



NWACC
NORTHWEST ARKANSAS
COMMUNITY COLLEGE

**NorthWest Arkansas
Community College
Distance Learning
Report
2004-2005**

**Clint Brooks
Director of Distance Learning**

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Introduction and Acknowledgements

The following document is the 2004-2005 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 2004-2005 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 information and data obtained and managed by the Distance Learning department. The report has been prepared by Clint Brooks, Director of Distance Learning 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 consultants. 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 Bumpers College of Agriculture and Center for Poultry Science, The NWACC Distance Learning Subcommittee, the NWACC Online Course Approval Subcommittee, the NWACC Technology Committee, the NWACC Foundation, Kurt Stripling, Stan Rankin, Angie Caraway and the rest of the NWACC Technology Services Department, the NWACC Library, the NWACC Learning Lab, the NWACC Learning Technology Team, Pat Kelly, NWACC Learner Services, Admissions and Records, Registrar's Office, and Enrollment Management, NWACC Fiscal Affairs, Gerry Weatherford and the Physical Plant, The NWACC College Cabinet, The NWACC Deans Council, NWACC Academic Secretaries, Sharon Simmons, Amy Calvi, Barbara McBride, Dr. Karen Hodges, Vice President for Learning; Dr. Keith Pratt, Associate Dean of Distance Learning and Instructional Technology; 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 Director reported to Dr. Karen Hodges, Associate Vice President for Learning Programs, within the Learning Department for the first nine months of the year. The final three months, the Distance Learning Director reported to Dr. Keith Pratt, Associate Dean of Distance Learning and Instructional Technology.

Personnel

The Learning Department hired an Associate Dean of Distance Learning and Academic Technology to supervise those areas and to represent the College on DL initiatives in the community and with area businesses. Dr. Keith Pratt, an internationally known distance learning expert, was hired for the position and began work in the spring of 2005. This position reports directly to the Vice President for Learning.

The Distance Learning Department hired a part-time, extra-help assistant to support CIV course usage on weekends and evenings, and offer general assistance to distance learning during the week, including filing and office support duties, and technical assistance. Reem Mohammed, M. Ed., a graduate of the University of Arkansas Educational Technology Master's program held the position in 2004-2005. This position reports directly to the Director of Distance Learning.

Additional work and support came from the Academic Computing Facilitator, Pat Kelly.

Equipment and Facilities

Equipment and Facilities Changes and Additions

2004- 2005 saw a continuation of the My Education Connection initiative and associated systems:

- NWACC still uses the unlimited version of WebCT 4.1 to manage online courses.
- SCT's Mercury Message Broker (MMB) is still the primary interface to connect Banner and WebCT.
- 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.

Planned Equipment Purchases and Facility Changes

NWACC is in the middle stages of implementing Luminis, a campus web portal. The initial availability of the service for students will occur in Fall 2005.

Luminis contains a message brokering system (LMB/LDI) that will replace MMB in connecting and transmitting data between Banner and WebCT.

Budgetary Information

Budget for 2004-2005

The table below is the requested budget for the year.

NWACC Department of Distance Learning

Budget Request for 2004-2005

Item/Category	Subtotals	A Budget	ORG
Maintenance and Operations Expenses			
<i>Office Expenses</i>			
Phone/Long Distance		\$150.00	470
Copying		\$650.00	470
Postage		\$75.00	470
Supplies-Internal		\$100.00	470
Supplies-External		\$100.00	470
<i>Computer Equipment under \$500</i>			
Computer Hardware < \$500		\$0.00	470
Computer Software		\$200.00	470
<i>Computer Equipment over \$500</i>			
No anticipated expenses from 470 or 471		\$0.00	470
<i>Travel</i>			
Travel-Lodging and Meals In-State		\$140.00	470
Travel-Private Vehicle, In-State		\$230.00	470
<i>Professional Development Expenses</i>			
Travel - Out of State		\$650.00	470
Lodging - Out of State		\$280.00	470
Conference Registration Fees		\$200.00	470
<i>Dues, Fees, Publicity, and Advertising</i>			
Advertising		\$0.00	470
Fees-Telecourses		\$2,700.00	471
Fees- Telecourse Capitation Estimates		\$2,640.00	471
Fees-Satellite Conf. Licenses		\$1,000.00	470
Dues-Telecourse Consortium		\$150.00	470
Fees-Vtel Maintenance and Service Contract		\$3,500.00	471
Web CT License		\$19,500.00	471
<i>Funds and Carryover Moneys</i>			
Contingency, Maintenance & Upgrade Fund		\$7,766.00	471
Personnel - Salary and Fringe			
<i>Extra Help</i>			
Facilitator BH 2414 - UA Human Resources & Extra			
Help DL (Tech) Support	SALARY AMOUNT	\$8,859.00	470
Off-Site Proctored Testing Facilitator	SALARY AMOUNT	Through an institutional ORG	
Director of Distance Learning	SALARY AMOUNT	\$45,309.00	470
Fringe for DL Coordinator	FRINGE	\$12,369.36	470
Online Class Development Funds		\$10,000.00	470
Requested M&O (not including Salary and Fringe)		\$40,031.00	
Salary		\$54,168.00	
Fringe		\$12,369.36	
Grand Total Including M&O, Salary and Fringe		\$106,568.36	
Estimated Income from Distance Learning Student Fees - 471		\$36,106.00	
Requested M&O minus estimated income from DL Student Fees		\$3,925.00	
Grand Total minus estimated student fees income		\$70,462.36	
471 Expense Totals		\$28,340.00	
471 Remainder for Contingency		\$7,766.00	

