



NorthWest Arkansas Community College Distance Learning Report 2002-2003

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Introduction and Acknowledgements

The following document is the 2002-2003 Annual Report for Distance Learning at NorthWest Arkansas Community College in Bentonville and Rogers, Arkansas. This report is required according to the 5 year Distance Learning Plan. Physical copies will be provided to the Board of Trustees (a single copy for the Board's records, additional on request); Dr. Rebecca Paneitz, President of NWACC; Dr. Karen Hodges, Vice President for Learning, and Dr. Jerry Vervack, Associate Vice President for Learning Programs. In addition, the members of the Distance Education Committee will have copies of the document sent to them individually via e-mail.

The purpose of this document is to briefly describe the events of the 2002-2003 school year in distance learning at NWACC. The document focuses on both the classes taught using distance learning, as well as the department and personnel itself. Information in this document is derived from the semester reports and data obtained and managed by the distance learning department. The report has been prepared by Clint Brooks, Distance Learning Coordinator for NWACC.

The Distance Learning Department would like to acknowledge the following individuals and groups who support and make distance learning possible at NWACC. Special thanks go out to the staff of the SBC scheduling office in St. Louis, Missouri, headed by Pati Alberts; their technical support team in North Little Rock, headed by Lee Gupton; their state account representatives John Davis and Pat Woodruff, and their tech consultant/contact Don Miller. Thanks also to the Arkansas Department of Information Systems, Cox Cable, VNet- The Arkansas Video Users Group - President, Dave Phillips, and Vice President Don McCabe; The Arkansas Distance Learning Association - President, Bob Donaldson, Outgoing Vice-President Mike Bowman, and the Executive Cabinet; The Arkansas Telecommunications Consortium, AETN's Learning Services - especially Gerard Newsom and Cozette James, Lincoln Consolidated Schools, The Jones Center for Families, The Jones Television Network, The University of Arkansas Center for Poultry Science, The NWACC Distance Education Committee, Bill Outhouse and the NWACC Foundation, The NWACC IT Department; Louise Lamb and the NWACC Library; Jim Barnsley, David Miller, NWACC Student Services (especially Brenda Green, Alice Stephens, Diana Johnson, Sarah Philpot, Brooke Holt, Janie Todd, and Jean Anderson, NWACC Fiscal Affairs, Linda Dayton, Carol Childers, Gerry Weatherford, The NWACC Senior Management Team, The NWACC Instructional Directors; Laura Selph, Sharon Simmons, Dr. Jerry Vervack, Associate Vice President for Learning; Dr. Karen Hodges, Vice President for Learning; Dr. Bob Burns, Retired President, NWACC; the Board of Trustees, the distance learning instructors (Melissa Michael, Dr. Edrene McKay, Julie Amos, Rebecca Webb, Dr. Conrad Krauft, Dr. Theo Ekechukwu, Greg Kiser, Angela Peace, Dr. Linda Lovell, Deborah Terry, LeAnn Caudle, Karen Tinker, Bryan Aguiar, Tim McGinn, Angie Albright, Ann Engeler, Tracy Vaughan, Melissa Jordan, Cindy Hammons, Laura Miller, Deanna Fletcher, Stephanie Lewis, Michelle Morris), and most especially the students in the Distance Learning classes for whom our best efforts are directed.

Administrative

5 Year DE Plan

The plan was briefly reviewed by the DL Committee at the end of the year for the purposes of determining whether the structure of the plan should be altered significantly. The Committee preferred to stay with the current design of the plan. Revisions will be made in the plan and presented to the Committee in fall 2003 for approval.

Supervision

The Distance Learning Coordinator reports to Dr. Jerry Vervack, Associate Vice President for Learning Programs, within the Learning Department. There is a restructuring of the Learning Department underway, but the current supervision will remain under this new structure.

Equipment and Facilities

Equipment Purchases and Facility Changes

The Central Educational Center (CEC) has been renamed to Burns Hall (BH) in honor of retired NWACC President Bob C. Burns.

The IT department continues to maintain the on-campus server hosting WebCT. The server was upgraded just prior to the spring of 2003. We are still using version 3.6.3 of WebCT and will do so until August 2003, when we will switch to their "Focus" version 3.8.

The Distance Learning Lab was relocated from Burns Hall 1223 to Burns Hall 2414 on the second floor of the new Walker Center for Allied Health. The Distance Learning Coordinator's office was relocated from BH 1225 to BH 2413 adjacent to the new DL Lab. The new lab is windowless to cut down on glass in the room and the additional sound reflection that causes. There are plans to add acoustical paneling to the room and to configure the lighting to maximum effect for Interactive Video. The current lighting is too bright in spots for the room, leaving hot spots on the whiteboard and back monitors and thus cutting down visibility in those areas.

The Distance Learning Department has obtained the following software and hardware this year:

- Adobe Photoshop 7.0, Adobe PageMaker 7.0,
- Upgraded computers for the Distance Learning Lab and Distance Learning Coordinator's office including CD-RW drives. The computers are Dells with 1.6 GHz Pentium 2 processors. They both use the Windows XP operating system.

Planned Equipment Purchases and Facility Changes

The Shumaker Center for Workforce Development is nearing completion and they have planned to include an interactive video unit as a part of the facility. They have written a grant application with SBC to fund the purchase of a standard unit and pending the grant approval would join the VNet state network. The Distance Learning Department has consulted with the Shumaker Center in regards to the unit and some of the potential applications. More of this consulting is needed.

The satellite receiving and distribution equipment still remains in BH 1213 (formerly CEC 1213). Plans still exist to relocate it down the hall at some point in the future to free 1213 up as an adjunct faculty room.

A further switch to version 4.0 of WebCT is planned for the spring of 2004. This plan is contingent on the success of NWACC's application for a Title III grant. If the grant application is successful, we will expand WebCT to the full campus version and integrate it with Campus Pipeline/Luminous and SCT/Banner. If not, we will reevaluate our current Course Management System usage and consider alternatives.

Budgetary Information

Budget for 2002-2003

| Item/Category | Subtotals | A Budget Only |
|---|------------------|----------------------|
| Maintenance and Operations Expenses | | |
| Office Expenses | | |
| Phone/Long Distance | | \$250.00 |
| Copying | | \$500.00 |
| Postage | | \$100.00 |
| Supplies-Internal | | \$150.00 |
| Supplies-External | | \$100.00 |
| Computer Equipment under \$500 | | |
| Computer Hardware < \$500 | | \$0.00 |
| Computer Software | | \$200.00 |
| Computer Equipment over \$500 | | |
| No anticipated expenses from 470 or 471 | | |
| Travel | | |
| Travel-Lodging and Meals | | \$200.00 |
| Travel-Private Vehicle, In-State | | \$400.00 |
| Dues, Fees, Publicity, and Advertising | | |
| Advertising | | \$0.00 |
| Fees-Telecourses | | \$3,150.00 |
| Fees- Telecourse Capitation Estimates | | \$3,360.00 |
| Fees-Satellite Conf. Licenses | | \$1,000.00 |
| Dues-Telecourse Consortium | | \$150.00 |
| Fees-VTEL Maintenance and Service Contract | | |
| | \$4,674.00 | |
| Tax on Maintenance and Service Contract | \$241.18 | |
| Total for Maintenance and Service Contract | | \$4,915.18 |

| | | |
|--|---------------|--------------------|
| Subtotals of Maintenance and Service Contract | | |
| VTEL System, Monitors, Mics, ELMO | | \$4,450 |
| TSU100 | | \$241 |
| Gate and Mixer | | \$100 |
| Southwestern Bell - Uninstall, Reinstall, Test | | \$1,220 |
| Web CT License | | \$2,800.00 |
| Facilitator Costs at Springdale | SALARY AMOUNT | \$1,150 |
| | | (\$640) |
| Facilitator Costs at CEF - Evenings | SALARY AMOUNT | \$640 |
| Offsite cost for CIV class | SALARY AMOUNT | \$640 |
| Fringe for Offsite, CEF and Springdale | | |
| addendum - redirect \$130 from Springdale facilitator costs | | \$130.00 |
| Online Class Development Funds | | \$0 |
| Total A Items | | |
| | | \$16,275.18 |
| Total C Items | | |
| | | \$2,150.00 |
| Requested M&O (not including Salary and Fringe) | | \$20,415.18 |
| Salary | | \$44,118.00 |
| Fringe | | \$12,044.21 |
| Grand Total Including M&O, Salary and Fringe | | \$76,577.39 |
| Estimated Income from Distance Learning Student Fees | | \$11,330.00 |
| Requested M&O minus estimated income from DL Student Fees | | \$9,085.18 |
| Grand Total Including Salary and Fringe minus estimated student fees income | | \$65,247.39 |

