

WAYNE COMMUNITY COLLEGE



**Application for Substantive Change
Southern Association of Colleges and Schools
Procedure C: The Initiation of Off-Campus Programs, Branch
Campuses and Other Distance Learning Activities**

**Submitted July 1, 1999
Wayne Community College
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PROCEDURE TWO

Responsibilities and Procedures

The responsibilities of the institution and the Commission in working with the substantive change of the kind cited above are described below.

1. *The chief executive officer of an institution initiating off-campus programs or distance learning activities as defined above must provide written notification of the change to the Executive Director prior to implementation.*
2. *Upon notification, the Commission staff member will ask the institution to submit a completed program/site description, if one has not previously been submitted. The description must include the following information:*
 - a. *The nature of the change including an assessment of need*

Distance learning enhances accessibility and responsiveness to changing educational needs since it is not time nor place bound. Distance learning at Wayne Community College has been defined by the Technology Committee in the College Procedures Manual as "Programs that are conveyed through off-campus classroom instruction, external degree programs, branch campuses, correspondence courses, and various electronic instruction such as videocassette, telecourses, on-line asynchronous, and real-time interactive instruction offered geographically distant from the campus."

Distance Learning began at WCC with a few telecourses in the late 1980s. Since then, however, the college has increased its course offerings and experienced significant enrollment growth--especially in the past two years. Distance learning options at the college now include telecourses, courses by video-cassette, and online (Internet-based) courses. In the 1998-99 academic year, WCC had a distance learning enrollment of 377 students. It will be soon possible for students to obtain a degree through a combination of traditional courses and distance learning courses, with the majority of course work coming from distance learning options. A list of courses offered is in Appendix A.

Throughout the growth of distance learning activities, the college's goal has been to have distance learning courses parallel traditional course offerings and include comparable course outcomes. Distance learning courses and faculty are fully integrated into the college's programs; there is no separate distance learning program.

The increase in the college's course offerings via distance learning have come in response to student demand for additional courses via alternative delivery. Almost every course scheduled has attracted enough students to make it possible for the college to offer the course. Responses to student surveys indicate that a large majority of telecourse students would take such a course again and would recommend them to another student. Online classes have shown a similar pattern. Since the 1990 transition from the quarter system

to the semester system, significant growth has occurred in telecourses and in on-line courses. Table 1 reflects that growth.

**Table 1
Growth in Distance Education**

	Actual		Actual	
	FALL 1997		SPRING 1998	
	Number of Courses	Headcount/ Enrollment	Number of Courses	Headcount/ Enrollment
Telecourses	1	20	5	71
Online Courses	-0-	-0-	1	20
Totals	1	20	6	91

	Actual		Actual	
	FALL 1998		SPRING 1999	
	Number of Courses	Headcount/ Enrollment	Number of Courses	Headcount/ Enrollment
Telecourses	7	94	7	108
Online Courses	4	66	5	109
Totals	11	160	12	217

Wayne Community College has been designated as an institutional member of Servicemen's Opportunity Colleges (SOC), a group of over 400 colleges and universities providing voluntary post-secondary education to members of the military throughout the world. As an SOC member, Wayne Community College recognizes the unique nature of the military lifestyle and has committed itself to easing the acquisition and the transfer of relevant course credits, providing flexible academic residency requirements, and crediting learning from appropriate military training and experience. Wayne Community College has been a provider of educational services to Seymour Johnson Air Force Base personnel since 1971. The college averages approximately 1,100 student enrollments per year at its base facility and foresees a steady increase in the demand for televised instruction and Internet courses well beyond the turn of the century. The college is currently pioneering efforts to offer deployed personnel the ability to complete course work and thus give them the ability to continue making timely progress toward degree completion while supporting the Air Force mission.

WCC has established distance learning partnerships with (1) other sending and receiving colleges for real-time interactive classes; (2) other community agencies; (3) the local cable company, which provides broadcast time each semester for the college's telecourses; (4) other colleges for online courses; and (5) receiving colleges for training their faculty to develop online courses.

- b. *The relationship of the off-campus programs or distance learning activities to institutional purpose and mission.*

PURPOSE STATEMENT

Wayne Community College is a public, two-year college with an open-door admissions policy. The college serves individuals, business and industry, and other groups in the service area with quality, economical, convenient learning opportunities to meet student and community needs.

In order to fulfil this general purpose most effectively, the college strives to accomplish the following:

- a. To provide all students the opportunities to develop both personal and marketable skills.
- b. To develop basic learning skills in all students.
- c. To provide for the training needs of local business and industry.
- d. To enable students to continue their education at other institutions.
- e. To increase the cultural awareness of students and community.
- f. To enhance the quality of life in the community.

INSTITUTIONAL GOALS

1. **STUDENTS** - Enhance student success through college wide programs and services.
2. **EDUCATIONAL PROGRAMS** - Provide opportunities for excellence in learning through accessible, high quality educational experiences.
3. **FACULTY AND STAFF** - Enhance the performance of faculty and staff through opportunities and incentives.
4. **ADMINISTRATION AND FINANCE** - Improve productivity and responsible use of all available resources through a comprehensive planning and management system.
5. **FACILITIES** - Provide an attractive, flexible, and accessible educational facility that enhances the quality of life in the community.
6. **INSTITUTIONAL DEVELOPMENT** - Enhance the effectiveness of the college through appropriate planning, research, marketing, and resource development.
7. **COMMUNITY** - Strengthen the partnership between the college and the community through programs and services.
8. **TECHNOLOGY** - Integrate technology in all aspects of the college's operations.
9. **DIVERSITY** - Encourage an appreciation and understanding of diversity by providing programs and services that respond to the diversity within the college and community.

This statement of purpose and goals commits WCC to providing comprehensive educational opportunities of the highest quality to a diverse student body. The students come to the college with a variety of learning styles and preferences. They often have

life commitments that may restrict the amount of available time and limit schedule flexibility. Some cannot conveniently come to the campus. For example, while Seymour Johnson Air Force Base is located within a few miles of the campus, a number of personnel have limited transportation and restrictive work schedules. Providing instruction on base has many advantages, including the use of facilities that are familiar to the students. In addition, limited classroom and lab facilities on campus are not constrained by the scheduling of additional classes.