Classes

Classes Conducted (see Appendix A: Tables of Distance Learning Classes for 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 is still minimal. A higher level of interactivity is needed in many of these classes.
- The University of Arkansas has started delivering part of its Human Resource Development degree plan via CIV to NWACC for interested students. The other classes will be online. These classes are being delivered on Friday evenings. These courses are U of A courses and are not listed in the Appendix of this report.
- Administrative use of the equipment is still mainly limited to Distance Learning initiatives. Franklin University did conduct a meeting for interested transfer students via the system.

Telecourses

Spring 2005 will be the last semester NWACC offers telecourses. American History moved to the WWW this year, and the other telecourses will be WWW courses starting in Fall 2005. Telecourses will be discontinued at NWACC due to retention concerns and expense.

Self-Directed Study

The Self-Directed courses are dwindling down to a few courses available for some students who are not entirely comfortable with online learning and WWW/Internet access. Business Communications, Intro to Computers, Database Management, and a few of the Allied Health courses are the only available courses in this category now.

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. The approval of the online Associate of Arts should only increase demand for these classes.

My Education Connection

My Education Connection continues, but with very low enrollment numbers. The courses are still offered by NWACC and partner schools from AATYC.

Degree Plans

NCA and the Arkansas Board of Higher Education have approved two online degree plans for NWACC (and MEC) to offer: The Associate of Arts and the Associate of General Studies. The Associate of Arts is the standard transfer plan for a Bachelor of Arts. The Associate of General Studies is a terminal degree that requires an academic core and a technical core of courses, as well as electives. Both degree plans are limited by the availability of courses online.

Classes Planned for 2005-2006

CIV (Compressed Interactive Video)

In addition to current offerings, the Arkansas Legislature passed a law that requires Arkansas school districts to obtain distance learning equipment, with the implication that this refers to videoconferencing. This law is being implemented in the form of a grant that will provide interactive videoconferencing equipment to almost every school district in the state. We anticipate that the demand for Step Ahead courses will grow significantly in the next few years as local districts, particularly the more rural ones, install and plan for usage of the equipment. These installations have already begun.

Telecourses

Telecourses will no longer be offered at NWACC.

Self-Directed Study

In addition to the current offerings, Allied Health plans to offer a few new courses that may be categorized as Self-Directed.

Internet/Web-Based

NWACC is rapidly expanding the number of online courses being offered. Several new courses are planned, including courses in Wellness, Math, and Art.

Degree Plans

In addition to the AA and AGS described above, there are plans to offer an Environmental Science certification online.

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 continues to drive the need for direct support for Distance Learning students from Student Services. However, these additional services are benefiting all Distance Learning students at NWACC. Online payment, online student grades, and help desk access for students, are also providing students with valuable resources.

Learning Services

Online tutoring, via Microsoft Net Meeting, and online bookstore services continue to be available. Library and online Learning Lab resources also continue to be important resources for DL students.

Training

Training for DL needs to expand to accommodate new instructors and to facilitate a greater understanding of the pedagogical and instructional design challenges inherent in online and other forms of Distance Learning.

The Professional Development Committee was unable to complete a rubric for faculty technology training due to a disagreement about and confusion over funding for professional development, and the lack of time for subcommittee members to work on the issue. In the meantime, a Professional Development department is being set up at NWACC. Hopefully, this department will provide the necessary support and direction for general technology training.

A training session in Distance Learning, and particularly online pedagogical concerns, is planned for August of 2005, led by Dr. Keith Pratt, Clint Brooks, and Pat Kelly. Two separate one-day sessions will be held for faculty. Faculty members will be compensated for the training through the Professional Development Office.

Additional training for Distance Learning came in the form of two teleconferences from Starlink on pedagogical issues in DL. One conference was shown to faculty tape-delay, and the other is available on a loan basis from the Distance Learning department.

Course Approval and Faculty Compensation

The Learning Department, in conjunction with the Deans' Council, has approved a new rubric for the process of course approval. This process calls for the regular review of all online courses in various departments, as well as new courses. A new faculty subcommittee will supervise this.

The Distance Learning Subcommittee also approved a compensation proposal for faculty who teach an online course that has not been offered online before at the college. The compensation will be for 1.5 hours adjunct/overload, unless the course is a full online development, in which case the compensation would be at the normal 3 hours adjunct/overload rate.

