

NorthWest Arkansas Community College



Distance Learning Report 1997-98

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Distance Education Report

1997-98 Report on the Distance Education and Compressed Interactive Video Program at NorthWest Arkansas Community College, in partnership with the Center for Instructional Technology, College of Education, University of Arkansas at Fayetteville.

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Introduction and Acknowledgements

This is the 1997-98 annual report for distance education for NorthWest Arkansas Community College. The following information is an overview of events and classes that have taken place, as well as administrative, facility, equipment and training issues that have occurred in the year. I have tried to be concise wherever possible, as this report is primarily a review of events and issues and not a forum for in-depth studies or analyses of the program, although some evaluative materials are in the report. In addition, this report will include information relating to my job duties and responsibilities as well as other areas where I have made myself available to the college.

The distance education program at NWACC has expanded from videoconferencing only, to include telecourses and plans are to add "Self-Directed Learning" and "online" coursework in the near future. Both of these learning modes incorporate technologies already used by the college as components of traditional and distance learning, and will add technologies as necessary to compensate for student needs that would be met otherwise in more traditional classrooms.

As detailed below in the report, my situation has changed since July 1st as NWACC has brought me on staff as a full-time employee. While my job description will expand, my responsibilities will alter very little as I have taken on a number of non-videoconferencing activities already. In addition, the only real change in the relationship between NWACC and UAF will be the nature of my employment as both schools have indicated a desire to continue working together on a variety of distance learning issues and the equipment used for videoconferencing will remain UAF property.

Acknowledgements at NWACC go out to Dr. Karen Hodges, Vice President for Instruction, who has been my direct supervisor at NWACC and has always been proactive and supportive of initiatives taken in distance learning at the college as well as always being available and patient in addressing and solving issues and problems; Dr. Bob Burns, President of NWACC for his strong support of the development of distance learning at NWACC and his leadership in promoting new modes of distance learning at the college; the NWACC Distance Education committee for their interest in and concern for distance learning and the benefits and effects it has on the student body; the NWACC Instructional Directors for their willingness to explore and support distance learning; the NWACC Board of Trustees for their support and interest in distance learning opportunities for the college, NWACC Student Services, particularly Dr. Jane Guyton, Vice President for Student Services; Dr. Linda Dayton, Director of Enrollment Management, Dr. Charles Mullins, Carol Jines and Julie Jarrett, and the Fiscal Affairs office for support in the financial affairs of the program in both expenditures and revenues-particularly Jim Lay, Vice President for Fiscal Affairs; Suzanne Richards, Business Manager; Cathy Palmer, Gloria Chambers and Amy Long in Purchasing and Angela Jones, who has processed invoices for DE revenues. In addition, many thanks go to Kurtis Johnston and Matthew Morgan of Academic Computing and Bob Cole of Administrative Computing and Arline Bell, Secretary for Instruction who have helped the program in numerous ways.

Special acknowledgements go to the instructors of the distance learning classes for their time, patience and enthusiasm as teachers: Janette Miller, Dr. Marvin Galloway, Victoria McClendon, Dawn Ressel and Dr. Conrad Krauft.

Acknowledgements at the University of Arkansas at Fayetteville go to Dr. Jacqueline O'Dell, Director of CIT for her support and trust; Dean Charles Stegman of the College of Education and Dean Donnie Dutton of Continuing Education for their support and cooperation in providing NWACC with equipment and personnel (myself) to supervise it, and Dr. Don Pederson, Associate Chancellor for Academic Affairs, for his support of distance learning initiatives between NWACC and the University.

In addition, special thanks go to Cheryl Nimmo, Administrative Secretary for CIT and ETEC for her help in maintaining communications and support between NWACC and UAF, and especially Bob Craig, Compressed Video Facilitator at UAF for his tireless work on scheduling, classes, training and support as well as his enthusiasm for students and distance learning of all kinds.

Administrative

The administrative aspects of the distance learning program at NWACC have been essentially the same as a year ago, with my direct supervisor being Dr. Karen Hodges, Vice-President for Instruction. Approval for projects and most issues comes from her office, but she has given me a great deal of freedom in addressing these issues. Other issues go before the committees, divisions, departments or the Board of Trustees depending on who is directly responsible for them. All issues of fees and monetary charges require approval from the Board of Trustees.

The administrative chain of command will alter, as Instruction is re-aligned this coming year. I will be directly supervised by Paul Osborn, the new Assistant Vice President for Extended Learning. I have already begun addressing issues with Paul as we are working on bringing satellite downlink equipment in to the college through his present division (Occupational and Technical Education). Paul will report to Dr. Hodges.

Distance Learning Committee

The Distance Education Committee has been the primary conduit for dealing with issues beyond my scope of knowledge, authority or experience, particularly issues that address the specific administrative, business or curricular activities of the college. The Committee was instrumental in creating Guidelines for the use of distance education and in particular videoconferencing at the college. These guidelines (see *Appendix A*) were approved in July by the Board of Trustees and revised as described below to address the need for an effective distance education fee.

Present members of the Committee are: myself, Chair; Dr. Jerry Vervack, Dr. Marvin Galloway, Paul Osborn, Jim Barnsley, Dr. Addie Adamson, Dr. Linda Dayton, Dr. Linda Siccardi, Ron Cothran and Troy Cash.

The Committee met infrequently during 1997-98, dealing primarily with the Distance Education Fee and Evaluations. The main objectives for the Committee in early 1998-89 are to address the NWACC 5-Year Distance Learning Plan and develop ideas for annual evaluation and modification of the plan. In addition, the committee will probably address at some time the issues regarding on-line education (Internet/World Wide Web based courses).

My own experience as chair is that I need to address more carefully the issues facing the College in distance education and where the Committee will be effective in addressing them. Our infrequent meeting is partly due to my struggle to find a balance between the input of the Committee as needed and my own responsibilities and authority as the coordinator for distance education.

DE Fee Modifications

The main issue facing the Committee grew out of the Guidelines passed by the Board in July. At the time, a distance education fee of \$5 per class was recommended as a way to offer some minimal financial support. The plan was also to eliminate a cocurricular fee of \$1 per credit hour for all distance learners at the college. Student Services raised the issue again of the cocurricular fee and a decision was made by Instruction to not implement the fee until it could be included in the printed materials for students, both the catalogue and schedules. This meant that a fee would not be administered until Fall 1998 and in the meantime the cocurricular issue could be addressed again. As the college examined the issue of adding telecourses, it also became clear that, due to a \$20 per student fee for PBS-ALS telecourses, that the initial fee would have to be higher.

The majority of the Committee was opposed to the reinstatement of a cocurricular fee on the grounds that it would be very difficult to justify offering the same Student Services to distant learners as to on-campus students. In addition, a miscommunication on my part led some committee members to believe that a

decision to delay the implementation of the DE fee and the elimination of the cocurricular fee had been made after the committee voiced its final opposition to the cocurricular fee.

Ultimately the miscommunication was resolved and the committee recommended that the cocurricular not apply to remote students who took no classes on campus. However, closer examination of North Central Association Guidelines for distance education led to the understanding that Student Services must be provided for all distance learners and this led to a decision by instruction to implement a \$22 distance learning fee and \$1 per credit hour student services fee which is corresponding to the cocurricular fee.

5 Year DE Plan

At present, a five year plan for adding distance learning courses to the program is in place but the circumstances regarding the original construction of the plan as well as the upcoming accreditation visits by the North Central Association require that a certain amount of revision occur. This is not to imply that the original plan is not one the college seeks to implement, merely that the plan does not provide at present for evaluation and revision of objectives and the time frame in which they will be implemented. Since the original plan was designed to explore ways in which the college could address its mission statement through distance learning, any modifications will be solely for the purposes of more concisely organizing the circumstances under which they will be implemented (time, money, needs, support, technologies) and identifying the means by which such a plan may be evaluated and revised to reflect changes in those circumstances.

The modification of the 5-year plan is not presently available. A copy of the plan as it exists is in the previous year's report, which can be found online at <http://labs.nwacc.cc.ar.us/disted/report97/report97.htm>

Equipment and Facilities

The past year has seen some change in the college distance learning program in terms of facilities and equipment. In addition to a relocation of the videoconferencing equipment, the college has demonstrated a commitment to distance learning through the purchase of additional hardware for the unit, including support hardware.

Equipment Relocation

In late December/early January the VTEL Media Max Videoconferencing unit was relocated from room 104 of the Business, Industry and Workforce Development Institute at 2600 W. Hudson in Rogers, to room 1223 in the new Whitaker Center of the CEF (Central Educational Facility) at One College Drive in Bentonville. This move allows distance learning to have a more visible presence, as the CEF is the main campus building. In addition it places the unit closer to the majority of the academic faculty who will utilize it.

The T1 line was relocated to the CEF and assigned a new circuit number with SW Bell (**62HCFE536649**). Its main box is housed in the unit cabinet in room 1223.

CEF 1223

The new room, CEF 1223, offers more space in which to house students. It is approximately 5-10 feet longer and wider than the previous room. There are windows on the north side of the room but they have blinds that cut out most reflective light. There is a whiteboard in the front of the room (east side) that initially caused some harsh glare on the camera. This has been alleviated somewhat by hanging two grey-blue posterboards on the whiteboard behind the instructor's station.

My office, also relocated to CEF, room 1225, is right next door to 1223 and is in fact an observation room allowing me to see, if not hear, the classes as they occur. This in turn means that I can monitor them without being in the room, which offers some freedom to the instructors who are comfortable with the equipment and medium. There is some concern about sound reflection off of the glass windows between my office and 1223, but problems have been minimal. If necessary, cloth blinds can be mounted to muffle the sound.

The one overall need for the room is a phone. At present I have a cell phone, but I do not anticipate keeping it due to the expense. A better solution would be a separate line running into the room. I have explored this issue with Bob Cole, the director of Administrative Computing and Telecommunications at the college and we feel that this is a possibility, especially considering the prospect of having satellite videoconferences in the room in the fall and beyond.

A diagram of the layout of the room is in *Appendix B*.

