

Special Interest

Got Help?

30-35% increase in Help Desk activity the first two weeks of Fall '07 in comparison to Fall '06.

On average, the Help Desk receives 1,500 emails and phone calls per day .

Who's Online?

Females - 10,059
Males - 5,366

Anglo - 42%
African-Americans - 25%
Hispanic - 17%

Going the Distance

Top 5 enrolling distance courses

5. COSC 1300
4. HIST 1302
3. PHED 1164
2. GOVT 2301
1. HIST 1301

** Data, Colleague, Fall 2007*

Distance Learning Update

The LeCroy Center
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24-Hour Call Center Goes Live Today

Starting this Spring 2008-- more specifically, Dec 3rd-- students will have 24-hours-a-day, 7-days-a-week access to technical support for eConnect, eCampus and the DCCCD website. That means help online and on the phone anytime of the day or night.

The LeCroy Center has contracted with Presidium Learning to provide "a live person" level of support for students, staff and anyone entering the DCCCD website. According to Emilio Ramos, District Director of Instructional Technology, "Presidium Learning will provide a tiered call system, which operates on levels 0 - Level 4, for students, faculty and staff 24-hours a day.

How may I help you?

- Level 0 - self-help method
- Level 1 - answered by Presidium
- Level 3, 4 - answered by LeCroy Help Desk

Level 0 is a self-help method in which the customer searches a knowledge-

base for answers to common questions. If additional support is needed, callers will be instructed to call a support line any time of the day or night and a technical support operator will answer the phone. In the event the support operator cannot answer the question, the situation becomes a Level 3 and Level 4, and the caller is connected to one of the LCET Help Desk Operators for more specific details and assistance. The Help Desk is available 7:00 am to 12:00 midnight, Monday thru Friday, and from 1:00 pm to 12:00 midnight on weekends.

In addition to phone and self help knowledge-bases, the new services will include live internet chat, email, and an online ticketing system that students and faculty can use to submit issues or problems. These requests are taken and answered in a timely manner.

This raises the level and quality of technical support that the DCCCD will offer to all students and faculty. It is important to note that during the hours of 8:00 am to 5:00 pm, Monday thru Friday,

all faculty calling the faculty support line will not be routed to Presidium operator unless our technical advisers are busy dealing with other faculty. After hours all calls will be routed to the Presidium operators.

This new call center approach could essentially become the first point of contact for students, employees and faculty. Ultimately, helping to facilitate support for all aspects of the district as requests for services can be dealt with by the technical support staff or forwarded to specific departments within the colleges.

24/7 Convenience

- Talk - Email - Chat
- Convenience at your fingertips
- Register online
- Avoid long lines
- Referrals to external resources
- Faculty Help Desk
972-669-6460
- Student Help Desk
972-669-6402

Distance Learning Strategic Plan Update

During 2005/2006, the Chancellor's Staff adopted a priority for the development of a strategic plan for district-wide distance learning. With the leadership of Vice Chancellor Andrew Jones, this plan was produced and published in early October 2007. The vision statement for distance learning includes a commitment for the DCCCD to be the distance learning provider of choice for students seeking quality learning and economic value by 2015.

Immediately following that presenta-

tion, the Steering Team appointed 11 subcommittees assigned to work around the 5 goals identified as a part of the plan. The five goals relate to assessment and forecasting, resource alignment, course design and delivery, professional development, and comprehensive infrastructure.

These subcommittees are chaired by representatives of the Steering Team in combination with others identified with special expertise in the assigned areas. There are more than 100 subcommittee

members, representing all employee groups and locations. The primary work of the subcommittees will begin in earnest after a planned January 25 orientation meeting, but all subcommittees are already beginning their initial planning for the assigned work.

While significant progress is expected in confirming the requirements for implementation of the distance learning strategic plan in Spring 2008, it is also expected that the implementation date for most of those actions will be



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reflected in the 2009/2010 academic year. Project materials are being shared in an active Blackboard site with the organization name: **DL Strategic Plan Implementation Group** and other periodic updates/online access to materials will be forthcoming. Susan Hall has been named as Project Manager for this organizational priority and can be reached at shall@dcccd.edu or 214-860-2666 for additional information.