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 WebCT to add interactivity between students. WebCT 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: Interactivity in online courses is an expected component at NWACC. While a few instructors remain unconvinced of the necessity of student-student interactivity, or struggle with applying such activity to their areas of study, most of the courses include and are designed for such activity. Self-Directed courses struggle with this interactivity the most, due to the more independently-directed nature of the courses.

2. Telecourse and Self-Directed Study Training (Curriculum and Instruction): *The institution provides appropriate training for faculty who teach in distance education programs.* CIV training is well developed and Web Based Classes training exists in a solid form. Due to changes listed below, training in telecourses is no longer needed, and training in Self-Directed courses is incorporated with online course training.

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

Progress: Telecourses have been phased out due to expense and the limited interactivity that often results in that highly structured form of DL. Self-Directed Study courses are similarly shrinking. However, most faculty development for SDS courses uses the same training as the online courses, in which interactivity is emphasized, DL pedagogical concerns are addressed (at least in general), and WebCT is presented and its use encouraged. The vast majority of SDS courses will become online courses.

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. Distance Learning assessment continues to be two-sided:

A. Pre-assessment is still needed for students entering distance learning classes to identify likelihood of success in these classes, as well as the deficiencies students will need to overcome to be successful.

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. Most importantly, NWACC needs to compare outcomes of DL students with those in regular courses. This can be done via benchmarking of common core courses (Math, English, Introduction to Computers, Wellness, and Science).

Progress: The MEC program has an online orientation, but this has limited value being only partially interactive and not guaranteeing that students are completely ready for DL courses. The use of instructor consent still serves as the primary form of pre-assessment for most other DL courses, but this is voluntary for instructors who wish to use it. NCA has required, as part of the approval of online degree plans, that NWACC provide a report on assessment, comparing online and on-campus (face-to-face) courses. This report is due in October of 2006. The College will use this report and the preparations for it as the basis for a concerted and regular evaluation of the DL program.

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 and is monitored on an individual way by the instructors. In general, the College monitors use of WebCT based on courses that use the product both DL and face to face. The Library and Learning Lab continue to track student participation. As before, 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.* The College web site and the Distance Learning web pages and MEC web site are the primary source for information about Distance Learning at NWACC. The College Catalog also contains a section about the Distance Learning program.

Recommendation: Continue to provide materials to Student Orientation (NSO, SOAR) for distribution/dissemination to students, continue to use the web sites to provide information to students.

Progress: Paper brochures have produced very little return. Most students seeking online courses go to the web sites first. The few that request paper documents are directed to the web sites, in part to orientate them to the WWW as a primary source of information in regards to online courses. Efforts are made to keep the DL web site as up to date as possible, and to update and expand any College publications (College Catalog, Faculty Handbook, SOAR materials) that contain information that may find its way to students (in the case of the Faculty Handbook, via student advising).

Local Initiatives and Business

- “Perspectives”, the NWACC current events program aired by Jones Television for the Springdale, Lowell, Rogers, Bentonville, and Bella Vista Cox Cable customers, and Community Access Television in Fayetteville, has ceased production. The increased production demands of the Jones Center, laudably aimed at producing a better show, and the lack of time for production committee members made it impossible to continue the program. Efforts were made at developing an internship program, but such a program could not be developed within any of the existing programs. There were also recommendations for a part or full-time staff member dedicated to the program, but the College did not view this as a high enough priority to justify the expense and time of the personnel.
- The state of Arkansas has passed a massive funding bill that will outfit the vast majority of school districts in the state with interactive videoconferencing equipment, more than doubling the size of the state video network and enabling NWACC to deliver Step Ahead courses to local districts with interest in them. All local districts except Rogers, Bentonville, Springdale, and Gravette, applied for and received funding under the grant the bill established. This initiative could rapidly expand the amount of videoconferences the College delivers to the public schools over the next few years.

State Initiatives and Business

- Access Arkansas is no longer as active as before. AATYC still maintains a site online (at <http://www.aatyc.org/accessark>) that lists two-year colleges that offer online courses.
- The Arkansas Distance Learning Association (ARDLA) has changed the host for its website. NWACC had hosted the site since its creation. NWACC will no longer receive a complimentary institutional membership to ARDLA for hosting the site.
- NWACC no longer participates on the Executive Committee of the Arkansas Telecommunications Consortium (Also referred to as the Telecourse Consortium), as we no longer offer telecourses.
- NWACC continues to participate in VNet, the Arkansas State Video Network Users Group.

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

NWACC received the following satellite downlinks in 2004-2005:

- Phi Theta Kappa - Satellite Seminar #1 - (Mis)understanding History: Shaping Modern Myth and Popular Values - September 28, 2004, 6:30 – 7:30 p.m.
- Phi Theta Kappa - Satellite Seminar #2 - Creating and Marketing Youth: Youth Music and Culture in 20th Century America – October 12, 2004, 6:30 – 7:30 p.m.
- Phi Theta Kappa - Satellite Seminar #3 - The Empire of Images: Growing Up Male and Female in a World Dominated By Popular Culture – October 26, 2004, 6:30 – 7:30 p.m.