It simply makes sense to provide a variety of distance learning opportunities to all the citizens of the college's service area, whether civilian or military. (A copy of the college's policy on distance learning (CPM 03-0106) is in Appendix C.)

In conclusion, the following general statements can be made about distance learning at WCC:

- Distance learning fulfills the college's commitment to accessibility by providing options for students who may not be able to come to campus regularly because of physical limitations, because of work and family commitments, or by preference.
- Distance learning enables students who prefer to learn through non-traditional media to have access to educational content in different formats.
- Distance learning increases accessibility and responsiveness to changing educational needs since it is neither time nor place bound.

c. *The location(s) where the instruction is offered, including group sites and geographical areas of individual access. For each location where the distance learning activity is being offered by technology-based instruction (TBI), the delivery system(s) being used at each site should be identified. Include any arrangements the institution has made with other entities to deliver instruction via TBI; e.g., broadcast television, cable television, ITFS, compressed video, satellite systems, computer systems, and recorded media.*

(1) Telecourses

All telecourses are licensed from commercial telecourse producers including Dallas Telecourses, Coast Telecourses, and PBS. These are used through agreements made between the North Carolina Community College System Office, the University of North Carolina Center for Public Television, and the Adult Learning Service of PBS. Two modes of telecourse delivery are available.

- (a) Broadcast over public television stations and/or local cable service PACC-10 - The North Carolina Center for Public Television provides programming time Fall and Spring semesters of each academic year for twelve courses by agreement with the North Carolina Community College System. Wayne Community College

offers these twelve courses for academic credit. The Center for Public Television has fourteen outlets, one of which provides broadcast coverage to all residents of Wayne County.

- (b) College by Cassette - WCC provides some telecourses via this mode of delivery. A video viewing lab is available to students in the Library (Academic Skills Center) as an alternate source for viewing the broadcasts.

(2) Online Courses

All online courses are distributed through the college's Internet server and are available to students by password access through the Web. Students must have access to a personal computer with browser software or use the college facilities. These courses are developed and taught by WCC faculty.

(3) Seymour Johnson Air Force Base Classroom Allocation

The Education Office at Seymour Johnson Air Force Base has allocated Wayne Community College seven classrooms which are available all day and during the evening. Three of the classrooms are general purpose classrooms, and one will be converted by the college into a 20-station computer lab. In addition, four classrooms are allocated for evening classes only. All classrooms are available for use seven days a week. Military students enrolled in Internet classes have access to computers at the Base Education Office.

- d. Means used by the institution to monitor and ensure the quality of the overall academic program(s) offered at the off-campus site or through distance learning activities. This description must include*

- (1.) *the planning process*

The planning process at WCC is a process based on integrating the planning in each of the five planning groups. Each of the planning groups involved with distance learning includes it as a part of its plan. For the most part, planning for distance learning is concentrated within the Curriculum Programs Planning Group. However, the Library and Media Services also play important roles in support of distance learning activities.

The Vice President for Academic Affairs and Student Services coordinates the distance learning activities of the college. Each year, college personnel meet to develop goals and implementation strategies for incorporation into the strategic plan of the college. Objectives and assessment criteria are developed for further improvement of the distance learning program and are included in the college's Institutional Effectiveness Plan. Any progress toward and/or completion of these objectives is reported in the End-of-Year Report.

Because of distance learning's reliance on technology, the Technology Plan, developed each year, is necessarily tied closely to the distance learning effort at the college. This plan is developed by extracting the technology portions of each planning unit's strategic plan and incorporating them into one plan. The Technology Committee then prioritizes the respective technology planning objectives and submits that prioritized recommendation to the President and his Administrative Council for consideration. (Appendix G)

Because of its role in prioritizing the technology needs of the college, the key to the entire planning effort in distance learning is the Technology Committee, an advisory group for managing the technology growth at WCC. Membership includes faculty, division and department heads, as well as representatives from academic computing, media services, information systems, and student services. The office of Planning and Research provides guidance and necessary documents in support of the Technology Committee. The ultimate goal of the technology plan is to promote effective use of technology resources that will result in excellence in programs, processes, and outcomes. Among the short term goals are educating and training faculty and staff about ways to integrate multimedia/Internet technologies into the traditional classroom, increasing the technical knowledge of instructors, and encouraging continuous improvement of distance learning delivery.

The committee meets three to four times each year to plan and discuss these issues. Each committee member acts as a liaison between the planning unit of which he or she is a part and the Technology Committee. This helps to provide continuity of thinking and effort in the area of distance learning and associated activities.

In summary, planning for distance education takes place through the academic, administrative, and committee structures of the college. It reaches all levels of the institution, allowing input from those directly and indirectly affected, and is completely integrated into the planning process.

(2.) *procedures for systematic evaluation of instructional results*

The college evaluates all academic programs annually. Distance learning courses are periodically evaluated. Factors evaluated include faculty credentials, relative costs, enrollment, course completion rates, student satisfaction, (Appendix C) and student success rates. All data is then incorporated into the appropriate planning unit objectives for program enhancements, modifications, terminations, expansions, and other decisions.

(3.) *the process for monitoring and evaluating off-campus programs and distance learning activities.*

Distance learning activities are monitored by the division heads or the department chairpersons in the academic curriculum programs under which these courses are offered. For example, distance learning business courses are monitored and evaluated by the Business and Computer Technology Division Head. The instructors who teach distance

learning classes are generally the same instructors who teach traditional classes. Less than twenty percent of distance learning classes are taught by adjunct faculty.

No distinction is made between what is expected of traditional and distance learning instructors. The process for evaluating off-campus and distance learning activities is the same as for traditional, on-campus programs. For example, student satisfaction, student evaluation of instruction, grade comparison, and persistence rates are used to evaluate distance learning activities against traditional on-campus courses.

