

SBVC Online



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There is no time like the present.....

Let the Games Begin!!!!!!

Welcome Back!!!

We are certainly living through interesting times for higher education. The California Community College system is undergoing dramatic changes. The pressures of the state budget create uncertainty and a bit of anxiety. And the world of online learning is certainly being transformed before our very eyes (see the article on MOOCs in this newsletter).

But in the face of all of this, at SBVC we continue to practice the craft of teaching, and we continue to imagine, create, and deliver high quality higher educational opportunities in the online format. That is the constant thread that is woven into our fabric, our very being.

This semester, Blackboard is fully up to date and up to speed. The recent upgrades and the move away from self hosting have resulted in significant improvement in performance and stability. Furthermore, the District has hired two people to fill two new positions that will directly support online learning. The Online Program Committee is working on quite a few initiatives, including this newsletter, to improve communication and to try to create a better sense of community among online faculty. So online learning at SBVC should be even better than it has been.

As an online faculty member, if you have any issues or concerns or needs that can be addressed by the Online Program Committee, feel free to contact the co-chairs of the committee, [Jack Jackson](#) or [Kay Weiss](#). Welcome back!!!



Online Learning is Changing **What's a MOOC????**

If you haven't heard of a MOOC yet, just keep your ears open. MOOCs are set to change the landscape of online learning.

MOOC stands for a “Massively Open Online Course.” There is no cost for a student. Anyone can register for the class. And the class is completely online. The term has been around for several years, but it was brought into the mainstream last fall when Stanford committed its resources to developing and delivering MOOCs. Stanford's course on Artificial Intelligence enrolled over 160,000 students from 160 countries. That course was so successful that it spun off a company called [Udacity](#) to continue to offer Stanford-level quality MOOCs. Last spring, Princeton, the University of Michigan, University of Pennsylvania, and University of California-Berkeley also started delivering online classes in the form of MOOCs. That project is titled [Coursera](#). And then M.I.T and Harvard combined resources to its version of MOOCs under the name [edX](#).

What does this mean? First of all, online education is no longer suspect. If Stanford, Michigan, Berkeley, and Princeton think that a high quality online

WE'VE COME A LONG WAY, BABY!!!!!!

WHAT? NO INTERNET?

This is a picture of a modem and a telephone. You probably think nothing of turning on your computer or your cell and being instantly connected to the internet. It wasn't always so easy. In 1996, when SBVC first started offering online classes, there was no internet connection. SBVC "borrowed" four phone lines from KVCR. Students had to use modems to call in to a specific phone number to connect to the server. When the fifth student tried to connect, she got a busy signal!! We have come a long way in terms of "being connected." Oh, does anyone recognize the computer on page one of this newsletter????



course can be created, then we at SBVC no longer have to justify the existence of online classes. Online learning is no longer a "freak show" that is opposed to "real classes." Online learning is mainstream.

It also means that the technologies of streaming audio and video are so well developed and ubiquitous that there are relatively few barriers to using high quality multi-media over the internet. Another element of the technology of a MOOC is the ability to include assessment of student learning as an integral part of the design of the class.

Although not a MOOC, *per se*, the [Khan Academy](http://www.khanacademy.org) is another example of massive learning resources being delivered through the internet.

Check out the links and listen for MOOCs in the news. It is an interesting time to be teaching and learning online.



A Mantra for Online Learning

Regular Effective Contact

According to Title 5 of the state education code, every online class must demonstrate "regular effective contact" between instructor and student. Our curriculum processes have identified what constitutes regular effective contact for each course. So online faculty need to be aware of what that contact is and need to ensure that the contact is maintained throughout the semester

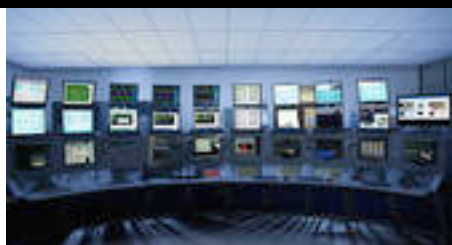
REC = RSI

The state uses the phrase "Regular Effective Contact." But the Accrediting Commission for Community and Junior Colleges (ACCJC) uses the phrase "Regular Substantive Interaction" in its definition of distance education. The Online Program Committee has stipulated that regular effective contact is functionally equivalent to regular substantive interaction. So online faculty are satisfying both the accrediting commission and the state when there is regular effective contact.