Estimated Income from Distance Learning Student Fees for 2002-2003 (developed Spring 2002):

Based on slow growth of DL sections due to budgetary issues-

Telecourses: 6 (3 Fall, 3 Spring) with regular \$22 fee, average of 19 students- \$2508

WWW Based: 14 (7 Fall, 7 Spring) with regular \$22 fee, average of 16 students- \$4928

WWW Based: 8 (2 Summer, 3 Fall, 3 Spring) with reduced fee of \$14 for classes with Computing Fee), average of 13 students- \$1456

Self Directed: 2 (1 Fall, 1 Spring) with regular \$22 fee, average of 19 students- \$836

Self Directed: 7 (3 Fall, 3 Spring, 1 Summer) with reduced fee of \$14 for classes with Computing Fee, average of 15 students- \$1470

CIV: 2 (where fees are applicable) (1 Fall, 1 Spring) with regular \$22 fee, average of 3 students- \$132

Total Anticipated DL Fees 2002-2003: \$11,330

These numbers were fairly conservative as the expectations may not have panned out over the year and as growth was be a problem due to budget constraints. The numbers have fluctuated from year to year but this estimate is based on the previous year's numbers. Note that the telecourse estimation for AETN fees in the budget listing is based on a higher number of offered courses than the one listed here. This was to guarantee that if an unexpected course was added, there would be no shortfall.

Notable Budget Expenditure Changes

- Facilitator charges were not needed. The classes involved did not pan out.
- The maintenance and service contract from Southwestern Bell (now SBC) was only \$3,314.36, a savings of \$1,600.82.

Classes

Classes Conducted (see Appendix A: Tables of Distance Learning Classes for specific enrollment numbers)

CIV (Compressed Interactive Video)

The Compressed Interactive Video courses in 2002-2003 continue to have mixed results. On one hand interest in the ACTA courses seems to be limited. There are two reasons for this that are readily apparent. The first is that the courses are designed for students seeking specialized agriculture-related degrees, which is at present a relatively small part of the overall population of NWACC, though this could potentially be higher. The second and more crucial reason is the absence of true degree tracks for students to progress to from these introductory classes. Without some sense of direction towards a degree outcome, the courses will likely be limited to those students who are simply considering these fields but have not yet decided on a degree track. There is still some variety in the offerings. Turfgrass Management and Clothing Concepts were conducted again, along with Food Safety and Sanitation, from the University of Arkansas at Fayetteville. Unfortunately though the University of Arkansas is not seeing the numbers they were hoping for and are considering scaling back these offerings by videoconference. There are two courses being offered by NWACC from the University this fall but the Spring schedule is undetermined. Similarly there has been no follow up from Arkansas Tech University on the Emergency Management courses offered as part of our Fire Science/Emergency Management articulation agreement.

On the other hand, courses offered to Lincoln High School have been well received. Western Civilization classes (both I and II) were renewed and joined offerings in College Algebra and Finite Math being conducted from NWACC to Lincoln. The math classes continued to utilize the Mimio digital assistant tool in creating a video whiteboard for lecture purposes. The whiteboard is visible to all students, regardless of site and the individual boards are saved and posted on the class web site for students to view and print out. Several students took advantage of this. The Western Civilization courses took advantage of computer presentations, the Internet, video, and multimedia to create a rich learning environment where students were not only exposed to the ideas and words of history, but also sights and sounds and experiences.

Students from Farmington and Prairie Grove also participated in the Lincoln sections, giving those districts the opportunity to offer their students dual credit coursework. The sections were scheduled to provide the necessary travel time for those students to attend.

An additional note: There has been little progress on incorporating videoconferencing into the regular system of administrative communication and meeting in the past year. To my knowledge the Presidents and Chancellors of the Two-Year Colleges in Arkansas have not yet continued their plans to use this medium at least once a year to meet. However, the system is still used for other types of meetings and educational opportunities. AETN held a series of forums on foreign policy, one of which NWACC participated in. AETN also arranged a demonstration at the state capitol of videoconferencing which allowed legislators to meet with video professionals over the system. NWACC was able to converse with State Senators Madison (District 7 – Fayetteville area) and Bisbee (District 8 – Rogers area) during this day long demonstration.

In addition, NWACC participated in a videoconference on Bariatric Surgery sponsored by Ethicon, a division of Johnson and Johnson, for the benefit of local surgeons. The Nursing and Allied Health departments offered local “co-sponsoring” to allow us to charge a rate that made

the conference possible. The conference consisted of a presentation, discussion, and finally a live surgery complete with questions and answers with the supervising surgeon during the procedure.

Telecourses

These courses have continued to be marked by concerns with retention and communication. The highly structured nature of telecourses means that communication, dialogue, and interaction are more difficult to engage. A stronger effort must be made by this department not to simply encourage but equip and charge the telecourse instructors to use interactive technologies to facilitate communication with and among students. WebCT is still the most obvious tool for this end. In addition, Greg Kiser uses a PageOut web site provided by McGraw-Hill Publishing. This site offers many resources but lacks the communications tools of WebCT. Psychology, Sociology, and American History I and II (to 1877 and after) were offered again in 2002-2003.

Self-Directed Study

The Self-Directed courses continue to have fair to good retention rates. These courses continue to be done in a variety of ways, online and off, using computer software, Internet resources, or just basic communicating and reading. The one common bond is the student guide and the availability of e-mail contacts.

Business Communications, College Algebra, Database Management (Access 2000), Environmental Compliance Documentation, Introduction to Computer Information, and World Literature to 1650 were offered this year as Self-Directed courses. College Algebra, Database Management, and Intro to Computers were taught using software on the students' computers and communicating via e-mail and phone, with occasional on campus visits for tests and meetings. Business Communications used other online communications in addition to e-mail and also included a couple of on-campus meetings. World Literature to 1650 used a significant amount of online resources and communications in the class WebCT page as well as some key meetings on campus. Finally, Environmental Compliance Documentation used off-campus meetings and demonstrations, along with e-mail communication and resources from the WWW.

Internet/Web-Based

Retention seems to have leveled off in these courses. The courses still use a mix of strategies with some oriented towards independent work and others being highly interactive in nature. Certain courses seem to have more difficulty with this aspect. English Composition I and Accounting II have had continued struggles with retention despite course activities that are more interactive than past classes. With Composition I there is the strong possibility that the audience is primarily composed of new college students, who are likely to be less equipped for the independent nature of online classes than older students who have college experience. This department needs a greater amount of data to determine the demographic composition of the classes before such determinations can be confirmed. In the meantime, the instructors are trying to find ways to give feedback early and often to students to help prevent discouragement and isolation among them.

Course growth continued to climb slowly but steadily. Art History I, Art History II, Foundations of Writing, and Information Literacy were all new offerings, although Information Literacy is not expected to be reoffered due to concerns the instructor had about the subject matter in the online

environment. Other courses offered for 2002-2003 were Accounting II, Art Appreciation (2 sections), English Composition I, English Composition II, General Psychology, Internet Resourcing, Introduction to Computer Information, Macroeconomics, Medical Terminology, Networking and Information Systems, Web Page Design, and Web Page Design II.

ACCESS Arkansas

ACCESS Arkansas has been presently revived, primarily as a consortium for the purchase of course management software (CMS) such as WebCT or Blackboard. The Two-Year Colleges in Arkansas are each deciding for themselves which CMS to use and which version to run and there is a great deal of variety. At least one college, University of Arkansas Community College at Hope is developing a homegrown CMS of their own.

NWACC continues to license WebCT through ACCESS Arkansas/AATYC. The 2002-2003 license was set up to only go to July 1st so as to align WebCT licensing with the college fiscal year. \$2800 was paid for the six month license. The amount for 2003-2004 will be approx. \$6,500. This is a discount through AATYC from the regular price of \$7,500 annually that we would pay. NWACC is licensing the "Focus" edition of WebCT (the limited version of Campus Edition). This edition gives us all the primary features of WebCT except for integration with SCT/Banner and Campus Pipeline/Luminous.