Grade results and completion rates for online classes, for example, mirror those for traditional courses, with few significant differences. To ensure the equivalent quality of distance learning courses, prior to the 1997 conversion from the quarter to semester system, the college examined several success factors that influence quality of telecourses, Internet courses, and programs at Seymour Johnson Air Force Base.

In order to facilitate this process, the college used student satisfaction, student evaluation of instruction, and persistence rates as assessment criteria for courses at Seymour Johnson Air Force Base.

First, the responses of students enrolled at Seymour Johnson Air Force Base were compared with those of students enrolled in on-campus classes regarding quality of instruction statements on the 1993 Student Survey.

Table 2
Student Survey Statement
Percentage Responding, Strongly Agree or Agree

	SJAFB	On-Campus
My instructors are prepared for classes	95%	95%
My instructors explain the course material clearly	92%	93%
Instruction at WCC has met my needs	92%	93%
Teaching methods used by my instructors at WCC contribute to my success in the class	87%	91%

The responses by both cohorts indicate a high level of satisfaction with the college's courses. Since the college believes student satisfaction is an important measure of quality, this comparable data indicates equivalent quality of courses at both sites.

Second, in a review of the results of SJAFB student evaluation of instruction from Spring 1994 through Spring 1995, the college found no significant difference in the students' rating of instructors. On the college's Student Evaluation of Faculty and Instruction, students in classes at Seymour Johnson Air Force Base consistently rated faculty and instruction as above average or outstanding. Most of the average total scores for faculty, both part-time and full-time, range from 4.24 to 4.60 on a 5.0 point scale. Classroom observations by department and division heads support these evaluations.

Third, an analysis of 17 courses offered at SJAFB during Winter and Spring quarters of 1995 shows that persistence rates (defined as students completing the course with grades of A, B, or C) exceeded 80 percent or more for 13 of the 17 courses. Persistence rates of similar on-campus courses were found to be significantly lower, in most instances below 80 percent. The higher persistence rate for base students is attributed to smaller classes at SJAFB and the focus and maturity of base students who enroll in the college's courses as a way to meet the general education requirements for an associate degree from the Community College of the Air Force.

In its evaluation of telecourses, the college used student satisfaction, student evaluation of instruction, and persistence rates as assessment criteria. During the 1994-95 academic year, the college offered six courses via broadcast television (telecourses) with a total enrollment of 73 students. In order to measure equivalent quality of courses, the college compared persistence rates and student satisfaction rates for telecourses and traditionally scheduled cohort classes.

First, Table 3 compares Completion Rates (defined as students completing the course with grades of A, B, or C) of telecourses vs traditional courses for Fall 1994 through Spring 1995.

**Table 3
Persistence Rates
Fall 1994-Spring 1995**

Course Title	Telecourse		Traditional On-Campus Course	
	Number Enrolled	Percent Completed	Number Enrolled	Percent Completed
*ECO 151	11	44%	50	52%
*ECO 152	12	44%	9	60%
BUS 261	10	67%	28	46%
MAT 151	3	30%	91	51%
TOTAL	36	46%	178	52%

*ECO 151 and 152 were each offered twice as telecourses.

The results show that persistence rates were greater in ECO 151, ECO 152, and MAT 151 in traditionally scheduled courses, but a greater percentage of students completed BUS 261 as a telecourse. Instructors of telecourses with lower persistence rates have indicated the need for and have planned for more interaction with students enrolled in future courses.

Also, in an effort to ensure equivalent quality of instruction, the college uses full-time instructors to teach telecourses.

Second, the college surveyed former telecourse students, seeking their opinions on the strengths and weaknesses of the telecourse. Respondents to the survey identified the strengths of telecourse offerings as the following:

- The ability to study at home in their own time
- Encouragement of time management, self discipline, self-reliance, and reading because of working at home
- Less stress timewise
- No class conflicts
- Helpfulness of tapes for review
- Having the opportunity to slowdown for help or to move quickly through the areas when help is not needed

Respondents identified the following as weaknesses of telecourses:

- Lack of classroom interaction
- Compressed time to complete course
- Difficulty getting in touch with instructor
- Not enough instruction
- No one to answer questions
- Not enough examples on tapes compared to classroom

Although students stated that the opportunity for help was available, only 73% indicated they requested the assistance of the instructor.

These results indicate reasons for lower persistence rates in telecourse classes and support the belief of telecourse instructors that more interaction is needed with telecourse students. These results also imply that the college must extend further efforts to improve the quality of telecourse offerings.

Therefore, as a result of the evaluation of the survey, the Associate Vice President for Academic Affairs, who is the telecourse coordinator, has developed planning objectives which include the following for instructors who deliver telecourses:

1. Staff development activities designed to address the areas specific to telecourse instruction.
2. An improved schedule for the instructors to provide class visitations to review course materials.
3. An information sheet for each telecourse participant with the instructor's telephone number, office location, and schedule.
4. The development of supplemental materials such as videos, practice sheets and tests.
5. An information sheet for each telecourse participant with software available for use in the college's computer lab.
6. The schedules of time of operation for computer labs, Academic Skills Center / Tutorial Services and Project Enable.

With the continued utilization of student evaluation of instruction, persistence rates, student satisfaction reports, and student success rates, along with the above planning objectives, the college demonstrates its concern for and its efforts to ensure equivalent quality of courses through telecourse instruction and at the Seymour Johnson Air Force Base site. Further evidence of the college's commitment to evaluation of instruction can be found in Appendix C. The United States Air Force Quality Education System site visit, conducted at Seymour Johnson Air Force Base in March, 1999, resulted in a favorable evaluation of the college's base distance learning courses.

The College Procedures Manual outlines the data and analysis needed, along with the procedures to follow, to ensure equivalent quality of programs at Wayne Community College.

Since the 1994-95 distance learning analysis, telecourse and on-line course offerings and student enrollment have significantly increased while persistence rates have also improved. Table 4, Persistence Rates for Fall 1998, shows that, on average, telecourse persistence rates compare favorably to these of traditional course offerings. Table 5, Persistence Rates for Spring 1999, reflects that retention that in some of the higher level courses might need further review.

