

## *Expanding The Virtual Learning Community*

# North Carolina Community College System

Preparing North Carolina's World-Class Workforce

### Fall 2004 Volume 5, Edition 2

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#### **What's in this Issue?**

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#### **2004 – 2005 VLC Development Center Activities**

*Submitted by Dr. Paula Berardinelli, NCCCS*

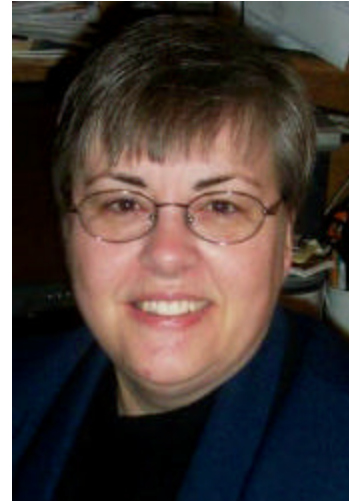
We are delighted to announce the newest VLC Development Centers. Along with the new Centers are some enhancements to the process. This year more technical and instructional design support has also been added to the Development and Editing Centers. In an effort to maximize faculty involvement and leverage the power of their subject matter expertise, each VLC Center has a format/HTML editor and there is an overall VLC Managing Editor to coordinate instructional design and formatting issues among all the Centers.



Center One will edit AAS Courses under the direction of Dr. Candace Ring at Surry Community College. There are nearly 50 courses to be edited by this center, as many of the courses were developed in the early years of the VLC and are due for editing.

Candace has served as a VLC center more than once, and the skills she brings to the VLC include good instructional design skills and experience making web-based courses compliant with the Americans with Disabilities Act.

Ms. Rita Rogers, pictured on the right, is the Center One Editor. As Center Editor, Rita works with Candace and the faculty editors to support the format and technical aspects of online courses. Rita is from Roanoke-Chowan Community College in Ahoskie.



Center Two will edit associate in arts and associate in science courses. Located at Nash Community College under the direction of Ms. Chris Morgan, this Center plans to edit 27

courses this year. Chris is shown on the left.

Also from Nash Community College is Ms. Nakisha Watson. She will serve as the Center Two Editor. In her role, Nakisha works with Chris to support the work of the editing faculty and provide technical and formatting support.



Center Three will develop eight new associate of applied science courses under the direction of Ms. Cheryl Thomas, Esq., who is pictured to the left. Cheryl is on the faculty at Fayetteville Technical Community College. The courses under development by this center include:

- ❖ ACC 130 Bus. Income Taxes
- ❖ CJC 132 Court Procedure and Evidence
- ❖ CJC 221 Investigative Principles
- ❖ ECM 220 E-Commerce Plan. & Implement
- ❖ EDU 153 Health, Safety and Nutrition
- ❖ LEX 140 Civil Litigation I
- ❖ LOG 110 Introduction to Logistics
- ❖ OMT 154 / MKT 223 Customer Satisfaction

This year, Dr. David Smith, pictured below, of A-B Tech, is serving in two roles: one as the Center Editor at Fayetteville Tech and also as the first ever VLC Managing Editor. In addition to supporting the work of Cheryl and the course development faculty, David is keeping a bird's eye view of all the VLC courses under construction this year. David's role is to ensure consistency and quality for the VLC courses offered to colleges in the system.



Center Four, under the direction of Mr. Jon Wilmesherr at Mayland Community College, will serve as a web development center to bring the resources of the VLC to a web-based format. John is pictured to the right.

Look for updates to the FOLDER system Jon developed several years ago, along with interactive features and a new VLC logo that supports the ever-growing distance learning needs of our state. The new, interactive website should be ready for public consumption before the end of the Spring semester.



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## **VLC Continuing Education Courses in Bio-Terrorism**

*Contributed by Bryan Scyphers, Davidson County CC*

Last summer and fall, 9 new Continuing Education Modules on BioTerrorism were developed for the VLC. This work was conducted under the direction of Mr. Bryan Scyphers at Davidson CC. The modules were piloted with professionals across the state and will be available for download from the VLC server by the end of the academic year. The modules include:

- ❖ Biological Agents of Bioterrorism
- ❖ Bioterrorism Awareness for EMS
- ❖ Chemical Agents of Bioterrorism
- ❖ Decontamination & Transport of Exposed Patients
- ❖ Introduction to Bioterrorism for Firefighters
- ❖ Law Enforcement: Explosives, Dirty Bombs, & Radiation Response
- ❖ Law Enforcement : Weapons of Mass Destruction
- ❖ Legal Aspects of Bioterrorism for Law Enforcement
- ❖ Radiological Emergencies for EMS

Student quotes from the pilot courses:

- ❖ "I wish there were more opportunities like this to get needed CE [*continuing education*]."
- ❖ "I wouldn't have been able to participate if (the course) wasn't online."
- ❖ "I hope that future online courses will be offered."
- ❖ "This is a great way to develop ideas and ways to combat the issues that were brought to the surface in this class."
- ❖ "It was very helpful to be able to complete the course online and at my own pace."

- ❖ "Good information. Kudos to whoever prepared the presentation."
- ❖ "Great class. Even with the increased threat...of terrorism, not much training has been offered."

According to Bryan Scyphers, project director, "This project involved participation by individuals from across the country who are experts in these specific BioTerrorism topics. We were able to utilize their expertise without having to worry about geographical boundaries, travel costs, and scheduling problems".

"Few students with public safety careers work 'normal' 9 to 5 jobs. Most work rotating or 24-hour shifts, keeping them from attending courses scheduled in traditional formats. With distance education, those barriers were overcome. Some students logged on to the course at 3 am", Bryan said.

