

ANNUAL REPORT 2007-2008

CENTER FOR DISTANCE LEARNING

THE DIVISION OF ACADEMIC AFFAIRS



“Learning is a Lifelong Experience”

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CENTER FOR DISTANCE LEARNING

EXECUTIVE SUMMARY

Distance learning refers to the acquisition of knowledge and skills through mediated information and instruction. It has many names and many definitions. It is used in all areas of formal education and by individuals independently pursuing lifelong learning. At its best, distance learning means learning anytime, anywhere, and at your own pace.

For distance learners, learning technology can provide access to tutorial and peer support as well as relief from the inevitable isolation. The lone learner is brought into contact with colleagues and mentors from around the globe. Technology also provides an extremely efficient mechanism for delivering learning materials on demand. Such materials may be traditional study texts or fully interactive multimedia learning experiences. Simulations offer the distance learner almost the same degree of involvement as their institution-based counterparts by way of virtual laboratories and rich, interactive models. The Internet, today's primary delivery system for distance learning, and distance learning are interrelated works in progress - growing rapidly and changing dramatically. The overarching need is to integrate systems, services, resources and instruction to create a seamless web - removing all obstacles to focusing the learner's attention on knowledge to be acquired and applied.

The Center for Distance Learning (CDL) continued to build upon these IT strengths, which couples the core belief of providing high quality learning and training opportunities for on/off-campus students. CDL seeks to facilitate intellectual growth, increase student access to North Carolina A&T State University (NCA&TSU), and enhance lifelong learning among citizens in a global society.

The Center for Distance Learning continues to garner exponential growth and success. CDL student enrollments continue to show positive growth for this academic year. During the 2007 Fall Semester, there were 445 distance learning students enrolled at the University and 571 for the 2008 Spring Semester, which is our largest distance learning only enrollment to-date. Currently, there are over 480 online courses developed and offered in all colleges and schools at NC A&T State University. These courses are distributed in the School of Agriculture and Environmental Sciences, College of Arts and Sciences, School of Business and Economics, School of Education, College of Engineering, School of Nursing, and School of Technology. In addition, there are numerous distance learning extension courses offered at four (4) sites throughout North Carolina. To date, there are five Bachelor of Science online degree programs: (1) Agricultural Education, (2) Business Education, (3) Electronics Technology, (4) Occupational Safety and Health, and (5) Technology Education. There are four online Master of Science degree programs: (1) Agricultural Education, (2) Information Technology, (3) Instructional Technology and (4) Technology Education. In addition, there is one graduate degree programs offered through extension programs: School Administration (M.S. – Kernersville, NC).

Furthermore, there are numerous distance learning extension courses offered at five (5) sites throughout North Carolina. North Carolina Agricultural & Technical State University is also a consortium member with Indiana State University to offer the online Ph.D. program in Technology Management. Additionally, CDL is a key participant in the eArmyU and ServiceMembers Opportunity Colleges (SOC) programs, which enable military students from around the world to complete their degree while they are serving our country.

CDL's overall goal is to make the distance learning experience as smooth and rich as possible such that it is indistinguishable from the on-campus experience. In addition, the CDL staff works closely with student services to improve the registration process and the overall experience for eLearning students.

Vision

We are dedicated to providing high quality distance learning initiatives to diverse audiences at any place and at any time by effectively using cutting-edge technologies.

We are committed to providing distributed learning resources to aid learners at all stages of their careers, at times convenient to meeting both career and personal obligations.

Mission

The *mission* of the Center for Distance Learning is to increase access to the University and to expand exemplary course offerings and programs through state-of-the-art instructional delivery systems. These systems address the educational and professional development needs of the University students, faculty, and other stakeholders with a focus on relevance, quality, and utility.

Significant Accomplishments during the 2007-2008 academic year

- Distance learning student enrollment continued to increase during Fall Semester 2007; there were 445 distance learning students enrolled in online and extension courses. This reflects an 18.7% increase from 375 students during Fall Semester 2006. The total number of students enrolled in distance learning sections increased somewhat by 10% from 1754 during Fall 2006 to 1933 students during Fall 2007.
- Distance learning student enrollment reached its largest enrollment to-date during Spring Semester 2008 with an enrollment of 571 students. This reflects an 12% increase from 511 students during Spring Semester 2007. However, the total number of students enrolled in distance learning sections decreased slightly by 13% from 3471 during Spring 2007 to 3021 students during Spring 2008.