**Table 4
Persistence Rates
Fall 1998**

Telecourse				Traditional On-Campus Course			
Course Title	# Enrolled	# Completed	% Completed	Course Title	# Enrolled	# Completed	% Completed
ECO 252-01	16	8	50%	ECO 252-02	35	24	69%
MKT 120-01	10	7	70%				
BUS 230-01	9	6	67%				
BUS 110-01	20	17	85%				
BUS 115-01	23	19	83%				
BUS 137-01	11	6	55%	BUS 137-02	14	10	71%
BUS 125-01	5	5	100%	BUS 125-72	3	3	100%
TOTAL	94	68	72%	TOTAL	52	37	71%

Table 5
Persistence Rates
Spring 1999

Telecourse				Traditional On-Campus Course			
Course Title	#	#	%	Course Title	#	#	%
	Enrolled	Completed	Completed		Enrolled	Completed	Completed
MKT 120-30	9	4	44%				
ECO 251-30	7	2	29%	ECO 251-01	30	19	63%
BUS 260-30	16	7	44%				
BUS 115-30	28	33	82%				
BUS 137-30	18	7	39%				
BUS 110-30	22	18	82%				
MKT 123-30	8	7	88%				
TOTAL	98	78	80%	TOTAL	30	19	63%

Table 6 reflects a one year comparison of enrollment completion and grade distribution of telecourses versus traditional courses. Enrollment completion in telecourses was about 14% lower than in traditional courses. Upon further examination, the college found that higher level courses such as Macroeconomics may have been too difficult for telecourse students to tackle and complete. Consequently, instructors in upper level courses should increase the number of contacts with students in telecourses and keep a closer watch on student progress. On the other hand, the grade distributions between the two medias are fairly consistent.

Table 6
Enrollment, Completion, and Grade Distribution
Telecourse vs Traditional Course
Fall 1998-Spring 1999

Telecourse	Traditional On-Campus Course
Students Enrolled 39	Students Enrolled 82
Students Completing 21	Student Completing 56
Completion Rate: 54%	Completion Rate: 68%
Grade Distribution:	Grade Distribution:
A = 15%	A = 19%
B = 20%	B = 14%
C = 50%	C = 49%
D = 15%	D = 11%
F = 0%	F = 7%

Table 7 compares telecourse versus traditional grade point averages. This comparison indicates that instructors teaching the same course but using different instructional media such as telecourse versus traditional are fairly consistent in evaluating student performance.

Table 7
Same Instructor
Telecourse vs Traditional Course Comparison

TELECOURSE		TRADITIONAL	
Course Number	Course GPA	Course Number	Course GPA
ECO 252-01	2.1	ECO 252-02	2.0
BUS 137-02	1.7	BUS 137-01	1.6
BUS 125-01	3.6	BUS 125-72	4.0
ECO 251-30	1.0	ECO 251-01	2.6

Table 8, Internet Persistence Rates, shows a comparison between Fall 1998 and Spring 1999. These Internet persistence rates, when compared to telecourse student persistence rates, reflect favorable retention trends. There were no similar courses offered by the same instructor that could be used to compare on-line course completion rates to traditional courses.

Table 8
Internet Persistence Rates
Fall 1998-Spring 1999

FALL 1998				SPRING 1999			
Course Title	# Enrolled	# Completed	% Completed	Course Title	# Enrolled	# Completed	% Completed
CIS 172-20	25	15	60%	CIS 110-51	26	20	77%
CIS 110-20	20	15	75%	CIS 110-50	17	14	82%
CIS 110-51	14	9	64%	CIS 110-40	22	15	68%
CIS 110-50	7	6	86%	CIS 172-41	19	7	37%
				CIS 172-40	24	16	67%
TOTAL	66	45	68%	TOTAL	108	72	67%

Table 9 reflects on-line grade distribution for course completers for Fall 1998 and Spring 1999.

Table 9
Internet Grade Distribution
Fall 1998-Spring 1999

FALL 1998	SPRING 1999
Students Enrolled 66	Students Enrolled 108
Students Completing 45	Student Completing 72
Completion Rate: 68%	Completion Rate: 67%
Grade Distribution:	Grade Distribution:
A = 83%	A = 82%
B = 10%	B = 14%
C = 5%	C = 4%
D = 0%	D = 0%
F = 0%	F = 0%
I = 2%	I = 0%

- (4.) *any differences in admission or graduation requirements for students enrolled at off-campus programs or through distance learning activities.*

Admission or graduation requirements for students enrolled at off-campus locations or through distance learning activities are no different from those for students enrolled in any other classes.

- (5.) *any special arrangements for grading, transcripts, or transfer credit policies for these programs.*

Students follow the same policies and procedures that traditional on campus students do.

- e. *If the instruction acquires any or all of its instructional materials from another organization or institution, describe the*

- (1.) *procedures to identify and evaluate selection of instructional materials*

No instructional materials are acquired from any other organization for online courses and live interactive courses.

All telecourses are based on comparable instructional materials used in parallel traditional courses. Each telecourse has been evaluated by a state-wide committee and established as comparable to an equivalent course in the North Carolina Community College System Common Course Library. Supplemental materials are acquired from the telecourse producer. The Associate Vice President for Academic Affairs is the telecourse coordinator, and he acts as a liaison between the college's telecourse program, the college's instructional departments, and telecourse producers. The coordinator assists

department chairs in accomplishing department plans related to incorporating distance learning offerings within their degree programs. The coordinator also identifies and locates professionally produced telecourses and consults with the instructional department chair about the suitability of the identified titles based on written descriptive information. Once the coordinator and department chair agree that a suggested title seems viable, then the coordinator obtains preview materials for the course and forwards them to the appropriate faculty member for preview and evaluation.