- Phi Theta Kappa - Satellite Seminar #4 - Courting Disaster? Changing Values about Love, Sex and Marriage – November 9, 2004, 6:30 – 7:30 p.m.
- International Studies in the Community College - ccid.kirkwood.us/memberactivities/videoconference/vconf5.htm - BH 1158 – November 10, 2004, 1:00 – 3:00 p.m.
- Phi Theta Kappa - Satellite Seminar #5 - Sports in Popular Culture: Are We Winning or Losing? – November 16, 2004, 6:30 – 7:30 p.m.
- US Dept. of Education - Application Processing and Delivery System Update: What's New for 2005 – 2006 – November 18, 2004, 12 noon – 2:00 p.m.
- Pedagogy 101 for Distance Learning - Dallas County Community College District/Dallas Telelearning – (taped) – February 24, 2005, 1:30 – 3:00 p.m.
- Pedagogy 102 for Distance Learning – Dallas County Community College District Satellite teleconference – (taped) – April 21, 2005, 1:30 – 3:00 p.m.
- "The National Response Plan" - Satellite Broadcast - NTPI/DLNETS - tape for Clint Scrivner - C-Band – May 25, 2005, 1:00 – 2:00 p.m.

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.

Set up in the Walker Center has still not been finished due to cost of outside labor and the limited time of NWACC labor.

Committees

The following committees directly relate to the work of the Distance Learning department.

- Learning Technology Team
- Technology Committee
- Web Advisory Task Force
- MEC Project Team
- Distance Learning Subcommittee – 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.
- Online Course Approval Committee
- Luminis Task Force

Luminis

Distance Learning Personnel served on the Luminis Task Force for the implementation of Luminis/Campus Pipeline. The Dean of Distance Learning and Academic Technology and the Director of Distance Learning were on the Task Force. The Director of Distance Learning also chaired the Subcommittee for Content.

Miscellaneous

Members of the Distance Learning Department assisted various members of the faculty with technology issues as well as participated in various meetings during the year.

Conferences, Presentations, and Travel

The following is a list of conferences and presentations that the Distance Learning Department has been involved with during the 2004-2005 school year.

Conferences

- WebCT state one-day meeting, Ft. Smith, Arkansas – Thursday, April 21, 2005 – Dr. Keith Pratt and Clint Brooks.

Presentations

- My Education Connection – Co-presenter (with Angie Caraway, Karen Hodges, and Brenda Green), AATYC Convention, Springdale, Arkansas, October 11, 2004, 1-2 p.m. – Clint Brooks
- Various presentations and conferences and for Brazilian government project on distance learning – Dr. Keith Pratt

Other Travel

- Various consultations as part of pre-existing obligations (not paid for by NWACC) – Dr. Keith Pratt

Conclusion

The 2004-2005 school year saw continued expansion of the Distance Learning program, from additional online courses and implementation of the online degree programs, to added personnel and resources.

Online courses continue to account for the bulk of the increase in distance learning courses at NWACC. While My Education Connection enrollment remains low, enrollment in the “regular” distance learning courses continues to expand. The addition of Luminis in the fall of 2005, will increase NWACC’s online presence, acclimatize students to an online environment, and simplify access to online courses in WebCT. We still need to figure a way to better integrate and support online math and Criminal Justice, which rely on the *My Math Lab* and *My Crime Lab* online products, via Course Compass.

The approval of an Associate of Arts online degree program in the spring of 2004 has further provided incentive for students to take courses online, now that they have a reachable goal as fully online students. It has also increased the need for courses to meet the requirements for the degree program, as there are still some areas short on options (Science and Fine Arts-Literature). Nonetheless, the ability to obtain a two-year degree completely online marks a major new step for NWACC online students, and the 2004-2005 school year saw more and more students taking advantage of these offerings.

Compressed Interactive Video courses stand on the threshold of significant growth now that the state of Arkansas has heavily invested in this technology for K-12 schools. The potential to offer Step Ahead courses to school districts all over our service area is very near reality. We expect the interest of the school districts to grow significantly as they become more comfortable with the technology, and modify their practices (schedules) to accommodate greater use of the technology.

Telecourses will no longer be offered after Spring 2005, due to the cost and high withdrawal rate. Self-Directed Study courses remain available but more and more these are transitional courses to fully online courses, or courses for degree programs that require independent learning models (with 3 meetings during the semester) and some WebCT support.

Student services online continue to be varied and robust, with registration, advising, tutoring, and Library services all available online. With on-campus students using these resources to a significant level as well, they will only grow. There is a serious need for greater support of proctored testing however. Since NCA-CIHE distance learning guidelines require verification of student identification for exams and assignments, the Testing Center’s limited staff and hours will minimize the support that local online students have in completing their coursework.

Overall though, Distance Learning continues to grow robustly at NWACC, and in a way that greatly meets the needs of a large number of our students.