- Distance Learning Course offerings for the academic year have increased by 20% over the last two years. The School of Technology continues to be a leader with respect to number of courses offered (181 for the 2007-2008 academic year).
- Fifty-four (54) courses were selected for development or enhancement for the 2007-2008 academic year. The development and enhancement activities were divided into three faculty cohorts: fall, spring, and summer. The faculty cohort members included both novice and veteran online course developers and enhancers. Currently, there are over 480 online courses developed and offered in all colleges and schools at NC A&T State University.
- Two new online programs were added during the 2007-2008 academic year. The new programs are Technology Education (B.S.) and Information Technology (M.S.).
- The School of Education received a \$35,000 eLearning Grant from the UNC General administration to develop the Online Lateral Entry: Meeting the Needs of Exceptional Learners Program.
- A coordinator for student support was hired to assist with student services.
- A processing assistant was hired to serve as receptionist and assist with inquiries for distance learning initiatives.
- The Center for Distance Learning listed courses and degree programs with UNC Online, which launched in June 2007.
- The Associate Director continues to serve on the 1890 Institution Advisory Board for the American Distance Education Consortium (ADEC)
- The Associate Director presented findings from “HBCU Online Workshops” in November 2007 at the International Conference on Asynchronous Learning Networks, which is sponsored by the Alfred P. Sloan Foundation. Funds to conduct the workshop were from a \$45,000 grant from the Alfred P. Sloan Foundation.
- The Associate Director presented findings from the DEMO 101 course at the UNC Distance Learning Forum in December 2007.
- The Associate Director served on an ADEC Program Panel Committee for Zamorano University in Tegucigalpa, Honduras during January 2008.
- The Associate Director served on an evaluation team as a Student Support Specialist for the Louisiana CALL Project, which was sponsored by the Southern Regional Education Board during March 2008. The participating schools were McNeese State University and Louisiana State University at Eunice.
- The Associate Director served as a member of the Proposal Review Committee for the University of North Carolina Teaching and Learning with Technology Conference. The conference was held in Raleigh, North Carolina during March 2008.
- The Associate Director served as a member of the Awards Selection Committee for the National Excellence in Distance Education and Webb Godfrey Hill Awards. These

national awards are given by ADEC for excellence in distance education at the All ADEC Meeting in Minneapolis, MN in April 2008.

- The Associate Director continues to serve as a member of the Steering Committee and Chairperson for a Proposal Review Sub-Committee for the International Conference on Asynchronous Learning Networks. The conference is sponsored by the Alfred P. Sloan Foundation and will be held in Orlando, Florida during November 2008.

Goals for the Upcoming Year

- Improve the accessibility of quality education for the public.
- Increase marketing / advertising of CDL.
- Increase distance learning student enrollment by 15%.
- Collaborate with several schools and colleges within the university to help expand programs and course offerings to locations off-campus and to help write funding grants for expansion of programs and course offerings. Discussions and activities are underway to establish distance Learning degree and/or certificate programs in the following areas:
 - B.S. Degree – Criminal Justice (College of Arts & Sciences)
 - B.S. Degree - Geometrics Program (College of Engineering)
 - B.S. and Certificate Program – Construction Management (School of Technology)
 - BSN Degree – Nursing (School of Nursing)
 - M.A. Degree – Teacher Education (School of Education)
 - M.S. Degree - Counseling (School of Education)
 - B.S. and M.S. Degrees – Agricultural Economics (School of Agriculture)
 - M.S. – English (College of Arts & Sciences)
- Expand the CDL staff.

A. OVERVIEW OF THE DEPARTMENT OF CENTER FOR DISTANCE LEARNING

1. CDL offers both non-traditional and traditional students the opportunity to obtain an education through the online and extension modes of learning. Courses offered online are delivered totally at a distance via the Internet. CDL offered its first online courses during the 1999 Fall Semester. Since this time, the online method of learning has been expanded and has undergone a name change from “online” to “eLearning.”