"One important aspect of the project was the Blackboard training sessions we offered for potential instructors. Thirty-two Continuing Education coordinators/instructors representing sixteen community colleges attended and learned how to teach online courses using Blackboard. The response was amazing! Many thought that Blackboard could only be used for credit courses since few colleges offered CE courses via distance education other than Ed2Go".

Bryan says that "My hope is that by placing these nine courses in the VLC and making them available for all colleges to offer, other community colleges will be encouraged to produce additional online CE (Continuing Ed) courses and share them via the VLC".

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## **Basic Skills Project IDEAL**

*Contributed by Katie Waters, NCCCS*

Project IDEAL (Improving Distance Education for Adult Learners) is a consortium of states working to develop effective distance education programs for adult learners. The Project IDEAL Support Center at the University of Michigan helps consortium states by developing training materials and web-based tools. The Center provides technical support in the areas of teacher training, research design, data collection, data analysis, and reporting. Through collaborative research and practice, we are working to provide quality distance education for adult learners across North Carolina and the country.

Project IDEAL Support Center activities are funded by member states and the US Department of Education, Office of Vocational and Adult Education, Division of Adult Education and Literacy.

The System Office Basic Skills Department is participating in a distance learning project from the University of Michigan, Project IDEAL. The project requires each state to research distance learning by conducting at least fifteen local pilot projects using the distance learning program. In February of 2003, RFPs were sent to local programs and resulted in the selection of eight community colleges with two pilot sites at each college. Students were taught using Crossroads Café Wrap-Around Series in a hybrid distance learning setting (using both face to face and distance self-directed learning). Programs were funded at a level of \$12,000

to serve at least 16 students through each of the 16 pilot sites. The instructors were trained in Distance Learning 101 in July of 2003 before beginning the pilot projects.

Distance Learning 101 is a course to help instructors learn how to deliver instruction and/or facilitate learning at a distance. It is offered via a face to face orientation, and then the course is completed in eight weeks online. Distance Learning 102 will be offered at a distance for a period of four weeks in January 2005.

Findings in this research include:

- ❖ Distance Learning is an appropriate mode of delivery for ESL students and can reach the students that are normally not reached.
- ❖ 87% of the students recruited were enrolled.
- ❖ 58% of students who were enrolled completed 40 or more hours.
- ❖ 45 % of students who were enrolled completed 60 or more hours.
- ❖ 75% of students were between the age of 25-44.
- ❖ 96% of students were Hispanic/ Latino.
- ❖ 40% were either not employed or in the labor force at enrollment.

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## **2003-04 Courses Ready on Blackboard Server**

*Contributed by Jalaine Gross, NCCCS*

The following courses have been added to the VLC Library and are now available for download. Thanks to the faculty who worked to develop these courses as well as our VLC development center directors Cheryl Thomas, Fayetteville Tech CC and Candace Ring, Surry CC. These development efforts were supported through the technical editing of David Smith, A-B Tech CC, and the assessment support of Larry Hogan, Fayetteville Tech CC.

Please contact your campus Blackboard Administrator or Distance Learning Coordinator to get a copy of the course or take a preview look at <http://bb.ncccs.cc.nc.us:1677/?bbatt=Y?bbatt=Y>

### **ACC 220 Intermediate Accounting I**

John Daughtery, Pitt CC  
Cynthia McKoy, Bladen CC

### **BUS 234 Training and Development**

Sharon Kendrick, Fayetteville Technical CC  
James Sisk, Gaston College

### **BUS 258 Compensation and Benefits**

Knowles Parker, Wake Technical CC  
Teronda McNeil-Hueitt, Robeson CC

### **BUS 259 HRM Applications**

Linda Sanders, Fayetteville Technical CC

### **ECM 210 Introduction to E-Commerce**

Bill Kirchman, Fayetteville Technical CC  
Chris Morgan, Nash CC  
Denise Barton, Wake Technical CC

### **EDU 151 Creative Activities**

Angeline Woodson, Central Carolina CC  
Jeannie Proctor, Alamance CC

### **EDU 186 Reading & Writing Methods**

Pat Weaver, Fayetteville Technical CC  
Susan Findlay, Cleveland CC

### **FIP 128 Detection and Investigation**

Ronnie Holton, Coastal Carolina CC

### **LEX 150 Commercial Law**

Jeff Penley, Catawba Valley CC  
Lynn Coleman, Coastal Carolina CC

### **LEX 250 Wills, Estates, and Trusts**

Jeff Penley, Catawba Valley CC  
Lynn Coleman, Coastal Carolina CC

**OST 289 Office Systems Management**

Valeria Truitt, Craven CC  
Brenda Poinsette, Robeson CC

**ANT 210 General Anthropology**

Doug Reinhardt, Surry CC  
Virginia Reynolds, Guilford Technical CC

**BIO 166 Anatomy & Physiology II**

Jessica Brown, Central Carolina CC  
Marta Klesath, Central Carolina CC  
Kimberly Turk, Mitchell CC

**ENG 262 World Literature II**

Kathleen Fowler, Surry CC  
Leviece Ward, Wake Technical CC  
B.J. Zamora, Cleveland CC

**HIS 223 African-American History II**

Richard Eller, Catawba Valley CC  
Roy Raby, Fayetteville Technical CC

**HUM 122 Southern Culture**

Jan Gordon, Surry CC  
Charles Wright, Lenoir CC

**SOC 220 Social Problems**

Melissa Atkinson, Surry CC  
Karen Dawes, Wake Technical CC  
Deborah Dewitt, Fayetteville Technical CC

The following courses were edited under the leadership of Michelle Turnage at Wayne CC. The VLC strives to edit courses every 2-3 years to keep pace with changes in the course content and innovations in delivery and instructional methods.

