



NorthWest Arkansas Community College Distance Learning Report 2003-2004

**Clint Brooks
Distance Learning Coordinator**

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Introduction and Acknowledgements

The following document is the 2003-2004 Annual Report for Distance Learning at NorthWest Arkansas Community College in Bentonville and Rogers, Arkansas. The purpose of this document is to briefly describe the events of the 2003-2004 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; their technical support team in North Little Rock; their state account representatives; and their tech consultant. Thanks also to the Arkansas Department of Information Systems, Cox Cable, VNet- The Arkansas Video Users Group, The Arkansas Distance Learning Association, The Arkansas Telecommunications Consortium, AETN's Learning Services, Lincoln Consolidated Schools, The Jones Center for Families, The Jones Television Network, The University of Arkansas Center for Poultry Science, The NWACC Distance Learning Task Force, the NWACC Foundation, The NWACC IT Department, the NWACC Library, the NWACC Learning Technology Team, NWACC Student Services and Enrollment Management, NWACC Fiscal Affairs, Gerry Weatherford, The NWACC College Cabinet, The NWACC Deans and Learning Leadership Council, Laura Selph, Sharon Simmons, Dr. Jerry Vervack, Associate Vice President for Learning; Dr. Karen Hodges, Vice President for Learning; Dr. Becky Paneitz, President, NWACC; the Board of Trustees, the Distance Learning faculty, and most especially the students in the Distance Learning classes for whom our best efforts are directed.

Administrative

Supervision

The Distance Learning Coordinator reported to Dr. Jerry Vervack, Associate Vice President for Learning Programs, within the Learning Department. Due to the recent restructuring of the Learning Department the Distance Learning Coordinator will report directly to Dr. Karen Hodges in 2004-2005, further changes notwithstanding.

Equipment and Facilities

Equipment Purchases and Facility Changes

2003- 2004 saw several changes due to the My Education Connection initiative. The changes are summarized below:

- NWACC now uses the unlimited version of WebCT 4.1 to manage online courses.
- NWACC has purchased and installed SCT's Mercury Message Broker (MMB) to connect Banner and WebCT. MMB facilitates the generation of student, faculty, and course accounts in WebCT and provides for online grade submission to Banner. The MMB service is hosted on an individual server.
- The IT department continues to maintain the on-campus server hosting WebCT as well as MMB.
- The IT department has created a My Education Connection website for students in that program. The site is maintained by the NWACC webmaster and supported by the MEC Project Managers.

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

- Impatica for PowerPoint – This software will convert PowerPoint presentations to online-ready streaming files that students can view without PowerPoint, viewers, or other third-party software. The player for the Impatica files is contained within the presentation file itself and is downloaded prior to the file.

Planned Equipment Purchases and Facility Changes

The Distance Learning Department is in ongoing consultation with the Shumaker Center in regards to the SBC grant they received for the purchase and installation of a videoconference unit. A decision regarding this grant is forthcoming.

The satellite receiving and distribution equipment still remains in BH 1213. Any relocation of this equipment is currently on hold.

NWACC has reapplied for a Title III grant, which would fully fund the usage of the unlimited version of WebCT, the addition of Campus Pipeline/Luminous and the integration of both with Banner.

Budgetary Information

Budget for 2003-2004

The table below is the submitted budget for the previous year.

Item/Category	Subtotals	A Budget
Maintenance and Operations Expenses		
<i>Office Expenses</i>		
Phone/Long Distance		\$200.00
Copying		\$550.00
Postage		\$100.00
Supplies-Internal		\$150.00
Supplies-External		\$100.00
<i>Computer Equipment under \$500</i>		
Computer Hardware < \$500		\$0.00
Computer Software		\$200.00
<i>Computer Equipment over \$500</i>		
No anticipated expenses from 470 or 471		
<i>Travel</i>		
Travel-Lodging and Meals		\$200.00
Travel-Private Vehicle, In-State		\$400.00
<i>Dues, Fees, Publicity, and Advertising</i>		
Advertising		\$0.00
Fees-Telecourses		\$3,150.00
Fees- Telecourse Capaitation Estimates	increase from original budget est. - \$2 per stu.	\$3,696.00
Fees-Satellite Conf. Licenses		\$1,000.00
Dues-Telecourse Consortium		\$150.00
<i>Fees-Vtel Maintenance and Service Contract</i>		\$ 4,000.00
Southwestern Bell - Uninstall, Reinstall, Test		\$1,220
Web CT License		\$7,500.00
Online Class Development Funds		\$0
Requested M&O (not including Salary and Fringe)		
		\$22,616.00
Salary		\$45,309.00
Fringe		\$12,369.36
Grand Total Including M&O, Salary and Fringe		\$80,294.36
Estimated Income from Distance Learning Student Fees		\$19,620.00
Requested M&O minus estimated income from DL Student Fees		\$2,996.00
Grand Total Including Salary and Fringe minus estimated student fees income		\$60,674.36

Note that, as usual, 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.