Final decisions for course selections are made through consultations among the telecourse coordinator, the division chair, the department head, and faculty members as appropriate. Selection criteria include quality of production, accuracy and reliability of content, and equivalence between the content of the video series and the WCC course.

(2.) *process to edit or adapt acquired materials*

The telecourse faculty member prepares the course syllabus, incorporating the same competencies that are used in traditional classes. An instructor may choose to exclude certain video portions of a course and/or delete/add sections of the textbook to be included. In all cases, the instructor is the course manager.

Faculty members follow established departmental guidelines for course development when preparing to deliver a telecourse. The instructor teaching the telecourse starts with the standard course outline and reviews the established course outcomes. Based upon this review, the instructor selects the supplemental materials and assessment strategies for the course. The outline is then submitted to the department chair for approval. If the course is new to the college, it must be submitted to the College Curriculum Committee for approval. The telecourse faculty monitor telecourses, share their experiences with the department, and make modifications to improve the telecourses. Past experiences have resulted in decisions to continue or drop telecourses or modify telecourse requirements.

(3.) *resources of the institution to produce supplemental materials*

Faculty have the same resources available to them for the preparation of supplemental materials for telecourses as for all other courses. Duplication and distribution of print materials are still the primary choices for supplemental materials for all classes. Distribution of materials is accomplished at orientation sessions and/or via mail service or e-mail.

(4.) *the accreditation status of the other organization/institution with which contractual or other arrangements were made.*

WCC does not contract with any institution for which accreditation is required.

f. *Information concerning the institution's faculty and personnel involved in the development and presentation of off-campus or distance learning courses:*

(1.) *any differences in the selection of course content*

There are no systematic differences in the selection of course content between traditional courses on-campus or off-campus and distance learning classes. Distance learning courses must hold the same course outcomes as identified in the institutionally approved course competencies. They may differ from traditional courses only in delivery and order of content, demonstrations, and learning activities as approved for the medium.

(2.) *the qualifications of faculty involved in the off-campus programs or distance learning activities using the attached "Roster of Instructional Staff" form to list faculty members involved in preparing/presenting instructional material and their qualifications. (Provide an explanation if the criteria for faculty teaching in the new distance learning program are not comparable to those for faculty teaching a similar course on campus.)*

Qualifications of faculty involved in distance learning activities such as telecourses and Internet courses are displayed in Appendix B, pages 29-30, at the conclusion of this report.

(3.) *procedures for the evaluation of faculty involved in the programs*

The procedures for evaluating distance learning faculty and off-campus faculty are the same as those used for evaluating all faculty. Each faculty member's performance is evaluated annually by his/her supervisor (usually the division chairperson or the appropriate department chair). A formal instrument is used to formalize this evaluation. The Vice President for Academic Affairs and Student Services with the division chairs, reviews the results of this evaluation. These evaluations become part of the instructor's permanent record. Each faculty member may request a conference with the Vice President for Academic Affairs and Student Services to discuss the evaluation.

Conferences are held with faculty members to assist them in improving their instructional courses and to evaluate the success of the courses in providing a learning environment for the student.

The data used to assist in the evaluation process is as follows:

- 1) Personal and Professional Development Plans.
- 2) Records of the faculty member's academic work engaged in since being employed.
- 3) Evidence of in-service training other than course work.
- 4) Division and department head observation reports.
- 5) Records of professional organizations to which the faculty member belongs.

- 6) Faculty attendance record.
- 7) Records and reports completed by the faculty member.
- 8) Less tangible guidelines include staff impressions concerning:
 - (a) The faculty member's observance of standard school policy and procedure.
 - (b) The faculty member's rapport with students and staff.
 - (c) Cooperation of the faculty member.
 - (d) Classroom effectiveness.
 - (e) Organization of his/her personal and college affairs.
 - (f) Teacher-industry relations.
 - (g) Professionalism and faculty member's general attitude toward his/her job.

Evaluation Process

Evaluation is a systematic method of appraising the performance of an individual in relation to his/her job description. The basis for evaluation is the improvement of all services offered by the institution. Evaluation is the responsibility of students, faculty, staff, and administration. Each full-time employee receives an annual performance appraisal with signed copies to be submitted to the Personnel Coordinator by June 1st each year. Input data is collected throughout the year by the immediate supervisor, who is responsible for the summarized evaluation. Data relevant to the individual job description is collected from a variety of sources. The forms developed for these purposes are included at the end of this section.

Wayne Community College Rating Scale

The following scale is used to evaluate the individual factors on the Performance Appraisal Form(s).

- E - EXCEEDS EXPECTATIONS
Performance is far above the defined job expectations. The employee consistently does outstanding work, regularly going far beyond what is expected of employees in this job.
- M - MEETS EXPECTATIONS
Performance meets the defined job expectations. The employee performs according to the expectations of doing a good job. The employee is doing the job at the level expected for employees in this position.
- N - NEEDS IMPROVEMENT
Performance may meet some of the expectations but does not fully meet the remainder. The employee generally is doing the job at minimal level, and improvement is needed to meet the expectations fully. Performance is less than a good job.
- U - UNSATISFACTORY
Performance generally fails to meet the defined expectations or requires frequent, close supervision and/or redoing of work. The employee is not doing the job at the level expected for employees in this position.

