Overview

Problem Statement:
The original mission of the Office of Distance Learning (Distance Learning) was to “broaden access to College courses and learning for those who wish to either begin or continue learning.” In 1975, Cuyahoga Community College (Tri-C) began with one distance course and 123 enrollments. In FY 2008, Distance Learning offered 688 courses and 1141 sections with over 16,000 students, representing 14% of the College FTE.

With the adoption of a course management system, Blackboard, in FY 1999, enrollment in Web-based courses began to grow rapidly and significantly. In 1999, a Joint Committee on Distance Learning was formed to "review and develop necessary and appropriate recommendations related to distance learning." In 2005, the Office of Distance Learning was moved from Administration to Academic & Student Affairs. In 2006, a Distance Learning Strategic Planning (DLSP) process was initiated, culminating in a final report. One of the DLSP committee recommendations, to offer fully online degrees, prompted Tri-C to apply for accreditation of the College's distance learning programs. In July 2008, the College received approval to offer three fully online degrees. In order to address several of the other recommendations, Tri-C applied for and received a five-year, $2 million dollar grant from the Department of Education. The grant focuses on four key areas in distance learning: academic support, infrastructure and technology, faculty preparedness, and quality.

Executive Sponsor:
Dr. Jacquelyn Joseph-Silverstein, Executive Vice President, Academic & Student Affairs

Online Student Orientation
Purpose/Outcomes:
The purpose of the Online Student Orientation subcommittee is to review the existing student orientations (i.e., DL student orientation, new student orientation), research other online orientations, and prioritize components to be developed. The tangible result will be the development of a Distance Learning student orientation, as well as ideas for improving the new college-wide student orientation (2008).

Virtual Front Door
Purpose/Outcomes:
The purpose of the Virtual “Front Door” Committee is to review available access points to the College's online support services and research other institutions' virtual “front doors”. The Committee will identify gaps and expertise needed, and design the initial “front door”. The tangible result will be the creation of a virtual one-stop site for all Tri-C student and faculty needs.

Online Tutoring
Purpose/Outcomes:
The purpose of the Online Tutoring Committee is to acquire licenses for the SMARTTHINKING online tutoring system, develop a timeline for college-wide integration, and implement the SMARTTHINKING online tutoring program. The tangible result is students will have access to an online tutoring program.
**e-Advising**

**Purpose/Outcomes:**

The purpose of the e-advising Committee is to develop a timeline for college-wide integration and implementation of e-advising software/technology. The tangible result is students will have access to an e-Advising program.

**Infrastructure & Technology**

**Purpose/Outcomes:**

The purpose of the Infrastructure & Technology Committee is to engage in a course management system (CMS) performance audit for Blackboard (Bb), acquire the Bb Content Management System, and the Bb Community System, and purchase Storage Area Network (SAN) storage drives. The tangible result is a Blackboard performance audit. The findings will be reported to the Project Coordinator. Students and faculty will have access to an effective and integrated CMS for coursework, academic, and student support services.

**Teaching for Online Learning**

**Purpose/Outcomes:**

The purpose of the Teaching for Online Learning Committee is to plan and design a beginner, intermediate, and advanced online faculty training program for faculty teaching distance courses and also courses utilizing a Blackboard site. The Committee will develop curriculum, research other institutions' best practices, and storyboard each level of the online faculty training program. The tangible result will be a new faculty training curriculum in a new delivery format.

**Quality & Course Design**

**Purpose/Outcomes:**

The purpose of the Quality & Course Design Committee is to design an instrument to evaluate the quality of distance learning courses utilizing Quality Matters™ standards for course design, and develop online assessments. The Committee will research other institutions’ practices, obtain a Quality Matters™ subscription, develop a test instrument, identify course modules to be developed, develop curriculum, review existing assessment tools and student usage, and identify baseline data. The tangible result includes identification and design of a course design instrument to measure quality, which includes a faculty peer-review process that meets Quality Matters™ standards.

**Master Course**

**Purpose/Outcomes:**

The purpose of the Master Course Committee is to design and develop a master course in developmental mathematics and English. The Committee will identify the courses to be developed and create the curriculum. The tangible result will be developmental master online courses available for mathematics and English that meets Quality Matters standards.