Equipment Purchases

In order to facilitate better communication in the new room, an audio system consisting of 7 hanging ceiling microphones and a gated mixer was purchased for the system. The volume on the microphones is individually controlled allowing for a better balance of sound from the room. Ceiling microphones were chosen because they allowed for a greater range of pickup in the room and also because they would provide for fewer wires on the floor of the room.

In addition to the audio system, extension cables for the Pen Pal, keyboard and ELMO were purchased and/or built.

A computer was purchased for the distance learning lab so instructors can run Power Point presentations in class or access the Internet, if necessary. A TView Silver scan converter was purchased so that the

computer could be run through the videoconference unit (hooked up to the ELMO). In addition, a Sanyo VCR was purchased for exclusive use in videoconferencing classes (both playing and recording).

Planned Equipment Purchases

There are no planned videoconferencing purchases for the near future although the possibility of purchasing larger monitors exists. Other possible purchases would be a video whiteboard allowing instructors to teach in a more traditional manner, while still communicating with students at “remote” sites.

I am participating in college plans to purchase a satellite dish and receiver sometime this fall, and indeed am putting together the specifications for the purchase. Part of my duties will be to run satellite videoconferencing and recording as part of distance learning. The system will more than likely be commercial grade due to factors of expense and availability. Plans are to modulate satellite signals through an on campus coaxial network.

Budgetary Information

The budget has been administered by NWACC and the University of Arkansas at Fayetteville through June of 1998. My salary, fringe and M&O are administered by UAF. The service and maintenance contract on the videoconference equipment has been paid for by UAF as well. The line charges on the system have been paid for institutionally, through the Information Technology Department Budget, also identified as Administrative Computing.

As part of my upcoming duties and also as part of my switch to full NWACC employment (see *Job Changes* below), I have been required to submit an M&O budget for the 1998-99 fiscal year. The budget is organized according to travel, office expenses and capitalized purchases.

Budget for 1998-99

<i>Budget Items</i>	<i>Planned Expenses</i>
Travel (Car/Mileage)	\$750
Postage	\$100
Supplies-Internal	\$200
Supplies-External	\$200
Computer Hardware<\$500	\$200
Phone (Long Distance)	\$800
Copying	\$300
Telecourse Fees (Including Consortium Fee)	\$2800
Total	\$5350

In addition to the monies budgeted for from institutional M&O, the distance learning department receives fees from agencies and schools that use our facilities for their work. These monies are calculated into the account by the Office of Fiscal Affairs at NWACC.

Classes

There were less distance learning classes for the year than hoped, as well as small numbers for the class enrollment wise. This was partly due to growing pains, working out the details of programs between schools and the experience of actually putting classes together. Marketing seems to have been a crucial issue but is also one in which there are only limited approaches due to cost and the necessity of not being over aggressive in sending classes to other schools. The ones that did make had more strengths than weaknesses for the most part. As we settle into the various niches we develop for distance education here, things will settle and we will deal with classes and programs that have an audience that we can count on enrolling. Until things settle, especially the prospect of videoconferencing in the public schools, we will probably have to maintain an aggressive attitude regarding implementation of distance learning classes and technologies.

A form has been created for approving distance learning classes. See *Appendix C*.

Classes Conducted

Classes for 1997-98 were conducted in two technologies: compressed video and telecourses. The telecourse concept, being new to NWACC was used on a pilot basis.

CIV (Compressed Interactive Video)

5 regular courses were conducted by compressed video in 1997-98 along with continuing education/workshop courses delivered from the Mid-South Academy in Fayetteville and Little Rock. 5 courses failed to make as distance education courses: 2 ROTC courses from UAF, a Juvenile Delinquency course aimed at the Jones Center for Families in Springdale, an Asian Civilization course and a Beginning Algebra course in the summer of 1997.

Beginning Algebra (Fall 1997 MWF)

Beginning Algebra followed the pilot Prealgebra course from Spring 1997 (see previous year's report online at <http://labs.nwacc.cc.ar.us/disted/report97/report97.htm>). The idea was to give students from the pilot course access to the next level. Again the class was delivered to the University of Arkansas at Fayetteville in the Graduation Education Building, Room 343 and originated from BII 104 at NWACC. The instructor was Victoria McClendon, Instructional Director for Academic Skills.

The class size was similar to the pilot Prealgebra course and the methodology was also very similar. The ELMO was used to deliver instruction normally performed on a whiteboard or chalkboard and group work was a part of the class in addition to the lecture and evaluation/exams. A webpage was maintained for the group, which contained notes from the lecture, as well as links, which the students could use to contact their instructor. Links to math related sites were also provided as well as an online syllabus and class schedule.

The class went well overall. We did identify a few problems that needed changing. The main problem was the length of each session. Fifty minutes was simply not enough time for the instructor to cover the day's objectives. Compounding this problem was the need for a question and answer period at the beginning of each class. Because the class was three days a week instead of two (two being the usual schedule for NWACC), this meant we were losing an extra 5-10 minutes a week to the question and answer period. One idea that grew out of this problem was to use the pre-connection period of 30 minutes or so to begin answering questions and thus allow the interaction process between sites to commence more readily, in addition to saving more time for instruction. The other idea that came out was to schedule future classes along the Community College's schedule (two days a week, hour and 20 minute periods). This meant that the U of A students would need slightly more flexible schedules as their classes ran 50 minutes on Mondays and Wednesdays, a likely time period for classes. Scheduling classes on Tuesdays and Thursdays will fit the U of A's schedule more easily and will be considered.

Beginning Algebra (Fall 1997 T)

In addition to the MWF Beginning Algebra course, we initiated an evening math course to the Jones Center for Families in Springdale. The course was also in Beginning Algebra and was aimed at NWACC students who lived in the Springdale/Fayetteville area as well as people in the community who wanted improve their Algebra skills. The course was conducted on Tuesday evenings from 6:00-9:00 p.m. and used Room 220 in the Jones Center along with our room. The instructor was Janette Summers.

The Jones Center site started with 7 students, our largest number yet at a “remote” site. The class was well attended and utilized the same strategies as the daytime Beginning Algebra including a webpage with very detailed notes from the class for students to download and print if needed. The notes relied on a two-column strategy with concepts and terms in the left column and definitions and examples in the right one. The instructor, Janette Summers, was one of the instructors who participated in the Prealgebra pilot class and was very comfortable with the equipment and the environment.

The primary difficulty with the evening course was the lack of a full-time facilitator at the Jones Center. Due to budget constraints, they have not hired a full-time compressed video facilitator, instead using personnel from their television and audio-visual department to startup and troubleshoot the equipment. The lack of a facilitator also meant that someone from NWACC needed to visit the Jones Center on a regular basis to collect and leave papers and quizzes. For major exams, the instructor would attend at the Jones Center while I proctored the tests at NWACC. In addition, a student volunteer was needed to occasionally move the camera and operate the equipment, under my instructions. Camera movement was thus kept to a minimum as much as possible to avoid distracting the student. The Academic Skills department is presently examining the possibility of hiring a work-study for the Fall 1998 semester to facilitate class at the Jones Center and deliver/distribute materials. The Jones Center has indicated their support for this idea, which will be at no expense to them, and have graciously offered to allow myself and any work study hired, to attend videoconference training held there by SW Bell for Jones Center personnel.

Environmental Science (Fall 1997 T)

During the Summer of 1997, the University of Arkansas at Fayetteville’s Agronomy department (College of Agriculture) indicated an interest in having NWACC conduct a distance education class in Environmental Science by videoconference. The reasoning was that the Agronomy department did not wish to conduct an Environmental Science class on a semesterly basis and therefore, students could take the class from NWACC and get credit that would transfer to the U of A. Ultimately the plans to recruit a large portion of the U of A students interested in that class dissolved under time constraints and due to faculty changes at UAF. However, the instructor, Dr. Marvin Galloway of NWACC decided to conduct the course with the small numbers enrolled, in order to familiarize himself with Videoconferencing/Distance Education and prepare that particular class for future distance education applications. This proved a logical step since the U of A is still indicating an interest in the course.

The course was delivered to the University of Arkansas at Fayetteville, Room 343, Graduate Education Building. It was held once a week over a three-hour period. The course used lecture and discussion as the primary mode of presentation. Videotapes were also used in the classroom and shown over the videoconference network to the students at UAF. The course also offered a one-hour lab that was not conducted by distance education. The lab was on Thursdays at NWACC. Students enrolled in the U of A were not required to take the lab. A webpage was also designed for the class.

The small numbers allowed for a great deal of interaction between the instructor and the students. Due to a scheduling misconception, two of the Fayetteville students arrived late on a regular basis as they were attending class as part of their jobs. The instructor balanced this problem by using the early part of the class to show any videos and provided the late students with a copy of the videos so they could catch up each week.

Other than the obvious difficulties in having a course with an attached lab requirement (for at least some of the students) conducted by distance education, most of the difficulties encountered were the usual ones of discovering ways in which to conduct this particular subject using the medium at hand. Dr. Galloway's approach was very intuitive and flexible, which allowed him to adapt many of his materials to the medium using the ELMO and even add to the lecture on perception by pointing out that what a videocamera shows us is not necessarily a true picture of the real object.

The class also afforded the opportunity to use FAX capability as several documents were needed at both sites. This process proved to go smoothly although on a few occasions, documents needed to be recopied and darkened for the FAX machine.

Beginning Algebra (Spring 1998 MW)

The main day course for the Spring 1998 semester was Beginning Algebra. The course was delivered to the University of Arkansas at Fayetteville at the usual room (Graduate Education Building, Room 343) and was taught by Janette Miller (formerly Summers). The class relied upon the same methodology and tactics as before, including a detailed webpage with notes that many students printed out in advance for reference and lecture using the ELMO camera.

The primary change in this course was scheduling it for only two days a week (one hour and twenty minute periods). This allowed the instructor more time to work through sections of the material and minimized time spent on questions and answers during the period of the class needed for lecture. Instead, students often arrived earlier as did the instructor, who would take questions 5-10 minutes before class officially began.