Clint Brooks



Director of Distance Learning,
NorthWest Arkansas Community College
2005

Appendix A:
Tables of Distance Learning Classes 2004-05

Compressed Interactive Video
 Fall 2004

Class	Local Enrollment	Remote Enrollment	Total Enrollment	Withdrawals
College Algebra	10	23	33	0
Food Safety and Sanitation	0	NA	0	0
Western Civilization I	19	13	32	2
Totals	29	36	65	2

Spring 2005

Class	Local Enrollment	Remote Enrollment	Total Enrollment	Withdrawals
Finite Mathematics	10	19	29	1
Introduction to Clothing Concepts	3	NA	3	0
Introduction to Food Science	3	NA	3	0
Western Civilization II	7	12	19	3
Totals	23	31	54	4

Totals 2004-2005

Classes	Local Enrollment	Remote Enrollment	Total Enrollment	Withdrawals
7	52	67	119	6

Self Directed Study

Fall 2004

Class	Enrollment	Withdrawals
Business Communications	15	1
College Reading	0	0
Database Management (Access)	15	2
Introduction to Computer Information	15	2
Math for AAS General Education	10	1
Totals	55	6

Spring 2005

Class	Enrollment	Withdrawals
Building Construction for the Fire Service	11	0
Business Communications	18	1
Database Management (Access)	17	3
Introduction to Computer Information	9	5
Totals	55	9

Summer 2005

Class	Enrollment	Withdrawals
Database Management (Access)	12	2
Introduction to Computer Information	17	0
Totals	29	2

Totals 2004-2005

Classes	Enrollment	Withdrawals
11	139	17

Telecourses

Fall 2004

Class	Enrollment	Withdrawals
General Psychology	22	5
General Sociology	21	6
Wellness Concepts	26	6
Totals	69	17

Spring 2005

Class	Enrollment	Withdrawals
General Psychology	23	8
General Sociology	9	2
Totals	32	10

Total 2004-2005

Classes	Enrollment	Withdrawals
5	101	27

WWW Based Courses

Fall 2004

Class	Enrollment	Withdrawals
Art Appreciation	48	3
Art History I	18	3
Beginning Algebra	15	6
Chemistry in the Modern World	18	2
College Algebra	22	5
Command-Line Scripting	8	0
English Composition I	18	3
English Composition II	20	1
Foundations of Writing	1	1
Fundamentals of Communication	18	1
General Psychology	29	4
History of the American People to 1877	19	5
Human Growth and Development	19	3
Intermediate Algebra	12	5
Intermediate Composition	13	2
Internet Resourcing	10	2
Introduction to Computer Information	64	13
Introduction to Criminal Justice	18	2
Introduction to Philosophy	21	1
Medical Terminology	14	1
Operating Systems (Windows)	17	3
Principles of Accounting II	8	1
Principles of Biology I	33	1
Principles of Macroeconomics	24	2
Principles of Microeconomics	19	0
Spreadsheet Analysis (Excel)	18	1
Survey of World Literature to 1650	16	1
Web Page Design I	16	1
Western Civilization to 1650	19	9
WWW Programming I	18	3
Totals	593	85

Spring 2005

Class	Enrollment	Withdrawals
American Government – SAUT/MEC	1	1
Art Appreciation	54	5
Art History II	17	0
Beginning Algebra	20	9
Chemistry in the Modern World	19	3
College Algebra	28	6
Computer Support and Project Management	18	4
English Composition I	19	4
English Composition II	29	0
Finite Mathematics	14	5
Foundations of Writing	6	0
Fundamentals of Communication	53	8
General Psychology	32	5
General Psychology	37	8
General Psychology – SEAC/MEC	1	0
Hazardous Materials Control and Emergency Response	10	0
History of Photography and Graphic Design	14	5
History of the American People since 1877	17	2
History of the American People to 1877 – SAUT/MEC	2	0
Human Growth and Development	37	5
Internet Resourcing	20	3
Intermediate Algebra	13	2
Intermediate Composition	14	5
Intermediate Composition – SAUT/MEC	1	0
Introduction to Computer Information	60	12
Introduction to Criminal Justice	13	1
Introduction to Industrial Occupational Safety and Health	3	0
Introduction to Philosophy	19	2
Introduction to Physical Science – SAUT/MEC	1	0
Introduction to Theater – MSCC/MEC	1	0
Introduction to the Fire Service	7	0
Legal Environment of Business I	35	7
Medical Terminology	20	5
Prealgebra – SAUT/MEC	4	0
Principles of Accounting I	18	1
Principles of Biology w/Lab	36	1
Principles of Macroeconomics	23	0
Principles of Microeconomics	23	2
Social Programs – ASUN/MEC	1	0
Spreadsheet Analysis (EXCEL)	21	2
Survey of American Literature since 1877 – PTC/MEC	1	1

Survey of World Literature to 1650	17	1
Web Page Design I	22	5
Wellness Concepts	33	1
Western Civilization to 1650 – SAUT/MEC	2	1
Western Civilization since 1650	17	3
Western Civilization since 1650 – ASUN/MEC	1	0
Totals	854	125