CDL has become an integral part of the curriculum fabric at NC A&T State University as students have gained a high degree of comfort with the overall processes and procedures for identifying, registering, and taking distance learning courses. CDL was established in March 2000 to help promote substantial changes in the quality of educational programming available to non-traditional students. During the 1998-99 academic year, the state legislature approved funding for delivery of courses to students at a distance from any of the 16 constituent campuses within the University of North Carolina System.

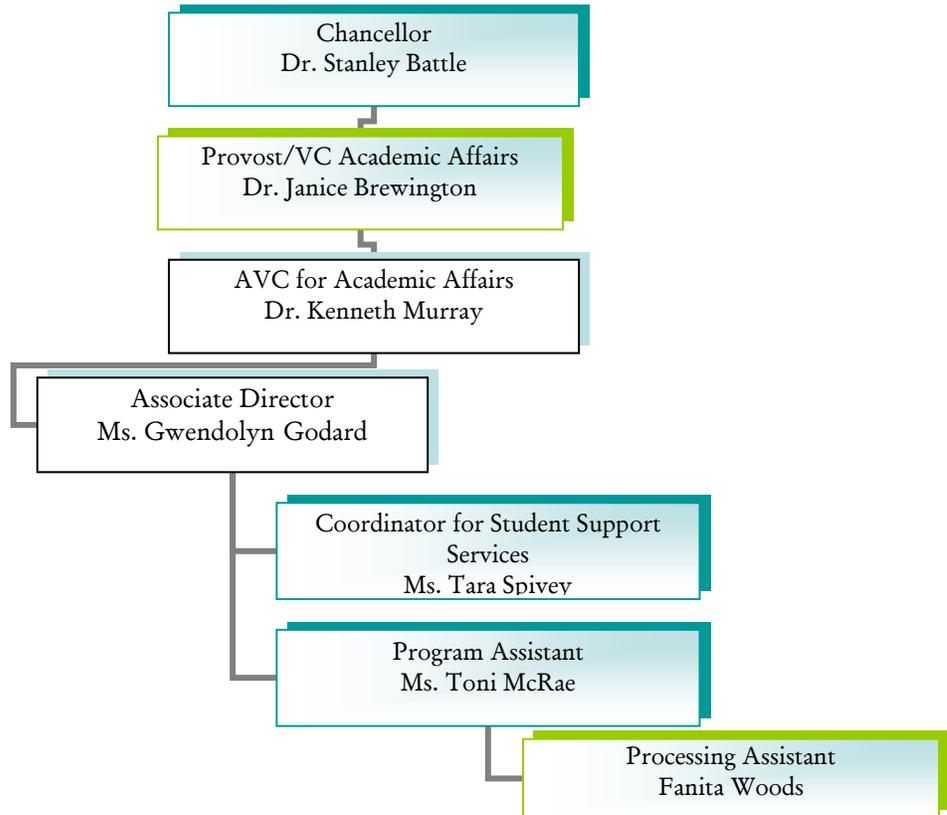
The CDL staff worked toward the identification of “best practices” and common resources associated with distance learning, communicated with other Universities in the system, and helped schools, colleges, and departments determine distance courses to be offered. In addition, the staff worked with service areas within the University to streamline costs and ensure consistent quality service to students at a distance. CDL enhanced the logistics to deliver courses at a distance and negotiated contracts for off campus facility use. The CDL staff also worked to stay abreast of the latest developments in communication for delivery of courses at a distance, and participated in instructional design activities, appropriate technical organizations, seminars, and conferences.

The number of people each year who are educated through non-traditional ways is growing at an exponential rate. In North Carolina, NCA&TSU is considered a leader in developing and advancing distance learning. Our collaborative efforts continue to expand as we work with the academic departments to refine and improve the selection of technology used to deliver programs online and to remote areas. CDL has also established a technical infrastructure to support online and extension course offerings. As new online and extension program initiatives are added, CDL will need to allocate additional resources and personnel.

CDL has a very close working relationship with the eLearning Systems staff. These related entities, under the umbrellas of Academic Affairs and the Office of Teaching and Learning with Technology (TLT) in the Division of the Information Technology and Telecommunications (ITT), work closely together to pursue common goals of pedagogical excellence in all aspects of university course delivery, whether onsite or online.

