Greenfield Community College

2012 REPORT ON THE ESTABLISHMENT OF ACADEMIC PROGRAMMING OFFERED THROUGH DISTANCE LEARNING

APRIL 18, 2012

Prepared for
The New England Association of Schools and Colleges Commission on Institutions of Higher Education
Descriptive Information:

a. Name, Title, email of the following individuals:

Person with institutional responsibility for the academic quality of distance education programming:

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b. URL(s), including passwords where necessary, where information about the institution's distance education activities is available and where online services can be accessed by both students (prospective and current) and faculty; include brief descriptors as appropriate:

Greenfield Community College web site:  http://www.gcc.mass.edu
The college website includes ample facts, information and instructions for current and prospective students to make informed decisions. Furthermore, the website includes separate webpages for the different academic and support departments and programs, which have varying levels of relevant and/or up-to-date information. Key links on the website are available for general information, for prospective students, for current students and for financial aid information. The information concerns Admissions, Financial Aid, Registration, Academic information, Library and Student Services. Students can identify online course sections via the Class Schedule and Course Search at MyGCC.mass.edu, which does not require a password to access. The following statement appears with online course section listings: “This is an ONLINE course. Students should Email professorX@gcc.mass.edu before class begins. For more information go to http://web.gcc.mass.edu/instructional-technology.” Students registered for fully-online and hybrid courses receive an email notification with information on how to access the learning management system (LMS) and support services.

Online courses can be searched at http://www.gcc.mass.edu/classes and published in the Course Guide and Registration and Schedule Bulletin.

Instructional Technology web site:  http://web.gcc.mass.edu/instructional-technology
The Instructional Technology web site provides a list and description of online course sections, student resources, faculty resources, and links for plugs-ins, players and readers. It includes tutorials, FAQs, pedagogy assistance, helpdesk, news and announcements, and a place for checking a system to ensure capability for utilizing the Web Access Email accounts and the Moodle LMS.

Student & Faculty Helpdesk:
A “Student Helpdesk” is available for Moodle, Email, MyGCC, technology assistance, and video tutorials. A “Faculty Helpdesk” is available for Moodle and general information technology assistance, along with “News and tips for faculty and staff.”
**Online library resources and services:** [http://web.gcc.mass.edu/library](http://web.gcc.mass.edu/library)
The Library supports distance and online students in the following ways:

<table>
<thead>
<tr>
<th>Request a library card online</th>
<th><a href="http://web.gcc.mass.edu/library/cards/">http://web.gcc.mass.edu/library/cards/</a> - physical library cards are mailed to students and, to enable immediate access to the Library’s online resources, a library card number can be emailed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask ALEX</td>
<td>Ask ALEX (Ask a Library Expert) is an IM chat service available during library hours. When Ask ALEX is offline students can send questions and a librarian will respond via email or IM information. A text message can also be sent to ASKALEXGCC (265010). Librarians are also available by phone (413-775-1834) and email <a href="mailto:reference@gcc.mass.edu">reference@gcc.mass.edu</a>.</td>
</tr>
<tr>
<td>e-books</td>
<td>The Library subscribes to over 26,000 electronic book titles covering the majority of academic disciplines offered at GCC. Through our C/W MARS consortium students also have access to the Overdrive collection of books and videos as well as other downloadable material.</td>
</tr>
<tr>
<td>Films on Demand</td>
<td>Films on Demand is a web-based video delivery service with unlimited access to thousands of full length videos and clips. The Library currently subscribes to over 6,000 titles which can be accessed with a library card. In FY11 over 112 films were viewed by approximately 2,000 individuals, many imbedded in the LMS.</td>
</tr>
<tr>
<td>Interlibrary Loan</td>
<td>Requests for interlibrary loan material can be placed via the GCC Library website – <a href="http://web.gcc.mass.edu/library">http://web.gcc.mass.edu/library</a>. Articles can be emailed to students and books are sent through the mail.</td>
</tr>
<tr>
<td>Databases</td>
<td>The Library currently subscribes to over 60 databases covering all academic disciplines. The Library has recently included Help tutorials for many of the more popular databases. Librarians are available for additional help via Ask ALEX, email, text and phone.</td>
</tr>
<tr>
<td><strong>Central/Western Massachusetts Automated Resources Sharing Library Network (C/W MARS)</strong></td>
<td>GCC is a full participating member of C/W MARS regional library network which is a consortium of more than 140 public, academic, school, and special libraries dedicated to efficient resource-sharing and rapid access to information. C/W MARS provides shared online catalog of electronic and traditional holdings; automated circulation and resource-sharing; access to reference databases; and training and support.</td>
</tr>
</tbody>
</table>

GCC contracts with Smarthinking, Inc. to offer students in fully-online courses online tutoring support. This support service is currently available for students in 13 classes. A link to the Smarthinking, Inc. website is posted in each of these courses and students receive an email with log-in information. Students may also use the support of on-campus Peer Tutoring available at the Learning Center.
Online Bookstore services:  [http://web.gcc.mass.edu/bookstore](http://web.gcc.mass.edu/bookstore)

Services are available in person at the college bookstore and through the website. Online textbook purchasing is available through the vendor eFollett and can be picked up at the college bookstore or sent to the student’s home address. Tips for online purchasing are posted on the website.

c. A description of the technical infrastructure designed to support the institution’s distance education activities (include bandwidth, details of connectivity, network maintenance and support, course management software including the version of the software, help desk services, and staffing, security, backups, etc.).