NWACC has applied for a Title III grant that, if awarded, would provide funding for expansion to the full version of WebCT as well as integration with Campus Pipeline and Banner. If the grant is not awarded to NWACC, we should look at all possible Course Management System alternatives to determine if there is a long term affordable solution or a more efficient and user-friendly product than WebCT.

WebCT has recently released version 4.0 of its product. This version promises to be easier to use and more professional looking, with better tools and more user friendly navigation and operations. If we remain with WebCT, plans are to move to version 4.0 in the Spring of 2004.

ACCESS Arkansas has primarily functioned through the AATYC and mostly as a means to gain consortium pricing on the annual licensure. As far as training, marketing, and other elements originally planned, they have receded or disappeared entirely. The website for ACCESS Arkansas was moved out of necessity. In the change over to AATYC when the original grant ran out, apparently the renewal of the domain name "access-ar.org" was neglected. As often happens, sensing it might have value, someone else rushed in to grab it and promptly put up an "under construction" page that also contained a couple of links to pornographic web sites. When this was noticed, members were immediately instructed to cancel all links to that domain and eventually a new address was set up at <http://www.aatyc.org/accessark/>

There are still no apparent plans to develop a statewide two year degree plan for ACCESS Arkansas schools to jointly offer. Such an effort might help the cause of online learning in Arkansas in that it would offer the opportunity for institutions unable to internally fund or agree upon an online degree plan to cooperatively provide one, thus giving students additional motivation to consider online learning, particularly those students who have resisted college because a degree was not available online. In addition, my hope and desire is that AATYC seek cooperative efforts in all Distance Learning areas, particularly interactive video, where cooperation is essential for success.

Classes Planned

CIV (Compressed Interactive Video)

For the fall of 2003 NWACC will continue to offer College Algebra and Western Civilization I to Lincoln High School, with the continued opportunity for Farmington and Prairie Grove students to attend as well. NWACC will also continue to offer Finite Math and Western Civilization II for those students in the spring as well.

ACTA courses will continue. "Plants in the Home Environment" and "Fundamentals of Agricultural Systems Technology" will be offered in the fall. Spring offerings have not been identified yet, although the Human Environmental Sciences Department of the University of Arkansas has suggested that they might not continue to offer Introduction to Clothing Concepts. NWACC has still not produced a course offering of our own for the ACTA consortium. The most likely candidate would be Introduction to Environmental Science.

We have not followed up on an Arkansas History course via interactive video as the course is presently taught as an independent reading course, which has proven more flexible for our students. In addition, the other schools we have discussed the course with have moved to develop the course on their campus in some form.

A course for paraeducators was proposed for the Ft. Smith area but nixed due to the reluctance of UAFS to have a class from NWACC in their service area.

Aside from academic course work, the Shumaker Center for Workforce Technologies has plans to include interactive video facilities to their new building. Potential applications would include workforce training, seminars and symposiums, business related communications and information exchanges, and administrative communications between institutions.

NWACC is also examining community oriented videoconferencing. UAMS offers many health related programs aimed at community education. The CEEP program would be the proper department through which to organize such events.

Telecourses

In addition to Psychology, Sociology, and American History I and II NWACC plans to offer a two-hour Wellness course via telecourse in the Spring of 2004. The course would be broadcast via the Jones Television Network to Cox Cable recipients in Springdale, Lowell, Bentonville, Rogers, and Bella Vista. It could potentially be broadcast to Fayetteville via CAT or some future regional amalgamation of community and leased access television. The course is planned to have some web-component as well.

Self-Directed Study

World Literature I is being transformed into a WWW-Based course for the fall of 2003, Introduction to Computer Information, College Algebra, and Business Communications will be offered again in the Fall of 2003 along with two new courses Finite Math and Math for AAS General Education. Finite Math will use a version of the IMME software used in College Algebra. Environmental Compliance Documentation and Database Management (Access) will not be offered in the Fall but are expected to be offered again in the future.

Internet/Web-Based

Seventeen courses are planned for the fall of 2003: Art Appreciation, Art History I, English Composition I, English Composition II, Foundations of Writing, General Psychology, Human Growth and Development, Internet Resourcing, Introduction to Computer Information, Medical Terminology, Operating Systems (Windows), Principles of Accounting II, Principles of Macroeconomics, Principles of Microeconomics, Survey of World Literature to 1650, Web Page Design I, and Western Civilization to 1650. In addition, Web Page Design II, and Web Programming will be offered as independent study courses for individual students to help them meet degree requirements.

Spring 2004 will see Art History II return. There are also plans to add an online Philosophy course for that semester. The Wellness telecourse planned for spring 2004 will have a significant web component. This opens the possibility of having a Wellness web course as well at some point in the future.

Degree Plans

Originally we explored the intent to offer a degree completely online. The Science and Communications departments expressed concerns regarding some of their classes in an online environment. As a compromise, the Distance Learning Department is working with Weekend College staff to produce a draft degree track/plan for students who cannot take the necessary amount of classes via the normal weekday class offerings on campus. This plan would be for an Associates degree for transfer students initially. The idea would be to have enough courses available via asynchronous Distance Learning and Weekend College for a student to acquire an Associate's degree. Students could take a majority of courses either through DL or Weekend College, supplementing them with classes from the other area. Students could obviously also use any on campus or transfer credits they could obtain, including credits earned by DL from other institutions, including **ACCESS Arkansas** affiliated ones (see above).

Plans are to promote the degree plan in the same way the other degree plans are. The plan itself would be a duplication of the Associate of Arts plan to start with (and possibly the Associate of Science as well) with all courses available by DL or Weekend College indicated in the plan.

ACCESS Arkansas

There are no current plans known of to offer degrees through ACCESS Arkansas. However, NWACC continues to list its classes on the ACCESS Arkansas website (see above). Arkansas Two Year Colleges continue to make a variety of classes available online. In addition, other courses can be located via a number of resources online. One of the most comprehensive is the Southern Regional Education Board's Electronic Campus (at <http://www.electroniccampus.org>).

Student Services

Web registration continues to make the registration process easier for students. However, there is presently one obstacle for students in accessing the online tools necessary to register off campus. To access the system a PIN code is needed. These codes are currently distributed by Student Services. At present, Student Services will not distribute a PIN to a student unless they appear in person with a picture ID. While there has been an indication that some exceptions would be allowed, the general message has been that DL students would not automatically qualify for these exceptions. While the need for securing records for students is understood, this policy clearly means that students will have to either travel or come up with some other satisfactory alternative way of acquiring the PIN that is acceptable to the college. It will likely be some discouragement to students living outside the area who may wish to take a class or classes through NWACC Distance Learning. In the past, with the Admissions form, a mailed copy was acceptable. In this case there is no obvious proxy method for coming directly to campus.

Distance Learning brochures continue to be included in SOAR orientations, and Student Services works to make students aware of distance learning opportunities on campus. There was at one point a disagreement regarding instructor consent in some courses, as some Student Services personnel were granting consent/overrides into courses without first consulting the instructor. A need to get students registered was cited for these actions. However, it was pointed out that the instructor or the instructor's designated proxies must be the ones to grant such consent. Part of the reason for the consent requirement in those classes that have it is to get the instructor and the student communicating from the very beginning. Without such contact, communication with the students can be difficult, especially if the student's contact information changes prior to entry into the class. In addition, since overrides allow people to enter the class, regardless of what other restrictions are on the class, by allowing students in outside the instructor consent, the real danger exists that the class may become overfull, a serious problem in asynchronous courses which rely on efficient communication and time management by the instructor. Finally, the consent gives the student a real chance to see what course life will be like up front. Since they have to contact their instructor via e-mail and await a response, a process that is very much related to the way in which online communication in a web course occurs. Student Services has agreed to not grant any overrides for DL classes and to refer students to the instructor for consent.

The Distance Learning Department continues to post updates and maintain the equipment for the on campus video bulletin board that runs through the Burns Hall cable system. The Campus Activities produces and updates the actual file of notices and then e-mails it to Distance Learning. The Distance Learning Department transfers the file to the machine running the board. The file is a PowerPoint presentation. Ultimately we would like to use a fully networked computer to host the presentation file so as to expand the size of the presentation and enhance the visuals.