1. Faculty Performance Appraisal

- a. Student Evaluation - Students evaluate an instructor during at least one semester each year. The instructor, with the immediate supervisor's approval, selects the semester he/she wishes to be evaluated for the year (Spring, Fall). The instructor then selects at least two classes to be evaluated by students during the designated semester. Between the ninth and tenth weeks of the semester, the instructor distributes the evaluation forms to the students and leaves the area for a designated time (15 minutes minimum). A student volunteer collects and delivers the forms to the secretary in the office of the division chair for the area. For evening classes, the forms are delivered to the office of the Evening Director. For classes at SJAFB, the forms are delivered to the office of the coordinator of programs on the base. When the compiled data from the student evaluations is returned to the immediate supervisor, an evaluation review is held with the instructor and the supervisor. Copies of the summaries are distributed to the instructor and the supervisors. (NOTE: Part-time curriculum faculty undergo this evaluation every semester for at least one course.) (Copies of evaluation instruments are included in Appendix C.)
- b. In-class Observation - The immediate supervisor is required to make one or more classroom, clinical/shop, or laboratory observations annually for each instructor to collect data related to instructional effectiveness. Observations should be shared with the instructor within one week after the visit. (NOTE: Part-time faculty undergo this evaluation every semester.)
- c. Faculty Evaluation Process - Division directors rate each instructor using the Wayne Community College Rating Scale. Each major factor is rated utilizing the descriptive statements as indicators of the performance expected. In-class

evaluations are also be used to support the rating given. The STUDENT EVALUATIONS rating is based upon the overall assessment by the division head. The optional category of ANNUAL OBJECTIVES is rated by the division director based upon the evaluative criteria agreed upon by the division head and instructor. (ANNUAL OBJECTIVES are those activities beyond normal expectations of the position, such as developing new courses, revising programs/courses, extensive professional development, community involvement, etc.) The RECOMMENDED PROFESSIONAL IMPROVEMENT ACTIVITIES CATEGORY is required when a rating of N or U is given in the previous evaluation period. These activities, when included, become a part of the evaluation process and are rated at the annual evaluation conference. The OVERALL RATING CATEGORY is the summary rating given by the division director based upon the overall performance of the instructor. This rating should be supported by comments in the supervisor's summary. The Vice President for Academic Affairs and Student Services prior to the annual evaluation conference reviews the evaluation of each instructor.

2. Grievance Procedure - If an employee disagrees with any supervisory evaluation, the employee has the following options:

- Attaching to the evaluation form a written statement presenting his/her differing opinion.
- Requesting an additional conference at the next level of supervision. Differences are then resolved on a case-by-case basis.

3. Who Gets Copies of What:

- a. Student Evaluation of Faculty and Instruction: A summary of the evaluation goes to the individual and the supervisor; a third copy is attached to the Annual Performance Appraisal, which will be on file in the office of the director of Personnel.
 - b. Classroom Performance Evaluation of Faculty by Supervisor: Copies go to the instructor and the supervisor
 - c. Annual Performance Appraisals: After reviewing this document with the employee, the supervisor keeps a copy for his/her files and gives one to the employee, and forwards the original to the Personnel Coordinator.
- (4.) *procedures for orientating faculty involved in off-campus programs or distance learning activities: e.g., course development, student/instructor interaction, testing, and course and program evaluation*
- (a) Orientation of Telecourse Faculty - Faculty teaching telecourses receive a personal orientation from the telecourse coordinator. In addition an informal network for sharing information about telecourse experiences has also been established. A *Distance Education for WCC Guide* is given to each telecourse

faculty member. (Appendix E) The guidebook provides standard information about procedural matters associated with the delivery of instruction via telecourses and serves as a source of answers to frequently asked questions. Formal orientation sessions for faculty are conducted at the beginning of each Semester for first-time telecourse faculty. Each year, the North Carolina Community College System office sponsors a conference for telecourse faculty. Workshops and other training sessions provide a system-wide training opportunity for faculty. The conference also serves as a convenient way for telecourse faculty to network with colleagues from other colleges and establish systems of support and experience for their telecourses.

- (b) Orientation for Online Faculty - Faculty who plan to teach an online courses are assigned to a mentor. When possible, new online faculty consult with other faculty within the college and at other community colleges who have developed online classes. Once the content is developed, the instructor works with the webmaster to get the course online. A *Distance Education for WCC Guide* is given to each faculty member scheduled to teach an online course. The guidebook provides standard information about procedural matters associated with the delivery of online instruction and serves as a source of answers to frequently asked questions.

(5.) *the policy on faculty teaching load for off-campus programs or distance learning activities.*

There is no distinction made between distance learning courses and traditional courses when teaching loads are assigned.

It is the responsibility of the division head of each division (with the assistance of department heads) to schedule courses and ensure that instructional needs of the department, division, and college are met. To meet this objective, division heads assign full-time faculty teaching loads based on the following criteria:

- a) the average teaching load for the position in previous year
- b) the number of different preparations required.
- c) the ratio of class to lab hours involved.
- d) the number of students in each class.
- e) the other duties of the instructor such as the number of new preparations, nature of courses taught, committee assignments, number of advisees, curriculum development activities, and other duties assigned by the vice-president and/or president.

The number of contact hours taught, therefore, will vary from instructor to instructor and from program to program. In addition, budgetary restraints may require adjustments in workload.

Once full-time teaching assignments are made, additional teaching assignments may be made through procedure CPM 02-0207 (Compensation for Additional Teaching Assignments). A copy of this policy is in Appendix G.

As part of their regular duties, full-time instructors are required to post and keep at least one office hour per day for a minimum of five office hours per week.

- g. The arrangements made to provide learning resources and services of an appropriate breadth and quality to students enrolled in off-campus programs or distance learning activities: e.g., mailing of materials, arrangements for accessing library resources and services, use of computerized data banks, student purchases of resource materials, and other information made available to students.*

The Wayne Community College library is located on the third floor of the LC building near the main entrance to the campus and adjacent to parking for students, staff and visitors. The library can be reached by both stairs and elevators. Located on Wayne Memorial Drive, the campus is approximately four miles from Seymour Johnson Air Force Base.

While none of the traditional library services have been abandoned, services have been greatly expanded by the addition of Internet access. Students can access the library's home page on campus, from off-campus educational sites, and from home. The home page provides access to the WCC library catalog, several search engines, and links to a wide variety of other sites, including other library catalogs, news, weather, travel, financial information, and career opportunities.

WCC is a member of CCLINC (Community Colleges Libraries in North Carolina), which is a shared catalog of 40 North Carolina community colleges that use the Ameritech library system software. The catalog contains more than a million records and facilitates interlibrary borrowing among the colleges. The catalog for each member library is available at <http://www.cclinc.ncccs.cc.nc.us>. Searching can be extended beyond the individual catalogs to the entire database, and students may place holds on materials available on campus or those that they wish to borrow from another CCLINC library.