2. Basic Structure - Organizational Structure

The Center for Distance Learning current organizational structure is as follows:



CDL reports to the Associate Vice Chancellor for Academic Affairs. The Associate Director has management responsibilities for CDL; but continues to strive to maintain project management support of online and extension programs and coordinates programs in both areas as well as supervise the personnel. This position continues to be critical for the success of the overall coordination of online and extension programs at the university-level. As CDL continues to collaborate with academic departments, its programs and distance learning degree-seeking students will continue to increase. The Coordinator for Student Support Services continues to play a vital role by ensuring that students throughout the world have a point of contact for all issues or concerns. The Program Assistant has primary responsibility for office management and supervisory responsibility for the Processing Assistant and student workers.

Staff changes include: 1) hiring a replacement for the Coordinator for Student Support Services position 2) hiring a processing assistant to serve as receptionist, assist with student inquiries (telephone, email, fax, and face-to-face), assist with registration, and

student opinion surveys, and 3) hiring a student worker to assist with student inquiries, creation of marketing materials and publications, research, and redesign and maintenance of the CDL, eArmyU and Electronic College web sites.

B. PROGRESS TOWARD KEY GOALS

Expansion in the eLearning and extension programs occurred due to successful efforts in meeting previous goals established by the CDL.

1. GOALS AND PROGRESS INDICATION

Goal 1: Provide adequate services for all students to enhance their education experiences.

Enhancing the educational experiences for eLearning students was necessary to ensure that eLearning students had access to teaching and learning experiences and services parallel to face-to-face teaching. CDL developed and offered online courses that lead to the completion of academic degrees via the Internet and extension programs. The number of courses offered each semester has increased from more than 160 in the 2006 Spring Semester to over 180, currently. Currently, there are four (4) undergraduate eLearning degree programs and four (4) Masters degree programs, and a Ph.D. program, listed below.

Students have the opportunity to enroll in courses that can be applied toward four eLearning undergraduate degree programs:

- Bachelor of Science in Agricultural Education
- Bachelor of Science in Business Education
- Bachelor of Science in Electronics Technology
- Bachelor of Science in Occupational Safety and Health
- Bachelor of Science in Technology Education

Students have the opportunity to enroll in courses that can be applied toward eLearning graduate degrees in the following areas:

- Master of Science in Agricultural Education
- Master of Science in Information Technology
- Master of Science in Instructional Technology
- Master of Science in Technology Education
- Master of Science in Adult Education
- Doctorate of Philosophy in Technology Management

Students can also enroll in eLearning courses that can be applied toward other academic degree programs, including four licensure programs:

- Bachelor of Science in Business Education and Licensure in Business Teacher Education

- Bachelor of Science in Technology Education and Licensure in Technology Education
- Elementary Education Licensure Only Program
- Master of Arts in Teaching

The CDL staff has also made efforts to enhance not only the academic degree programs offered, but also the services provided to eLearning students. eLearning students can register for eLearning courses online or by completing the Student Agreement Form located online and published in registration bulletins. Students who register through CDL receive an email confirmation of their enrollment, instructions on paying their bill, how to apply for an NC A&T email account, login instructions, and the Blackboard link to classes. This information is also published in the University Schedule Booklet and on the CDL website, <http://www.ncat.edu/cdl>. Additionally, CDL created an online demonstration course, (DEMO 101), to familiarize potential and current North Carolina A&T State University students with the online learning environment.

Furthermore, students are able to pay their bill online using Web for Students (Aggie Access Online) and have the opportunity to access the University Bookstore online to purchase textbooks without visiting the campus. The Bookstore also accepts credit card information via email or fax. Positive working relationships between CDL and areas such as the Registrar's Office, the Treasurer's Office, University Bookstore, Admissions, Graduate School, and the Library have been established to provide better services and information to eLearning students.

The Coordinator for Student Support Services works to assist online and extension students with registration, course information, processing tuition and fees for special populations, processing drop and withdrawal requests, and answering questions regarding the academic service provider and their online courses.