The Greenfield Community College local area network (LAN) is a hybrid/star topology. It consists of 1 GB fiber optic-based connections from a central Cisco Gb capable switch in our computer center to a mix of 10/100 and 10/100/1000Mb edge switches that reside on each floor/wing of all of the buildings. These edge switches interconnect all wired desktops, laptops, printers, thin clients and virtual desktops maintained on our campus to our servers and to the outside world. Our remote Downtown Center is connected to the GCC LAN and telephone system via a P2P Motorola wireless link that currently runs at 50Mbps. We connect to the outside world using a 45Mb (DS3) link provided by Earthlink. Also a COMCAST broadband link can be used as a backup in the event that our DS3 is offline. GCC runs a state of the art wireless network that provides 99% wireless connectivity from all of our building locations to the Internet and to selected internal applications (including LMS). We use a Cisco ASA to protect the GCC wired and wireless LAN from the outside and to further segment the internal network into academic and administrative security zones.

There are approximately 875 special and general use computers available with locations in hall kiosks, library, department student studios, computer labs and classrooms.

Backups of campus content and databases are done automatically on-site on a daily, weekly and monthly schedule. IT system administrators schedule full transactional backups of LMS and ERP data with point-in-time hourly rollback/restore capabilities. Faculty teaching online are advised of and provided support to create personal backups of learning management systems data as often as desired.

Oracle database backups are created and managed via Oracle Recovery Manager (RMAN); Microsoft SQL Server database backups are created and managed through SQL Server Management Studio maintenance plans. Full database backups are created nightly using transactional archive files and backup log reports are sent to the systems administrators group as an alert for full, partial or failed backup attempts.

Content of user home folders and network shares/drives are backed up weekly via disk-to-disk technology and replicated to our East building backup storage location. ERP data is backed up to tape as well as disk-to-disk technology.

All courses on the LMS are copied for archiving by using the “Backup” feature and includes user details (i.e., assignment submissions, forum posts, etc.). For security reasons, user student detail backup is done by the administrator rather than the faculty member. The courses are stored either externally on a disc or within Moodle, and backed up courses can be restored. This process can also remove all current user data from a course and keeps the activities for starting afresh with students enrolled for the new semester.
The GCC Moodle LMS is hosted on campus within the Information Technology secure datacenter. Physical access to the datacenter is granted via a “need to access” job function basis. The system is backed up daily and has generator backup to the entire datacenter in the event of power failures. The system is available 24x7x365 with scheduled planned maintenance periods on security patch releases and the campus academic calendar. GCC’s system administrators maintain security and reliability via individual access accounts and passwords created and stored within the IT department in a fire safe. Users access Moodle via an individual login and unique password. Password resets and access issues are submitted via a helpdesk ticket system and requests are supported via the IT system staff or Distance Learning support staff. System use is available anytime with a 30 minute timeout for inactivity which will logout the user and prompts for account credentials to regain system access.

Faculty determine when their course is no longer available. This supports students who have requested an incomplete grade. Some faculty choose to keep their course available. While this is a great support for our students to access information beyond the semester in which they had enrolled in the class, it creates a challenge for server space. The Moodle Focus Group, comprised of faculty and key staff, will be drafting a policy.

**System access and integrity is maintained using role-based security groups.**

<table>
<thead>
<tr>
<th>Role</th>
<th>Access permissions</th>
</tr>
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</table>
| Administrator – access reviewed annually or when needed based on job changes and functions | • change all settings  
• create courses  
• access all courses  
• modify language packs  
• modify all users |
| Faculty – create course content, enroll students, teaching | • upload files and submit html texts  
• create and manage activities  
• access student grades and other personal information |
| Students enrolled in online courses | • post formatted text with inline images and attachments  
• upload binary documents |
| Unregistered users | • not allowed to upload files or submit text stored on the database |

d. **A description of the institution’s verification procedures (the procedures through which the institution will ensure that the student who registers in a distance education program is the same student who participates in and completes the program and received the grade).**

The learning management system (Blackboard through June 30, 2012, and Moodle, as of July 1, 2011, one-year overlap of systems) and student email require a user id and unique password. Students who get identification cards have their photos entered into the directory; these photos then appear to faculty on course rosters.

e. **A list of any consortial partners or contractual relationships that support the institution's distance education activities with a brief explanation of each relationship.**

**Blackboard, Inc. (CE License and Hosted Services)**

Greenfield Community College has held an annual license with a three-year renewable contract from Blackboard Managed Hosting provided by Blackboard, Inc., since 2005. During the academic year 2011/2012, the college transitioned to Moodle LMS and we will end our contract with Blackboard, Inc., as of July 1, 2012. Essentially, poor performance and unreliable and exceptionally slow technical support were the main reasons for transitioning to a different LMS.
Moodle
In June 2011, GCC began the migration from Blackboard to Moodle v2 learning management system. The college decided to host Moodle on campus. A new server dedicated to the Moodle platform was purchased and is maintained by the GCC IT department. Staff members in the IT department overseeing the installation and set-up were given the support needed to learn about the infrastructure.