Summer I 2005

Class	Enrollment	Withdrawals
American Government – OTC/MEC	3	0
Art Appreciation	20	0
College Algebra	21	4
College Algebra – SAUT/MEC	1	0
English Composition I	24	2
English Composition I – SAUT/MEC	1	0
Finite Mathematics	20	2
General Psychology	18	0
General Psychology – OTC/MEC	2	0
General Sociology	19	0
General Sociology – OTC/MEC	2	0
History of the American People since 1877 – SAUT/MEC	1	0
Intermediate Algebra – SAUT/MEC	2	0
Intermediate Composition - SAUT/MEC	1	0
Internet Resourcing	16	0
Introduction to Computer Information	26	6
Introduction to Philosophy	19	2
Introduction to Physical Science – SAUT/MEC	1	0
Operating Systems (Windows)	16	1
Prealgebra – SAUT/MEC	1	0
Totals	214	17

Total 2004-2005

Classes	Enrollment	Withdrawals
97*	1661	227

*does not include individual sections, but does count MEC sections from other schools separately.

Totals for NWACC Distance Learning Courses*

*does not include individual sections, but does count MEC sections from other schools separately.

Semester	Classes	Enrollment	Withdrawals
Fall 2004	41	782	110
Spring 2005	57	995	148
Summer 2005	22	243	19
Total 2004-2005	120	2020	277

Appendix B:
2004-2005 Distance Learning Subcommittee

The Distance Learning Subcommittee is a subcommittee of the Technology Committee. It provides oversight and advisement on Distance Learning issues at NWACC, and recommends policy changes.

Clint Brooks, Chair - Director of Distance Learning

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

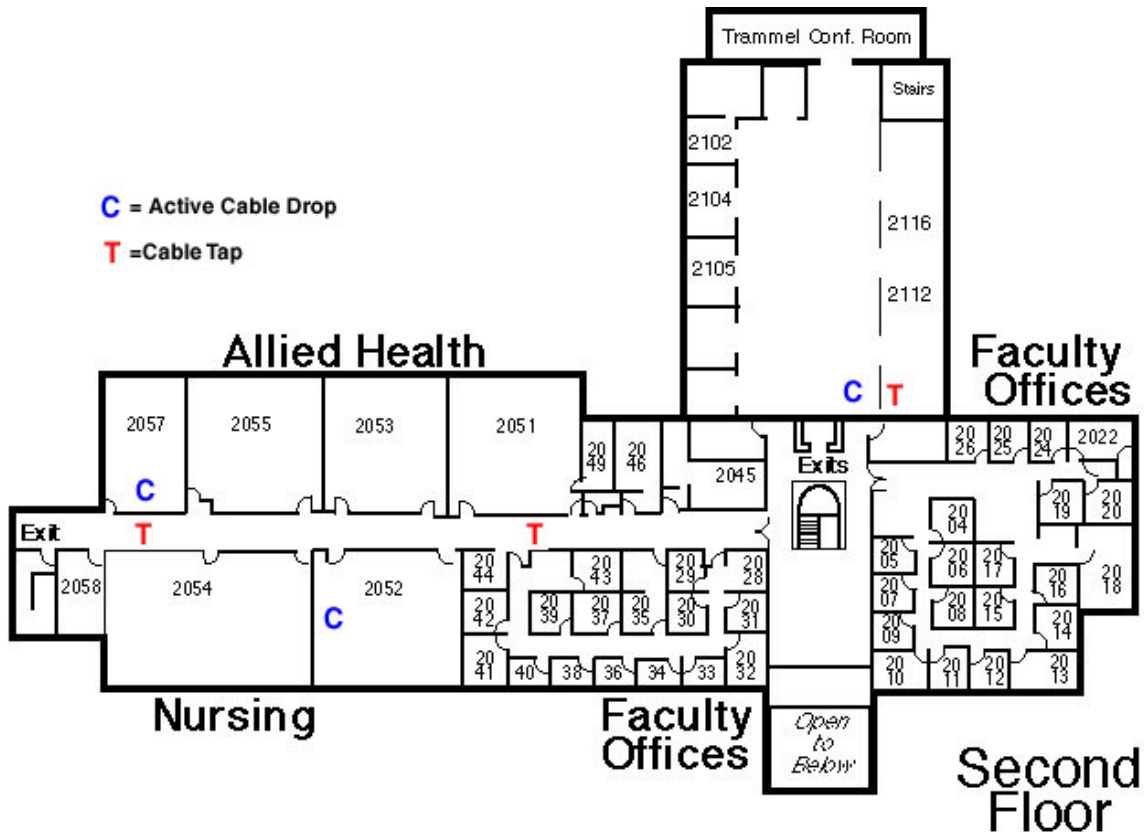
Judy Tobler - Professor, Lead Faculty, Social Sciences