This was also one of the first classes held in the new room (*CEF 1223*, see above) and three difficulties arose. The first was the brightness of the whiteboard directly behind the instructor's station. I would prefer a Distance Learning Lab without a mounted whiteboard, but the room we have moved into is a temporary solution. It will eventually become a computer lab and thus the whiteboard will be needed. The problem was ultimately rectified as described above (*CEF 1223*). The second problem was that the table microphones used in BII 104 were inadequate for the larger new room. This problem was solved by the acquisition of the hanging microphones described above (*Equipment Purchases*). Finally, the monitors in the room are merely adequate in size. They could stand to be a bit larger. As a result, the instructor had to write notes and problems slightly larger than usual in order to be clearly seen. The problem was aggravated by a fuzziness that seemed to affect text of smaller sizes on the monitors. This fuzziness only seemed to apply when looking straight on to the monitor from the rear of the room. The choice of certain fonts (sans serif) helped manage the problem. Increasing font size also helped.

Overall, the class performed as in the past. This particular audience and curriculum (developmental math) mean that the success rate for students is lower than average. I have been assured that the results seen in the CIV classes do not deviate from the norms by a significant degree. It will doubtless need to be studied at some point if the success rate does not improve or deteriorates. In all likelihood though, the results reflect the factors mentioned above as those students who clearly apply themselves have been very successful.

Intermediate Algebra (Spring 1998 T)

Intermediate Algebra was conducted for the first time by CIV in Spring 1998. The class was delivered to the Jones Center for Families in Springdale, Arkansas in the same time slot as the Beginning Algebra class the previous fall. The intent was to give the students in that class a chance to move on to the next level of math development without having to travel to Bentonville.

The class was taught by Dawn Ressel who used methodology similar to that of the other developmental math instructors. Her notes were more concise, with fewer specific examples on the webpage. Rather her

notes approached the sections in a step by step stratagem, sequentially addressing the individual steps in a problem in outline form.

The dilemma of having no full-time facilitator at the JCF arose again. However, between the cooperation of their staff and the willingness of the instructor and myself to make regular trips to the facility, in addition to the aid of students there, the problems were resolved in at least a satisfactory manner if not optimally.

The other new challenge of this particular curriculum was the need to represent graphing on camera. The only solution available at the time was for the instructor to simply draw graphs using the ELMO. In future, the possibility of using software to create and display graphs on the system will doubtless be considered. Another possibility would be the acquisition of an electronic whiteboard but expense and the fact that we are using an older system are obstacles.

The numbers for this class at the JCF were about the same as the previous evening class. One student who had attended the Beginning Algebra course in Rogers actually took this class there for convenience. The intent is to continue so long as it can be demonstrated that there is an audience in that area.

Mid-South Courses

The UALR/Mid-South Center based in Little Rock has rented the use of our facility in order to conduct Continuing Education in Family Centered Training for the local community. The training offered especially applies to the Psychology, Social Work, Education, Therapeutic and Child Care Professions. Sample topics include *Munchausen's Syndrome by Proxy*, *Eating Disorders* and *Autism*.

The Center pays \$50 per physical hour for use of the facility and the time of a facilitator (myself) according to our guidelines. Classes usually originate from the Mid-South Academy in Fayetteville. The classes have developed a regular following and we have had as many as 20 participants for a session. More regularly we have about 8-10 participants.

Mid-South usually sends materials in advance by Federal Express or hand-delivery. I distribute the materials and send back evaluations via a self-addressed, stamped envelope that they provide.

The classes vary in terms of presentation styles and multimedia used. Overall they are interesting and informative.

As a result of our relationship, occasionally the Fayetteville Academy has called for assistance in regards to technical information and setups. I have assisted where I am able.

Hookup with Springdale High School (Spring 1998)

Late in the Fall Semester of 1997, in conjunction with the World Civilization Step Ahead (Concurrent Credit) Class at Springdale High School, we attempted to connect with their unit for a joint class session taught by Dr. Guangqiu Xu of NWACC. Unfortunately, an unusual mistake in the connection cause the abandonment of that session due to audio problems. In the Spring of 1998 we set up a second attempt to connect that was successful.

The reasons for connecting at all was to impress upon the students in Springdale that the course they were taking was indeed a college course, and to demonstrate that by allowing them to attend a session taught by a full-time college instructor and containing college students.

For the most part, the class went smoothly. For obvious reasons (unusual classroom, guest instructor) most of the high school students were reticent, although they listened carefully. However, a few asked questions on a consistent basis. The lecture relied primarily on an outline and maps from the college class' textbook.

Since we hope to eventually conduct some concurrent credit courses in this fashion, the session was a good look at what the high school environment may look like, and an indication that such courses are viable.

Evaluations

In addition to the regular teacher evaluations, each CIV course is evaluated for its technological performance as well, including the performance of the facilitator (myself). These evaluations (see *Appendix D*) are not binding, but instead offer a general student perspective of what worked for them and what didn't. Overall, the evaluations have demonstrated in the past that the CIV classes are appreciated most by the students at the non-originating site, not surprising since the courses are aimed at meeting their direct needs in terms of travel and distance. The students at the originating site are not necessarily hostile to the medium, although occasionally someone is in the class because the other sections closed and may take a less than positive attitude towards the environment. Just as often, students at the originating site indicate an interest in the technology or the way in which the class was taught due to the technological necessities of the format.

Telecourses

In the Spring of 1998, NWACC conducted its first telecourse in conjunction with AETN and the Arkansas Higher Education Telecommunications Consortium. The idea behind conducting telecourses is to give our student population (and potential student population- the community at large) a means to take a class on a more flexible schedule. The telecourses are based on television series professionally produced by a variety of well-known broadcast and educational organizations. The students are given schedules of broadcast times, in addition to their usual course materials (textbook, handouts, syllabus, outline, readings) and must either watch or videotape the programs (for viewing at the student's leisure) as a primary part of the course. In other words, the video/TV broadcasts serve as the lecture for the course. The students are required to meet as a whole or in groups at least three times a semester for discussions, examinations and feedback. The instructor coordinates and facilitates all of this activity with assistance as needed from the Distance Learning Coordinator. Also important in this arrangement is the Library, which provides additional copies of the video series as well as viewing bays for those students who do not have VCRs and cannot watch the programs as they are broadcast.

The college pays AETN a license fee plus \$20 per student (See *Distance Education Fee* above) for each class. The advantages are more flexible scheduling for students and instructors (although frequently a greater commitment of time is necessary), the lack of the need for facilities except on a limited basis- especially valuable to NWACC which has limited rooms and very tight scheduling, and access to professionally crafted learning materials (the series). Disadvantages are that students must be motivated, self-starters to have a good chance of success in the class. Many students assume that the class will be easy since it is a TV class and there are few in class sessions. On the contrary, the student must be organized and disciplined to keep up in the course and succeed. Plans to address the needs of students to be aware of the expectations of them in these classes are detailed in the planned classes section under *Telecourses*.

Psychology (Spring 1998)

The initial course we decided to conduct as a telecourse was Introduction to Psychology. Dr. Conrad Krauft, a full-time Social Sciences instructor, taught the class. The number of students who finished the course was 15. Dr. Krauft provided materials to the students and set assignments. A webpage was provided with a schedule of the AETN broadcasts (Tuesdays and Thursdays from 12:30-1:00 p.m.) as well as copies of the outline, syllabus and also links to a variety of psychology related pages derived from a publishers guide to psychology sites on the Internet.

The broadcast schedule caused the class to be slightly compressed compared to the normal semester class (the initial broadcast was on January 20th and the last one was on April 16th). Dr. Krauft scheduled three meetings with the students during the semester and kept in contact with them as possible.

Evaluations

Dr. Krauft and I designed an evaluation form (see *Appendix D*) for the students that necessarily differed from the CIV evaluation. In addition to the likeart scale questions that are the basis of the CIV exam (modified for telecourses of course) we included a demographic questionnaire that identified age, marital status, hours spent both working a job and studying for this particular course, as well as other information regarding family and whether they had certain technologies at home (VCR, computer, Internet/E-mail access). The evaluation also surveyed how the students viewed the broadcasts (as shown on AETN or on videotape afterwards). The range of ages and work schedules was broad, as was the family status. Few hours on average were spent studying for the course. The webpage was underused which was not a complete surprise (although one student claimed not to know of its existence). Almost all of the respondents indicated that they had a VCR and most had computers and Internet access (although not all computer owners had Internet access). Many of the comments centered on how difficult it was to set aside time for the course, despite the fact that flexibility was a main reason many students signed up for it. This is a clear indication that some students were not aware of the commitment needed to succeed in this particular kind of course. There were, of course, some very positive comments from students who made the most of the flexibility offered by a telecourse and were very self-motivated. All of this data is augmented by the fact that for the most part grades tended to be at the high and low end, which further indicates differences in the commitment of various students as opposed to raw ability.

As detailed below (*Planned Classes: Telecourses*), we are planning on providing students with information as to the expectations placed on them for success. Furthermore, this information is intended to be a regular part of the telecourse (and distance learning) planning and administration.

Classes Planned

The Distance Learning Program at NWACC is steadily, if slowly, growing. Several planned courses are in the works, including those that will use new technologies or strategies. While there are always no guarantees as to the successful implementation of the courses, I remain optimistic that many, if not all of the following courses and plans will follow through. Indeed, many are on the Fall schedule.

CIV (Compressed Interactive Video)

Planned classes and projects involving Compressed Interactive Video are as follows. Areas listed are those in which NWACC has an active role in developing. I also expect that the UALR Mid-South will continue to seek the use of our CIV room for continuing education.

Academic Skills

Plans are to continue the Academic Skills classes by CIV as long as there is an audience for them. The original idea behind the classes was to provide an alternative for University of Arkansas students who would normally have to drive up from Fayetteville to take classes. There is still some question of whether or not the interest in the classes will develop. Faculty Advising Centers at UAF are kept informed of the classes and we have also provided materials to the New Student Orientation department for the Summer 1998 sessions. Fall 1998 will be a fairly good indicator as to whether this marketing approach is sustainable. The alternative is to advertise more directly over mass media. We have already made use of public service announcements over cable systems and public radio.