Banner Enterprise System
The College’s main administrative student information system is Banner, owned by Sunguard Higher Education/Datatel and runs on an Oracle platform for database and applications. This system is central to the data management and reporting functions of enrollment services, financial aid, curriculum and student records, as well as the financial operations of GCC. Both Internet Native Banner and Banner Self-Service (MyGCC) are widely used by college staff and faculty to store, retrieve, and report on student information. It contains all the information needed by faculty and advisors to successfully advise students, including placement scores, courses completed, program requirements, GPA, degree completion audits, and other information. The system was acquired in 1995 under a federal Title III grant.

Microsoft
The college purchases a Microsoft Campus Agreement which includes Office and server applications. Microsoft is used for email, desktop applications, streaming video and anti-virus.

Apple
The college employs the Macintosh operating system for Art, Music and Engineering facilities. There are no online courses currently being offered in the Art or Music Department.

Berkshire Community College (BCC) online courses
In partnership with a 1.9 million-dollar Title III Strengthening Institutions grant (2003 – 2008), BCC and GCC collaborated in providing professional development activities related to distance education, piloting various equipment and program strategies, and sharing online courses as part of the development of Liberal Arts online programs. Through the five-year grant GCC shared seats with BCC in asynchronous courses including Introductory Psychology, Cultural Anthropology, Political Science, and Synchronous Fire Science courses offered via video conferencing. In a similar fashion, BCC shared with GCC seats in Western Civilization I and II and Medical Terminology. Although the grant activity has now concluded, the sharing of course and professional development opportunities continues. Berkshire Community College is accredited by NEASC.

Massachusetts Colleges Online
Massachusetts Colleges and Universities Online (MCUO) is a collaborative project involving nine state universities and 15 community colleges in cooperation with the Massachusetts Board of Higher Education. Its purpose is to promote public higher education online courses and programs to students across the state through a web site portal. MCUO is governed by a memorandum of understanding between the Community College Presidents Council and the Council of State University Presidents and was reorganized in fall 2011. A MCUO Liaison Team led by a chairperson convenes the group every six weeks to implement the mission. Dues are $500 annually per institution and support the web portal. The team members are responsible for collaborating with the appropriate offices at their respective colleges to ensure that students enrolling in MCUO classes receive quality services. GCC’s Liaison Team member is the Coordinator of Distance Learning and Instructional Technology. All institutions participating in MCUO are accredited by NEASC.
GCC has received seats in online courses from the following MCUO members: Bunker Hill CC, Northern Essex CC, Springfield Technical CC, Bristol CC, Holyoke CC, Mt. Wachusett CC, Northshore CC, Quinsigamond CC, and Framingham State University.

League for Innovation
GCC acquires online faculty development services through the League for Innovation’s online subscription service. Also, GCC sends one or two faculty and/or staff to the League’s annual conference.

Northeastern Regional Computing Program (NERCOMP)
GCC is a member of NERCOMP and frequently participates in their workshops on topics relating to technology and online learning. About 15 IT Department staff members and GCC faculty attend NERCOMP sessions annually for professional development. Also, staff have presented at the following meetings:

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Presenter</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moodle Transitions</td>
<td>Coordinator, Distance Learning &amp; Instructional Technology; and IT Applications Manager</td>
<td>February 2012</td>
</tr>
<tr>
<td>Virtual Desktop Implementation</td>
<td>Chief Information Officer</td>
<td>March 2012</td>
</tr>
</tbody>
</table>

Questback and Survey Monkey
GCC contracted with Questback for web-based survey software and hosting from 2009-2011. In 2011, we transitioned to Survey Monkey, both for ease of use and a lower annual fee. This resource allows customizable surveys and is used for college online assessment purposes. The services were used as part of our most recent NEASC accreditation Self Study.

3. Narrative

Fiscal year 2011 (July 1, 2010 through June 30, 2011) was selected for data and reporting because it is the most recent year for which all data are complete, particularly finances, graduation, and annual course grades and completions.

Greenfield Community College’s curriculum and programs respond to changes in our local community by creating the ability for students to complete over 50% of the Liberal Arts/General program online. The college does not identify or market any specific online program. Through enrolling in course sections that are taught online, a student could complete 50% of required credits toward the Associate Degree in Liberal Arts. Of the 60 minimum required credits to earn an Associate’s Degree in the major Liberal Arts/General (LIB), 46 or 77% could be taken online. As Data Table 2 indicates, 9% of LIB students are taking courses online. Although 97 students graduated with a degree in Liberal Arts/General in 2011, none graduated with 50% or more of their coursework completed online. It is important to recognize that Liberal Arts, in fact all majors at GCC, is experienced currently by the great majority of our students as an on-campus learning experience.

However, as Data Table 4 suggests, a growing number of students are taking online courses. The importance of the online offerings is also seen through enabling access to higher education for place-bound students and through offering students greater flexibility in scheduling as many students juggle jobs and family responsibilities while progressing toward earning a degree or accomplishing their educational goals.

Also, given the general education nature of the Liberal Arts program, many of the online courses attract students from a variety of programs across the college.
a. Institutional Mission

During the past decade the college community has invested considerable discussion and thought to define its direction and purpose through the development of these guiding documents: Vision and Mission Statement, Principles of Education, Institutional Statement on Academic Advising, Statement of Inclusion and General Education. These documents and the associated principles, available in the Appendix and online at http://web.gcc.mass.edu/about, guided the development of the college’s online programming.