Training

Training continues to focus on necessary issues but has failed to expand more comprehensively due to time constraints and other priorities. The Distance Learning Coordinator continues to individually consult with faculty on specific course issues. The focus remains mainly on preparing faculty for teaching distance learning classes. However, the Academic Computing department has moved towards providing basic computer training in a few areas, particularly the Windows operating system and related Office applications.

The main types of training have been as follows:

- WebCT training in the use of the course management system, tools, log in, customization, content, file management, student management, and accounts. This session is usually broken into two 4-hour sessions on a chosen day over two successive weeks. The interim time between the two sessions allows the trainees to practice with the system though no organized or required practice currently is recommended. Handouts are provided.
- Compressed Interactive Video training in the use of the interactive video system, the Mimio digital whiteboard tool, videoconferencing presentation techniques, and videoconferencing class management techniques. This training is usually customized to individual instructors and includes practice using the system with constructive feedback. An extensive handout is provided.
- Individual consultation on course management application, course design and activities, utilization of web resources in the classroom, and other issues.

In each case, part of the training asked participants to think not just about the technology being used, but also the learning process, the strategies used to facilitate that process, and the way in which the technology can be effectively directed towards facilitating the learning goals and objectives.

NCA Self Study Recommendations Progress Report

In the fall of 1999, the NCA formally continued NWACC accreditation for the next ten years. As part of that continued accreditation, NWACC is expected to achieve progress in all “areas for improvement”. The Distance Learning Department’s areas for improvement are listed below, including the recommendations of the committee for action on each item. They are followed by a brief progress report.

Areas of Improvement and Recommendations for Distance Learning

The DE Task Committee has identified the following areas for improvement in the Distance Learning Department. They have been indexed to the appropriate NCA-CIHE Guideline. They are each also accompanied by recommendations on how to address them.

1. Student Interaction in Telecourses and Self-Directed Study Courses (Curriculum and Instruction): *Programs provide for timely and appropriate interaction between students and faculty and among students.* The student survey responses as well as some evaluation feedback have indicated that some students in these courses do not feel as though they have sufficient contact with other students. While these courses are geared toward independent study and work, the social context of these classes and the benefits of student contact and cooperation should not be ignored.

Recommendation: Incorporate Web CT to add interactivity between students. Web CT functions that may facilitate this include Chat (synchronous communication) and Discussions (asynchronous). Develop student study groups (voluntary only) that give students a chance to communicate via phone and e-mail, as well as meet independently. In the past some students have done this on their own initiative. Another possibility that will be explored is altering the structure of the classes so students must meet more with the instructor, either as a group or individuals.

Progress: Progress is still needed as the Telecourses minimally use WebCT, if at all. Other courses use the system more regularly, some with very good results in the area of communication. One obstacle for some has been the interface and design of WebCT which many compare unfavorably with Blackboard and other CMS systems. WebCT has released version 4.0, which promises to rectify this problem. NWACC is looking towards switching to this version for the Spring of 2004. One other alternative is considering a move to Blackboard. In addition, regular e-mail is frequently used for individual and group communication and interaction.

2. Telecourse and Self-Directed Study Training (Curriculum and Instruction): *The institution provides appropriate training for faculty who teach in distance education programs.* While CIV training is well developed and Web Based Classes training exists in a basic form, the training in these two areas has been minimal at best. This has been done primarily through consultation and support, which underscores the fact that of all distance learning at NWACC, telecourse and self-directed study instructors must be the most independent, due to the nature of their courses.

Recommendation: The Distance Learning Department should develop orientation sessions for novice instructors using these technologies and develop and provide resources for potential instructors.

Progress: Development of training materials has been constantly pushed back by other priorities. In the meantime, training continues to be done either in small sessions or on an individual basis. Technical training is somewhat structured, presenting applications and discussing usage and alternatives. Training in the area of instructional design and support has been more informal,

addressing specific needs and problems as they arise, including course issues such as retention and communication.

3. Assessment (Evaluation and Assessment): *The institution assesses student capability to succeed in distance education programs.* Assessment is a high priority at NWACC and the Distance Learning Department is no exception. There especially exists the need to develop pre-assessment for students interested in distance learning so that they can accurately analyze their likelihood of success. A need also exists for analyzing distance learning for any possible significant differences in those classes compared to the traditional offerings.

Recommendation: The College has hired an Academic Learning Assessment Coordinator who has helped advance the development of effective and comprehensive assessment programs in each department and institutionally, as initiated by the Assessment Committee. As each department and division continues to develop its own guidelines and policies for assessing the ways in which the curriculum has been taught and learned, the Distance Learning Department needs to focus on two areas unique to it.

A. An effective means of pre-assessment for students considering distance learning classes is needed. This would serve two purposes: Identify which students are likely to succeed or struggle in various types of distance learning environments and advise students according. The latter purpose might also include working with students to develop the skills necessary to succeed in distance learning. Since the types of distance learning and their requisite skills differ, this will take careful research, consideration and planning.

B. The Distance Learning Department needs to develop assessment of student outcomes, especially identifying any discrepancies between outcomes of students in distance learning and those in regular "face to face" classes. Some basic methods are in place. Grades in distance learning classes are tracked and attitudes are surveyed via evaluations. The key effort will be to develop a reliable form of evaluation using these and heretofore unused methods. Other methods will need to be explored including surveys of graduates and students who have advanced from distance learning classes.

Progress: The use of instructor consent continues to address section A. While some web instructors have tried to move away from consent, some of the Self-Directed instructors have adopted it, especially in mathematics courses, as a way to better discover how prepared students are and to inform them on the nature of the course. Retention has varied but fares the best overall in courses where either consent is required or substantial communication and interaction exist. In regards to Section B, the Distance Learning department has requested that the Department of Enrollment Management provide a detailed report on students participating in DL classes. While post-graduation/transfer information is not readily available this information will serve as a broad base on which to analyze DL populations at NWACC and from which to generate surveys for those who have moved on.

4. Monitoring Use of Student Resources (Library and Learning Resources): *The institution monitors whether students make appropriate use of learning resources.* At present, some informal tracking is done of resource utilization by distance learning students. A standard procedure for obtaining this information does not exist.

Recommendation- Web CT will aid in web-based courses as it contains tracking applications, which will record usage of online students. Altering the evaluations

to discover if resources are being used is another possibility. They are already used to gauge student attitudes about the value of the class web pages. More tracking for individual resources (sign in sheets, logbooks, etc.) should be applied to resources that do not offer an easier system of tracking usage, especially those that are made available at off campus sites.

Progress: WebCT tracking continues but is not analyzed in any significant way at this time. The Library and Learning Lab continue to track student participation. Some Library numbers have been forwarded to this department but Learning Lab numbers still do not identify DL students separately from the general population. A more formal effort to identify DL student trends in resource usage must be undertaken.

5. Advertising/Recruiting/Information: *The institution provides to students advertising, recruiting and admissions information that adequately and accurately represents the programs, requirements and services available.* Other than brochures designed by the Distance Learning Department and published by Student Services and the Distance Learning Web Site, there is no concerted literature or contacts aimed at distance students. The audience that this has the greatest impact on is our smallest distance population: compressed video students off campus. Other distance students usually live in the immediate area and are able to avail themselves of the standard services and literature. Even then, the amount of information provided is limited at best.

Recommendation: Continue to provide materials to Student Orientation (NSO, SOAR) for distribution/dissemination to students, flyers for Arena registration, brochures/flyers for advisors. Make publications available to off campus students.

Progress: Materials continue to be made available to Student Services, including flyers and brochures. Public Service Announcements and Press Releases to the local media outlets have been reduced, as airplay and print space are seldom guaranteed and a large number of information resources are already online. In addition, the college main web page has a link to the distance learning web site. Also, at the suggestion of faculty member Angela Peace, the department sponsors an information table the first week of registration in the lobby of Burns Hall. Online class and telecourse demonstrations are available along with flyers and brochures. The table is set up so that students for both Monday/Wednesday and Tuesday/Thursday classes can ask questions and get information. The table is also made available for Weekend College students a week or so later. Paid advertising is still not used given the limited budget for such expenditures. However, as a DL/Weekend degree plan is developed, an effort should be made to promote it more extensively than current efforts.