Another DCCCD online course has been given the Quality Matters stamp of approval. Introduction to Business (BUSI 1301), developed by Diane Minger of Cedar Valley College was recently reviewed by a trained Quality Matters Peer Review Team and has been recognized as meeting Quality Matters review standards. The review resulted in a compiled Final Team Review based on the individual reviews. The QM process is dynamic and reflects national standards of best practices. In order to meet Quality Matters review expectations, a course must meet each of the 14 essential standards (standards valued at 3-points). In addition, the course must receive a minimum of 68 (out of 80) points. Other DCCCD instructors who have received approval for course review include Jane Penney, for Introduction to Sociology (SOC1 1301), Marie Maness for Principles of Nutrition (NUTR 1322) and Judy Collmer for Child Growth and Development (TECA 1354). If you would like to learn more about Quality Matters, contact Ed Bowen at 972.669.6406.

Nearly Twenty Percent of All U.S. Higher Education Students Taking at Least One Online Course

The most recent Sloan survey of online education, *Online Nation: Five Years of Growth in Online Learning*, has just been released and is available as a free download from the Sloan-C web site. This fifth annual study of the state of online learning in U.S. higher education reports that the number of online students have grown to just under 3.5 million. Other findings in this year's report, supported by the Alfred P. Sloan Foundation and based on responses from more than 2,500 colleges and universities, include:

- * The 9.7% growth rate for online enrollments far exceeds the 1.5% growth of the overall higher education student population.
 - * Two-year associate's institutions have the highest growth rates and account for over one-half of all online enrollments for the last five years.
 - * All types of institutions cite improved student access as their top reason for offering online courses and programs.
- Online is not seen as a way to lower costs; reduced or contained costs are among the least-cited objectives for online education.
- * A large majority (69%) of academic leaders believe that student demand for online learning is still growing.

For a full report visit: <http://www.sloan-c.org/publications/view/v6n11/viewv6n11.htm>
Nearly Twenty Percent of All U.S. Higher Education Students Taking at Least One Online Course, Sloan-C View 6(11): November, 2007.

Wimba: Taking Webconferencing and Classrooms to the Next Level

Here's a way to personalize your online courses by holding live online classes, office hours, special guest presentations, web-conferences and meetings-- using this new tool, Wimba. This desktop conferencing systems is a great tool for synchronous meetings, online and for live virtual classrooms with all the added perks-- audio, video, application sharing and content display.

Wimba Live Classroom 5.0 will be available to all DCCCD faculty and staff starting this Spring 2008. With the virtual classroom, multimedia elements are possible seamlessly within the eCampus Blackboard system. All that is needed is a computer, microphone and a webcam.

The live sessions conducted by an instructor or meeting host are can be archived enabling playback/review at a later time. Although cameras can enhance

the dynamics of the course, they are not required tools. Participants can connect via telephone or the Internet, and enjoy class discussions with Q & A, live chats, presentations and electronic polls.

Instructors consider personal interaction to be one of the most valuable elements of the teaching and learning process. Wimba Classroom allows faculty and students to build relationships by combining state-of-the-art interactive technologies such as voice, video, application sharing, polling, and whiteboarding, with traditional best practices of instruction. Now, enjoy the best elements of face-to-face and online instruction as faculty and students can talk to each other, express emotion, and feel as if they're part of a single community

Wimba Live Classroom is being piloted in the DCCCD this semester. For the schedule see <http://ecampus.support.dcccd.edu>.



*What can
WIMBA
do for you?*

- Reduce Isolation and Create Community
- Offer Anytime Access
- Appeal to Different Learning Styles
- Have Fun
- Seamless Integration with Technologies
- Multi-way audio and video
- Public & private text chat groups
- Flexible content area
- Electronic whiteboard, polls, quizzes, surveys
- Application sharing
- Archive presentations
- Flexible Technologies (PC, Mac)
- Accessible to people with Disabilities
- Integrated "Help" features

Wimba, Inc. November 2007
<http://www.wimba.com/products/>