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

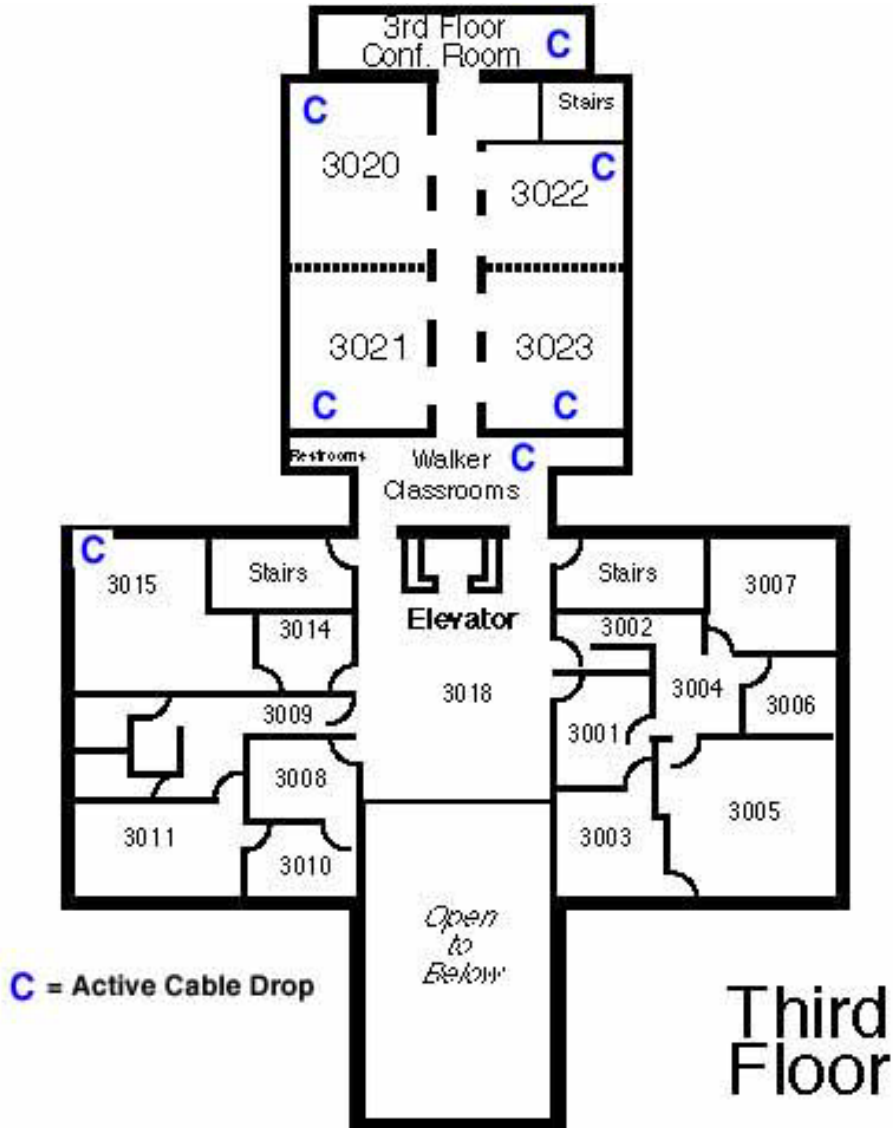
First Floor:



Second Floor:



Third Floor:



Appendix D: Table of Classes 2000-2005

	Fall 1999	Spring 2000	Summer 2000	Fall 2000	Spring 2001	Summer 2001	Fall 2001	Spring 2002	Summer 2002
Courses -CIV	3	2	0	3	1	0	4	3	0
Courses -SDS	3	3	0	3	1	1	3	4	2
Courses -TC	2	2	0	3	3	0	3	3	0
Courses -WWW	0	5	1	6	6	2	8	8	3
Courses -Total	8	12	1	15	11	3	18	18	5

Enrollment -CIV	77	32	0	49	11	0	39	43	0
Enrollment -SDS	53	59	0	50	24	7	27	75	27
Enrollment -TC	38	46	0	56	40	0	64	49	0
Enrollment -WWW	0	79	20	117	113	22	134	154	33
Enrollment -Total	168	216	20	272	188	29	264	321	60

Withdrawals -CIV	20	4	0	11	2	0	2	7	0
Withdrawals -SDS	5	8	0	6	4	0	1	12	1
Withdrawals -TC	5	9	0	17	13	0	20	14	0
Withdrawals -WWW	0	11	0	34	25	0	18	33	0
Withdrawals -Total	30	32	0	68	44	0	41	66	1

% of W-CIV	25.97%	12.50%	0.00%	22.45%	18.18%	0.00%	5.13%	16.28%	0.00%
% of W-SDS	9.43%	13.56%	0.00%	12.00%	16.67%	0.00%	3.70%	16.00%	3.70%
% of W-TC	13.16%	19.57%	0.00%	30.36%	32.50%	0.00%	31.25%	28.57%	0.00%
% of W-WWW	0.00%	13.92%	0.00%	29.06%	22.12%	0.00%	13.43%	21.43%	0.00%
% of W-Total	17.86%	14.81%	0.00%	25.00%	23.40%	0.00%	15.53%	20.56%	1.67%