One other development is the University's change in both entrance requirements for math and the way in which MATH 0003 (Beginning and Intermediate Algebra) is conducted at the University. The entrance requirements for math have increased for students applying to the U of A. This may result in a lower population of students on the Fayetteville campus who need distance learning, and a higher number of

students who get their math requirements through Community Colleges, either here at NWACC or in their home area.

The MATH 0003 course has expanded their computer tutorials to include curriculum covered in the Prealgebra course. The 0003 course still uses a great deal of computer assisted learning which may cause students to seek classes at NWACC. The next two semesters should indicate whether long-term interest can be generated in these courses.

Fall classes planned are Prealgebra, Beginning Algebra and Intermediate Algebra.

ROTC

Once again the AFROTC program based in Fayetteville at the University of Arkansas has indicated a desire to conduct classes by CIV. The primary difficulty is the limited number of students in the program overall. While this is not a large concern, so long as the students who enroll at NWACC benefit; it does mean that classes will be harder to make. The advantage is that the students who enroll here pay tuition to NWACC as a result of the Air Force's policy on ROTC programs. My hope is that we will have at least 3-4 students on campus here. They will still have to travel to Fayetteville for lab but their travel days will be reduced to once a week.

The Army ROTC program at UAF has also indicated an interest in CIV classes.

Allied Health

The Division of Allied Health has indicated an interest in delivering Respiratory Care and Physical Therapy classes to North Arkansas College in Harrison. The division is still working out arrangements but classes could begin as soon as Spring 1999. UAMS is possibly approaching NAC with similar programs so something should come about in the near future. My hope is that NAC will wish to work with its sister Community College and that we can begin a distance learning cooperative relationship.

Classes will undoubtedly be introductory level coursework that would prepare a student to transfer to NWACC later if they sought to gain a degree. There is the possibility of NAC developing a degree plan in conjunction with these classes. However, it is still too early to tell.

Nursing

The Nursing Division has indicated an interest in developing a Women's Health Issues class. The class would probably start out as a one-hour class in the Spring of 1999 and develop from there. Likely delivery targets are our surrounding communities (including Lincoln and Springdale), and NAC in Harrison.

Agriculture

Higher Educational institutions in the area have developed a consortium to teach agriculture classes. Various distance education delivery methods are being considered as part of the effort. Classes that have been discussed are Environmental Science and Soil Science. One issue that will definitely arise is how to approach the lab requirement in some classes. Possibly some courses will combine regular and distance education methods. Spring 1999 is a likely start date for most classes.

B&I

Business and Industry courses have been discussed as possibilities at NWACC since I began here. The latest possibilities are the reintroduction of distance education Wastewater Management classes. SAU-

Tech in Camden conducted one such class in Microorganisms in the Summer of 1997 but dropped a second class. Since area wastewater management employees are required to take continuing education and the primary source of that continuing education is in Camden, this area is good opportunity for a cooperative venture.

Westark College in Ft. Smith has also indicated an interest in exchanging or providing Business and Industry classes.

Spanish

The first phase of the initiative to provide the state's educational service cooperatives with compressed video units will be completed in August with arrival and installation of the units. The state has indicated that, in addition to graduate education for teachers, a priority for these sites will be Spanish language education for teachers. The large Hispanic population in NorthWest Arkansas makes this an especially important priority for our local cooperative and communities.

Wade Kniseley, the Foreign Language Director at NWACC has, in the past, conducted a "Survival Spanish" course at the cooperative in Springdale (Northwest Arkansas Educational Services Cooperative). The cooperative has expressed interest in the possibility of delivering/receiving this kind of course for teachers in its service area. We are currently exploring the possibility of conducting such courses/workshops in the Fall of 1998.

Other

Instructors in the Business and Computer Division have indicated an interest in conducting a class by CIV. This possibility will need to be explored further.

John Brown University has indicated an interest in conducting some of their Advance classes by CIV over a period of 5 weeks. Target communities will be Little Rock and Ft. Smith. In all

Telecourses

NWACC intends to expand the telecourse offerings at a steady pace over the next year or so. At present, plans are to offer two classes in the Fall of 1998. No discussion has occurred about the Spring of 1999, primarily because there are no guarantees as to what AETN will broadcast that semester.

We are presently looking at ways in which to inform students coming in to the telecourses as to what will be expected of them and what they will need to do in order to succeed. We intend to provide a flyer/handout detailing some of the attitudes and disciplines needed for success. In this way, students registering will have a better idea as to what the pros and cons of taking such a course will be and can make a better informed decision as to what is in the best interest of their education. In addition the instructors will provide the students with packets containing necessary information for the class. The flyer/handout will also be a part of the packet.

The experience of the telecourse for the instructor in the Spring was one of constant attempts to keep in communication with the students. Plans are this Fall to work towards requiring the students to carry the burden of responsibility for maintaining contact and being responsible for their work and deadlines. As the program grows, it will be impossible for instructors to maintain the burden of tracking down students. The feeling is that the students must maintain communication as part of the responsibilities they have in the course.

In addition, the issue of exams has come up. It is my feeling that the College will ultimately need a testing center where distance students can come and take exams. This will help us to identify and verify students

are being evaluated properly. There are plans for Student Services to have a Testing Center in the Spring in the new Student Center addition to the Central Educational Facility. As of yet though, there is no word on whether distance learning students will be allowed to test there. Until this issue is resolved, we plan to address the interim by using the Distance Learning Lab and working with other departments to have rooms available for testing students.

One important note: At one point, the Psychology course was not on AETN's schedule to broadcast in the Fall. It is however on our Fall schedule as a class. If AETN had been unable to broadcast the program, we would have had to offer the class as a "*College by Cassette*" course. This is a variant of the telecourse arrangement and consists of the school making cassettes of the video program available to students in lieu of the regular broadcasts by AETN. The fee structure is different also (\$40 per student-no flat license fee), but by limiting the number of students to the section, the differences in costs are negligible. At last report, the Psychology program has been added to the Fall lineup.

Psychology

This Fall, the Psychology course (Intro to Psychology I) will again be taught by Dr. Conrad Krauft and again will be based on the *Discovering Psychology* series produced by Annenburg Public Broadcasting. The webpage strategy will continue as well. Our hopes are that the course packet will give the Fall students a more complete idea of what they will be expected to do to be successful in the class. We also plan to survey students at the beginning of the semester in order to better maintain lines of communication and facilitate exams.

Dr. Krauft has his class quizzes from last semester. Plans are to use those quizzes again, possibly with modifications, and place them in the course packet. Since the quizzes serve as a study guide as much as anything, there is less concern about potential academic dishonesty. The feeling is that we should put as much materials in the students' hands as possible, from the outset. The quizzes also serve as a point of contact for the instructor since the students will be required to turn them in for points.

Sociology

This Fall, for the first time, NWACC will offer a Sociology course (Intro to Sociology I) by telecourse. The class will be based on the *Sociological Imagination* series, produced by Dallas County Community College and will be taught by Dr. Theo Ekechukwu. Dr. Ekechukwu intends to use similar strategies along the lines of the Psychology course to communicate with his students. He will make most of his materials available via a course packet. However, since this is our initial offering of the course, he will be producing quizzes and some other materials throughout the semester. Our intent is to make those materials available to students through the front desk of the Central Educational Facility of NWACC. The course will also have a webpage and course packet.

Self-Directed Learning

NWACC intends to offer Self-Directed Learning Courses as an alternative to regular classes. The pilot course will be in World Literature (see below). The intent of self-directed learning courses is still in development as is the ultimate design, but the basic structure is that of an independent learning course. The students will utilize telecommunications (WWW, fax, e-mail, phone, voice-mail) along with a course packet and textbook. Students will be expected to meet with the instructor at least 3 times in the semester for discussion and evaluation. Students will be expected to complete assignments independently. Because of the high level of self-motivation needed for such a course, the students will need the permission of the instructor to enroll.

World Literature

This Fall NWACC will offer a Self-Directed Learning course in World Literature (I). Dr. Karen Hodges, Vice President for Instruction, will teach the course. The intent is to offer a course that allows for the greatest student/instructor schedule flexibility. Evaluation of the course mechanism will be crucial to the ultimate design of these courses. Dr. Hodges is preparing a packet for students. They will also be expected to utilize the technologies described in the **Self-Directed Learning** section above. A webpage is being prepared for the course but the bulk of instruction will be in the course packet and textbook.

Internet/Web-Based

The latest classroom paradigm to appear in higher education is the online, world Wide Web based course. These courses offer the entirety of instruction and the majority of evaluation via the Internet. The model many schools and institutions are aiming at is 100% online education.

There are already a number of institutions and consortiums offering classes and programs online. Many of these are redeveloped extensions of correspondence learning, which is one of the main models for online education (the other being Computer Based Learning). NWACC is committed to exploring the possibility of offering online coursework, primarily targeting the local community as an audience. The possibility of offering classes outside our local service area, and indeed worldwide, will still exist. However, since potential students will base their choices on the reputation of the institution, we will fare best with those who are familiar with our school and the quality education our institution offers- the local community. In addition, the mission statement of the College mandates that we address the learning needs of our local community as a priority.

The delivery of online courses will require either in-house development of curriculum, cooperative efforts with other schools, or the purchase of commercially developed curriculum designed for delivery via the WWW. The AATYC initiative described below will move the College more quickly towards this end.

AATYC Virtual College

The Arkansas Association of Two-Year Colleges, directed by Dr. Ed Franklin, has set forth the objective of creating an online "Virtual" two-year college in the state of Arkansas. This initiative is an outgrowth of the Southern Regional Education Board's online initiative in which 14 states have combined to develop courses for online delivery that may be exchanged between schools. What this means is that SREB will authorize online courses that may then be used by any of the member institutions of the consortium to deliver a class based on their campus. This is the proposed model for the AATYC Virtual college as well.