Local Initiatives and Business

NWACC is collaborating with the Jones Television Network (JTN) in Springdale, AR on the production of a television show called **Perspectives**. The original show idea evolved from discussions between Dr. Jerry Vervack and the Distance Learning Coordinator. The show focuses on issues of public interest (local, national, or international) and relates the work of the NWACC faculty, staff, administration, and students to them. The show is produced at little cost to the college, and needed funds have been provided by the NWACC Foundation. JTN is taping and broadcasting the program for free. In addition, Cable Access Television (CAT) in Fayetteville is running the program simulcast with the JTN. The committee's role is to organize the personnel and non-JTN infrastructure needed to produce the show on a regular basis. The program is broadcast on Thursdays at 6:30 p.m. and Saturdays at 7:00 p.m. One 28 minute episode is taped each month and run for that month. At some time in the future JTN would like to mix the new programs with older episodes that are still timely. The program also includes a list of upcoming events at the college that would be of interest to members of the community. Mary Ann Shope is the host of the program. Music for the program was written by NWACC Music Department Chair Dr. Steve Cooper. Graphics for the program were created by Darnéy Willis, David Miller, and student Allon Callahan. Jeff White is the Community Producer at the Jones Center for the program. The committee of individuals at NWACC who put the program together monthly in addition to Darnéy Willis, Mary Ann Shope, and myself includes Dave Bowman, Jim Hall, Lecia Pelphrey, and Barbara McBride. Other NWACC personnel who have served on the committee include Dr. Jerry Vervack, Patti Pavlak, and Gerry Weatherford. Former NWACC employees Donna Robertson and Faith Jarboe also contributed to the program. Upcoming events are provided by the Public Relations department (the aforementioned Jim Hall), Brooke Holt and Janie Todd of Student Services, and Laura Selph of Community Education (CEEP). The program also uses volunteer camerapersons. In addition to members of the committee, student volunteers Braden Gunem, Damien Boley, and staff volunteer Hal Bass have served in this capacity. Graphic design firm New Creature provided a foamboard with a print of the logo for use on the set. This was done in exchange for a credit on the program. The programs themselves have been varied. Board of Trustees member Dick Trammel was the very first guest on the program, discussing regionalism. A discussion of the adequacy of education included Dept. of Education Director Ray Simon, Springdale Superintendent Dr. Jim Rollins, and Attorney David Matthews who served as a key attorney in the Lakeview case that promises massive reform in Arkansas education. A discussion of Hispanic American issues featured Head of the Latino Women's Association Diana Worthen-Gonzales. Guests from the NWACC community have included Regina Ryel, Dr. Steve Brown, Deanna Fletcher, Dr. Michael Ann Buell, and VP for Student Services Dr. Jane Guyton. A full list of guests and credits as well as show information can be found at the **Perspectives** web site at <http://www.nwacc.edu/perspectives>.

No further development has come from meeting with other compressed interactive video users in Northwest Arkansas primarily due to other internal priorities that have developed in the last year. There is still a need for collaboration between the schools, both K12 and Higher Ed, and the educational service cooperative in Springdale, especially with the promise of wide scale educational reform at hand and the need to find creative ways to cut costs in education to be able to afford the necessary reforms. CIV would be a useful tool for combining resources between school districts and providing additional resources from colleges and other providers to the K12 schools. There is at least one statewide plan being developed for consideration that would incorporate CIV into the reform process.

State Initiatives and Business

The following list describes state initiatives or groups that the NWACC Distance Learning Department has been involved in or with, or that directly affect distance learning at NWACC.

ACCESS Arkansas

See ACCESS Arkansas above in Classes Conducted and Classes Planned for details.

ARDLA /USDLA

The Arkansas Distance Learning Association continues to have their website hosted on NWACC servers in exchange for an institutional membership in the Association. The NWACC Distance Learning Coordinator is the Webmaster for this site. The site has been primarily used to host general distance learning information, newsletters, and annual conference information. The site also includes a clickable map of educational and medical compressed video sites in the state. The map links to an extensive list of contact information on the sites, including phone numbers, e-mail addresses, web sites, and physical locations of the sites. The ARDLA web site is located at <http://www.ardla.org>.

Arkansas Postsecondary Telecommunications Consortium

NWACC continues to maintain a presence on the Executive Committee of the Arkansas Telecommunications Consortium (Also referred to as the Telecourse Consortium). This committee continues to plan the AETN broadcast schedule of telecourse offerings. Participation is one way to ensure that the telecourses NWACC delivers will be available via this statewide medium.

State Compressed Video Network (VNet)

NWACC continues to participate in VNet, the Arkansas State Video Network Users Group. The Distance Learning Coordinator serves as Secretary for the organization providing the minutes of the monthly meeting to the members of the group. The group addresses videoconference issues including the architecture, upgrading, and composition of the state video network, new products and vendors (including demos) in videoconferencing, state distance learning conferences, and the technical issues involving the network and individual video sites.

Other Duties and Responsibilities

This section details various on campus duties not directly related to the support of distance learning classes.

College and Community Satellite Downlinks

The college continues to make use of the satellite receiving equipment to bring in programming that would be unavailable otherwise.

The bulk of satellite programming has been continuing education and informational broadcasts. In September of 2002, NWACC served as a downlink site for broadcasts on Drug Enforcement/Law Enforcement, as well as an anti-drug community broadcast delivered as part of a long term nationally organized program. In October NWACC hosted an informational broadcast for a local company on FDA juice inspections and regulations. In November NWACC received a broadcast on "L-Sites", a learning program. This broadcast was downlinked for the internal use of the college.

The spring saw less, partially due to the relocation of the Distance Learning Lab and the current absence of an internal cable video connection there (soon to be rectified). One conference for the community anti-drug program was scheduled but snow prevented the participants from attending the conference.

A regular menu of free broadcasts remains available from a variety of providers, including programming on law enforcement, emergency response, and health issues. NWACC departments are notified of relevant programming when it is available.

Cable Television

Burns Hall currently has cable access in 31 rooms. The satellite receivers are also connected to the cable system, along with two auxiliary channels. These channels have been dropped into the system on frequencies not used by the Cox Telecommunications and are configured as follows:

- Channel 91: Fixed satellite dish, PBS programming
- Channel 93: Steerable satellite dish, generally tuned to ARTS or C-SPAN when not in use to receive particular programming
- Channel 100: NWACC Video Bulletin Board (also called the E-Board) running news and information for the college. This board is a PowerPoint presentation connected from a computer to the system. The board is updated every Friday afternoon.
- Channel 102: Auxiliary channel connected to a VCR. Plans are to use this channel to occasionally broadcast episodes of **Perspectives** internally.

The Walker Center is being set up for cable access as well. Every department that is in that section of Burns Hall should have at least one classroom with access to cable television and the satellite receivers. In addition, 4 monitors will be connected in the halls to broadcast the Bulletin Board and provide news and information as needed.

Committees

The Distance Learning Coordinator participated in the following committees and teams:

- Master Planning Committee (did not regularly meet this year)
- Learning Technology Team
- Instructional Directors
- Distance Education (chair)
- Perspectives (TV show) Production Committee (chair)
- Information Technology Committee
- Learning Fee Task Force
- Risk Assessment Committee (formerly West Annex [Walker Center] Committee)

- Web Advisory Task Force
- AV Task Force
- Ad Hoc Learning Technology Proposal Committee (chief writer)
- Hiring Committee for Library Assistant

Learning Technology Proposal and Learning Technology Team (LTT)

The Distance Learning Coordinator served as the chief writer on a Learning Department proposal for technology organization at NWACC. This proposal was collaboratively produced by the department in the interest of presenting a model for technology organization at the college that promoted the highest quality learning. Key elements of the proposal were the autonomy of departments to hire the necessary dedicated technical personnel and make decisions on technology that affected their students and the quality and effectiveness with which they could teach them, including purchasing and development of technology. The proposal referenced a report submitted by a consultant to the college, Doug Allen, and agreed with his recommendations on the need for improved communication and security for institutional resources. However, the proposal rejected his recommended consolidation of all personnel and responsibilities related to technology, basing our rejection on the grounds that technology is not the end itself of the college but a tool towards the ends of the college. The proposal called instead for greater collaboration between all parties and a formal recognition of the communication and teamwork already existing in the Learning Department among the technology related support professionals. This resulted in the formation of the Learning Technology Team. The proposal also recommended an organizational structure for Learning technology; greater collaboration between Learning tech support and the Shumaker Center technical support personnel based on the similarities in general missions for learning and roles within our departments. The proposal also identified fallacies in centralization schemes, particularly erroneous assumptions of cost savings and ideas about communications.