In the spring of 1998, WCC became a member of North Carolina Libraries & Virtual Education (NC LIVE). NC LIVE is a statewide collaborative project of the State Library, the North Carolina Community College System, the University of North Carolina, public libraries that serve all 100 counties, and 36 independent colleges to provide access to information. It is funded by an appropriation from the General Assembly and is available over the Internet to computers located in public and academic libraries. The project provides five commercial databases which are otherwise prohibitively expensive for most of the smaller institutions. WCC students, including distance learning students, have access on campus and at the local public library. In the future, it is likely that students will be able to access NC LIVE from their homes.

In the spring of 1999, the library purchased additional computers with LSTA funds. When the computers are installed during the summer, the number of Internet workstations available to students in the library will increase to seventeen. Each workstation will provide access to the Internet, NC LIVE, and the on-line catalog.

A cooperative agreement has been signed with CCLINC. In addition, WCC serves as the host for a local library organization, the Wayne Information Network (WIN). An agreement among the members of WIN is in place, and WCC has separate agreements with Mount Olive College, the Wayne County Public Library, and Seymour Johnson Air Force Base. WIN includes the Wayne County Public Library and libraries at WCC, Mount Olive College (a four year institution), Seymour Johnson Air Force Base, Wayne Memorial Hospital, Cherry Hospital, the local public school system and a private K-12 school. Interlibrary borrowing is encouraged and printed material is often faxed from one library to another. All WCC students, including distance learning students, have access to a library within a reasonable commuting distance. Additional arrangements will be made with other libraries if needed.

h. The means by which the institution provides support services for students enrolled in off-campus programs or distance learning activities: e.g., the areas of admissions, skills assessment, course registration, records maintenance, academic advising, counseling, etc.

All students are admitted, assessed, and registered through the regular processes of the college. The Telephone Registration for You (TRY) accommodates the needs of distance learning students by allowing them to register for courses or change their schedules via telephone. Non-degree students may accomplish all necessary processes by mail or TRY. Students using TRY must meet with their advisor to obtain a Personal Identification Number (PIN) and registration activation date.

The WCC homepage provides information about student services functions online. Students may use electronic mail to contact counselors as well as, financial aid and registration personnel.

Those students seeking degrees must take the placement test on campus; however, active duty military personnel may be tested at the college's office on base. Counselors are located both on campus and at Seymour Johnson Air Force Base. The college collects data throughout the year about student needs for support services. This information is used to plan the kinds of support services that may need to be provided through relationships or agreements with other institutions or agencies in a more formal and organized way.

i. Contractual or other arrangements for the use of support services provided by other institutions or organizations.

Currently, the college has made no contractual nor other arrangements for the use of support services provided by other institutions or organizations.

- j. *The institution's organizational structure for the administration of off-campus programs or distance learning activities (Note any special administrative arrangements for the delivery of TBI.)*

The administrative tasks associated with the college's distance education program are managed through the office of the Vice President for Academic Affairs and Student Services as integrated components of academic programming and services to students. Two senior-level staff positions report to the Vice President for Academic Affairs and Student Services: the Associate Vice President for Academic Affairs, who serves as the telecourse coordinator, and the Associate Vice President for Student Services. Management of distance education courses and services is integrated into their overall administrative duties. The Seymour Johnson Air Force Base Center is administered through the office of the Vice President for Academic Affairs and Student Services. The administration of academic programs is an integrated component of the curriculum division heads' responsibilities. The curriculum division heads report to the Vice President for Academic Affairs and Student Services.

- k. *Financial resources required to support the change, together with information on how such resources have been secured, projected revenues and expenditures and cash flow, and the amount of resources going to institutions or organizations providing contractual instruction or support services (include a specific budget of the first year of course offerings of the distance learning activities).*

The technical infrastructure and organizational structure for distance learning are in place. Almost all costs associated with all distance learning activities are paid by state funds generated through FTE enrollment formulas.

Student tuition is not retained by the college and is not considered to be revenue. Operational costs associated with distance learning activities are charged to departmental budgets managed by the college Comptroller. Instructional costs are charged to departmental budgets. Any expenditure beyond budgeted funds is requested from college resources.

Funds expended during 1998-99 and funds budgeted for 1999-2000 are displayed in Appendix D on pages 32. These give evidence of the college's commitment to and fiscal support for distance learning.

APPENDIX A

DISTANCE LEARNING COURSES

A summary of Distance Learning Courses offered by Wayne Community College from 1990 to 1999, by year and course title, delivery mode, producer/distributor, and number of students at census point.

Appendix A

DISTANCE LEARNING COURSE HISTORY

QUARTER SYSTEM

Year and Course Number	Delivery Mode	Producer/Distributor	No. Students at Census Point
1990 – EDU 246	TV	PBS	14
1994 – ECO 151	TV	PBS	26
1994 – ECO 151	TV	PBS	8
1994 – ECO 152	TV	PBS	16
1995 – BUS 261	TV	PBS	15
1995 – MAT 151	TV	PBS	10
1995 – ECO 151	TV	PBS	17
1995 – ECO 152	TV	PBS	11
1995 – ECO 151	TV	PBS	2
1995 – ECO 152	TV	PBS	3
1996 – BUS 261	TV	PBS	13
1996 – ECO 151	TV	PBS	18

SEMESTER SYSTEM

Fall Semester 1997

Common Course Library Prefix & Number	Delivery Mode	Producer/Distributor	No. Students at Census Point
BUS 110	TV	PBS	20

Spring Semester 1998

Common Course Library Prefix & Number	Delivery Mode	Producer/Distributor	No. Students at Census Point
BUS 110	TV	PBS	16
BUS 125	TV	PBS	13
BUS 137	TV	PBS	18
BUS 230	TV	PBS	9
CIS 172	WEB	WCC	20
MKT 120	TV	PBS	15