**ACC 120 Principles of Accounting I**

Karen Mozingo, Pitt CC

**ACC 121 Principles of Accounting II**

Alice Sineath, Forsyth Technical CC

**ACC 129 Individual Income Taxes**

Patricia McDaniel, Central Piedmont CC

**ACC 140 Payroll Accounting**

Karen Mozingo, Pitt CC

**BPR 111 Blueprint Reading**

David Humphrey, Jr., Bladen CC

**BUS 238 Integrated Management**

Jewel Cherry, Forsyth Technical CC

**CHM 131 Introduction to Chemistry**

Joanne Cox, Cleveland CC

**CHM 132 Organic & Biochemistry**

Susan Schwarz, Central Carolina CC

**ECM 168 Electronic Business**

Leatrice Freer, Pitt CC

**ECO 251 Principles of Microeconomics**

Felix Nyako, Rockingham CC

**ECO 252 Principles of Macroeconomics**

Felix Nyako, Rockingham CC

**EDU 131 Child, Family, & Community**

Ella Hairston, Guilford Technical CC

**EDU 144 Child Development I**

Claudia Anderson, Bladen CC

**EDU 145 Child Development II**

Claudia Anderson, Bladen CC

**EDU 280 Literacy Experiences**

Ella Hairston, Guilford Technical CC

**ENG 111 Expository Writing**

Joe Argent, Gaston College

**ENG 113 Literature-Based Research**

Chris Tibbetts, Asheville-Buncombe  
Technical CC

**HIT 112 Health Law & Ethics**

Polly Decker, Brunswick CC

**HSE 110 Introduction to Human Services**

Jodi Hall, Wake Technical CC

**HSE 210 Human Services Issues**

Jodi Hall, Wake Technical CC

**INT 110 International Business**

Felix Nyako, Rockingham CC

**ISC 112 Industrial Safety**

David Humphrey, Jr., Bladen CC

**LEX 120 Legal Research/Writing I**  
Nina Neal, Central Piedmont CC

**MED 118 Medical Law & Ethics**  
Lisa Gay, Pitt CC

**LEX 130 Civil Injuries**  
Susan Herring, Forsyth Technical CC

**MKT 123 Fundamentals of Selling**  
Angela Weiland, Wayne CC

**LEX 210 Real Property I**  
Lisa Duncan, Central Carolina CC

**OST 134 Text Entry & Formatting**  
Angela Weiland, Wayne CC

**MAT 151 Statistics**  
Cathy Johnson, Alamance CC

**OST 164 Text Editing Applications**  
Angela Weiland, Wayne CC

**MAT 161 College Algebra**  
Sam Cheung, Durham Technical CC

**OST 184 Records Management**  
Valeria Truitt, Craven CC

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## **VLC Developers and Editors Honored at 2004 NCCC System Conference in Greensboro**

*Submitted by Jalaine Gross, NCCCS*

During the 2004 North Carolina Community College System Conference held last October, Dr. Katherine Johnson, Chair of the North Carolina Association of Community College Presidents (NCACCP) honored VLC Developers and Editors. She acknowledged the collective work of 604 faculty and staff members representing 55 institutions who have created, supported and grown the Virtual Learning Community library to 203 courses since its inception in 1999. In addition, developers and editors received certificates of recognition from the VLC.

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## **New Association Forms - NCCCADL**

*Submitted by Jalaine Gross, NCCCS*

On October 11, 2004 at the NCCCS Conference in Greensboro, an organizational meeting was held to form the North Carolina Community College Association of Distance Learning (NCCCADL). At this meeting a constitution was proposed and those present at the organizational meeting elected the first slate of officers for the Association. The Officers will serve until May 1, 2006. The members of the Executive Board include:

President..... Cathy Johnson, Alamance CC  
President Elect..... Michelle Turnage, Wayne CC  
Secretary..... Beverley Gass, Guilford Technical CC  
Treasurer..... LaNita Kirby, Rowan-Cabarrus CC  
Eastern Vice-President..... Ann Harrison, Brunswick CC  
Central Vice-President..... Connie Cerniglia, Guilford Technical CC  
Western Vice-President..... Nancy Risch, Caldwell CC & Technical Institute  
Webmaster ..... Rick Lewis, Sandhills CC  
Ex-Officio NCCCS System Office Representative ..... Jalaine Gross, NCCCS

The purpose of the NCCCADL is:

- ❖ To facilitate communication among distance learning administrators and educators throughout the North Carolina Community College System.
- ❖ To provide leadership for quality distance learning in the North Carolina Community College System.
- ❖ To advocate policies, practices, and resources that promote quality distance learning.
- ❖ To improve the distance learning experiences of NCCCS students and instructors.
- ❖ To promote the professional development and support of members.

Membership in the NCCCADL is open to all persons interested in supporting and promoting distance learning in the NCCCS. This includes administrators, faculty, technical staff and support staff. Currently, there are no membership dues. If you are interested in becoming a member, please contact Beverley Gass at Guilford Technical CC at [abgass@gtcc.edu](mailto:abgass@gtcc.edu) or 336-334-4822 ext. 2434.

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## **News From Telecourse Vendors**

*Submitted by Jalaine Gross, NCCCS*

### ***Telecourse Updates from PBS/ALS***

❖ For the first time, you can now license individual episodes of selected PBS/ALS courses--instead of paying to use the entire course--in order to digitize and incorporate them into online courses. PBS/ALS is running a special introductory offer. The license fees are just \$100 per episode per year; you may choose up to six episodes from each selected course.