The plans are at present to conduct the second of two workshops this summer in the first full week of August. The first workshop was in June at which the outline of a structure and options for planning were discussed. Plans for the August meeting are to select an application solution for development of courses and implement a structure for the storing and delivery of these classes. Both workshops are at Fairfield Bay, AR.

The AATYC consortium believes that the quickest and most efficient way to develop these courses will be to utilize a software application that is designed to facilitate the development of online courses. Examples of such applications would be Web CT and Top Class software. Since most web development until recently required a specific knowledge of the HTML authoring language, it was judged that faculty, who for the most part are not HTML literate, would benefit from an user-friendly interface which these packages can offer. In addition, the web development applications also offer extra features such as the facilitation of online chat rooms and message boards. These features will increase the capacity for student-teacher interaction while minimizing the needed technical knowledge of the primary course developers- the instructors. The software also speeds the development process in most cases.

Cons of the application proposal are the possibility of “cookie cutter” classes that look and feel all too similar to students, regardless of the school that offers them. Consortium members are conscious of this potential problem and intend to choose a package that will allow for variety of design both graphically and instructionally.

The ultimate plan calls for the installation of a WWW server at the DIS headquarters in Little Rock. The server will be maintained by AATYC personnel, supported by a grant, which is being written to fund the project. The server and other hardware and software will be purchased out of the same grant monies as possible. The various two-year colleges will then be able to load their WWW courses on this server, access them, make changes, and otherwise utilize the machine for the delivery of the courses.

The grant has not been awarded yet but the signs are very positive. Most of the organizational decisions will be made in August. It is important to note the care with which AATYC took in preparing this initiative. They have brought on consultants from Kansas and Texas to offer experience to the project. In addition they invited four representatives from each two-year school in Arkansas: one administrator, one technician, and two instructors. The intent is to establish a core group at each school to begin the process of class development, hammer out administrative details of cooperation and services, and develop a technical plan that will meet the needs of every school in the project.

In addition, there will be planning for training, which of course will depend upon the application and technical model chosen.

The project is on a fast track, with a target date of January for the development of the first group of courses. Personally, I am skeptical that all of the courses chosen for development will be ready by this date as my own limited experience and the advice of others indicates that course development can be very involving and time consuming. There are however courses and curriculum available already that may be more easily adapted to the format chosen. In any case, with the next year, online courses will likely be a thing of the present in Arkansas and at NWACC.

Training

The primary focus of this section on training is Compressed Interactive Video training. I have also conducted training in HTML/Webpage construction. This is covered in the section below on *Other Duties and Responsibilities*.

Instructor Training

Bob Craig of the University of Arkansas and I finished the development of our training plan and outline and have since offered it to two groups over the Summer of 97 and intermittently to others as needed since then. Our experience has been that the outline as is offers some detail but that the trainees respond better to a less structured, more hands-on approach. It is for this reason that more of the structured sessions (lasting four hours each) have not been offered. Whenever possible, I have used the model we tried out on the initial pilot CIV class here, of hands-on practice with one to three instructors. I prefer that instructors get an introduction to the technology and the equipment and then work out some of the issues of presenting while practicing teaching on the CIV unit. The instructors seem to prefer this as well. This structure allows them to gain mastery of the use of the equipment and simultaneously gain an understanding of effective presentation practices as they present. These are supplemented, of course, by the information packet I provide them with (developed by Bob Craig and myself) and instruction I give them as the process unfolds.

In addition to this training model, Bob Craig and I have discussed the development of an online tutorial(s) page for instructors wishing to learn about interactive video. While there are some aspects of the training that are equipment specific (the layout of a Pen Pal controller pad, for example) many features of our training apply to videoconferencing in general. Most likely we will use an application such as Adobe Acrobat or Macromedia Authorware to develop the tutorial(s).

Future plans for training are still fluid at this point but I am presently considering offering a distance learning demo session of about an hour to interested faculty. One suggestion that has been made is that faculty who already have experience teaching with the technology would offer good testimonials to their colleagues. I have already spoken to one faculty member about speaking at the demos. From those who participate in the demos, I will attempt to identify candidates for more intensive training. However, due to the difficulties in retention for those who do not use the system on a regular basis, I intend to limit most in-depth training to instructors who will teach classes on the system.

DET Training

In April of 1998, the University of Arkansas at Fayetteville conducted Distance Education Training (DET) sessions for faculty that were planning to use videoconferencing technology there. NWACC was invited to participate as a site in the videoconferences and NWACC faculty were offered the opportunity to have the training. UALR was the other site for the videoconference. The initial session on the 17th was conducted by Dr. Kim Dooley of Texas A&M University from the UAF Graduate Education Building site. She addressed a great deal of information regarding presentation and instructional design as it applies to videoconference classes (as well as other forms of distance learning). Some of the information and issues covered were Gagne's Nine Instructional Events, Strategies for Stimulating Motivation, Plans and Ideas for Interaction, and Design Models. In addition, a very useful packet was prepared for the session participants containing these and other topics.

The second session was a follow-up to the first, allowing interested participants to do some presenting of their own although few availed themselves of the opportunity. The Adult Education Department gave a presentation on the development of their successful Human Resources and Development distance program. Dr. Dooley was to be available via an ISDN connection with Texas A&M but technical difficulties dictated that she connect via audioconference to UAF who then connected her to us via the state network. She offered advice and answers to questions generated since the first meeting.

Local Initiatives

In addition to initiatives on developing classes, NWACC has engaged in other distance learning initiatives at various levels. Local initiatives of note are detailed in this section.

School Districts Meeting

In January, NWACC invited representatives from our local school districts to attend a meeting about the possibilities for partnering in distance learning and related grants. Of those invited, Rogers, Bentonville, Gravette and Gentry school districts sent representatives. We discussed changes in the way in which education was being delivered at the College and the grant opportunities that are available for networking and technology and how they apply to distance learning. We also demonstrated the videoconference equipment and discussed possible ways of partnering with it.

At the time, all of the representatives were doubtful that a partnership in distance learning, particularly videoconferencing, was feasible. The main obstacles were potential costs, especially line charges and maintenance/service fees. The smaller districts did express interest in the possibility of cooperation as cooperative efforts in videoconferencing could address some of their needs.

Since this meeting, the state has placed videoconferencing units in all of its K-12 educational service cooperatives and indicated that the public school districts are next. In addition, the Rogers school district has indicated that they are looking into videoconferencing as part of a grant that they are applying for. I have signed on to conduct videoconference training for the Rogers school district, through NWACC, if the project goes through.

With the rapid changes in state policy regarding videoconferencing, in addition to the shrinking prices of systems, I anticipate that this medium will expand rapidly in the next 2 years. With this expansion should come new opportunities to work with the K-12 public school districts as well as reach rural communities adjacent to our districts.

Wal-Mart Demo

In the Spring of 1998, employees of the Wal-Mart Training Department contacted me about seeing a demonstration of the videoconference equipment as part of research into different distance learning delivery systems that they were conducting. They witnessed a demonstration hookup with the University of Arkansas at Fayetteville and were impressed by the interactivity and relatively smooth quality of the video, considering the limited bandwidth of the transmissions.

We also discussed the possibilities for cooperation although nothing concrete was established. We agreed to exchange information when beneficial. I have exchanged messages with the representatives since then, and in fact have received notes from a conference that they attended.

Possible outgrowths of this meeting include cooperation on development of distance learning infrastructure if a way can be found for Wal-Mart and local educational institutions can find some mutual benefits from such an arrangement. Wal-Mart, through the Walton Foundation, has already become involved with distance learning training in the K-12 schools. One idea I have had would be for Wal-Mart and the public schools to develop a shared distance learning network. This is unlikely to happen for several reasons (Wal-Mart's focus on satellite rather than terrestrial/phone lines videoconferencing, difficulties in public/private sharing of resources, to name a few) but if the opportunity to explore the possibility arrives, it would be wise for us to consider it given Wal-Mart's enormous resources and position in our community.

State Initiatives

During the past year, several distance learning related initiatives have come up at the state level. The following sections briefly cover each one and NWACC's relationship to them. It should be noted here that the Natural Partners

ADHE Training

The Southern Regional Educational Board (SREB) has put together a consortium of states to produce distance learning classes, on-line/WWW classes in particular. The Arkansas Department of Higher Education, in preparation for Arkansas' participation in the initiative, called a meeting in February of technology representatives from post-secondary institutions around the state. The primary focus of the meeting was to discuss training needs for technology use around the state in Higher Education, with some emphasis on distance learning. Participants were shown a demonstration of an on-line course by UAMS faculty and staff and were treated to a tour of UAMS videoconference facilities.

Plans were made to categorize and prioritize training needs at each school. This process has been conducted via e-mail but no further information or plans have been revealed. Hopefully, ADHE will be able to set standards and guidelines for training that will meet the needs of higher education faculty statewide. It remains to be seen how many institutions will sign on to these plans but all participants at the February meeting were interested in the prospects.

AATYC Virtual College

This initiative is described above in the section on *Classes Planned-Internet/Web Based*.

Cooperatives

This year the state mandated the installation of videoconferencing units at each of its nineteen educational service cooperatives. The purpose of this initiative was to strengthen opportunities for continuing education for teachers and administrators in the K-12 public school districts all over the state. The state conducted a survey as to what kinds of training and education teachers and administrators would like to see delivered and the results indicated an interest in Graduate education and Spanish language education as the two highest priorities.

The state then took bids for the type of unit to be used. At the end of the bidding process, SW Bell was chosen as the state vendor, which indicates that VTEL units will be the primary unit offer, thus ensuring our compatibility with the cooperatives. In fact, as an extension of this initiative, the Department of Information Services (DIS) is planning to restructure the state educational videoconferencing network in order to incorporate both K-12 and higher education sites on the same network. This would entail switching from an MCU switchboard-based system to a software driven video server. The technical details are still in flux. However, the practical reality is that DIS will eventually take over scheduling of the state network. The state is hopeful that special services such as ISDN (out-of-state connections) and higher bandwidth connections will be offered in the near future as part of this change. In addition, the state is building up its networking infrastructure in order to be able to handle the increasing videoconferencing traffic.