For the next fiscal year the Distance Learning department has requested that the budget for ORG 471 include a contingency and upgrade category that will save money for upgrades of hardware, particularly the videoconferencing equipment.

Notable Budget Expenditure Changes

- Due to a consortium agreement, the WebCT expense was initially \$6,562.50 (from the budgeted \$7,000) but this amount went up to \$19,500 total when NWACC switched to the unlimited version of WebCT. The difference was made up in the MEC budget allocations.
- The SBC maintenance and service agreement was \$3,340.08 (from the budgeted \$4,000).
- \$510.94 was allocated for tape copies of the new Wellness telecourse running on the Jones TV Network in Springdale.
- Paper copying expenses ran higher than normal due to the increase in classes.

Classes

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

CIV (Compressed Interactive Video)

- Courses to Lincoln High School continue, with good enrollment there. Retention is fairly good for these classes, although some students struggled in the math courses. Students from Prairie Grove and Farmington have continued to be invited to these courses.
- Courses continue to be received from the University of Arkansas at Fayetteville as part of the ACTA (Agricultural) consortium. Enrollment picked up a bit in a few courses, but retention was not good. A higher level of interactivity is needed in many of these classes.
- There has been no word on administrative use of the equipment by the college presidents.
- There has been no word on the Emergency Management program from Arkansas Tech University.

Telecourses

Retention remains the chief concern in these courses. The new Wellness Concepts course included a great deal of online interaction and did quite well. American History I will move to the WWW in the fall of 2004. I suspect that other classes will follow. Unless more effort is made to increase the interactivity of these courses, the WWW is a much better venue for them. There is still interest in maintaining some telecourses among some for those students less adept at computers, but that population is growing smaller each year.

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. The courses are more and more being used as gateways for instructors interested in online courses.

Internet/Web-Based

Retention is improving in these courses a bit, with the occasional difficulties. The level of interaction in the courses is generally high, with a few exceptions. The popularity of the courses seems to be increasing. Once the online AA is in effect I expect the interest in these courses to increase even more.

My Education Connection

In the fall of 2003, NWACC signed on the Wal-Mart, inc. My Education Connection as one of the initial colleges involved. The goal of My Education Connection is to provide Wal-Mart, inc. Associates with 2-year and 4-year degrees. Due to the lack of an online AA degree at the time of the startup, NWACC has partnered with other two-year colleges in Arkansas to deliver enough courses to complete the degree. NWACC will offer the degree itself and courses from the other institutions will be accepted as transfer credits. NWACC will provide all the related student services for MEC students. There are still some concerns in NWACC departments, particularly the science and communications departments, as to the nature of the courses being accepted from other institutions.

The current number of participating two-year colleges in the MEC is 14, including NWACC. UALR is our four-year partner and will offer a variety of Bachelor degrees as part of the program.

Enrollment is very low initially, but there is a major marketing effort being made this summer to inform potential MEC students of the program. Satisfaction among those few students who have taken classes is fairly high.

Classes Planned

CIV (Compressed Interactive Video)

For the fall of 2004 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.

1 ACTA course, Food Safety and Sanitation, is scheduled for the fall of 2004.

There are currently discussions involving interactive video courses going on with at least two initiatives. One is a plan to offer associate level programming courses to NWACC students; the other is a plan to offer education courses to students.

The Shumaker Center for Workforce Technologies is still examining the possibility of adding 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.

The Arkansas Legislature passed a law that requires Arkansas school districts to obtain distance learning equipment, with the implication that this refers to videoconferencing. If this is fully

funded, it would offer dramatically increased opportunities for Step Ahead partnerships with the local school districts in videoconferencing, something NWACC has worked towards for several years now.

Telecourses

Psychology, Sociology, and Wellness are the planned offerings for fall. Wellness is planned as a WWW-based course for the spring, although some rotation may occur while we enjoy the remaining two years of a three year period with no telecourse contract cost for the series. American History I is scheduled for the WWW and the second part of that course will also probably be developed for the WWW.