Currently, course episode licensing apply to the following PBS/ALS courses (PBS/ALS will notify when more of their courses are added):

*Accounting in Action: Financial & Managerial*  
*Accounting in Action: Principle I & II*  
*America in Perspective*  
*American Passages*  
*Bridging World History*  
*Choices and Change: Macro and Micro Economics*  
*Democracy in America*  
*Exploring Society*  
*It's Strictly Business*  
*Journey to Health*  
*Nutrition Pathways*  
*Shaping America*  
*The Sociological Imagination*  
*Transforming America*  
*Voices in Democracy*  
*A Writer's Exchange*

If your college is interested in course episode licensing, please contact Jalaine Gross at 919-807-7109 or [grossj@ncccs.cc.nc.us](mailto:grossj@ncccs.cc.nc.us).

❖ PBS/ALS is going to send new master license agreements to all clients for approval. The updated agreement will give colleges more clarity on how content may be used and delivered in light of newer (and ever-evolving) technologies such as streaming and DVDs.

❖ PBS/ALS's rights to license the courses "American Cinema" and "Voices and Visions" are both currently scheduled to expire December 31, 2004. Negotiations are underway to extend the rights for both courses; PBS/ALS will provide updates in their Course Bulletin and online at:

[http://PBSals.org/amer\\_cinema/amcnnews.htm](http://PBSals.org/amer_cinema/amcnnews.htm)

[http://PBSals.org/voices\\_visions/vovinews.htm](http://PBSals.org/voices_visions/vovinews.htm)

❖ There are three new courses are coming to PBS:

"Bridging World History," a 26-part world history course from Annenberg/CPB, will be available winter/spring 2005 with a preview blockfeed in the fall.

[http://PBSals.org/bridging\\_history](http://PBSals.org/bridging_history)

"Democracy in America," a 15-part course from Annenberg/CPB, brings light to the principles and workings of American democracy. This course is available in winter/spring 2005 with a preview blockfeed in the fall.

[http://PBSals.org/democracy\\_america](http://PBSals.org/democracy_america)

"Transforming America," part one of a comprehensive two-part multimedia course on American history replaces America in Perspective in fall 2005.

[http://PBSals.org/trans\\_america](http://PBSals.org/trans_america)

❖ For the fall 2004 semester, PBS has announced the arrival of CD-ROM duplication masters for the Interactive versions of the following courses:

- *Shaping America*
- *Exploring Society*
- *Journey to Health*
- *Becoming Physically Fit*
- *Choices and Change: Macroeconomics*
- *Choices and Change: Microeconomics*

If you are looking for alternative delivery methods to broadcast and/or videocassette, consider the desktop delivery system available on CD-ROM. The CD-ROM contains digitized video, multimedia exercises, recourses, and self-assessment tools for your students. Because most of the content is on the CD, neither a continuous nor high-speed Internet connection is required.

To order the master license and/or CD-ROM duplication sets for \$150, please visit the PBS/ALS website at: <http://www.pbs.org/asl/setmeup>.

## ***Telecourse Updates from Coast Learning Systems***

❖ Coast Learning Systems new marketing course, *Concepts in Marketing*, is now available for faculty review and institutional adoption. This course provides a comprehensive survey of fundamental marketing principles and skills. Students will learn how marketing managers develop strategy, research consumer needs, and identify target markets. In addition to covering the importance of global marketing and e-commerce, students will learn how to satisfy market opportunities with the “4 Ps”— product, pricing, promotion, and placement. Each video lesson integrates a company or organization case study with core learning objectives. As each case study unfolds, students will learn general concepts, definitions of terms, product or service history, and the latest in marketing trends. The study guide reinforces the textbook and video lesson content and provides drill and practice exercises for an all-inclusive learning experience. This course was instructionally designed to provide faculty with an option for textbook selection. The textbooks, *Marketing* and *Marketing: The Core* are both excellent books and are written in a student-friendly and engaging style. Coast’s Publisher/Partner, McGraw-Hill/Irwin, has done a superb job of providing numerous real-world examples of marketing plans from companies around the globe. Preview materials are available on Coast’s website ([www.CoastLearning.org](http://www.CoastLearning.org)), or instructors may contact Coast’s office (800-547-4748) to receive the materials for review at their leisure.

❖ Coast Learning System’s course, *Transitions Throughout the Life Span*, now has new editions of the textbook and student study guide available through the publisher, Worth Publishers, at (800)446-8923. The textbook is *The Developing Person Through the Life Span* by Kathleen Stassen Berger, 2005. ISBN: 0-7167-5706-0 (hardcover) or ISBN: 0-7167-9159-5 (paperback). The study guide is *Telecourse Student Guide to accompany Transitions Throughout the Life Span* by Richard Straub, 2005, Coast Learning Systems. ISBN: 0-7167-0335-1. If you need the revised faculty manual for this course, please contact Coast Learning Systems at [www.CoastLearning.org](http://www.CoastLearning.org) or 800-547-4748.