In regards to possible ways in which NWACC can participate in this initiative, I have already been placed on a committee of our local cooperative (Northwest Arkansas Educational Services Cooperative) to place a videoconferencing unit in their local building in Springdale. In addition, I have spoken with the director of the local cooperative as well as the director of the Harrison based cooperative about conducting Survival Spanish courses for teachers. This is a particularly important issue in our part of the state as Rogers has a large Hispanic population that is continuing to grow quickly. Wade Kniseley, the head of the NWACC

foreign language department, has expressed interest in conducting the courses, and has, in fact, conducted similar courses at the cooperative building in Springdale in the past. Target sites would be the Cooperative in Springdale and Lincoln School District (which is scheduled to have a unit this Fall) as well as the OUR cooperative in Harrison. If we offer the courses in Harrison or around the state, it will be necessary to contact the local higher education schools there to make sure they are not conducting the same courses in their areas.

Natural Partners

During the summer of 1997 NWACC and other Arkansas colleges, as well as selected public school districts, were invited to participate in an initiative provide Arkansas public schools access to the Smithsonian Institution's Natural Partners project. Natural Partners is a product of the Smithsonian's Museum of Natural History. The objective is to use telecommunications technology to provide science education to middle school aged children.

The group that came together met initially at the Department of Education Building in Little Rock and discussed the possibility of colleges, school districts, and universities coming together to develop science curriculum, train instructors to use technology and provide facilities where necessary. It was suggested that certain grant monies the state was offering would be appropriate for the project and schools were encouraged to apply for them. NWACC approached the Rogers School District about partnering on the project.

Unfortunately there were unseen costs for the project, including programming charges for "virtual expeditions" –satellite teleconferences on science subject matter, as well as costs to be a full member of the Natural Partners program. In addition, the use of interactive videoconferencing that was suggested would be a part of the program, did not materialize as a central part. Also, many of the local school districts in our area are already involved with a similar initiative called the Jason Project, which is more established and utilizes similar technologies. To complete the difficulties, many of the schools initially involved had their grant requests turned down (although Rogers did not apply for this particular grant). As a result, NWACC is not presently involved with the Natural Partners project. However, the project aims are worthwhile and the resources of the Smithsonian valuable and at least one district in Arkansas has participated in the project. If this initiative grows or if there is renewed interest in our community, it would be worthwhile to address the project again.

USDLA/ARDLA

Arkansas has had no state organization committed to distance learning other than the Videoconference Users Group or Starnet, a group that focuses on videoconferencing in higher education and only has tentative status as an organizational body. This year, there was a movement to change this situation. Several people with distance learning concerns have come together to form a state chapter of the United States Distance Learning Association (USDLA). The state chapter will be called the Arkansas Distance Learning Association or ARDLA. The chapter was recently accepted by the national association and is in the process of finalizing the process by sending in a chapter constitution and bylaws. NWACC facilitated a meeting of distance learning professionals at eight different sites around the state as part of the process. I have also constructed a temporary webpage for the group until a more permanent one can be selected, when the group establishes a logo and finalizes its organizational structure.

Dr. Leon McLean of the Ozarks Unlimited Resources Cooperative in Harrison and also the State Department of Education, and Mr. Bob Donaldson of UAMS are respectively, the acting President and Vice-President of the organization until elections are held.

The association will work to promote distance learning in all fashions in the state of Arkansas. It will ultimately have as members anyone interested in distance learning, including people from both education and business, as well as students. There will be an annual state convention and a regular publication from

the group. In addition, the group will have several standing committees whose jobs will be to address specific aspects of distance learning.

The types of memberships being offered will be student, individual and institutional. There is still some discussion as to what an institutional membership will include but it may provide for up to four individual memberships from the particular institution.

The main hope is that this organization, in conjunction with state initiatives in this area, will help to bring distance learning providers and participants around the state together, and serve as a forum where issues, concerns and ideas may be exchanged.

Job Changes

This section details any changes to my position or responsibilities in the past year. This includes any new responsibilities or titles which will affect my position.

NWACC Position

At the end of June 1998, NorthWest Arkansas Community College officially hired me in a faculty slot as Distance Learning Coordinator. Until then, of course, I have been in a visiting instructor faculty slot of the University of Arkansas at Fayetteville on contract to work at NWACC as Facilitator for their compressed interactive video unit. During that time I have accepted additional duties as relating to distance learning and educational technology including being involved in College plans to purchase satellite equipment, coordinating telecourses, distance learning planning, and HTML training to name a few.

My new position streamlines the monetary process while still allowing the college and University to maintain a contractual partnership in distance learning. While my new job description has not been formalized in detail yet, my primary duties are the coordination of all distance learning activities at NWACC including videoconferencing, telecourses, satellite transmissions, internet/WWW based courses, and any other types of course delivery which fall under distance learning both credit and non-credit. My position is in the Department of Instruction and I am supervised by the Vice-President for Instruction, Dr. Karen Hodges. Restructuring of the Department of Instruction means that I will be directly accountable to the new Associate Vice-President for Extended Learning, Paul Osborn who works for Dr. Hodges.

I anticipate continued steady growth in this position and although certain amenities of being an employee of the University will be lost to me, they are well compensated by the benefits of working for NWACC. I also see a benefit in having the position a full-time NWACC one in that it solidifies the permanency of the program here, whereas before some might have construed distance learning as only an extension of the University's programs.

Plans are to continue working with the University in whatever ways are possible as the equipment and maintenance charges are still covered by UAF. I will continue to work closely with UAF personnel and faculty where possible to promote our cooperative efforts and distance learning both at NWACC and in general.

Other Duties and Responsibilities

I am occasionally asked or volunteer to participate in educational technology related initiatives, tasks or projects that lie outside my job description but benefit the personnel or students of the College. This section covers some of these areas.

Web (HTML) Training

One of the areas I taught in as a graduate assistant at the University of Arkansas at Fayetteville was internet webpage design and HTML (HyperText Markup Language) as part of our educational technology classes. I periodically offer workshops or training in HTML at NWACC.

Graphic Design Class

In the Fall of 1997, I was asked to guest lecture in Deborah Terry's Advanced Graphic Design Class on the subject of HTML authoring. The lecture sessions fit into my schedule as they were only about an hour long once a week and were only part of the class. The effort was over the entire semester and concluded with the students putting webpages online on the college web server with the permission and assistance of the Academic Computing Department. The students learned how to do basic and intermediate HTML authoring including basic formatting of text and graphics, tables, frames, animated graphics (GIFs using the Macintosh freeware GIF Builder), clickable imagemaps and web editors (using Adobe PageMill web editing software), as well as how to read WWW addresses (URLs or Uniform Resource Locators), load and organize their files. The students were very talented and motivated and it was a rewarding experience. I have been asked to repeat the effort for her Advanced class in Fall 1998.

Faculty/Staff Training

In the Spring of 1998, I offered two sessions of HTML workshops for faculty and staff at NWACC. The intent was to give personnel a look at developing webpages directly via HTML and to demonstrate that the process is not at all complex. I stayed away from using web editor software such as Adobe PageMill and Microsoft Front Page as these packages are very user friendly and easy to learn, but also so that those taking the class could see how HTML works and what they could do to gain precise control over how their pages look, control the web editor software doesn't always guarantee. I have conducted two sessions and am considering an intermediate workshop in Fall 1998. However, most of the students who have taken the introductory workshops have used the resource pages I've given them to expand their knowledge already. I do plan to offer another introductory workshop sometime in the Fall of 1998. In addition to the training, each student was provided with a picture of themselves and access to a webpage with graphics of NWACC locations or relating to NWACC that I have created or altered from NWACC designs. In this way, they will already have graphics ready-made for the webpages they design.

Virtual Classroom

In the Spring of 1998, the Center for Instructional Technology at the University of Arkansas at Fayetteville offered an in-service workshop for NWACC faculty called the "Virtual Classroom". The workshop was conducted by Bob Craig and myself and was originally conceived by Dr. Jacqueline O'Dell of CIT and Dr. Karen Hodges of NWACC.

The workshop's objectives were two-fold. The first part of the workshop was dedicated to demonstrating the operations and potential use of different software applications and hardware available for educators. Among these were videoconferencing (both room/dedicated line conferencing and desktop/Internet), Microsoft Power Point, Adobe Acrobat, HTML/WWW, and Roger Wagner Publishing Hyperstudio. In addition to the demos, participants were also photographed so that they could use their pictures on

webpages and in the second half of the workshop, a Power Point tutorial in which participants learned basic functions and capabilities of Power Point while building a small sample presentation. CIT provided refreshments and the response from participants was overwhelmingly positive.

Conferences and Travel

As part of my duties at NWACC I am occasionally asked to travel to conferences either for professional development or as a representative of NWACC.

Computers on Campus

Computers on Campus is a Conference sponsored by the University of South Carolina on the educational use of computers and computer related technologies. The conference was held in November of 1997 in Myrtle Beach, S.C. and I attended with three other representatives of NWACC: Jerry May, Division Chair of Business and Computers; Kurtis Johnson, Director of Academic Computing; and Jim Barnsley, Coordinator of the Learning Lab. I did not room at the conference though having relatives in the area that I could stay with.

The conference addressed a number of interesting issues and the presentations were for the most part well done although a few presentations seemed to be along the lines of, "We're trying this and this is how far we've gotten...do you have any ideas on where to go from here?" The overall experience was positive and illuminating if, at the least, from the perspective of finding out how NWACC stacked up against other colleges. Some of the ideas presented were worth following up on and are a source of inspiration as we develop in certain areas, particularly the use of webpages to support distance learning classes.

I have received calls for proposals for the conference next year but am doubtful I will be able to attend, as the restrictions on my travel budget are prohibitive of out-of-state travel unless I can obtain funding elsewhere in the college. Nonetheless, if the opportunity for a return visit arises, I will strongly consider it.