Self-Directed Study

College Reading is being offered as an SDS course in the fall, but it will likely move to the WWW as soon as possible to support the online AA plans.

Internet/Web-Based

NWACC is offering a total of 31 different courses online in the fall of 2004. Among the new courses being offered are Fundamentals of Communication, Chemistry in the Modern World, Beginning Algebra, and Command Line Scripting. WWW courses are by far the fastest growing category of Distance Learning courses at NWACC.

As more WebCT training becomes available, plans are to encourage faculty to develop “blended” courses, courses that meet on campus but also use WebCT resources to facilitate online learning and interaction. The strategy behind such courses is to provide greater communication between instructor and students, as well as between students themselves, while giving instructors needed experience in the use of course management systems and online learning. In addition, such courses need not maintain traditional “seat time”, thus potentially freeing up facilities for additional sections.

Degree Plans

NWACC has received permission from the State Board of Higher Education to offer an online Associate of Arts degree. NWACC is currently seeking approval for the online degree from NCA.

Promotion of the degree plan as part of the MEC project is already underway. Plans to promote the degree plan to local students are still being formulated at this writing.

My Education Connection

Plans currently call for a continuation of partnerships with willing 2-year college providers of courses for the MEC program. The Memorandum of Understanding between partner 2-year schools runs from semester to semester. Schools are currently offering whatever courses that they can make available. NWACC plans to provide courses necessary for the degree and is adding courses as needed to fulfill that need.

Student Services

The My Education Connection project has intensified the direct support for Distance Learning students from Student Services. Advising and other support have been available already, but a direct 1-800 number for MEC students as well as direct lines of communication for specific needs have been added. Fiscal Affairs and Institutional Technology have made similar accommodations, including online payment and help desk access for students.

The MEC website now contains pages for Career Services, Advising and Testing, Admissions and Records, and Financial Aid. These services all had an online presence before but now have specific direct points of contact for the online MEC students.

Learning Services

Additional Learning services added as a result of MEC are online tutoring via Microsoft Net Meeting and an online bookstore. Existing services include the Library and online Learning Lab resources.

Training

Training has received renewed focus due to the rapid expansion of distance learning at NWACC. Pat Kelly, the Academic Computing Facilitator, is assuming some of the WebCT training responsibilities as part of his job.

Training for DL will continue to include:

- WebCT training in the use of the course management system, tools, log in, customization, content, file management, student management, and accounts. Training will still be based on the objectives used in previous training sessions. Plans are to include greater exploration of online teaching methodology, as well as technologies relating to content development.
- 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. Hands on practice and an extensive handout are 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 ways 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 in the telecourses, but overall interactivity has improved in most other courses. Most of the SDS courses include some kind of interactivity online. The online courses most often use the discussion board tool in WebCT to facilitate interactivity among students.

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: Training has existed for distance learning instructors but was mostly limited to faculty who were definitely teaching DL courses. With the Academic Computing Facilitator accepting some training responsibilities, the goal is to make online training available to most faculty, hopefully encouraging them to consider online or blended courses. There is still a need for online resources for telecourse, self-directed, and interactive video faculty.

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 still serves as the primary form of pre-assessment. In the MEC program, an online orientation form is used to help students self-assess themselves for online courses, though some evaluation and reworking is needed. 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. There is still a need for a more formal effort to identify DL student trends in resource usage.

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: Changes in the way in which DL brochures are funded have prevented them from being produced for the fall 2004 semester. Currently online marketing in the form of the DL web site and references to distance learning in NWACC publications and web sites are the only marketing efforts for the general public. A significant marketing effort has been directed at the My Education Connection students, with 400,000 brochures being sent to that population. The costs for that effort were shared among all the partner schools.

Local Initiatives and Business

- “Perspectives”, the NWACC current events program is still aired by Jones Television for the Springdale, Lowell, Rogers, and Bentonville Cox Cable customers, and will be on Bella Vista cable at least until the local public access channel starts up there. Community Access Television broadcasts the program in Fayetteville. Bill Stauffacher is the new host of the program.
- NWACC is waiting to see what kind of action the state will take with funding distance learning procurements for K-12 districts in regards to videoconference. Some pro-active investigation would be prudent.