## ***Telecourse Updates from Intelecom***

❖ Check out The Unfinished Nation (Available: fall 2004; two-semester US History course) at: [http://www.intelecom.org/article\\_unfinished\\_nation.asp](http://www.intelecom.org/article_unfinished_nation.asp)

❖ The Way We Live (Available: fall 2005; Introduction to Sociology) at [http://www.intelecom.org/article\\_way\\_we\\_live.asp](http://www.intelecom.org/article_way_we_live.asp)

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## **Surry Community College in Dobson, North Carolina to Implement ePortfolios for Students and Faculty**

*Submitted by Dr. Steve Atkins, Vice President and Chief Academic Officer and Ms. Candace Ring, Director of Distance Education*

The goal of the Surry Community College Learning Initiative is to foster the development of a learning-centered community college. The college is working

on cultivating an organizational culture in which policies, programs, practices, and personnel support learning as the major priority. Three project objectives provide the framework for meeting that goal: Improve student engagement through critical thinking, assess learning outcomes, and reform organizational culture. The college has developed and implemented strategies for improving student learning with critical thinking as the key ingredient in improving student engagement across all disciplines and programs. The college created learning outcomes relevant for all degree programs and chose an assessment process to measure the acquisition of those outcomes: the Institutional Portfolio used by Johnson County Community College, Overland Park, Kansas.

Attainment of learning outcomes will be documented by the institution through individual ePortfolios created by our students using the Blackboard Learning and Content Management Systems. Students will incorporate projects and class assignments into the ePortfolio that demonstrate their attainment of learning outcomes. It also provides students a means for documenting their full range of competencies and accomplishments acquired throughout their college experience for potential employers or four-year colleges.

Surry decided that adoption of the Institutional Portfolio model could provide an opportunity for students to engage in meaningful class projects while simultaneously providing assessment data for general education outcomes. The college will utilize ePortfolios to document, assess, and evaluate the extent to which learning outcomes are attained by SCC students. Interdisciplinary faculty assessment teams will review students' ePortfolios and will apply Learning Outcomes rubrics, created by SCC faculty, to evaluate students' work. This data will be provided to the Office of Institutional Planning and Research for inclusion into an institutional portfolio and will provide opportunities for development of strategies for improving students' academic performance. Assessment results are reported for the college as a whole but may also be disaggregated and analyzed by a number of demographic variables of interest to the faculty.

The core feature of the Institutional Portfolio model is the integration of performance-based assessment projects within class assignments. This is especially beneficial in cases where skills and knowledge are demonstrated through complex performance. Perhaps the greatest benefit of the Institutional Portfolio is that assessment is viewed not as an "add-on." Classroom projects are utilized to provide ample evidence of student learning and success that evolves from an authentic context. Moreover, the Blackboard Content System provides faculty assessment teams the ability to easily manage, assess, and communicate student performance on academic tasks and competencies.

As a learning college, Surry Community College takes full responsibility for student learning. The college's investment in the Institutional portfolio facilitates greater understanding of how well our students are developing critical competencies in 21<sup>st</sup> century workplace skills and provides feedback for the improvement of instruction.

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## System-wide Distance Learning Curriculum Data Highlights

Submitted by Dr. Darryl McGraw, NCCCS

The North Carolina Community College System has enjoyed another banner year in terms of the growth of distance learning courses. For the academic year 2003-04, there was a 42% growth in the number of registrations (duplicated headcount) system wide. Figure 1 shows the growth of curriculum courses statewide:

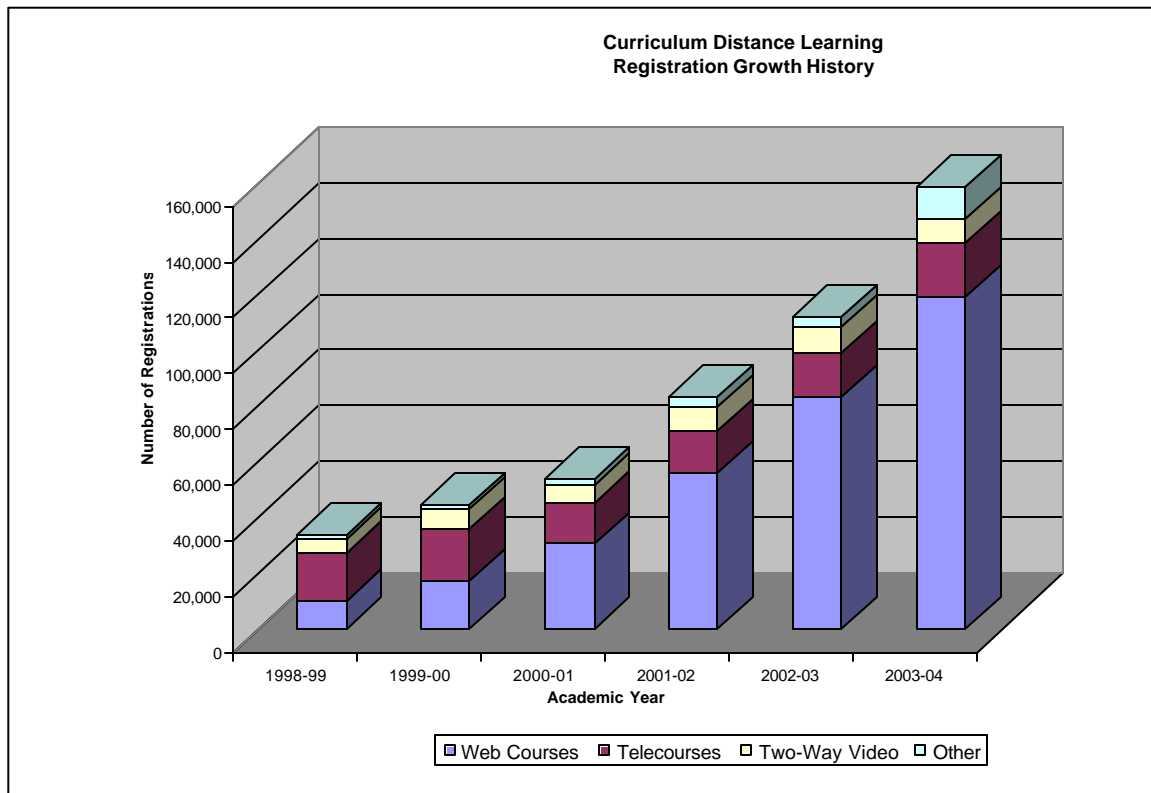


Figure 1. Distance Learning Enrollment Growth over last 5 years. Source NCCCS Data Warehouse.