An open-door college offering a collaborative learning context, GCC is known for its caring and supportive faculty and staff and for the broad support it enjoys from the surrounding community and expresses its commitment and importance to the community it serves in its vision. Overall, GCC strives to provide a unique climate for learning grounded in collaborative relationships among faculty, staff, students, and community counterparts. This applies to online learning at GCC, too. Through strong engagement, faculty and staff believe they identify and stimulate learning opportunities individually and community-wide, which enable those served to reach their highest potential.

Online course options for fulfilling the Liberal Arts/General Associates Degree are designed to promote access. Fulfilling this program intent was greatly aided by the federal Title III collaborative grant with Berkshire Community College in 2003 through 2008. This collaboration encouraged faculty innovation and creativity and launched several online courses whose goals explicitly addressed student access, success and academic quality. Although a number of years passed before a Greenfield Community College student could complete at least 50% of a degree program online, the Title III grant provided a foundation and enabled the college to institutionalize a full-time Coordinator of Distance Learning and Instructional Technology position. Distance learning at GCC supplements on-campus offerings and enables the college to provide more options for flexible course scheduling and various student learning styles.

<table>
<thead>
<tr>
<th>Vision</th>
<th>Mission</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Strengthening Our Community”</td>
<td>“Teaching and Learning Together”</td>
</tr>
<tr>
<td>Lives change for the better every day at Greenfield Community College. Families grow stronger and so too our community. Our vision is to strengthen our community one student at a time. We understand our role and responsibilities, as a College in the global community, to create a better world for all.</td>
<td>Our mission is to teach, in a small, supportive and intimate learning environment, the knowledge and skills necessary for our students to reach their highest potential. Our doors are open to all who seek to learn. In striving to fulfill this mission we also seek to learn the knowledge and skills necessary to reach our highest potential as a College. At GCC, we are passionate about teaching and learning together!</td>
</tr>
</tbody>
</table>
**b. Planning and Evaluation**

Planning and evaluation at Greenfield Community College are organic in nature, sensitive and responsive to its environment and reflect the learning community that it nurtures. Both strategic and organic planning are informed by the College’s Vision and Mission and Principles of Education, which speak to an openness to both holistic and directed planning efforts. This flexible structure allows creative approaches to meeting the college’s mission. Planning occurs on many levels: individual faculty/staff, departmental, academic grouping, divisional, institutional, community and state level.

The College’s system of evaluation consists of evaluation at the department, program, institutional, and state levels. Methods include quantitative measures, institutionally developed and nationally standardized surveys; statistical data analysis; program reviews; reviews of student performance on licensing examinations in selected health occupation programs; open-ended questions on faculty, staff and student surveys; annual department, program and administrative unit reports; accreditation reports; advisory board feedback; and assessment of the achievement of two-year action steps.

**Planning for distance education**

In 2003, Greenfield Community College and Berkshire Community College were awarded a Title III grant. Part of the focus of the collaborative grant was to improve student access to and success in college programs by piloting a shared, distance learning network. During the 5-year grant period, the various grant objectives were integrated into the college’s strategic planning, which also included the full integration of the coordinator’s position initially funded by grant. In addition, courses were developed for online delivery; faculty interested in teaching in the online environment were supported through trainings, workshops and conferences; and hardware and software were purchased or upgraded to meet the interest in online course delivery.

The college is committed to planning the development of a Liberal Arts/General program that could be completed totally online which would include expanding fully-online and hybrid course offerings. Participation in the program development will occur across academic and student affairs departments with a formal process for course approval, development and evaluation; faculty training; student orientation; integration of student support services; and student assessment.

**Evaluation distance education**

Student evaluation and administrative evaluation of faculty teaching fully-online and hybrid courses are conducted as outlined by the Massachusetts Community College Council (MCCC) Memorandum of Agreement. The student evaluation process is coordinated through the office of the Chief of Student and Academic Affairs Officer. The MCCC Division of Continuing Education agreement provides guidelines for observations for online courses. Per this agreement, this is conducted by the dean. Also, per the agreement, when faculty members teach the same course in two modes, as a face-to-face class and as an online class, the evaluation is conducted in the face-to-face class.

The Coordinator of Distance Learning and Instructional Technology and the Director of Assessment will develop an assessment strategy for the fully-online Liberal Arts/General program as it develops.

**c. Organization and academic oversight**

Responsibility for the day-to-day operation of Greenfield Community College rests with the President of the College. The Chief Student Affairs and Academic Officer, supervises the Deans of the credit, certificate and non-credit programs as well as the Dean of Learning Resources who has direct
oversight of the Distance Education/Instructional Technology department. The college’s shared
governance organization, as it relates to the online program, is reflected in the curriculum committee
and the Information Resources Management (IRM) and its Moodle Focus Group sub-committee.
Faculty, administration, staff and when possible, students, are represented in each entity.

The Deans, reporting directly to the Chief Student Affairs and Academic Officer, evaluate all credit
faculty, whether online or in a classroom on campus. This process reviews course materials, including
interaction plans, student evaluations, and class observations. In the case of student concerns, the
Department Chair/Program Coordinator will meet with the student initially and, if warranted or
desired, meet with the grouping Dean and then the Chief Officer.