State Initiatives and Business

- Access Arkansas continues to support discounts for purchase of course management systems. This no longer benefits NWACC due to our using the unlimited version of WebCT. AATYC still wants to develop an online two-year college of Arkansas. This may grow out of discussions on MEC.
- The Arkansas Distance Learning Association (ARDLA) is about to change the host for its website. NWACC has hosted the site since its creation. What affect this will have on the institutional membership in ARDLA that has been awarded in exchange for hosting the site has not been determined. The Distance Learning Coordinator still expects to have a significant responsibility for the webpage design and upkeep.
- 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.
- NWACC continues to participate in VNet, the Arkansas State Video Network Users Group. The Distance Learning Coordinator has resigned the role of Secretary for VNet in order to concentrate more on NWACC responsibilities.

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. These broadcasts may be educational or community oriented. A list of Satellite downlinks received at NWACC follows:

- Drug-Free Rogers/Lowell – Informational satellite downlink – Thursday, October 2, 2003
- NASDSE Reading Rockets – Establishing an Effective Reading Program (for Rogers Schools) – Wednesday, October 15, 2003
- STARLINK Teaching for Strategic Learning (for NWACC) – Thursday, November 13, 2003

- NASDSE (for Rogers Schools) The New IDEA: What it Says and What it Means for States and Schools – Wednesday, November 19, 2003
- NASDSE Reading Rockets (for Rogers Schools) – Making Parents Partners – Wednesday, February 18, 2004
- NASDSE (for Rogers Schools) – The Pennsylvania Community of Practice in Support of Transition – Wednesday, March 10, 2004
- NASDSE Reading Rockets (for Rogers Schools) – Teaching English Language Learners to Read – Wednesday, March 17, 2004
- TRIO (for NWACC) - Legislation and Regulations: "Required Actions, Recommendations, and Exemplary Practices" – Thursday, April 22, 2004
- NARC (for NWACC) - New Directions and Opportunities in Rural Economic Development – Tuesday, May 4, 2004
- NASDSE (for Rogers Schools) – School-Based Mental Health – Wednesday, May 5, 2004

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. This channel has been used to occasionally broadcast episodes of **Perspectives** internally.

Set up in the Walker Center has been delayed due to the cost of labor. Plans have reverted to having the work done in-house.

Committees

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

- Learning Technology Team
- Learning Leadership Council
- Perspectives (TV show) Production Committee (chair)
- Information Technology Committee
- Web Advisory Task Force
- Hiring Committee for Network Administrator
- MEC Project Team
- Distance Learning Task Force (chair) – This task force has been responsible for forwarding recommendations regarding the development of an NWACC online Associate of Arts degree and related issues. Its work has overlapped with the MEC Project Team in many ways. This task force has been responsible for laying out the needs for a degree program and encouraging departments to offer the courses needed for such a degree. The task force has

also examined web course development, instructor compensation, testing, and other issues related to online teaching and learning.

Miscellaneous

- The Distance Learning Coordinator assisted in the planning and facilitation of the videotaping and closed circuit broadcast of the October 30, 2003 Investiture of Dr. Becky Paneitz as NWACC President. Responsibilities included obtaining the video equipment needed, and technical monitoring of the broadcast and taping. Equipment installation and sound was performed by Gerry Weatherford. Videotaping was done by Darnéy Willis.
- The Distance Learning Coordinator led a training session for Library personnel in the use of the Library's digital video camera. This training was designed to enable the Library staff to effectively educate faculty and staff in the use of the camera. The training was requested by the Library and included camera usage and saving digital video as a computer file.

Conferences, Presentations, and Travel

The following is a list of conferences and presentations that the Distance Learning Coordinator has been involved with during the 2003-2004 school year.

Conferences

- WebCT state one-day meeting, Conway, Arkansas – Thursday, April 1, 2004 - accompanied by Angela Peace, Rebecca Webb, and Cristy Stamps.

Presentations

- none

Travel

- MEC meeting with AATYC partner schools – Tuesday, April 20, 2004 – accompanied Dr. Karen Hodges and Angie Caraway.

Conclusion

The 2003-2004 year saw significant changes. Dr. Becky Paneitz has indicated that she wants to take NWACC Distance Learning to the next level and that the first step in doing so is to have an online degree available, a step that I agree is overdue. The My Education Connection project has accelerated this goal and, despite meager enrollment, has had benefits for distance learning in general, including the addition of important and useful new hardware and software, active grant seeking, and a reexamination of how and what courses and services can be offered online to students.

