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How E-Learning Services Are Provided and Organized

We maintain a combination of centralized and distributed resources for e-learning. Our Virtual Campus acts as a hub, bringing together all online course information and student services into one central online location. The Virtual Campus also provides faculty training and college-wide support for the LMS, as well as related professional development. The academic units develop and design the online courses.

How E-Learning Is Incorporated into the Business Model

Online courses have been incorporated into the existing business model and are treated no differently from face-to-face courses. Class sizes for online and face-to-face courses are equivalent, tuition is equivalent, and the same faculty teach these courses. Master syllabi for all courses stress that content should be equivalent across delivery modalities. A technology fee covers support for both face-to-face and online courses.

How We Support Faculty Transitioning into E-Learning

We started distance learning courses in 1994 and incorporated web-based components into our courses by the late 90s. In the beginning of online course development, distance learning institutes were offered to the faculty to develop and deliver online courses. This training was at first face-to-face; it then developed into a hybrid model, and we now offer professional development entirely online. Faculty must complete this training to teach online. They are provided with a \$500 stipend if they successfully complete the Quality Matters review process. The college also employs an instructional designer who assists in providing professional development and course creation. At certain times, such as when there is a major LMS change, we also pay faculty to be mentors to other faculty.

How the Educational Impact of E-Learning Is Assessed

Online courses are assessed in the same way as face-to-face courses. A course assessment team identifies a representative sample of courses to be assessed each semester. They then identify the artifacts (e.g., exams, papers, lecture video) to be used in the assessment. Faculty provide these artifacts, and the assessment team evaluates the course based on them.

The Future of E-Learning at Bucks County Community College

Online learning currently makes up 20% of our student FTE. The provost has charged academic departments to continually grow e-learning courses and programs of study, but there currently is no quantifiable goal.

Wish List for E-Learning

- A transparent early-alert system for at-risk students
- An additional staff member for e-learning
- More convenient, flexible accessible advising for online students