Summer 1998

Common Course Library Prefix & Number	Delivery Mode	Producer/Distributor	No. Students at Census Point
CIS 226	WEB	WCC	19
ENG 111	WEB	WCC	7
CIS 110	WEB	WCC	9

Fall Semester 1998

Common Course Library Prefix & Number	Delivery Mode	Producer/Distributor	No. Students at Census Point
BUS 110	TV	PBS	20
BUS 115	TV	PBS	23
BUS 125	TV	PBS	5
BUS 137	TV	PBS	11
BUS 230	TV	PBS	9
CIS 110	WEB	WCC	20
CIS 110	WEB	WCC	7
CIS 110	WEB	WCC	14
CIS 172	WEB	WCC	25
ECO 252	TV	PBS	16
MKT 120	TV	PBS	10

Spring Semester 1999

Common Course Library Prefix & Number	Delivery Mode	Producer/Distributor	No. Students at Census Point
BUS 110	TV	PBS	22
BUS 115	TV	PBS	28
BUS 137	TV	PBS	18
BUS 260	TV	PBS	16
CIS 110	WEB	WCC	22
CIS 110	WEB	WCC	18
CIS 110	WEB	WCC	26
CIS 172	WEB	WCC	19
CIS 172	WEB	WCC	24
ECO 251	TV	PBS	7
MKT 120	TV	PBS	9
MKT 123	TV	PBS	8

APPENDIX B

DISTANCE LEARNING INSTRUCTORS

Table reflecting distance learning instructor's names, courses taught and credentials.

Appendix B

Wayne Community College Roster of Distance Learning Instructional Staff 1998-99

Name	Most Advanced Degree & Discipline	Other Degrees	Courses Taught
Almond, Mable	J.D.	B.A., North Carolina Central University; J.D., North Carolina Central University	Business Law
Banton, Deborah	M.B.A., Business Administration	B.S. James Madison University; B.S., Mount Olive College; M.B.A., Campbell University	Principles of Marketing
Brock, LaRose	M.B.A., Business Administration	A.A.S., Wayne Community College; B.A.S., Mount Olive College; M.B.A., Campbell University; Academic Study, East Carolina University	Business Communications
Burrell, Ray	M.B.A., Business Administration	B.S., North Carolina Agriculture and Technical State University; M.B.A., University of Guam	Fundamental of Selling Introduction to Business
Deakle, David	M.A., Education; M.B.A., Business Administration	A.A.S., Wake Technical Institute; B.T., Appalachian State University; M.A. Ed. East Carolina University; M.B.A., Campbell University; Post Graduate Study, North Carolina State University	Principles of Marketing Principles of Macroeconomics Principles of Microeconomics Fundamentals of Selling
Gilchrist, David	Ph.D., Economics	A.A., Wayne Community College; B.S., Campbell University; M.B.A. (International Finance), Oklahoma City University; M.A. (Managerial Economics); University of Oklahoma; M.B.A. (Management), University of Oklahoma; Ph.D. (Economics), University of Oklahoma	Introduction to Business Principles of Macroeconomics Principles of Microeconomics

Guzman, Elizabeth	J.D.	B.A., University of South Florida; J.D., University of Florida	Business Law
Hood, Doug	M.B.A., Business Administration	M.B.A., Campbell University; B.S. Business Administration, North Carolina Wesleyan College; Bakery Management Diploma, American Institute of Baking; Baking Science Diploma, Oklahoma State Technical College	Business Law II Principles of Management
Myers, Sidney	B.S.B.A.	B.S.B.A., Appalachian State University; Graduate Study, East Carolina University	Business Law Small Business Management
Smith, Glenn	M.A., Education	B.S., East Carolina University; M.A. Ed., East Carolina University; Graduate Study, East Carolina University; Academic Study, North Carolina State University	Principles of Management Small Business Management
Spicer, Ann	M.A., English, East Carolina University	B.A., English, Converse College	Expository Writing
Stevens, Cindy	M.A., Technical & Professional Communication	B.A., Hilbert College; M.A., East Carolina University; Graduate Study, East Carolina University, Graduate Study, Indiana State University	Trends in Technology Introduction to Internet Data Comm/Networking

APPENDIX C

EVALUATION MATERIALS

- College Distance Learning Policy (CPM 03-0106)
- Student Evaluation of Faculty and Instruction
- USAF Quality Education System, March 1998, Report

APPENDIX D
DISTANCE LEARNING BUDGET

- Table of 1998-1999 distance learning expenses and 1999-2000 projected budget.

Appendix D

**Wayne Community College
Distance Learning Budget**

Expenses	1998- 1999 Expended	1999- 2000 Projected
Clerical Support	\$ 19,308.00	\$ 19,884.00
Instructional Cost	\$ 63,702.00	\$ 65,613.00
Social Security	\$ 6,350.00	\$ 6,540.00
Retirement	\$ 8,989.00	\$ 9,259.00
Medical Insurance	\$ 5,222.00	\$ 5,379.00
Supplies	\$ 1,500.00	\$ 1,500.00
Printing	\$ 1,500.00	\$ 2,000.00
Equipment	\$ 30,000.00	\$ 60,000.00
PBS Tuition Fees	\$ 4,000.00	\$ 4,000.00
Total Costs	\$140,571.00	\$174,175.00

APPENDIX E
SUPPORT SERVICES

Distance Education for Wayne Community College

- This document is composed of five sections:
 - (1) What is a telecourse?
 - (2) Learning Through Television
 - (3) The Faculty, Student Support Services and Administrative Staff Responsibilities
 - (4) Promoting the Telecourse
 - (5) Information for Making Decisions Relative to Distance Learning

APPENDIX F

ORIENTATION MATERIALS

- Brochure – *Let the World of Education Come to You Through Distance Education*
- Brochure – *Degree by Distance*

APPENDIX G

OTHER ITEMS

- April 29, 1999 Memorandum – Subject: Prioritization of the 1999-2000 Computer-Related Technology Objectives
- WCC Compensation for Additional Teaching Assignments Policy (CPM 02-0207)