As part of the oversight procedure, the department chairs and program coordinators work with the
Coordinator of Distance Learning and Instructional Technology, who is charged with providing support
for faculty and staff involved in online courses, as well as web-enhanced courses. This support includes
providing feedback on pedagogical matters as well as technical assistance concerning the learning
management system. The Coordinator reports to the Dean of Learning Resources, who in turn reports
to the Chief Student Affairs and Academic Officer.

The Department of Information Technology provides support for the college network and such related
resources as the email system, Banner, Moodle, Websites, streaming server and Internet.

The Information Resources Management Committee is chaired by an elected committee member and
comprised of faculty and IT representatives, the Director of Information Technology, the Coordinator
of Distance Learning and Instructional Technology, and a student when possible. The committee makes
policy recommendations and also serves as a forum concerning distance learning issues. In addition,
during regularly scheduled meetings of the Distance Education Committee (DEC), issues concerning
distance education are discussed and addressed.

d. Educational programming

The college’s vision and mission emphasize community, open admissions and the teaching and learning of
a body of knowledge for the informed global citizen. The varied program and certificate options meet
the interests and needs of a diverse student population.

The college offers an Associate of Arts (AA) degree in Liberal Art with 23 options plus Business
Administration Transfer, 18 Associate of Science degrees, and 15 certificate programs, some requiring
at least a year to complete.

While the variety of online courses offered might allow the completion of the Associate of Arts
degree in Liberal Arts General entirely online over time, the college does not promote an online-only
degree, and no student has earned a degree with more than 50% of their graduation credits in this
manner. The fully-online courses allow students to participate in classes by computer, completing their
work in a range of settings including at home, in the computer labs on campus, a local library or coffee
shop. Assignments and discussions with the instructor and classmates occur through the college
sanctioned learning management system.

GCC has an arrangement with Berkshire Community College to deliver shared live video Fire Science
courses. Presently, the distance learning offerings include two modalities, online courses and web-
enhanced ones, as well as the piloting of a hybrid model. Course development is also occurring at this
time to expand our offerings in hybrid courses. Each fully-online and hybrid course has a site on the GCC Moodle LMS.

Online courses at GCC are also offered in collaboration with Berkshire Community College and with participating Massachusetts Colleges and Universities Online (MCUO) institutions. These courses are offered with the approval of the appropriate academic department chair or program coordinator and grouping Dean. Courses offered through MCUO have instruction provided by another institution and appropriate credit is granted at the student’s home college, thereby eliminating the need to transfer credit. Often these courses serve to enrich the variety of courses GCC is able to offer. GCC serves as both a "home" college and "provider" college for MCUO courses.

e. Faculty

The college employs full-time and adjunct faculty who hold teaching and learning at the heart of their work and are guided by the sentiment in the Principles of Education: “We’re all about learning”.

For fall 2010, with an online student headcount of 335, the online student-to-faculty ratio is 27:1, based on IPEDS definitions and calculation. By comparison, the all-college student-to-faculty ratio is 15:1.

For faculty teaching online courses (fall 2010)

<table>
<thead>
<tr>
<th>Faculty Status and Gender</th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
<th>% Male</th>
<th>% Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>9</td>
<td>4</td>
<td>5</td>
<td>44%</td>
<td>56%</td>
</tr>
<tr>
<td>Part-time</td>
<td>9</td>
<td>5</td>
<td>4</td>
<td>56%</td>
<td>44%</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>9</td>
<td>9</td>
<td>50%</td>
<td>50%</td>
</tr>
</tbody>
</table>

GCC hires faculty who have a master’s degree or higher in their field of study or a field related to the area in which they are to teach; this standard applies to all faculty teaching online courses as well.

<table>
<thead>
<tr>
<th>Highest degree held by online faculty</th>
<th>Master’s Degree</th>
<th>Doctorate</th>
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<tbody>
<tr>
<td></td>
<td>89% of all online faculty</td>
<td>11% of all online faculty</td>
</tr>
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</table>

There are two collective bargaining agreements currently in effect. These two Agreements, as well as the faculty handbook and GCC Assembly Bylaws, define the role of faculty, their voting rights and privileges and many of the policies involving the recruitment, evaluation, and advancement of faculty. Faculty developing or teaching an online course receive a stipend upon successful development of the course; the rates are in accordance with the MCCC Memorandum of Agreement (MOA) for such instruction. The MOA specifies contractual policies for enrollment caps for online courses.

Greenfield Community College’s Learning Resources Group provides professional development for faculty and staff for classroom technology use, the college’s learning management system and other online learning tools. Professional development activities for faculty show a strong emphasis on integrating academic technology into instruction. Beginner and advanced workshops are provided semi-annually just prior to each semester in August and January. Individual help is available by appointment and provided by the Coordinator of Distance Education and Instructional Technology and by a full-time Information Technology faculty member.
The college encourages professional development and advancement in the following ways:

- Faculty may participate in Staff Development Day workshops which are often faculty-led and address new teaching strategies and discoveries. The Learning Resources Group is charged with developing professional opportunities and building a Center for Teaching and Learning.
- The Staff Development Committee, the Dean for Learning Resources, and the Director of Human Resources currently use a combination of faculty reassigned time, volunteers, available grant funding, free opportunities, and GCC staff time, to provide professional development.
- Beginning in spring 2010 and working with at least one staff person to broaden perspective, two faculty have reassigned time to provide PD opportunities primarily for faculty and open to staff. They include monthly brown-bag lunches on a variety of topics.
- Since fall 2009, a faculty member with reassigned time developed and oversees the currency of an online resource that provides information in professional development opportunities, articles and other resources, and related content for GCC faculty.
- The college sets aside typically three, half-days per semester for professional development meetings for both faculty and staff which target college-wide topics, such as assessment.
- Two Title III grants, one on advising and one on classroom technology and distance learning, funded a multi-year series of in-house professional development opportunities on those subjects.
- The Learning Resources Group provides faculty mentors to support newer teachers.