Interactive video continues to be a struggling point, but the bright side is that the courses NWACC offers are head and shoulders above most of the courses provided here by other institutions. The level of interactivity and the use of multimedia are high in these courses, showing that NWACC has a creative approach to videoconference-based learning. The possibility of area districts obtaining interactive video equipment and joining the state network is promising.

Telecourses look to have less and less impact on NWACC due to the cost of the licensure to both students and the college, as well as the limited scope of the audience and the highly structured nature of the courses. It is likely that those courses will be redesigned for the WWW at some point in the near future. The chief needs to make that happen are additional training and experience in web-based learning and teaching for faculty currently teaching telecourses.

Self-Directed courses continue to provide a means for faculty to make the leap to online courses. World Literature I finally made the leap to a fully WWW-Based course and others have made the jump as well.

An online Associate of Arts should be followed with additional degrees as possible. By making a full degree possible online, NWACC will only increase the demand for distance learning. Those in our community, who have resisted college until now for lack of an online degree plan, will be able to seriously consider an AA degree. In addition, those students who have been mixing online and other DL classes with on-campus courses to get their degree will now have greater options. The increase in online courses will also help reduce some of the pressure for physical institutional space. We still need to address the concerns of some departments regarding program quality and efficacy online.

NWACC is poised to make the step up to the next level of distance learning. There are a few pieces that still remain to be put into place, but the level of growth and interest in DL at NWACC is at an all-time high and doesn't look to be decreasing any time soon.

Clint Brooks



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NorthWest Arkansas Community College
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**Appendix A:
Tables of Distance Learning Classes 2003-04**

Compressed Interactive Video

Fall 2003

Class	Local Enrollment	Remote Enrollment	Total Enrollment	Withdrawals
College Algebra	9	15	24	4
Fundamentals of Agricultural Systems Technology	1	NA	1+	0
Plants in the Home Environment	5	NA	5+	1
Western Civilization I	16	8	24	1
Totals	31	23+	54+	6

Spring 2004

Class	Local Enrollment	Remote Enrollment	Total Enrollment	Withdrawals
Finite Mathematics	11	10	21	1
Introduction to Clothing Concepts	3	NA	3+	0
Introduction to Food Science	1	NA	1+	0
Introduction to Plant Science	2	2	4	2
Western Civilization II	14	7	21	2
Totals	31	19+	50+	5

Totals 2003-2004

Classes	Local Enrollment	Remote Enrollment	Total Enrollment	Withdrawals
9	62	42+	104+	11

Self Directed Study

Fall 2003

Class	Enrollment	Withdrawals
Business Communications	19	1
College Algebra	14	4
Finite Math	10	4
Introduction to Computer Information	17	1
Math for AAS General Education	12	2
Totals	72	12

Spring 2004

Class	Enrollment	Withdrawals
Advanced Pediatrics and Neonatology	5	0
Business Communications	19	2
Cardiopulmonary Diagnostics	5	0
Clinical Practicum IV	5	0
College Algebra	14	8
Intermediate Algebra	13	5
Introduction to Computer Information	14	1
Math for AAS General Education	13	0
Totals	88	16

Summer I 2004

Class	Enrollment	Withdrawals
Database Management (Access)	13	0
Introduction to Computer Information	11	0
Totals	24	0

Totals 2003-2004

Classes	Enrollment	Withdrawals
15	184	16

Telecourses

Fall 2003

Class	Enrollment	Withdrawals
History of the American People to 1877	17	1
General Psychology	20	9
General Sociology	17	3
Totals	54	13

Spring 2004

Class	Enrollment	Withdrawals
History of the American People Since 1877	21	9
General Psychology	23	1
General Sociology	24	6
Wellness Concepts	15	2
Totals	83	18

Total 2003-2004

Classes	Enrollment	Withdrawals
7	137	31

WWW Based Courses

Fall 2003

Class	Enrollment	Withdrawals
Art Appreciation (2 sections)	32	1
Art History I	18	6
English Composition II	18	1
Foundations of Writing	2	1
General Psychology	21	4
Human Growth and Development	19	1
Internet Resourcing	17	3
Introduction to Computer Information	18	1
Medical Terminology	16	3
Operating Systems (Windows)	18	0
Principles of Accounting II	15	2
Principles of Macroeconomics	18	0
Principles of Microeconomics	16	4
Survey of World Literature to 1650	19	3
Web Page Design I	19	3
Western Civilization to 1650	18	4
Totals	284	37