The Learning Technology Team (LTT) is a collection of all Learning support personnel who have technology related job duties as part of their overall positions. This group includes personnel from the Business and Computing department, the Graphic Design department, the Learning Lab, the Library, the Science department, Academic Computing, and Distance Learning. Faculty members have also been invited to participate to provide input and better feedback on support needs and issues. The IT department has been invited to send representatives to regularly participate in these meetings as well. In addition, representatives of the LTT have been attending IT meetings and relaying information to the LTT.

The purpose of the LTT is to provide more organized communications and collaboration between Learning support personnel who work with technology as a part of their jobs. This includes exploring means to better support one another as well as faculty, staff, and students. The LTT is a collection of professional individuals with a variety of job responsibilities, many of them also non-technical in nature. This collaboration allows team members to maintain their accountability to the individual departments where their priorities lie, while working together to better address both individual and shared challenges within the Learning department. This team is a crucial component of Learning support involving technology. Its roles are different from those of other technology support staff on campus and recognition of those differences and understanding the variety of responsibilities within the team itself allows the team to function effectively and rapidly. The LTT is not involved in policy making apart from the issues directly under the authority of the individuals on the team and the departments they work for. The LTT does and

will examine issues relating to technology support in Learning though, in order to maintain the most effective support possible for Learning at the college.

Miscellaneous

The Distance Learning Coordinator helped facilitate technology setup for an educational conference sponsored by Arkansas Representative Boozman. This primarily consisted of finding out what presentation equipment and network connections presenters at the conference would need and relaying that to the appropriate IT personnel.

The Distance Learning Coordinator assisted the Testing Center with technical setup for a web-based audioconference in November. This mainly consisted of setting up the web application for the conference and testing it on the relevant computer.

The Distance Learning Lab was made available for a paralegal class taught by Kyle Holifield. The class used the audio-visual capabilities of the room to demonstrate ways in which lawyers used such equipment to present at trials. The Distance Learning Coordinator showed Mr. Holifield how the equipment worked and discussed possible applications of the equipment.

The Distance Learning Coordinator has been asked and consented to assist faculty working on a professional development project on incorporating critical thinking exercises and strategies in classes. The group is using a WebCT class space to conduct communications. The DLC has also agreed to consult with the group on the issue when asked.

Conferences, Presentations, and Travel

The following is a list of conferences and presentations that the Distance Learning Coordinator has been involved with during the 2001-2002 school year.

Conferences

- none

Presentations

- Rogers/Northwest Arkansas Technology Conference – Photoshop Workshop – August 8, 2002
- Rogers/Northwest Arkansas Technology Conference – Advanced Excel Workshop – August 9, 2002

Travel

- AATYC – Blackboard Demo in Little Rock – February 13, 2003

Conclusion

The 2002-2003 year was a year of continued sustained growth. Retention still remains a concern but has shown some improvement in the Web-Based and Self-Directed classes. A degree plan is needed but combining Weekend College with DL courses for that purpose should at the very least address the needs of our community for alternative learning opportunities with an end in mind. Training is the single most obvious need, as instructors are still sometimes tentative in the way they approach DL.

Greater usage of DL technologies to facilitate administration and professional development communications is needed. Given the budget limitations due to the state budget crisis and the Lakeview court decision, DL technologies could address a number of cost saving issues by reducing the need for travel, room and board, and related per diems.

Having limited budget resources means limited resources for training and development as well. Course developments are still occurring in the Computing and Social Sciences departments and are planned for Philosophy as well. However, NWACC is still relying on publisher created materials as well, though instructors are using them with a fair amount of creativity. Training however is limited to whatever can be developed on campus by staff.

The NCA goals must continue to be addressed and the program expanded enough to make online learning a meaningful resource for degree seeking students. The program must develop ways to identify and assess the students who are going and have gone through the college via DL.

The Distance Learning program is fast approaching a crossroads. We must decided whether we are going to make a concerted effort to expand and develop DL within the community, or to hold back and continue the slow, if uncertain, process of developing programs bit by bit in an attempt to gain the critical mass of courses needed to obtain a degree and satisfy the learning needs of the members of our community who cannot participate in higher education in the traditional manner.

The future continues to look bright but there are many factors that can accelerate change in the state. We need to be looking for them in their earliest state and addressing them in a way that allows us to extend the wonderful teaching and learning that happens on campus to those students who can't get here.

Clint Brooks

A handwritten signature in black ink that reads "Clint Brooks". The signature is written in a cursive style with a long horizontal flourish extending to the right.

Distance Learning Coordinator,
NorthWest Arkansas Community College
July 31, 2003

**Appendix A:
Tables of Distance Learning Classes**

Compressed Interactive Video

Fall 2002

| Class | Local Enrollment | Remote Enrollment | Total Enrollment | Withdrawals |
|----------------------------|---|--------------------------|-------------------------|--------------------|
| College Algebra | 9 | 19 | 28 | 1 |
| Food Safety and Sanitation | 1 | NA | 1+ | 0 |
| History of Arkansas | 22 (technically arranged as one section of SDS) | NA | 22 | 2 |
| Turfgrass Management | 2 | NA | 2+ | 1 |
| Western Civilization I | 17 | 11 | 28 | 3 |
| Totals | 51 | 30+ | 81+ | 7 |

Spring 2003

| Class | Local Enrollment | Remote Enrollment | Total Enrollment | Withdrawals |
|-----------------------------------|-------------------------|--------------------------|-------------------------|--------------------|
| Introduction to Clothing Concepts | 5 | NA | 5+ | 3 |
| Finite Mathematics | 12 | 9 | 21 | 4 |
| Western Civilization II | 20 | 8 | 28 | 5 |
| Totals | 32 | 22+ | 54+ | 12 |

Totals 2002-2003

| Classes | Local Enrollment | Remote Enrollment | Total Enrollment | Withdrawals |
|----------------|-------------------------|--------------------------|-------------------------|--------------------|
| 8 | 83 | 52+ | 135+ | 19 |

Self Directed Study

Fall 2002

| Class | Enrollment | Withdrawals |
|-----------------------------------|-------------------|--------------------|
| Business Communications | 19 | 3 |
| College Algebra | 15 | 5 |
| Database Management - Access 2000 | 15 | 5 |
| World Literature I | 19 | 2 |
| Totals | 68 | 15 |

Spring 2003

| Class | Enrollment | Withdrawals |
|--------------------------------------|-------------------|--------------------|
| Business Communications | 19 | 2 |
| College Algebra | 16 | 2 |
| Database Management (Access 2000) | 16 | 0 |
| Environmental Compliance Doc. | 9 | 0 |
| Introduction to Computer Information | 14 | 2 |
| World Literature I | 20 | 5 |
| Totals | 94 | 11 |

Summer I 2003

| Class | Enrollment | Withdrawals |
|--------------------------------------|-------------------|--------------------|
| Database Management (Access 2000) | 10 | 0 |
| Introduction to Computer Information | 14 | 0 |
| World Literature I | 21 | 3* |
| Totals | 45 | 3 |

* course still active at time of writing

Totals 2002-2003

| Classes | Enrollment | Withdrawals |
|----------------|-------------------|--------------------|
| 13 | 207 | 29 |

Telecourses

Fall 2002

| Class | Enrollment | Withdrawals |
|--|-------------------|--------------------|
| History of the American People to 1877 | 19 | 6 |
| General Psychology | 18 | 6 |
| General Sociology | 18 | 4 |
| Totals | 55 | 16 |

Spring 2003

| Class | Enrollment | Withdrawals |
|---|-------------------|--------------------|
| History of the American People Since 1877 | 18 | 5 |
| General Psychology | 24 | 9 |
| General Sociology | 24 | 7 |
| Totals | 66 | 21 |

Total 2002-2003

| Classes | Enrollment | Withdrawals |
|----------------|-------------------|--------------------|
| 6 | 121 | 37 |