	Fall 2002	Spring 2003	Summer 2003	Fall 2003	Spring 2004	Summer 2004	Fall 2004	Spring 2005	Summer 2005
Courses -CIV	5	3	0	4	5	0	3	4	0
Courses -SDS	4	6	3	5	8	2	4	5	2
Courses -TC	3	3	0	3	4	0	3	2	0
Courses -WWW	13	13	2	16	25	10	32	41	11
Courses -Total	25	25	5	28	42	12	42	52	13

Enrollment -CIV	81	54	0	53	50	0	29	23	0
Enrollment -SDS	68	94	45	72	88	24	55	74	29
Enrollment -TC	55	66	0	54	83	0	69	32	0
Enrollment -WWW	206	249	29	284	428	138	593	856	199
Enrollment -Total	410	463	74	463	649	162	746	985	228

Withdrawals -CIV	7	12	0	6	5	0	2	4	0
Withdrawals -SDS	15	11	3	12	16	0	6	10	1
Withdrawals -TC	16	21	0	13	18	0	17	10	0
Withdrawals -WWW	35	40	1	37	46	11	85	124	12
Withdrawals -Total	73	84	4	68	85	11	110	148	13

% of W-CIV	8.64%	22.22%	0.00%	11.32%	10.00%	0.00%	6.90%	17.39%	0.00%
% of W-SDS	22.06%	11.70%	6.67%	16.67%	18.18%	0.00%	10.91%	13.51%	3.45%
% of W-TC	29.09%	31.82%	0.00%	24.07%	21.69%	0.00%	24.64%	31.25%	0.00%
% of W-WWW	16.99%	16.06%	3.45%	13.03%	10.75%	7.97%	14.33%	14.49%	6.03%
% of W-Total	17.80%	18.14%	5.41%	14.69%	13.10%	6.79%	14.75%	15.03%	5.70%

Appendix E: Grade Distribution of Classes 2000-2005

GRADE Distributio n									
	Fall 1999	Spring 2000	Summer 2000	Fall 2000	Spring 2001	Summer 2001	Fall 2001	Spring 2002	Summer 2002
CIV									
A	13	9	0	15	3	0	15	8	0
B	15	6	0	9	4	0	7	13	0
C	9	9	0	6	1	0	11	7	0
D	5	1	0	3	1	0	4	2	0
F	15	3	0	6	2	0	0	8	0
SDS									
A	30	32	0	24	16	6	17	28	20
B	7	7	0	11	3	1	11	24	1
C	0	4	0	3	0	0	5	3	1
D	0	2	0	1	0	0	0	1	1
F	8	4	0	1	0	0	2	6	2
TC									
A	17	20	0	18	18	0	25	15	0
B	6	8	0	6	6	0	5	9	0
C	6	6	0	5	0	0	2	7	0
D	0	0	0	3	0	0	0	0	0
F	4	3	0	7	3	0	11	4	0
WWW									
A	0	26	7	41	40	11	43	68	10
B	0	21	4	24	25	8	24	20	4
C	0	10	6	5	8	11	16	14	1
D	0	1	0	5	4	1	1	5	0
F	0	9	1	8	10	4	29	13	4
Total									
A	60	87	0	98	77	17	100	119	30
B	28	42	0	50	38	9	47	66	5
C	15	29	0	19	9	11	34	31	2
D	5	4	0	12	5	1	5	8	1
F	27	19	1	22	15	4	42	31	6

GRADE Distribution										
	Fall 2002	Spring 2003	Summer 2003	Fall 2003	Spring 2004	Summer 2004	Fall 2004	Spring 2005	Summer 2005	TOTALS
CIV										
A	29	10	0	15	17	0	6	8	0	148
B	24	19	0	8	10	0	7	3	0	125
C	4	8	0	11	9	0	6	5	0	86
D	6	1	0	4	4	0	3	1	0	35
F	11	4	0	8	3	0	5	2	0	67
SDS										
A	12	23	17	19	22	17	28	23	17	351
B	21	24	10	13	25	4	14	18	6	200
C	9	7	5	7	11	1	1	17	0	74
D	4	1	1	6	3	1	1	1	3	26
F	7	11	7	14	9	1	6	6	2	86
TC										
A	16	25	0	20	31	0	26	8	0	239
B	6	6	0	9	11	0	8	4	0	84
C	7	5	0	5	8	0	7	2	0	60
D	0	0	0	0	3	0	0	0	0	6
F	8	9	0	7	12	0	11	8	0	87
WWW										
A	64	82	12	105	160	64	206	234	93	1266
B	39	48	6	75	103	35	139	171	45	791
C	25	25	3	25	48	10	62	93	19	381
D	11	10	1	7	15	2	22	23	7	115
F	28	40	6	33	50	14	77	109	23	458
Total										
A	121	140	29	159	230	81	266	273	110	2004
B	90	97	16	105	149	39	168	196	51	1200
C	45	45	8	48	76	11	76	117	19	601
D	21	12	2	17	25	3	26	25	10	182
F	54	64	13	62	74	15	99	125	25	698