Spring 2004

Class	Enrollment	Withdrawals
Art Appreciation (2 sections)	39	3
Art History II	19	2
English Composition I (Late Start - MEC)	1	1
English Composition II	19	2
Foundations of Writing	2	1
General Psychology	22	0
Human Growth and Development	18	1
Internet Resourcing	18	2

Introduction to Computer Information (2 sections)	27	2
Introduction to Computer Information (Late Start)	11	4
Introduction to Criminal Justice	20	2
Introduction to Philosophy	17	1
Introduction to Philosophy (Late Start – 2 sections [1 MEC])	14	3
Medical Terminology	12	1
Operating Systems (Windows)	12	1
Principles of Accounting II	14	2
Principles of Biology w/Lab	19	1
Principles of Macroeconomics	20	1
Principles of Macroeconomics (Late Start)	17	1
Principles of Microeconomics	19	1
Spreadsheet Analysis (EXCEL)	19	2
Survey of World Literature to 1650	19	1
Web Page Design I	19	2
Western Civilization since 1650	17	4
Western Civilization since 1650 (Late Start)	14	5
Totals	428	46

Summer I 2004*

Class	Enrollment	Withdrawals
Art Appreciation	15	1
English Composition I	16	1
Foundations of Writing	8	1
General Psychology	18	1
Intermediate Algebra	14	5
Intermediate Composition	11	1
Internet Resourcing	11	1
Introduction to Computer Information	19	0
Principles of Biology I	13	0
Principles of Macroeconomics	14	0
Totals	139	11

* courses still active at time of writing, numbers subject to change

Total 2003-2004

Classes	Enrollment	Withdrawals
51	851	94

Totals for NWACC Distance Learning Courses

Semester	Classes	Enrollment	Withdrawals
Fall 2003	28	464	68
Spring 2004	42	649	85
Summer I 2004	12	163	11
Total 2003-2004	82	1276	164

Appendix B:
2003-2004 Distance Learning Task Force

Clint Brooks, Chair - Distance Learning Coordinator

John Burden - Learning Lab Director

Melissa Drummonds - Retail/Quality Management Coordinator, Shewmaker Center

Brenda Green - Enrollment Management Support Services

Patrick Kelly - Academic Computer Facilitator

Dr. Michael Kirk - Director, Learner Development Center

Jack London - Administrative Database Administrator

Mary Moore - Associate Professor, Communications/Drama

Melissa Michael - Associate Professor, Mathematics

Angela Peace - Associate Professor, Computer Information Department

Danny Sheffield - ESL

Kurt Stripling - Network Administrator

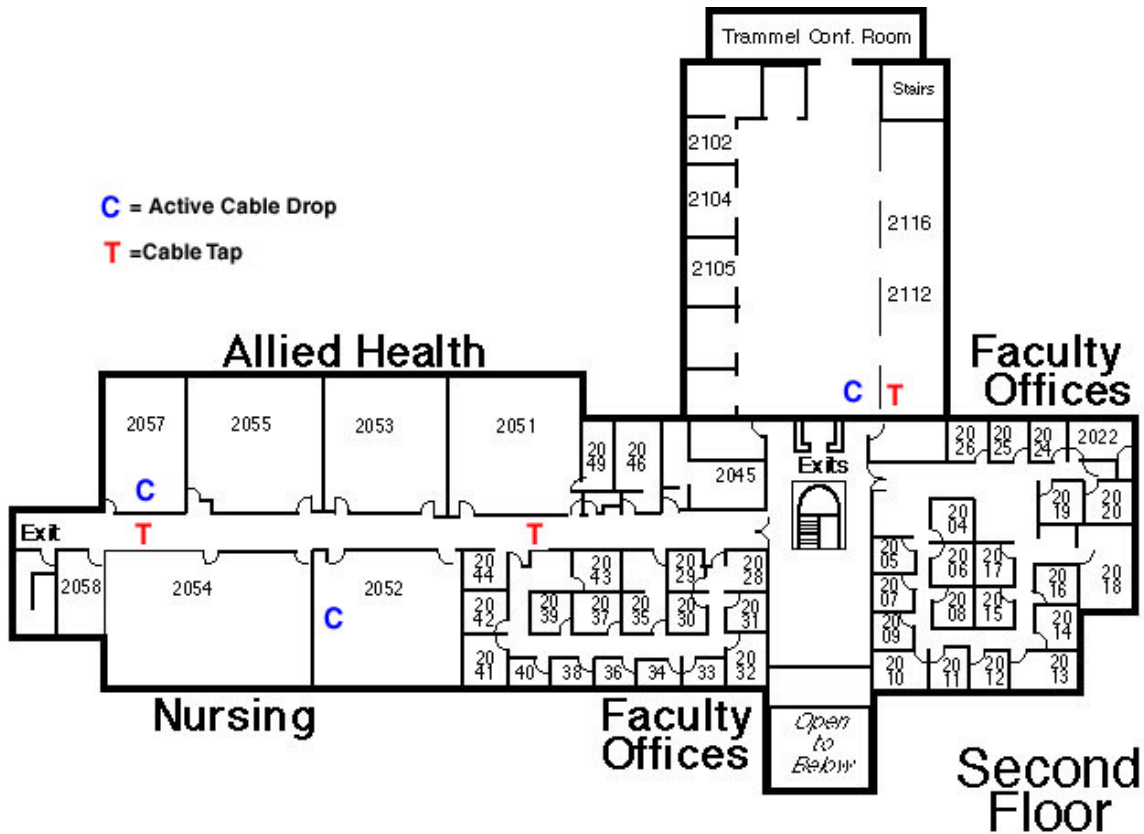
Judy Tobler - Professor, Lead Faculty, Social Sciences