WWW Based Courses

Fall 2002

| Class | Enrollment | Withdrawals |
|-------------------------------|-------------------|--------------------|
| Principles of Accounting II | 9 | 3 |
| Art Appreciation (2 sections) | 35 | 5 |
| Art History I | 19 | 7 |
| English Composition I | 18 | 6 |
| English Composition II | 17 | 2 |
| Foundations of Writing | 9 | 3 |
| Information Literacy | 3 | 1 |
| Internet Resourcing | 19 | 1 |
| Principles of Macroeconomics | 25 | 0 |
| Medical Terminology | 14 | 2 |
| General Psychology | 16 | 1 |
| Web Page Design | 18 | 3 |
| Web Page Design II | 4 | 1 |
| Totals | 206 | 35 |

Spring 2003

| Class | Enrollment | Withdrawals |
|------------------------------------|-------------------|--------------------|
| Principles of Accounting II | 12 | 3 |
| Art Appreciation (2 sections) | 33 | 1 |
| Art History II | 14 | 2 |
| English Composition I | 17 | 7 |
| English Composition II | 20 | 4 |
| Foundations of Writing | 3 | 0 |
| Internet Resourcing | 18 | 0 |
| Intro. to Computer Information | 22 | 8 |
| Principles of Macroeconomics | 29 | 2 |
| Medical Terminology | 18 | 2 |
| Networking and Information Systems | 21 | 3 |
| General Psychology | 19 | 2 |
| Web Page Design | 23 | 6 |
| Totals | 249 | 40 |

Summer I 2003

| Class | Enrollment | Withdrawals |
|---------------------|-------------------|--------------------|
| Internet Resourcing | 12 | 1* |
| Web Page Design | 19 | 1* |
| Totals | 31 | 2 |

* course still active at time of writing

Total 2002-2003

| Classes | Enrollment | Withdrawals |
|--------------------------|-------------------|--------------------|
| 28 (30 sections) | 486 | 77 |

Totals for NWACC Distance Learning Courses

| Semester | Classes | Enrollment | Withdrawals |
|------------------------|-------------------------|------------|-------------|
| Fall 2002 | 25 (26 sections) | 410 | 73 |
| Spring 2003 | 25 (26sections) | 463 | 84 |
| Summer I 2004 | 5 | 76 | 5 |
| Total 2001-2002 | 55 (57 sections) | 949 | 162 |

Appendix B: 2002-2003 Distance Learning Committee

Clint Brooks, Chair - Distance Learning Coordinator

Jean Anderson - Coordinator of Advisement/Orientation

Jim Barnsley - Learning Lab Supervisor

Scott Byrd - CTC Coordinator

Troy S. Cash - Lead Faculty, Computer Information Department; Instructor, Computer Information

Cindy Hammons - Associate Professor, OSHA/EPA; Environmental & Regulatory Science Program Director

Patrick Kelly - Academic Computer Facilitator

Dr. Conrad Krauft - Associate Professor, Psychology; Lead Faculty, Behavioral Sciences

Dr. Linda Lovell - Associate Professor, Library and English

Melissa Michael - Associate Professor, Mathematics

Alice Stephens - Registrar

Janel Stryker - ABE/GED

Judith Tavano - Assistant to the Dean, Workforce Development Institute

Karen Tinker - Adjunct Associate Professor, Psychology

Dr. Karen Weeks - Assistant Professor, Chemistry/Physical Science

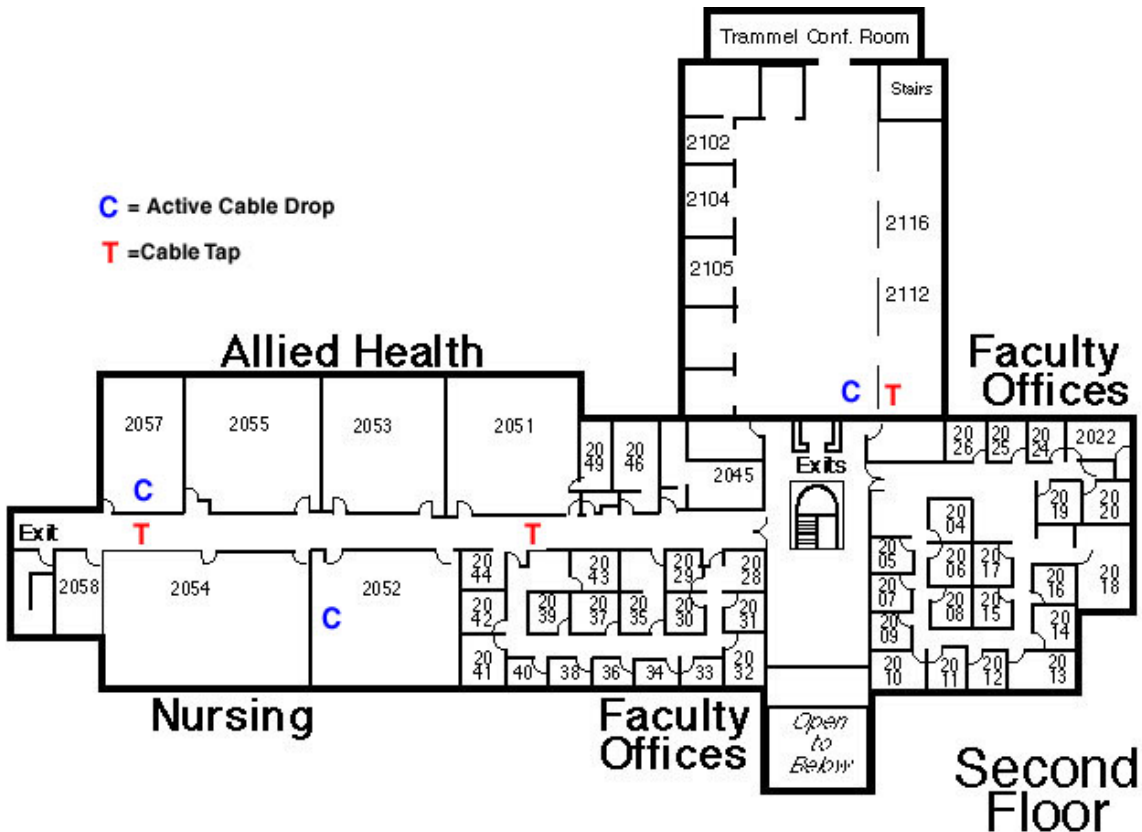
Marjorie Whitmore - Instructor, Academic Skills

**Appendix C:
Location of Cable Outlets and Taps in Burns Hall**

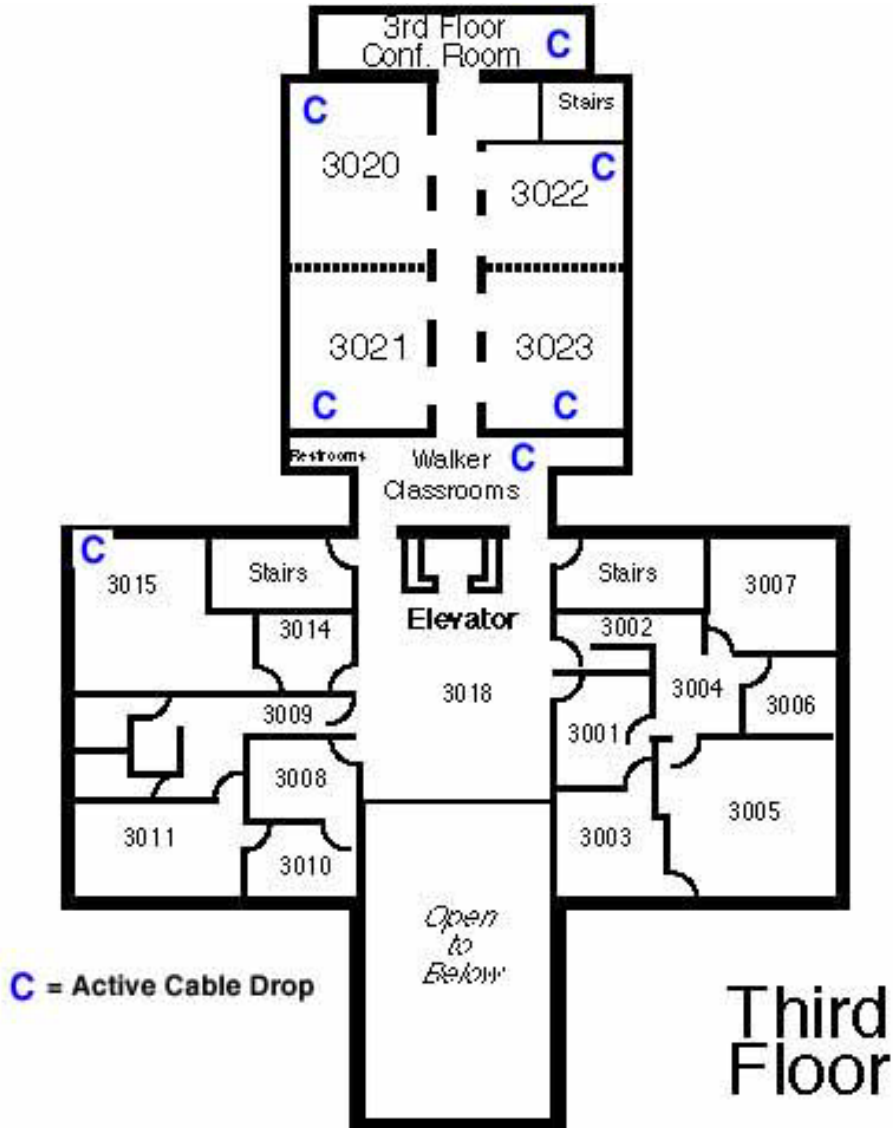
First Floor:



Second Floor:



Third Floor:



Appendix D: Table of Classes 2000-2003

Statistics on Distance Learning at NWACC

| | Fall 1999 | Spring 2000 | Summer 2000 | Fall 2000 | Spring 2001 | Summer 2001 | Fall 2001 | Spring 2002 | Summer 2002 | Fall 2002 | Spring 2003 |
|---------------------------|-----------|-------------|-------------|-----------|-------------|-------------|-----------|-------------|-------------|-----------|-------------|
| Courses -CIV | 3 | 2 | 0 | 3 | 1 | 0 | 4 | 3 | 0 | 5 | 3 |
| Courses -SDS | 3 | 3 | 0 | 3 | 1 | 1 | 3 | 4 | 2 | 4 | 6 |
| Courses -TC | 2 | 2 | 0 | 3 | 3 | 0 | 3 | 3 | 0 | 3 | 3 |
| Courses -WWW | 0 | 5 | 1 | 6 | 6 | 2 | 8 | 8 | 3 | 13 | 13 |
| Courses -Total | 8 | 12 | 1 | 15 | 11 | 3 | 18 | 18 | 5 | 25 | 25 |
| Enrollment -CIV | 77 | 32 | 0 | 49 | 11 | 0 | 39 | 43 | 0 | 81 | 54 |
| Enrollment -SDS | 53 | 59 | 0 | 50 | 24 | 7 | 27 | 75 | 27 | 68 | 94 |
| Enrollment -TC | 38 | 46 | 0 | 56 | 40 | 0 | 64 | 49 | 0 | 55 | 66 |
| Enrollment -WWW | 0 | 79 | 20 | 117 | 113 | 22 | 134 | 154 | 33 | 206 | 249 |
| Enrollment -Total | 168 | 216 | 20 | 272 | 188 | 29 | 264 | 321 | 60 | 410 | 463 |
| Withdrawals -CIV | 20 | 4 | 0 | 11 | 2 | 0 | 2 | 7 | 0 | 7 | 12 |
| Withdrawals -SDS | 5 | 8 | 0 | 6 | 4 | 0 | 1 | 12 | 1 | 15 | 11 |
| Withdrawals -TC | 5 | 9 | 0 | 17 | 13 | 0 | 20 | 14 | 0 | 16 | 21 |
| Withdrawals -WWW | 0 | 11 | 0 | 34 | 25 | 0 | 18 | 33 | 0 | 35 | 40 |
| Withdrawals -Total | 30 | 32 | 0 | 68 | 44 | 0 | 41 | 66 | 1 | 73 | 84 |
| % of W-CIV | 25.97% | 12.50% | 0.00% | 22.45% | 18.18% | 0.00% | 5.13% | 16.28% | 0.00% | 8.64% | 22.22% |
| % of W-SDS | 9.43% | 13.56% | 0.00% | 12.00% | 16.67% | 0.00% | 3.70% | 16.00% | 3.70% | 22.06% | 11.70% |
| % of W-TC | 13.16% | 19.57% | 0.00% | 30.36% | 32.50% | 0.00% | 31.25% | 28.57% | 0.00% | 29.09% | 31.82% |
| % of W-WWW | 0.00% | 13.92% | 0.00% | 29.06% | 22.12% | 0.00% | 13.43% | 21.43% | 0.00% | 16.99% | 16.06% |
| % of W-Total | 17.86% | 14.81% | 0.00% | 25.00% | 23.40% | 0.00% | 15.53% | 20.56% | 1.67% | 17.80% | 18.14% |

Appendix E: Grade Distribution of Classes 2000-2003

| GRADE Distribution | | | | | | | | | | | |
|---------------------------|-----------|-------------|-------------|-----------|-------------|-------------|-----------|-------------|-------------|-----------|-------------|
| | Fall 1999 | Spring 2000 | Summer 2000 | Fall 2000 | Spring 2001 | Summer 2001 | Fall 2001 | Spring 2002 | Summer 2002 | Fall 2002 | Spring 2003 |
| CIV | | | | | | | | | | | |
| A | 13 | 9 | 0 | 15 | 3 | 0 | 15 | 8 | 0 | 29 | 10 |
| B | 15 | 6 | 0 | 9 | 4 | 0 | 7 | 13 | 0 | 24 | 19 |
| C | 9 | 9 | 0 | 6 | 1 | 0 | 11 | 7 | 0 | 4 | 8 |
| D | 5 | 1 | 0 | 3 | 1 | 0 | 4 | 2 | 0 | 6 | 1 |
| F | 15 | 3 | 0 | 6 | 2 | 0 | 0 | 8 | 0 | 11 | 4 |
| SDS | | | | | | | | | | | |
| A | 30 | 32 | 0 | 24 | 16 | 6 | 17 | 28 | 20 | 12 | 23 |
| B | 7 | 7 | 0 | 11 | 3 | 1 | 11 | 24 | 1 | 21 | 24 |
| C | 0 | 4 | 0 | 3 | 0 | 0 | 5 | 3 | 1 | 9 | 7 |
| D | 0 | 2 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 4 | 1 |
| F | 8 | 4 | 0 | 1 | 0 | 0 | 2 | 6 | 2 | 7 | 11 |
| TC | | | | | | | | | | | |
| A | 17 | 20 | 0 | 18 | 18 | 0 | 25 | 15 | 0 | 16 | 25 |
| B | 6 | 8 | 0 | 6 | 6 | 0 | 5 | 9 | 0 | 6 | 6 |
| C | 6 | 6 | 0 | 5 | 0 | 0 | 2 | 7 | 0 | 7 | 5 |
| D | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| F | 4 | 3 | 0 | 7 | 3 | 0 | 11 | 4 | 0 | 8 | 9 |
| WWW | | | | | | | | | | | |
| A | 0 | 26 | 7 | 41 | 40 | 11 | 43 | 68 | 10 | 64 | 82 |
| B | 0 | 21 | 4 | 24 | 25 | 8 | 24 | 20 | 4 | 39 | 48 |
| C | 0 | 10 | 6 | 5 | 8 | 11 | 16 | 14 | 1 | 25 | 25 |
| D | 0 | 1 | 0 | 5 | 4 | 1 | 1 | 5 | 0 | 11 | 10 |
| F | 0 | 9 | 1 | 8 | 10 | 4 | 29 | 13 | 4 | 28 | 40 |
| Total | | | | | | | | | | | |
| A | 60 | 87 | 0 | 98 | 77 | 17 | 100 | 119 | 30 | 121 | 140 |
| B | 28 | 42 | 0 | 50 | 38 | 9 | 47 | 66 | 5 | 90 | 97 |
| C | 15 | 29 | 0 | 19 | 9 | 11 | 34 | 31 | 2 | 45 | 45 |
| D | 5 | 4 | 0 | 12 | 5 | 1 | 5 | 8 | 1 | 21 | 12 |
| F | 27 | 19 | 1 | 22 | 15 | 4 | 42 | 31 | 6 | 54 | 64 |