ELE Institute

In February of 1998, I and two other representatives from NWACC (Mary Ann Shope, Business and Industry Director, and Louise Lamb, Library Director) attended a week long Institute in electronic learning sponsored by the Arkansas Educational Television Network (AETN) and the Arkansas Leadership Academy. The official name of the Institute is the Electronic Learning Environment Institute or ELE. It was held at Fairfield Bay, AR.

The week was spent gaining hands on experience with a variety of learning and presentation technologies in an intensive series of sessions (days often ran from 9:00 am to 9:00 p.m.). The sessions included information on shooting video (including digital editing, lighting, and sound), internet (web browsing and searching capabilities, and file transfers), computer presentations (Power Point), and distance learning (desktop/internet and room/dedicated line videoconferencing, and satellite/broadcast telecourses). The sessions were geared around the goal of creating a presentation on the ELE as a final end-of-week project. Although I needed to return to the College for an afternoon, the time I was able to spend at ELE was fruitful. I was familiar with many of the technologies there but still saw new ones and learned new applications of familiar technologies.

More importantly from my standpoint as an educational technologist, I was exposed to a lively and intense mode of training that produced excellent results from those involved. Although there were some technical problems, both groups finished and presented our projects. They were not necessarily in the fashion intended but still efficient and effective. The focus on small groups in training was also a positive as the instructor to student ratio was high. Finally as an added bonus, the sessions occurred simultaneously with a session of the Arkansas Leadership Academy, allowing those working on the technology to collaborate and fellowship with other educators from diverse backgrounds. The ELE is certainly a model to consider in future technology training here and I would not hesitate to recommend it to anyone looking for an introduction to technology and technology training.

Kirkwood Community College

In May, I visited Kirkwood Community College in Cedar Rapids, IA with three other representatives of NorthWest Arkansas Community College (Jerry May, Division Chair of Business and Computing; Dr. Abbas Meigooni, Learning Lab Tutoring Coordinator; and Dr. Conrad Krauft, Psychology Instructor). Kirkwood Community College is a leading two-year institution that has made enormous strides in several educational areas, including distance learning.

To focus specifically on the distance learning aspects of Kirkwood, the school utilizes three telecommunications networks: The Iowa Communications Network, a statewide fiber-optic network which provides high bandwidth video, audio and data transmissions; a microwave broadcast network which connects Kirkwood's main campus with seven centers in the Kirkwood service area, allowing for both interactive video and data/computing transmissions; and a television broadcasting facility allowing for one-way video and two-way audio transmissions. Kirkwood uses all three to deliver distance learning. Kirkwood also uses satellite technology for distance learning, both sending as well as receiving. In fact, at one point, Kirkwood had the only satellite uplink in Cedar Rapids which local commercial television network affiliates relied upon.

Kirkwood also offers telecourses as well but is able to utilize its local television station (separate from the one-way video, two-way audio network) to broadcast block feeds of the programming allowing students to record entire an video series in one day. They also have begun offering web-based courses.

Kirkwood differentiates between asynchronous (telecourse and web-based) and synchronous (interactive, live video) distance learning. While the synchronous classes are referred to as distance learning, the asynchronous classes are called "Guided Self-Study" courses and are offered on an open entry-exit plan whereby students can begin a course on any given Monday. Each course runs sixteen weeks and Kirkwood monitors student progress and evaluates course performance on a regular basis.

Kirkwood also has addressed issues of faculty load and how it should be affected by distance learning courses. Kirkwood essentially maintains that distance learning courses should be treated similarly to other courses, balancing additional work on course development with additional technical assistance and reduced in-class time in the case of telecourses and web-based courses.

Kirkwood has a well-developed training center and conducts weeklong sessions in the summer that are similar to the *ELE* projects described above. They have developed their technology usage carefully but have aggressively marketed initiatives and worked carefully with businesses where possible. One of the larger buildings on campus was built by a Dutch Insurance company that utilizes the second floor of the building for its technology center, allowing Kirkwood to use the first floor for computer labs and training. Not only will Kirkwood ultimately get the building and benefit from the use of the first floor, but by providing a location for the building, Kirkwood kept the company in the Cedar Rapids area, thus ensuring continued benefit to the community through jobs that otherwise would have left the area.

Kirkwood is clearly in the vanguard of two-year schools offer distance learning nationwide and in fact has sponsored national broadcasts of satellite telecourses in conjunction with PBS. There is much more that could be described about their use of technology and the College in general (which has the atmosphere of a University, including a on-campus student run gourmet restaurant with meals in the \$6 range!) but the most important thing to point out is that it is a model worth emulating.

Conclusion

The year has been both exciting and frustrating. The frustrations are primarily from growing pains and the difficulty of developing and filling classes. The videoconferencing classes are slow to take off and some of the programs we have anticipated have yet to get started. However, I am confident that they will proceed, as the individuals throughout NWACC that I have worked with are dedicated and professional. Despite the low student response to some classes (unfortunately not uncommon in Arkansas) the administration, faculty and staff of NWACC have maintained a positive and enthusiastic attitude about the distance learning program and see it as one of the ways in which the College will approach the future.

This is where the exciting part is of course. The technologies are rapidly changing and with them, the ways in which teachers are reaching students. It is a fascinating time to be in education. The next few years will see the incorporation of several new types of classes as we explore ways in which satellite transmission, the Internet, and telecourses can be used in addition to videoconferencing. Along with the cooperatives initiative, more and more schools at both the K-12 and higher education levels are considering distance learning solutions.

The primary concerns of all should then be, "What kinds of needs are these technologies meeting and how can we insure that the learning we deliver over these technologies is of the same quality we expect and demand in our traditional classrooms?" These questions will always give us pause and a cautious approach is always appropriate when the consequences involve our students. I am confident though, that NWACC is on the right track towards expanding into these new environments and is doing so for the right reasons, not simply to prepare the College for its future but to prepare our students for theirs.

Clint Brooks
Distance Learning Coordinator
NorthWest Arkansas Community College
1998

Appendix A: Guidelines (Protocol) for Distance Learning at NWACC

Guidelines for NWACC Distance Education

As approved by the NWACC Board of Trustees- July 22, 1997

These guidelines have been approved by the NWACC Board of Trustees for usage until the Department of Higher Education of the State of Arkansas establishes guidelines for state usage of distance education. The guidelines are based on compressed interactive video usage but they may be generally applied to all distance education usage. The guidelines are subject to amendment before the Board. The guidelines are as follows:

- 1. Faculty Compensation:**
 - A.** Faculty may apply for a \$500 stipend for the development of distance education classes. The process of application is described in the course development section below (see #2) and requires approval by the appropriate Division Chair, the Dean of Instruction, and the College President. If approved, the amount will be paid upon submission of the course syllabus to this review team.
 - B.** Instructors will be paid a “distance factor” fee to compensate them for additional responsibilities inherent to distance education. This amount will be \$350 for every remote site that enrolls a minimum of 12 students.
 - C.** Instructors will be reimbursed for travel to remote sites at the standard state-approved rate of travel reimbursement.

- 2. Class Development:**
 - A.** Instructors wishing to obtain approval to prepare and teach a distance education class must first complete a brief proposal form for the class including a description of the course, the intended audience (including specific sites), and a brief rationale as to why the course should be taught by distance education.
 - B.** The proposal must first receive approval from the Chair of the Division originating the class. If the class is a new course, then the course must be submitted to the Curriculum Committee within the time designated by College procedure. Approval from the Chairperson of the Committee must be obtained at that time. The proposal must also receive approval from the Dean of Instruction, who oversees the Distance Education program.
 - C.** A letter from the corresponding department or administrative official at each proposed remote site, must be received to indicate that the proposed course is acceptable at that institution. The letter(s) will be included with the institutional review form. The Dean of Instruction may, at her discretion, waive this requirement.
 - D.** After approval has been obtained, the instructor must notify the Compressed Video Facilitator of the class, establish times and certify remote locations for the course so that it may be scheduled. The instructor may notify the Facilitator about the potential class at any time during the process but cannot be guaranteed a time slot until the institutional review process has finished.

E. Classes received from other sites will require the Dean of Instruction's approval and approval from the corresponding NWACC department.

3. Usage (Rules and Fees):

A. The Dean of Instruction and the Facilities Use Committee with the advice and consent of the College President and the Board of Trustees will decide which persons and entities may use the Distance Education facilities of the College. Federal regulations regarding equal opportunity will apply fully in determining who may and who may not use the facilities.

B. Until such time as a statewide higher education committee proposes set rates across Arkansas, the rate schedule for CIV usage from outside agencies is as follows:

Educational Rates- \$35 per hour
Continuing Education/Administrative Use
By a State Agency- \$100 per hour
Non-State Entity- \$200 per hour
Facilitator Cost (mandatory)
Weekdays (regular working hours)- \$15 per hour
Evenings and Weekends- \$25 per hour

In addition, a \$100 fee will be charged if cancellation is requested within 48 hours of the event.

This rate is negotiable with the permission of the Dean of Instruction or the College President. This rate does not apply to usage by the University of Arkansas at Fayetteville of the Compressed Interactive Video unit.

Rates for other distance education usage will be determined as those technologies are implemented.

Copying, FAX and other material resources will be charged at cost. This charge may be waived by the Dean of Instruction or the College President.

C. All parties using the facilities will be responsible for any damages incurred during such use.

4. Marketing:

All marketing for classes and events and the corresponding costs will be the responsibility of the department from which the class originates. The distance education will assist where necessary in the marketing of courses.

5. Cooperative Agreements:

All cooperative agreements between NWACC and other institutions in distance education will be negotiated according to the standard College procedures for such agreements. The Dean of Instruction must approve any cooperative agreement which uses distance education facilities of the College. All corresponding distance education fees may be waived or discounted by the Dean of Instruction or the College President at their discretion. Other fees are subject to NWACC regulations.