**Professional Development Activities**

<table>
<thead>
<tr>
<th>2011-2012</th>
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<tbody>
<tr>
<td>• Curriculum Mapping</td>
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<tr>
<td>• Dealing with Difficulty Student Behavior</td>
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<tr>
<td>• Backward Design</td>
</tr>
<tr>
<td>• Copyright Compliance Made Simple: Six Rules for Course Design</td>
</tr>
<tr>
<td>• Using Social Media In Teaching</td>
</tr>
<tr>
<td>• How Do We Nurture Student Writers?</td>
</tr>
<tr>
<td>• FERPA – What Faculty Need to Know</td>
</tr>
<tr>
<td>• Library Services</td>
</tr>
<tr>
<td>• Privacy Week Panel</td>
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<tr>
<td>• Moodle &amp; Instructional Technology Workshops</td>
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<table>
<thead>
<tr>
<th>2010-2011</th>
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<tbody>
<tr>
<td>• First Day of Class</td>
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<tr>
<td>• Developing a Good Syllabus</td>
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**On-going**

| • Learning Management System Training and Workshops | January and August of every year since 2006 |
| • Instructional Technology Training and Workshops | January and August of every year since 2006 |
| • NERCOMP conferences | Throughout the academic year since 2006 |
| • NEFDC conferences | Twice a year |
| • League of Innovations Conference | Every few years |
| • EduCause Conference | Every few years |
Full-time faculty also perform non-instructional duties of advising and college service. Advising is also provided by the Academic Advising Center, which is staffed by professional advisors year-round and by adjunct faculty advisors who are paid additional compensation. All students are assigned a specific advisor. Under the auspices of a Title III grant for advising, the college enhanced advisors’ ability to use the college database to support the advising process and published advising principles and an advising handbook. Advisors can register students online with the aid of real-time online transcripts, testing scores, grades, etc. The online service of “MYGCC” provides course and schedule information, access to degree audits and other pertinent information to students. This functionality enhances advising for students studying via an online format. Information is also available through the telephone, email and the GCC website.

f. Students

The majority of the students enrolled in fully-online courses at GCC are also enrolled in the traditional face-to-face classes. These students may use the support services available on campus. Online tutoring with Smarthinking, Inc. is in the second semester of a pilot for students in fully-online courses. Online resources and support services such as the online library resources, the Student Help Desk and online registration are available to all students. Support services will develop as the college expands its online course offerings.

Approximately 85% of students enrolled in online courses take one online course.

Incoming Assessment
All incoming students are tested in reading, writing and mathematics using Accuplacer. Students are placed in appropriate classes based on test scores to advance student success and address program requirements.

For two years, the college had available on our website a self-assessment for students considering registering for a fully-online course. This was found to be ineffective. In response, we are developing comprehensive technology proficiency diagnostics to help students and their advisors assess the student’s technology proficiency.
Advising
Students enrolled in a degree or certificate program are assigned to an advisor through the Academic Advising Center. The Academic Advising Center also advises non-matriculated and first-time students.

Registration
Since fall 2011, students are able to register for classes through the Banner online registration system by utilizing MyGCC.

Tutoring
GCC contracted in June 2011 with Smarthinking, Inc. an online tutoring service, to offer support to students in fully-online courses. Students in the fully-online courses developed and taught by GCC faculty are also able to schedule face-to-face tutoring sessions on campus through the Peer Tutoring Center.

g. Library and Technological Resources

Library:
The GCC Library’s mission defines its primary responsibility as supporting “the current and anticipated instructional, research, and service programs of the college,” and recognizes it has a secondary responsibility to provide “information services to the community-at-large.” GCC provides access to a variety of library and information resources that support its academic program and the development of its constituents.

GCC Library Resources

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<table>
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<tr>
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<tr>
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The Library’s comprehensive web page includes general information as well as access to online catalogs; reference databases; tutorials and other instructional material; reference service; and hundreds of authoritative online information sources arranged by subject area. Many resources, including the catalog, are available to the general public and users may access online resources from remote locations.

The Library is open day, evening, and weekend hours when classes are in session.

The library offers both quiet and conversation-friendly space, study carrels, student group study rooms, and a variety of flexible-use couches and tables. Food and drink are allowed in the library and library staff warmly encourages people to visit often.