This is a big darn deal

The Online Program Committee will be making a concerted effort to communicate the nuances of "Regular Effective Contact" throughout the year. This is a big darn deal to ensure quality in our online program and to continue to be in the good graces of the accrediting commission. You will be hearing about this often. It will become a mantra for online faculty. Check out this page in the Online Classes section of the SBVC web site:

[Regular Effective Contact.](http://www.valleycollege.edu/online-classes.aspx)



What do students think?

Student Satisfaction Survey

Last fall, a small group of online classes were selected to pilot a student satisfaction survey for online classes. Last spring, that pilot was expanded to include all online classes. Although the mechanics of distributing this survey need to be tweaked to improve the response rate, some interesting trends are already appearing from that survey.

Students are Satisfied

Over 90% of the students surveyed last year were either “Very Satisfied” or “Satisfied” with their learning experience in online classes. Less than 4% said that they were “Dissatisfied” or “Very Dissatisfied.” Further, over 94% of the students indicated that they would take an online class in the future. And 92% would recommend SBVC’s online courses to a prospective student.

This survey will be distributed every semester for the next three years. If the data remain constant over time, then SBVC students are indicating that their online learning experience is overwhelmingly positive.

Work Load

This spring, 30% of the students said that online classes are “more work” than an on campus class. 61% said that there is the same amount of work. Only 8% said that there was less work in the online classes. Some students might have the impression before taking an online class that there is less work. But only a small fraction of the students actually have that experience.

Preparation for Online Learning

82% of online students visited the SBVC web page for online classes. That

suggests that any way we want students to be prepared for online learning should use the SBVC web page as the portal. 7% of the students said that they would have benefited from taking a half unit course on Blackboard or online learning. And there were many comments indicating that short video introductions to instructor expectations and to navigating Blackboard would be helpful. The Online Program Committee will take these suggestions very seriously.

“Distance is Dead”

Although the phrase “Distance Education” is entrenched in California Education Code and in the language of accreditation, the survey indicates something interesting. 48% of online students live within 10 miles of the campus. 87% of online students live within 30 miles of the campus. And 99% of online students live within 50 miles of the campus. So our online classes are serving students who live, for the most part, in southern California. Although “distance” is a factor in choosing an online class, it is not the primary factor. The primary factor in choosing an online class is the flexibility of time.

Where to See the Entire Survey

The Student Satisfaction Survey will be an important part of the evidence presented to the Accrediting Commission for Community and Junior Colleges (ACCJC) when SBVC undergoes its periodic self evaluation. So the links to the pdf files will be found on the [Student Satisfaction Survey page](#) in the Online Program Committee’s portion of the SBVC web site.



SBVC’S ONLINE PROGRAM COMMITTEE

The Online Program Committee advises the Vice President of Instruction regarding issues related to online learning at the college. In addition, the committee assists discipline faculty in the preparation of distance education requests to the Curriculum Committee. The Online Program Committee serves as a conduit of information among faculty, administration, and students by providing a technological vision for issues related to online learning.

Faculty Co-Chair:

Dr. Jack Jackson

Administrative Co-Chair:

Dr. Kay Weiss

Interim Vice President of Instruction:

Dr. Haragewen Kinde

Interim President:

Dr. Larry Buckley

Newsletter Editor:

Dr. Jack Jackson

SBVC’s Mission:

“San Bernardino Valley College provides quality education and services that support a diverse community of learners.”