- 6. Support Services:**
- A.** NWACC will make available any institutional resources and services necessary for students enrolled in distance education classes originating from other institutions, who are not enrolled in classes at NWACC (students presently enrolled at NWACC are already eligible for those resources and services). All students will be responsible for any corresponding fees for the usage of these resources and services, and failure to pay these fees may result in the withholding of those resources and services.
 - B.** NWACC will work to ensure that students enrolled in NWACC classes at remote locations will have access to the equivalent resources and services available to students in the same class on the NWACC campus.
- 7. Registration:**
- A.** NWACC students at remote locations will be registered by mail or phone in advance of the starting date of the class(es) they are registering for, or may be registered on-site in particular situations. These students will also be provided a form that will enable NWACC to meet state guidelines for registration. Local students will be registered in the traditional manner.
 - B.** Students registering for classes requiring prerequisites and/ or placement tests, are responsible for demonstrating that they can be placed into the class. Where such evidence can not be demonstrated, these students must meet the placement requirements as set by the department sponsoring the course. This includes all required tests and interviews.
- 8. Site Visits:**
- Instructors teaching distance education by compressed video or another comparable distance educational delivery system must visit the remote site(s) no fewer than 3 times for 1 site, 2 times each for two sites, or 1 time per site where there are 3 or more sites. If possible, the instructor should encourage remote students to visit the local site at least once.
- 9. Student Tuition & Fees:**
- A.** Remote students will be charged out-of-district tuition for all academic credit classes from NWACC. The only exception to this rule is remote students whose domicile residence is in-district.
 - B.** Business and Industry and other non-credit classes will charge tuition to remote students as required by their departmental guidelines.
 - C.** Remote students will be subject to all general NWACC fees but will be exempt from those that are charged for specific on-campus services, such as the co-curricular fee. Instead, remote students will be charged a distance learning fee of \$5 for expenses relating to courses conducted by distance education (including site/line charges and Internet fees). This fee may be waived only by the Dean of Instruction or the College President.

10. Competition:

NorthWest Arkansas Community College will not knowingly compete with the offerings of other state supported educational institutions in Arkansas in their immediate locations. Courses from other institutions that compete with College offerings will not be accepted unless permitted by the corresponding Division Chair, the Dean of Instruction or the College President.

Distance Education Refinements of Protocol (Approved February, 1998)

(Original Protocol approved by Board of Trustees on July 22, 1997)

Definition: Distance Education is defined, for the purpose of accreditation review, as a formal educational process in which the majority of the instruction occurs when student and instructor are not in the same place. Instruction may be synchronous or asynchronous. Distance Education may employ correspondence study, or audio, video, or computer technologies. (Commission on Institutions of Higher Education, North Central Association of Colleges and Schools, March 1997)

Definition of distance education student: by extension of the North Central definition, a distance education student is a student participating in an NWACC "formal educational process" (by "formal" is meant a course the student has registered and paid for) at a site remote from the instructor for a majority (over 50%) of the time the process moves from registration to completion of requirements. For the Fall 1998 semester, the types of "formal" distance education opportunities available to students will be: compressed video, telecourses, and self-directed studies (technology-enhanced correspondence study). At least one on-line course should be available by the Spring 1998 semester as part of the statewide two-year virtual college.*

For each distance education class (see above definition), the student will pay a \$22 distance education fee. Similar to established lab fees, this fee will be collected by the Distance Education Department to be used to offset partially the following expenses typical of distance education programs:

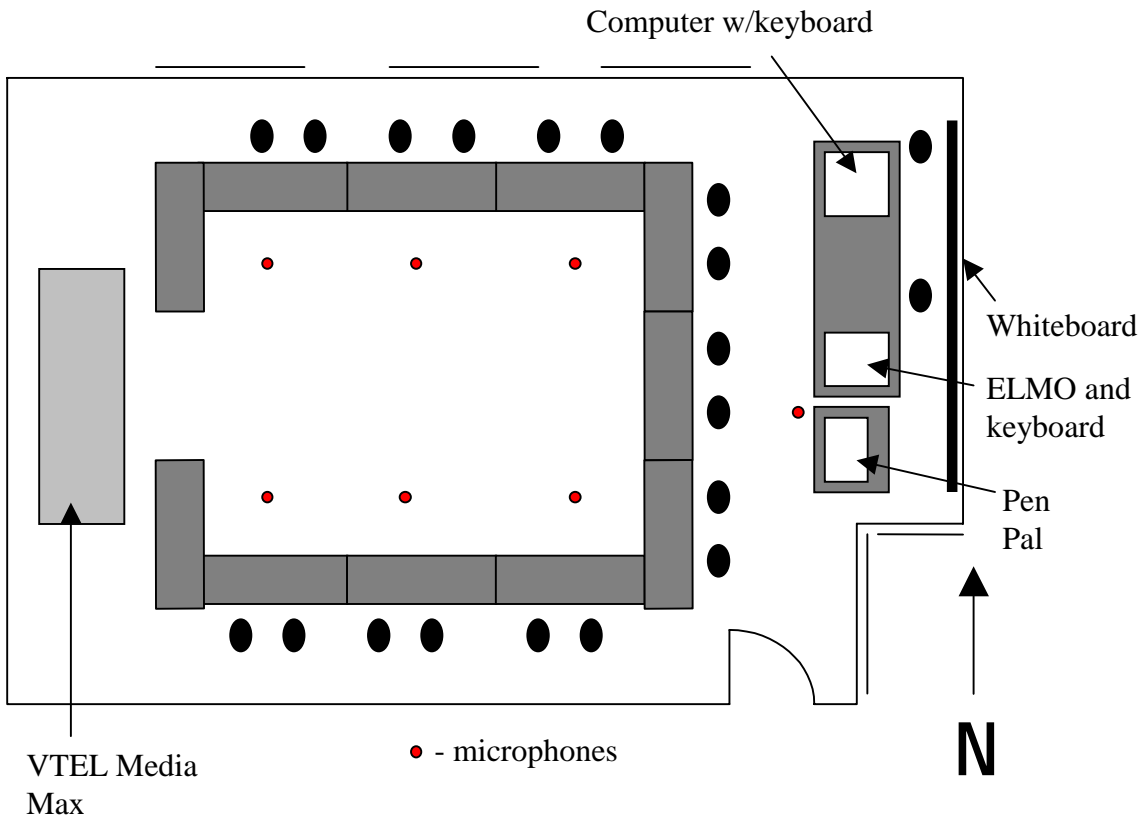
1. Line charges for compressed video and Web-based classes;
2. Fax and copy costs of student materials required at remote sites;
3. Faculty travel costs to remote sites several times a semester;
4. Duplication of tapes for telecourses; and
5. Licensing fees for AETN/PBS for use of telecourse material.

In addition each Distance Education Student will pay a \$1.00 per credit hour Student Services fee. Student services required by North Central and stipulated in its "Guidelines for Distance Education" include admission and registration (including providing catalog), financial aid**, ADA-mandated support (such as scribe or tutor), academic advising, and counseling.

* Step-Ahead students do not fall under this definition of Distance Education.

** Under current federal regulations, a distance education student is only eligible for financial aid through an institution if that student is also taking at least 50% of his/her courses on-site.

Appendix B: Diagram of CEF 1223



CEF 1223- Distance Learning Lab

Appendix D: Evaluation Forms (CIV and Telecourse)

Compressed Interactive Video

This form is designed to evaluate the classes and workshops that are conducted by compressed interactive video. Please respond by circling the appropriate answer for each question: **5**-Strongly Agree, **4**-Agree, **3**-Not Sure, **2**-Disagree, **1**-Strongly Disagree.

Name of Class:	Instructor(s):				
1. The notes and overheads were easy to read.	5	4	3	2	1
2. I had a clear view of the monitors from my seat.	5	4	3	2	1
3. The difference in the video and audio was distracting.	5	4	3	2	1
4. The document stand camera was used effectively.	5	4	3	2	1
5. The classroom environment was comfortable (i.e. lighting, temperature)	5	4	3	2	1
6. I felt the technology delayed the pace at which the material was presented.	5	4	3	2	1
7. The material was suitable for the technology used to present it.	5	4	3	2	1
8. The overall use of technology in this class was effective.	5	4	3	2	1
9. The facilitator resolved technical problems efficiently.	5	4	3	2	1
10. The facilitator was available to assist and answer questions.	5	4	3	2	1
11. The facilitator provided a flexible and comfortable learning environment.	5	4	3	2	1
12. The facilitator was courteous.	5	4	3	2	1
13. This class would have been less successful without the facilitator.	5	4	3	2	1
14. Overall, the facilitator was effective in the performance of their duties.	5	4	3	2	1
15. I would recommend this class to others.	5	4	3	2	1

Evaluation Form
Telecourse
NorthWest Arkansas Community College

Please fill out the following demographic information so that we may find out more about our student population for this type of class:

Name of Class: _____ **Instructor(s):** _____

Hours Worked per Week: _____ **Study Hours per Week (this course):** _____

Age: _____ **Marital Status:** _____ **Number of Children:** _____

Do you have a Computer?: _____ **Do You Have a VCR?:** _____

Have you taken a distance learning course before (telecourse, correspondence, etc.)?: _____

Do you view programs as they are aired or do you tape them?: _____

Do you have access to the Internet, WWW or E-Mail?: _____

Reasons for enrolling in course: _____

This form is designed to evaluate the classes and workshops that are conducted by compressed interactive video. Please respond by circling the appropriate answer for each question: **5-Strongly Agree, 4-Agree, 3-Not Sure, 2-Disagree, 1-Strongly Disagree.**

1. It was easy to communicate with my instructor.	5	4	3	2	1
2. The broadcast programs provided me with the information I needed to succeed in this class.	5	4	3	2	1
3. The broadcast programs were interesting and understandable.	5	4	3	2	1
4. The textbook was as important to the class as the broadcast programs.	5	4	3	2	1
5. I had no difficulty in viewing the broadcast programs, either on tape or as they were aired.	5	4	3	2	1
6. I found the class webpage to be a valuable resource.	5	4	3	2	1
7. I had enough resources (text, programs, handouts, etc...) to be successful in this class.	5	4	3	2	1
8. This course met my needs as a student.	5	4	3	2	1
9. I would take a telecourse again.	5	4	3	2	1