The GCC Library technical resources include a smart classroom lab with 24 thin-client virtual desktops, student monitor station and Smart Board podium technology. There are eight, all-in-one large computer workstations in a bar setting for quick use. Ten additional virtual desktop stations are available within the library and four special-use, group adaptive technology workstations (PC and MAC) are available for student study groups. Open print access is available in the lab and at general library work spaces.
Physical Technological Resources:

Main Campus technology resources include the locations described below plus three smart conference rooms, three LCD large screen television rooms with interconnections for mobile devices, laptops or computers, six general use smart classrooms and an additional smart language computer classroom with eight workstations.

- **Art & Music Departments**: two, fully-equipped electronic studios with teaching stations and one open lab; Finale 2011 and Pro Tools 9 software are used in conjunction with MBOX hardware.
- **Two theaters and two general-use classrooms** have smart symposiums products
- **Student Computer Lab**: drop-in use with 35 workstations and high volume printer, ADA accommodations, and all academic software. The lab is supported by student monitors and consultants.
- **Computer Classrooms**: 13 smart teaching rooms with full podium setups; two classrooms have 25 computer workstations and 2 have podium stations.
- **Kiosks**: open-access kiosks are available in hallways and student lounge spaces; they use thin-client technology for quick access to web resources, schedules and printing.
- **Health Occupations**: two wireless classrooms with 8 hard wired manikins simulating patient experiences using Speco Technologies monitoring and behavioral systems, 12 mobile netbooks with Health Claim simulations software, and 2 smart boards for clinical recording.

**Academic Department Studios**: The Studio concept combines gathering and comfortable student work space and resources in very close proximity to faculty offices. Faculty share and alternate daily times for being readily available and interacting with students in the studio space, outside their office. Each studio is equipped with computer workstations and printers, along with specific department related software. Some studios offer peer student support. All have full wireless capability.

- **Math Studio**, located in the Main Building, smart computer lab adjacent
- **Social Science Studio**, located in East Building, SPSS software, laptops
- **Hammond Business Studio**, located in East Building, Smart Board, digital television, laptops, document camera, ceiling mounted pull-down power cords
- **Science Studio and English Studio** – under development

**Downtown Center teaching classroom** consists of five complete smart classrooms with Smart Boards, podiums, printers, projectors and speakers. One of the classrooms has 25 workstations and specialized software.

**The Practical Nursing program location** off-campus includes a 12-workstation student computer lab and one smart classroom.

**The GCC Peer Tutoring Program** provides peer tutors for students and assists students with software and hardware issues in addition to basic academic support for writing, math and other courses.

The IT Department collaborates with the Educational Technology Center (ETC) to ensure high quality support for classrooms. ETC supports and installs the projector, speaker and Smart Board systems on campus while IT focuses on workstations and updating and maintaining Smart Board software.

Wireless is available to 99% of campus locations and 100% coverage is available in all student lounge spaces, cafeteria and outdoor locations.
h. Financial Resources

The college uses its financial resources to fulfill its Vision and Mission as well as to support the Principles of Education. The college budget is controlled locally by the GCC Board of Trustees (BOT), which annually reviews and approves the budget and ensures that it agrees with the college’s financial and educational goals. While the BOT Finance Committee reviews operations on an ongoing basis, the administration maintains authority to adjust budget line items as necessary to meet expenditures. Tuition is set statewide by the Massachusetts Department of Higher Education (DHE,) while fees are set locally by the BOT.

The college reports its operations as a business-type activity using the full accrual basis of accounting. As a component of the Commonwealth of Massachusetts, the college’s financial information is also summarized in The Commonwealth’s Annual Financial Report.

Online course sections and the associated services are financially supported by the college in the same manner as classroom based course sections.

Although the college strives for a balanced budget, constantly changing state appropriations make it a difficult task. For example, in FY2009, the budget had to be modified for two 9C cuts made by the state in October and January, for a total reduction of $521,600 from the July 1 fiscal-year start date.

This era of financial uncertainty has required challenging flexibility in reallocating resources to meet needs and goals. A three-year projection plan (FY2011) successfully alleviated a FY2008 negative position in unrestricted net assets; the plan is now routinely updated as financial forecasts change.

The college has received an unqualified audit for the past several years, including the latest year ending June 30, 2011. The college is financially stable as measured by its current cash position, its undesignated and unrestricted fund balance, and its accounting for accrued liabilities.
The budget for the Coordinator of Distance Learning and Instructional Technology is managed through the Learning Resources Group which reports to the Student and Academic Affairs Division. For fiscal year 2011, the budget was $25,127 and remains unchanged for FY2012. The budget includes expenses to support online course development, professional development, office supplies, software, professional organizational memberships, etc. Complementary financing to support professional development for online teaching and learning is handled through the Human Resources Department.

The fall 2011 credit enrollment at Greenfield Community College is 2,510. This is a 3% decrease from fall 2010; however, it follows an enrollment of 2,583 in fall 2010 which was the largest fall enrollment since 1982. The full-time equivalent enrollment (FTE) based on 15 credit hours increased to 1,617, up 4% from fall 2009. Total credits were 23,198 in fall 2011, a drop of 4%; again, this follows a historical high of 24,249 credits in fall 2010. GCC experienced a 5% enrollment increase from fall 2008 to fall 2009. As with other community colleges across the country, these increases were mostly due to the recent recession and the unemployed seeking alternative career paths.

