the college's usual high quality in these innovative programs:

- Review each program for compliance with NEASC Best Practices guidelines for online programs and the forthcoming Evidence of Quality in Distance Education Programs¹⁵
- Coordinate with department chairs to ensure that online courses are consistently and predictably available to students in online degree/degree completion programs.
- Track student achievement of stated program goals and objectives.
- Track student retention rates by program.
- Conduct exit interviews for both completers and non-completers.
- Consult with the Director of Institutional Research on any other data specific to online programs that may be needed for accreditation purposes.

¹⁵ See Evidence of Quality in Distance Education Programs: Drawn from Interviews with the Accreditation Community (USDE Office of Postsecondary Education, 2006) available online:

<http://www.yсу.edu/accreditation/Resources/Accreditation-Evidence-of-Quality-in-DE-Programs.pdf>

Conclusion

As a public institution, BSC has fallen behind in the integration of online learning into both near and long-term institutional strategic planning. Area community college graduates are turning to private institutions for online degree completion programs that BSC could, but does not, offer. At least one other four-year state college markets its online courses to BSC undergraduates who may have schedule conflicts or other reasons for needing an online course that BSC does not offer. Meanwhile, campus classroom space is growing scarcer as overall enrollment continues to climb. More and more students are experiencing course scheduling conflicts as they juggle work, family and other responsibilities with their commitment to education. Online education, though not a “cure-all,” does offer practical solutions to BSC’s classroom space crisis and students’ scheduling problems. Above all, by incorporating online education into its strategic planning and building capacity through the steps described here, BSC will substantially increase access so all motivated learners in Southeastern Massachusetts can benefit from the high-quality programs BSC has to offer.

Appendix: Key Roles and Responsibilities in Online Programs Initiative

External Affairs/Director of Continuing and Distance Education	Academic Affairs/Online Learning Facilitator	Information Technology/ Director of Teaching and Technology Center & Staff
<ul style="list-style-type: none"> • Strategic planning and development of timeline. • Identifying and coordinating student services needing modification to support online learners. • Identifying incentives for faculty to move courses online. • Connecting faculty with external opportunities for professional development and showcasing their online courses. • Maintaining a growth rate consistent with IT capacity to support online courses. • Staffing committees and working groups related to online learning. 		
<ul style="list-style-type: none"> • Monitoring online enrollment to predict need for course sections. • Developing strategies to increase student participation in online course evaluations. • Determining demand for potential programs in various disciplines. 	<ul style="list-style-type: none"> • Identifying, obtaining, installing and training faculty in the use of innovative technologies appropriate for online courses. 	
<ul style="list-style-type: none"> • Massachusetts Colleges Online (MCO) Liaison. • Staffing MCO Conference. • Developing and maintaining distance learning website for BSC. • Developing and maintaining BSC content for MCO website. • Assessing market demand, developing marketing strategies and materials. • Responding to distance learning inquires from students or potential students. • Assisting faculty to send course startup information to students. • Developing and maintaining databases of distance education courses – online, video/DVD, interactive teleconferencing. • Developing needs assessment and surveys. • Overall articulation with community colleges through MCO on distance learning opportunities along with and as a supplement to other CE articulation opportunities for both on-campus and off-campus. • Identifying and coordinating non-credit professional development opportunities with Deans & Coordinators. 	<ul style="list-style-type: none"> • Working with IT to maintain technological capacity to support online learning and to identify new technologies appropriate for online programs. • Working with faculty to ensure sound instructional design of online courses. • Expanding technological and pedagogical support for faculty and VL’s moving courses online. • Collaborating to refine continually the fit between TTC support services and faculty needs. • Assisting faculty with understanding complex issues of copyright and fair use. 	<ul style="list-style-type: none"> • Expanding Support Services to provide student support for distance learning. • Providing production services for audio or video recording in TTC or TV Studio. • Providing training and support for faculty web page development. • Provide Blackboard system administration. • Providing technical support for existing campus technology used to support distance learning (e.g. Connect, Captivate, etc.)
<ul style="list-style-type: none"> • Coordinate communication among all involved in online programs initiative. • Working with faculty to identify appropriate degree programs and courses to move online. • Assisting faculty on issues such as scheduling online courses, online advising and online office hours. • Collaborating with librarians and faculty to maximize online students’ library use. • Alerting faculty and chairs of contract language regarding course evaluations and criteria used to assess online teaching. • Providing department chairpersons & faculty research on online teaching and learning. • Encouraging departments to seek online teaching experience in hiring new faculty. • Participating in MCO Program Development. • Pursuing grant funding for course and program development. 		