To enhance quality of services received by distance learning students, CDL administered the confidential student opinion survey which students complete at the end of the semester. Distance Learning students utilize this online survey tool to provide feedback regarding their experiences with the course, instructor, course management system and with selected University service units. CDL compiled student comments and concerns and distributed reports to all units involved. These comments will be used to identify specific student needs and concerns and make revisions, where possible, to increase retention in eLearning courses.

Goal 2: Encourage faculty to provide high quality instruction that will address the high priority needs of the learner.

Providing high quality instruction continues to be a top priority in the eLearning and extension programs. CDL staff members worked closely with three faculty cohorts to develop new online courses and enhance several existing courses during the academic year. An online course template, online course development reminders, copyright information, and additional online course resources were disseminated by CDL to all

faculty developers and enhancers to help improve quality and maintain consistency in all online courses. Additionally, CDL provided Blackboard online course development and enhancement shells and professional development activities to further assist faculty members with development.

CDL required all faculty developing online courses to attend consultation sessions and at least two Blackboard training sessions with the Coordinator for Distance Learning. Furthermore, CDL utilizes, an in-house created, online faculty development course, (OFAC 101), to provide resources and assist faculty in course development. Course developers are required to present online courses that they have developed or enhanced to a review committee, which includes members of CDL and the department chair to ensure that courses are prepared to meet quality standards. CDL received permission from the University of Maryland University College to use their assessment instrument to evaluate online courses after development. This checklist is adapted from the Quality Matters™ Rubric FY 05/06. The Quality Matters™ program (www.qualitymatters.org <<http://www.qualitymatters.org>>) is sponsored by MarylandOnline, and was supported in part by the Fund for the Improvement of Postsecondary Education (FIPSE), U.S. Department of Education."

The Center for Distance Learning has increased its efforts to improve the lines of communication with students and faculty. Clearly defined policies and procedures for program administration and budgetary procedures were documented and distributed to the deans and chairs. To enhance relationships between faculty and students, CDL has compiled student comments and concerns from eLearning courses in a document distributed to all instructors, deans and chairpersons. CDL conducts an online confidential student opinion survey for students to provide feedback regarding their online or extension class experiences. These comments are used to identify specific student needs to increase retention in eLearning courses.

Goal 3: Market and promote high quality distance learning programs.

Target markets for the eLearning degree programs were identified as safety and health occupations, military, and teachers. The Occupational Safety and Health degree has been advertised internationally in an Army newspaper and on a web site, <http://fac.ncat.edu/dist/eArmyu/index.htm>. We have contact lists for teachers in five counties (Guilford, Forsyth, Alamance, Davidson, and Wake) that were generated for marketing purposes. In addition, we have a list of vocational directors to enable training and development of instructors. Contact lists were generated for safety occupations, waste disposal, fire safety and prevention, and occupational safety and health organizations. Present and future eLearning degree programs have been marketed to Fort Bragg Army Post (Fayetteville, North Carolina).

Other marketing efforts were revitalized to include the following items which will better facilitate a lean fiscal budget and flow into the next fiscal year:

- 1) Online consortium web sites (Electronic College, eArmyU, ServiceMembers Opportunity Colleges, SOC, Indiana State University Ph.D. Program, North Carolina Model Teacher Education Consortium, and UNC Online)
- 2) Ads in Southeastern Education Network (SEEN) Magazine
- 3) Ad on Distance.Gradschools.com web site
- 4) Ad in the Griffon Military Newspaper
- 5) Greensboro News & Record article in response to launch of UNC Online
- 6) Public service announcements via TV and radio
- 7) Tri-fold brochures
- 8) Enhanced in-house web site development (CDL & eArmyU)
- 9) Departmental recruiting paraphernalia (pencils, flash drives, modem cords, magnets, mouse pads, tabletop banner, and candy)

CDL continues to focus on the military and community colleges for undergraduate degree students and college graduates for graduate programs. The idea of this focus is the need for education among the military services before certain promotions are considered and the need for North Carolina lateral entry school teacher and community college Instructor certification. This strategy has worked well toward building collaboration with the existing community colleges and by visiting new sites to build new relationships. Recruiting fairs with the North Carolina model Teacher Education Consortium were also conducted for teachers in Nash and Randleman Counties.