As the graphic above shows, most forms of distance learning have remained relatively stable, except for web-based course delivery, which continues to expand every year.

Figure 2 below shows that for every year of the existence of the Virtual Learning Community, there has been an extremely high level of growth in the number of registrations (duplicated headcount). The efforts and investments of distance learning professionals statewide are paying dividends in registrations every year.

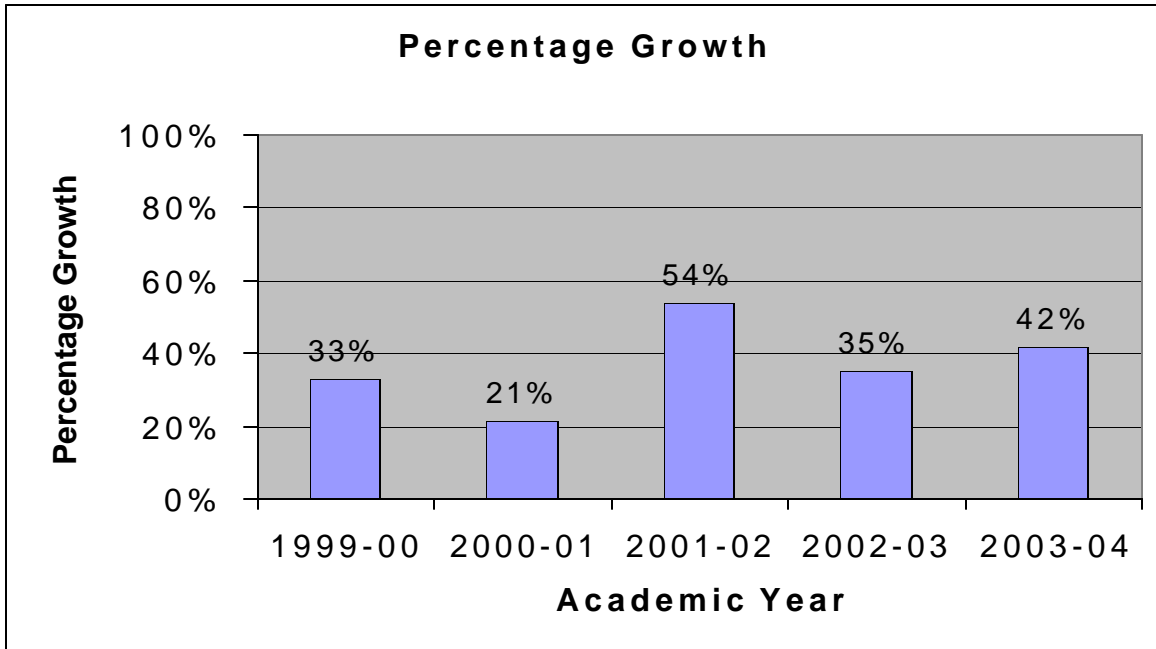


Figure 2. Percentage Growth of Distance Learning Enrollment by Academic Year. Source: NCCCS Data Warehouse

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## Distance Learning Instructional Methods Codes

*Submitted by Dr. Bill Randall (NCCCS)*

“How do we accurately and reliably account for the number of distance learning courses and methods across the state? How do we account for Hybrid courses? Are we reporting the right numbers to the NCCCS Data Warehouse?” These are some of the questions that have led the NCCCS Distance Learning Council to define and describe the distinctions among distance learning methods and create systematic ways to capture this in the Data Warehouse.

Distance Learning course codes have been updated to:

- (1) more accurately define the types of distance learning courses and
- (2) update Code categories.

**CIS patch #6587** contains the new DL Codes. Programming changes for our legacy system have also been made.

### ***New DL Codes available in the Data Warehouse***

- HY – Hybrid
- WB – Web-supported or Web-assisted
- DM – Digital media

### ***Under-reporting DL enrollment – a chronic problem***

Until now, we had no means to accurately count distance learning enrollments. Many feel that in the past DL enrollments were under-reported by 20 - 50%. For example, no categories previously existed to record hybrid or web-supported traditional courses. In addition, existing Code definitions were rather ambiguous; leading to confusion when courses were coded in the scheduling process.

The default setting for Codes is TR, traditional courses. Therefore, any uncertainty in the coding process often resulted in a “Traditional” code designation for a DL course. The result has been underrepresented distance learning enrollment resulting in a de-emphasis in the importance of online delivery of instruction and hesitancy by decision-makers to support appropriate funding for DL growth and infrastructure.

### ***Data Warehouse as a Resource***

Enrollment figures in the Data Warehouse are the “official” numbers used to configure FTE data at each college. Improved DL Codes and definitions are one element in the effort to improve Data Warehouse information. A second relies on comparison of the DL enrollment figures at each college with Data Warehouse figures. We recommend that each DL Administrator obtain DL enrollment data from his/her Records Department and compare with a printout of the same courses from the Data Warehouse. Consult with your college’s Skilled Knowledge Worker to obtain a printout of course title, number, and section number from the Data Warehouse. This will enable us to compare section to section to verify that (1) each DL course was properly coded and (2) enrollment figures match up. In a very real sense, accuracy of DL coded enrollment at your college is in your hands. You now have accurate Codes and a means to measure the accuracy of reporting.