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

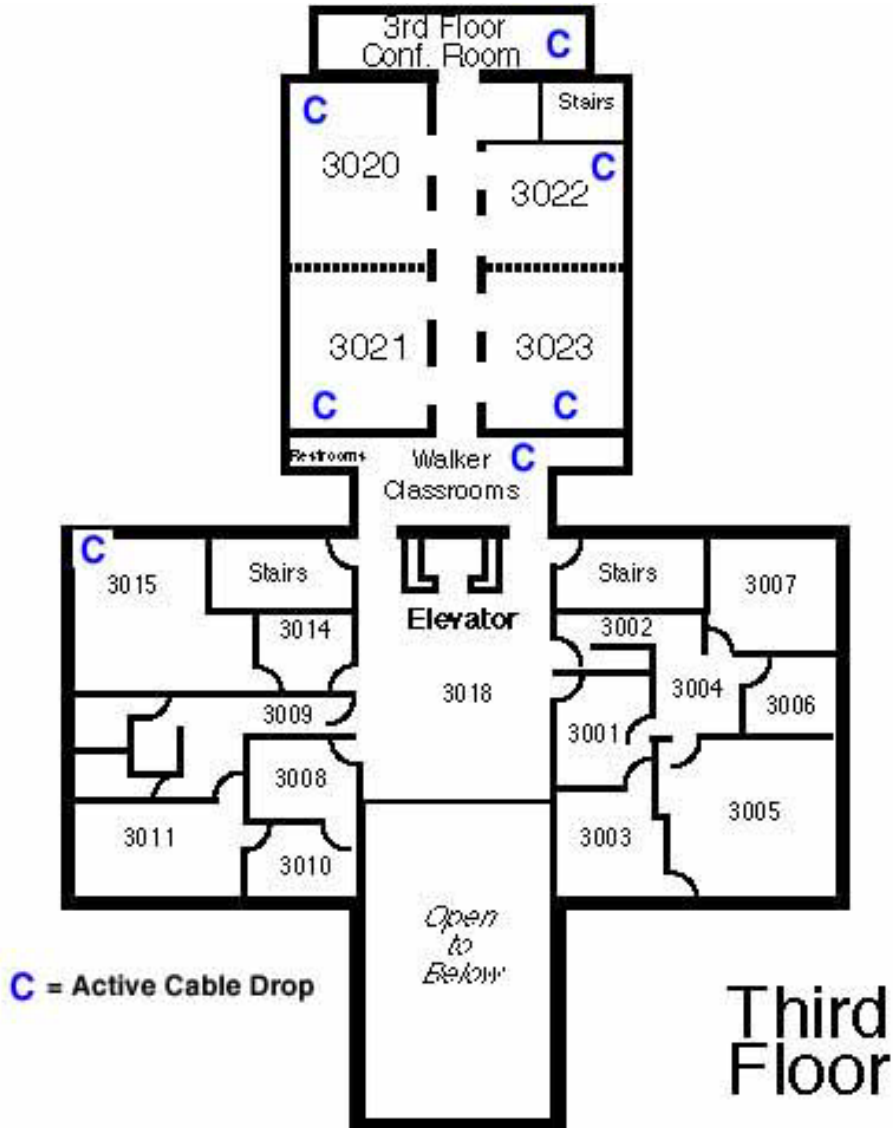
First Floor:



Second Floor:



Third Floor:



Appendix D: Table of Classes 2000-2004

	Fall 2000	Spring 2001	Summer 2001	Fall 2001	Spring 2002	Summer 2002	Fall 2002	Spring 2003	Summer 2003	Fall 2003	Spring 2004
Courses -CIV	3	1	0	4	3	0	5	3	0	4	5
Courses -SDS	3	1	1	3	4	2	4	6	3	5	8
Courses -TC	3	3	0	3	3	0	3	3	0	3	4
Courses -WWW	6	6	2	8	8	3	13	13	2	16	25
Courses -Total	15	11	3	18	18	5	25	25	5	28	42
Enrollment -CIV	49	11	0	39	43	0	81	54	0	53	50
Enrollment -SDS	50	24	7	27	75	27	68	94	45	72	88
Enrollment -TC	56	40	0	64	49	0	55	66	0	54	83
Enrollment -WWW	117	113	22	134	154	33	206	249	29	284	428
Enrollment -Total	272	188	29	264	321	60	410	463	74	463	649
Withdrawals -CIV	11	2	0	2	7	0	7	12	0	6	5
Withdrawals -SDS	6	4	0	1	12	1	15	11	3	12	16
Withdrawals -TC	17	13	0	20	14	0	16	21	0	13	18
Withdrawals -WWW	34	25	0	18	33	0	35	40	1	37	46
Withdrawals -Total	68	44	0	41	66	1	73	84	4	68	85
% of W-CIV	22.45%	18.18%	0.00%	5.13%	16.28%	0.00%	8.64%	22.22%	0.00%	11.32%	10.00%
% of W-SDS	12.00%	16.67%	0.00%	3.70%	16.00%	3.70%	22.06%	11.70%	6.67%	16.67%	18.18%
% of W-TC	30.36%	32.50%	0.00%	31.25%	28.57%	0.00%	29.09%	31.82%	0.00%	24.07%	21.69%
% of W-WWW	29.06%	22.12%	0.00%	13.43%	21.43%	0.00%	16.99%	16.06%	3.45%	13.03%	10.75%
% of W-Total	25.00%	23.40%	0.00%	15.53%	20.56%	1.67%	17.80%	18.14%	5.41%	14.69%	13.10%

Appendix E: Grade Distribution of Classes 2000-2004

GRADE Distribution	Fall 2000	Spring 2001	Summer 2001	Fall 2001	Spring 2002	Summer 2002	Fall 2002	Spring 2003	Summer 2003	Fall 2003	Spring 2004
CIV											
A	15	3	0	15	8	0	29	10	0	15	17
B	9	4	0	7	13	0	24	19	0	8	10
C	6	1	0	11	7	0	4	8	0	11	9
D	3	1	0	4	2	0	6	1	0	4	4
F	6	2	0	0	8	0	11	4	0	8	3
SDS											
A	24	16	6	17	28	20	12	23	17	19	22
B	11	3	1	11	24	1	21	24	10	13	25
C	3	0	0	5	3	1	9	7	5	7	11
D	1	0	0	0	1	1	4	1	1	6	3
F	1	0	0	2	6	2	7	11	7	14	9
TC											
A	18	18	0	25	15	0	16	25	0	20	31
B	6	6	0	5	9	0	6	6	0	9	11
C	5	0	0	2	7	0	7	5	0	5	8
D	3	0	0	0	0	0	0	0	0	0	3
F	7	3	0	11	4	0	8	9	0	7	12
WWW											
A	41	40	11	43	68	10	64	82	12	105	160
B	24	25	8	24	20	4	39	48	6	75	103
C	5	8	11	16	14	1	25	25	3	25	48
D	5	4	1	1	5	0	11	10	1	7	15
F	8	10	4	29	13	4	28	40	6	33	50
Total											
A	98	77	17	100	119	30	121	140	29	159	230
B	50	38	9	47	66	5	90	97	16	105	149
C	19	9	11	34	31	2	45	45	8	48	76
D	12	5	1	5	8	1	21	12	2	17	25
F	22	15	4	42	31	6	54	64	13	62	74