The CDL has set up a link to the military services including (1) the eArmyU Online portal, and (2) the Service Member Opportunity College (SOC) for Navy, Marines, and Army. These strategies, contacts, and constant communication with other military installations will result in increased enrollment through distance learning in the next year.

2. Data summary and productivity measures

A. **Service to student body**

CDL enhanced its service to the student body by establishing clearly defined policies and processes for registration, advisement, and other student services. CDL formulated an Automation of Student Services Committee to reestablish the online course registration process for students to enroll in eLearning courses. This committee included members of the Registrar's Office, the Treasurer's Office, Admissions, the Graduate School, and DoIT. All distance learning students are able to register and pay their tuition and fees online. Students may still fax, mail, or bring their Student Agreement Form to CDL for registration, if they prefer. Students have the opportunity to access the University Bookstore online to purchase textbooks without visiting the campus. The Bookstore also accepts credit card information via email or fax. Furthermore, CDL created a Blackboard online demonstration course, (DEMO 101), to familiarize current and prospective students with the online learning environment.

B. Program innovations

CDL is a member of eArmyU, an educational partnership with IBM Consulting that provides services to more than 80,000 enlisted military soldiers.

A program assistant was hired to assist with student inquiries and registration, to maintain the departmental email, and to serve as receptionist. A student worker was hired to assist with student inquiries and assist with research and data retrieval. CDL also hired two graphics design student workers to redesign and maintain the departmental and eArmyU web sites and assist with creation of marketing materials. New features were added to make the web sites more user-friendly and provide easier information retrieval. Other design contributions included promotional ads, CD labels, graphic images, and a new CDL logo.

The *Blackboard®* eLearning platform continues to be the sole academic service provider for NC A&T State University. In Fall 2007, the University partnered with UNCG to host our learning management system and we migrated to *Blackboard 7.3®*. CDL made significant strides to archive courses.

C. Service to the faculty

This year, course development packages were developed to provide course development information and workshop schedules to faculty members. During September 2007, CDL extended an invitation for online course development and enhancement proposals for the 2007 – 2008 academic year. The courses were prioritized based on program needs. Seventy-three (73) requests were submitted from all University colleges and schools. A list of requests was created and ranked according to rating of importance.

From this list, fifty-four (54) courses were selected for development or enhancement for the 2007-2008 academic year. The development and enhancement activities were divided into three faculty cohorts: fall, spring, and summer. The faculty cohort members included both novice and veteran online course developers and enhancers. Online course development and enhancement applications were submitted and approved. Course development, enhancement, and delivery contracts were utilized during the 2007-2008 academic year. eLearning Salary Authorization Forms (PD 105s) are completed by the departments and submitted to the Associate Director and Program Assistant for coding, approval, and processing to ensure accuracy and timely completion.

The Distance Learning Coordinator conducted fifty (50) professional development workshops for faculty developing, enhancing, and delivering online courses. These workshop sessions included initial consultation, Blackboard training and various other course management software packages. Additionally,

CDL continues to utilize the Blackboard online development demonstration course, (OFAC 101), to assist faculty with online course development activities and to distribute development resources.

D. New Programs Undertaken

Two new eLearning degree programs began in Fall 2007:

- Bachelor of Science in Technology Education
- Master of Science in Information Technology

Discussions and activities are underway to establish distance learning degree and certificate programs in the following areas:

- B.S. Degree – Criminal Justice (College of Arts & Sciences)
- B.S. Degree - Geometrics Program (College of Engineering)
- B.S. and Certificate Program – Construction Management (School of Technology)
- BSN Degree – Nursing (School of Nursing)
- M.A. Degree – Teacher Education (School of Education)
- M.S. Degree - Counseling (School of Education)
- B.S. and M.S. Degrees – Agricultural Economics (School of Agriculture)
- M.S. – English (College of Arts & Sciences)

E. Other Accomplishments

Service Members Opportunity Colleges (Army, Navy, and Marines)

An agreement was signed to include the University in the Service Members Opportunity Colleges (SOC) for the Navy, and Marines. The expected outcome of this agreement is to increase enrollment at NC A&T SU and provide a baccalaureate degree to service members worldwide.