The process to establish 100% coding accuracy will take time. Data Warehouse staff inform me that up to three “cycles” of data input can be required before data is accurate. This is normal as we all are learning new systems and processes. The important thing is to begin the process now. Within one year, we should begin to have a more realistic portrait of how successful our DL programs really are and how much service we provide our students. Plus, we can share these larger enrollment figures with our Administrators to support our argument that DL infrastructure has become the Second Foundation, close on the heels of bricks-and-mortar, of learning in the NCCCS.

### ***Distance Learning Definitions and Revised Code Formats***

<b>Type of Course</b>	<b>Code</b>	<b>Description</b>
Traditional	TR	College credit or continuing education course where the instructor and students meet face-to-face, according to designated dates/times/location and where there is no Internet or other method of delivery requirement.
Cooperative Education	CP	Instruction consisting of the integration of traditional classroom learning with supervised work experience and where there is no Internet requirement.
Independent Study	IS	Self-paced course in which a student progresses through the instructional materials at their own pace, regardless of method of delivery.
Internet or Online	IN	College credit or continuing education course where 100% of the instruction is delivered through the Internet.
Telecourse	TV	College credit or continuing education course where 100% of the instruction is delivered by video, television or cassette.
Information Highway/ Two-way Video	IH	College credit or continuing education course where 100% of the instruction is delivered by two- or more way video.
Digital media	DM	College credit or continuing education course where 100% of the instruction is delivered by non-telecourse digital video or media resources.
Web-supported or Web-assisted	WB	College credit or continuing education course where the primary delivery is via traditional face-to-face method with a requirement that students have Internet access as a supplemental part of the course.
Hybrid	HY	College credit or continuing education course where the primary delivery is online with a requirement that students also meet in traditional face-to-face sessions as determined appropriate by the college.
Teleweb	TW	College credit or continuing education course where the primary delivery of instruction is via telecourse and also requires Internet access as a supplemental part of the course.

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## **Faces of the Virtual Learning Community at the System Office**

*Submitted by Dr. Paula Berardinelli, NCCCS*

Greetings from Raleigh! In the last year the VLC team at the System Office has been working together to form new partnerships, collaborations and ways of moving distance learning forward. We thought it would be helpful to let you know how the group is organized and what our specific responsibilities are within the VLC...



Dr. Darryl McGraw is the Associate Vice President for Instructional Development and Technology within the Division of Academic and Student Services. Darryl is responsible for the Virtual Learning Community and for the Program Services section of the Division of Academic and Student Services.

He can be reached by phone at (919) 807-7108 or via email at [mcgrawd@ncccs.cc.nc.us](mailto:mcgrawd@ncccs.cc.nc.us).

Ms. Jalaine Gross is a Distance Learning Coordinator. Jalaine is the key VLC contact person with the colleges and public. She manages telecourses and telecourse agreements along with NCIH courses and two-way video agreements. She also manages the Blackboard course library and acts as System Administrator for the NCCCS Blackboard server.



Jalaine can be reached at (919) 807-7109 or by email at [grossj@ncccs.cc.nc.us](mailto:grossj@ncccs.cc.nc.us). Jalaine will be out of the office on leave until mid-April, so if you have a question about telecourses, please contact Ms. Polly Murphy at (919) 807-7113.



Dr. Paula Berardinelli is a part-time Distance Learning Coordinator, working with the Virtual Learning Community. She manages the VLC RFP Process, and her role involves analysis, assessment, reporting and communication of distance learning trends and practices. She also facilitates training requested by colleges or initiated at the System Office, and acts as the editor for the VLC Newsletter.

Paula can be reached at (919) 807-7123 or by email at [berardinellip@ncccs.cc.nc.us](mailto:berardinellip@ncccs.cc.nc.us). Since Paula works half-time, please leave a voice mail message for her, or contact her administrative assistant, Annette Jones, at (919) 807-7110.

Mr. Chuck Barham, pictured on the right, is the Associate Vice President of Continuing Education in the Division of Continuing Education and Workforce Development. Chuck is an innovator and champion of distance learning for Occupational and Continuing Education here at the System Office.



Chuck can be contacted at the System Office at (919) 807-7152 or by email at [barhamc@ncccs.cc.nc.us](mailto:barhamc@ncccs.cc.nc.us).



Dr. Bill Randall is the Associate Vice President for Learning Technology Services within the Administrative Division at the System Office. Bill is responsible for the technology and infrastructure necessary to deliver distance learning. He manages relationships with LMS vendors, ITS, and many other groups.

Bill can be contacted at (919) 807-706, and his email address is [randallb@ncccs.cc.nc.us](mailto:randallb@ncccs.cc.nc.us).

All contact information for System Office employees can be found at [http://www.ncccs.cc.nc.us/David\\_Britt/alphabetical\\_NCCCS\\_directory.htm](http://www.ncccs.cc.nc.us/David_Britt/alphabetical_NCCCS_directory.htm).

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## Bits and Pieces

Distance Learning Alliance (DLA) Conference March 9-11, 2005 at Fayetteville Tech CC. Submit a presentation proposal or pre-register at <http://www.dlalliance.org/>

The 2005 UNC Teaching and Learning with Technology Conference will be held at the Hilton North Raleigh on March 30-April 1, 2005. Pre-register at <http://conference.unctl.org>

### ***Excerpts Reprinted From the AACC E-newsletter:***

A recent study indicates that only 32 percent of student respondents are paying for software most of the time. That means 68 percent could be acquiring software illegally. Do your students know the guidelines for downloading commercial software? A new website sponsored by the Business Software Alliance provides information of importance to colleges and their students. See [www.definetheline.com](http://www.definetheline.com) for more.