Online enrollment experienced a similar jump to the overall student enrollment increase. Future enrollment in both online and classroom instruction is steady for fall 2011 and expected to be the same for fall 2012. The college budget reflects these projections.

i. Dealing with students, prospective students, and the public

Once the fully-online Liberal Arts/General program is developed, a statement will be made in all the publications, media and websites that this option is available with directions on how to request more information or have questions answered.

j. Contractual arrangements

Greenfield Community College does not enter into any contractual relationships with any non-regionally accredited entity to provide instructional services.
Appendix

A. Vision

*Strengthening Our Community*

Lives change for the better every day at Greenfield Community College. Families grow stronger and so too our community. Our vision is to strengthen our community one student at a time. We understand our role and responsibilities, as a college in the global community, to create a better world for all.

B. Mission

*Teaching and Learning Together*

Our mission is to teach, in a small, supportive and intimate learning environment, the knowledge and skills necessary for our students to reach their highest potential. Our doors are open to all who seek to learn. In striving to fulfill this mission we also seek to learn the knowledge and skills necessary to reach our highest potential as a college. At GCC, we are passionate about teaching and learning together!

C. Principles of Education

“We are all about learning.”

*Bob Pura, GCC President*

These principles articulate the implicit assumptions regarding teaching and learning held dear by members of Greenfield Community College and represent the ideals to which the GCC community aspires. They apply to all members of the GCC community—students, employees and trustees. These principles intend to provide a foundation on which members of the community develop and teach courses, engage students, hire faculty and staff, design professional development activities and structure budgets. These principles should inform the daily, habitual life of all members of the college, having both immediate and lasting impact. As teaching and learning are at the heart of the college, these principles appropriately shall guide the college into the future. The college maintains a learning environment that values the process of learning as much as the knowledge taught; an environment that encourages independent thinking and divergent activities; and an environment that elevates members of the community and inspires them to:

- Develop independent and interdependent, lifelong learning strategies
- Nurture their aspirations, confidence, curiosity, imagination, self-respect and responsibility to others
- Explore and adapt to new ideas in both work and leisure
- Understand social change and individual development and take responsibility for sustaining both
- Accept the constancy of change and cope with, adapt to and manage change effectively in all areas of one’s life
- Possess self-determination with a realistic assessment of one’s aptitudes and inclinations

Members of the GCC community have the opportunity to acquire the knowledge, skills and attitudes that empower them to clarify values, express ideas, solve problems, and embrace learning as a life-long process.
Diversity and Community

The college creates and fosters an environment for work and learning in which one may achieve a level of comfort with one’s individuality and culture, while accepting and respecting the individuality and cultures of others. The college encourages each member of its community to:

- Recognize how the foundation of one’s ideals and values emanate from one’s particular background and experience
- Participate in communities as both teacher and learner, connecting with others, sharing thoughts and creating knowledge while taking advantage of an open environment that values critical thinking and civil discourse
- Enhance one’s understanding of various forms of discrimination and oppression while embracing the principles of access to promote equitable opportunity for all in the teaching and learning experience
- Explore, understand, and respect the tenacity and validity of diverse values and heritage
- Appreciate the interconnectedness of global events and issues and one’s place in the web of life
- Develop an environment that encourages active learning and values the differing approaches of all community members

Literacy and Communication

The college promotes effective expression in many forms for making public meaning and personal significance. Symbolic interpretation and representation of ideas and emotions, using logical and aesthetic systems that cultivate various modes of self-expression, contribute to successful interpersonal and intrapersonal communication. The college policies and practices ensure that all its members continue to develop their capacities to:

- Enhance literacy in all areas—reading, listening, viewing, writing, speaking, creating, and movement
- Reason quantitatively, using numerical data to meet personal and vocational needs and to respond to a world increasingly dependent on the understanding of a broad range of quantitative concepts and processes
- Identify a need for information and know how and where to find it
- Use language to communicate effectively with other individuals and groups, including basic functional ability in a language other than one’s own
- Function constructively in both a leadership and participatory role within groups

Knowledge and Thinking

The college expects members of the community to think critically and to conduct disciplined inquiry, using both their minds and hearts in order to understand the complexity and simplicity of ideas and actions; to prioritize and make decisions; to identify and solve problems; to evaluate and judge; in short, to think independently. The college encourages each member to:

- Access, organize, interpret, evaluate, synthesize and apply information
- Reflect on and assess information and knowledge from differing perspectives
- Develop knowledge of one’s feelings, values and biases and how they relate to one’s thinking and behavior
- Integrate knowledge from multiple disciplines to make thoughtful and informed decisions
- Base decisions on factual and affective evidence rather than on unexamined opinions
- Determine the nature of a problem, analyze the problem and implement an appropriate solution, applying scholarly theories and methods where appropriate
• Evaluate, integrate and adapt to technological change

Endorsed by GCC Assembly on May 17, 2004

D. General Education Abilities

The College expects students to develop foundations and skills for lifelong learning, including the following General Education Abilities:

1. Appreciate diverse cultural and individual perspectives
2. Solve problems collaboratively
3. Reason and act ethically
4. Demonstrate civic knowledge and engagement
5. Communicate in various modes and media
6. Use quantitative concepts and processes
7. Locate, evaluate and use various sources of information
8. Explore the natural and physical world
9. Think creatively and critically
10. Apply, integrate, and synthesize learning

Adopted unanimously by the Greenfield Community College Assembly on May 2, 2011.