-Norma Kent, AACC ext. 209, [nkent@aacc.nche.edu](mailto:nkent@aacc.nche.edu)

AACC has joined with a coalition of education and library organizations to file comments with the FCC opposing the application of the Communications Assistance for Law Enforcement Act (CALEA) to broadband Internet networks, especially educational networks. The comments argue that CALEA, which imposes requirements on telecommunications carriers to assist with federal

wiretaps, cannot be applied under its own terms to broadband Internet networks. Even if the FCC chooses to extend CALEA to broadband Internet, the comments further argue that educational networks should be exempt from those requirements due to the heavy burden involved with CALEA compliance. The full text of the comments is available on the AACC website.

-Jim Hermes, AACC ext. 216, [jhermes@aacc.nche.edu](mailto:jhermes@aacc.nche.edu)

Take a look at the 2004 Sloan Survey of Online Learning, Entering the Mainstream: The Quality and Extent of Online Education in the U. S. The complete report, Entering the Mainstream, is available as a free download in PDF format (27 pages, 695K):

[www.sloan-c.org/resources/entering\\_mainstream.pdf](http://www.sloan-c.org/resources/entering_mainstream.pdf)

**Overview of the Sloan Survey:**

Entering the Mainstream: The Quality and Extent of Online Education in the United States, 2003 and 2004 represents the second annual study of the state of online education in U.S. Higher Education. This year's study, like last year's, is aimed at answering some of the fundamental questions about the nature and extent of online education. Supported by the Alfred P. Sloan Foundation and based on responses from over 1,100 colleges and universities, this year's study addresses the following key questions:

Will online enrollments continue their rapid growth? The online enrollment projections have been realized, and there is no evidence that enrollments have reached a plateau. Online enrollments continue to grow at rates faster than for the overall student body, and schools expect the rate of growth to further increase.

Are students as satisfied with online courses as they are with face-to-face instruction? Schools that offer online courses believe that their online students are at least as satisfied as those taking their face-to-face offerings.

What role do schools see online learning playing in their long-term strategy? Schools believe that online learning is critical to their long-term strategy. Every group with the exception of Baccalaureate schools agrees with this statement. Public and large schools were extremely strong in their opinions (only 3% disagreeing).

What about the quality of online offerings, do schools continue to believe that it measures up? Schools continue to believe that online learning is just as good as being there. Three quarters of academic leaders at public colleges and universities believe that online learning quality is equal to or superior to face-to-face instruction.

**Future publication submission schedule for the VLC Newsletter**

Volume 6, Issue 1 submission deadline, Tuesday, February 1<sup>st</sup>

Volume 6, Issue 2 submission deadline, Monday, May 2<sup>nd</sup>

Volume 6, Issue 3 submission deadline, Monday, August 1<sup>st</sup>

Volume 6, Issue 4 submission deadline, Thursday, December 1<sup>st</sup>

## ***How to be a contributor to the VLC Newsletter***

Send your articles and ideas to [berardinellip@ncccs.cc.nc.us](mailto:berardinellip@ncccs.cc.nc.us) . Your suggestions are always welcome.

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### **What's Available from the Virtual Learning Community**

The following materials and services are available from the VLC. There is no charge for use by North Carolina community colleges. For information, contact [berardinellip@ncccs.cc.nc.us](mailto:berardinellip@ncccs.cc.nc.us) or [grossj@ncccs.cc.nc.us](mailto:grossj@ncccs.cc.nc.us)

#### ***Courses***

Preview these at <http://bb.ncccs.cc.nc.us:1677> by clicking "Course Catalog," then "Preview," and then searching for the course number or browsing through the folders. Click "Preview" next to any course name to get in. Contact your DL administrator or Blackboard server administrator to transfer the course to your college server for local adaptation and use.

#### ***Online Course Template (OCT)***

The course you need isn't available from the VLC? No problem, start from the OCT when writing your own course to save development time with pre-built materials and templates, to access valuable design advice, and to guarantee baseline course quality. Two versions are available on the server <http://bb.ncccs.cc.nc.us:1677> in the "Support Courses for Online Educators" folder. Use OCT2 for individual course development. Your Blackboard or DL Administrator can set a copy of the OCT up for your use.

#### ***Principles and Techniques of Online Instruction (PTOI) Course***

Also in "Support Courses for Online Educators" <http://bb.ncccs.cc.nc.us:1677> this course covers major topics of online course administration, design, and teaching. It is designed for flexible use as either a semester-length group course or an individually paced tutorial.

#### ***Newsletters***

Past issues of the "Creating a Virtual Learning Community" newsletter are archived online at [http://www.ncccs.cc.nc.us/Distance\\_Learning/vlc\\_newsletters.htm](http://www.ncccs.cc.nc.us/Distance_Learning/vlc_newsletters.htm).

#### ***NCCCS Distance Learning Site***

Use materials here to connect with others, find online courses for students, learn about online teaching, or get VLC news. The site is located at [http://www.ncccs.cc.nc.us/Distance\\_Learning/](http://www.ncccs.cc.nc.us/Distance_Learning/).

#### ***Training Support***

In addition to the PTOI course, the VLC has other kinds of training and development programs. The VLC Coordinators can help connect your campus with needed trainers. Conference presentations can also be arranged.