The agreement was signed to include the online Bachelor of Science degree in Occupational Safety and Health offered by the School of Technology. The University looks forward to a productive partnership with these three branches of the military and anticipates more degree programs to better serve soldier students.

C. Most significant accomplishments

1. Learning

- a. Innovations in pedagogy implemented including the use of information and instructional technology
 - i. Use of video, voice, and data
 - ii. Extensive use of multimedia, graphics, and animation
 - iii. Diverse delivery modes (Online, Face-to-Face, Video, Interactive CD's)
 - iv. Various Testing Modes (Random Test Banks)
 - v. Threaded discussion groups and online chat rooms
 - vi. Multimedia equipment to help professors communicate with students, develop courses and presentations, and deliver presentations using Digital cameras, LCD projectors, and laptops.
- b. Accreditation/licensure reviews – N/A
- c. Facilities updates – N/A
- d. Faculty Awards and Promotions
- e. Student honors/scholarships/fellowships – N/A
- f. Alumni and employer feedback – N/A
- g. Summary of student opinion form ratings
 - i. Overall, student survey results for distance learning courses and instructors were positive. A sampling of student comments is below:
 - You were able to learn on your own time and in the comfort of your own home.
 - I have taken so many classes online and have enjoyed all of them. As a working mother, the online courses help me a lot. Great job!
 - Not having to drive 200 miles a day to attend class.
 - The freedom to fit the class in my demanding schedule, as it is a requirement for graduation.
 - Being able to work at home.
 - Not having to be on campus.
 - I was able to do my work and learn the material without having to go to class. This made it easier for me to divide my time for other activities.
 - I LOVE distance education!! It is the only way I can work and go to school at the same time, and I cannot afford to one and not the other.

Table 1 reflects samplings of student opinion surveys for Spring 2008 relating to level of satisfaction with instruction.

**Table 1 - Sample of
Student Opinion Survey Results - Instruction
Spring 2008**

Question	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree	Total
I would take another online course from this instructor.	273	200	29	35	31	568
The instructor effectively made use of the online environment for learning.	341	162	63	23	42	568

Previously, online courses were delivered through the eCollege course management system and there was a feature that restricted students from attending course without responding to the survey. Blackboard does not have this feature and the survey features of Blackboard version 7.3 are not sufficient. Therefore, CDL uses the services of an outside vendor, Empliant, to administer student evaluations. In an effort to increase the number of student responses, CDL deploys the survey and survey notice 3 – 4 weeks before the end of the course and the faculty assist with encouraging students to respond to the surveys.

Moreover, student survey results for University services received by distance learning students were positive. Table 2 reflects samplings of student opinion surveys for Spring 2008 relating to level of satisfaction with services.

**Table 2 - Sample of Student
Opinion Survey Results - Services
Spring 2008**

Question	Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Dissatisfied	No Response	Total
Overall, how satisfied are you with the support services provided by the Center for Distance Learning?	351	77	35	15	26	64	568
Overall, how satisfied are you with the support services provided by eLearning Systems (Blackboard)?	211	85	52	74	89	57	568
Overall, how satisfied are you with the support services provided by the Help Desk?	196	66	45	91	86	84	568

***Students could skip the question if they did not receive services from the unit (No Response).**

2. Discovery

a. New research awards

i. eLearning Grant Funding

The School of Education received a \$35,000 eLearning Grant from the UNC General administration to develop the Online Lateral Entry: Meeting the Needs of Exceptional Learners Program.

ii. Blackboard

Students and faculty can call the University Help Desk to speak with a representative. All calls are recorded for record-keeping purposes and all high level requests are forwarded to key university personnel for solutions.

iii. Service Members Opportunity College (SOC)

North Carolina A&T State University is a SOC member. SOCAD is a system of college curricula designed for soldiers and their adult family members. SOCAD-2 is the associate degree program. SOCAD-4 is the bachelor's degree program. The system was established to enhance the quality of college programs offered for soldiers and family members. SOCAD-2 and SOCAD-4 provide military students with opportunities to complete college programs without suffering credit loss because of frequent changes of duty station. Curricula in SOCAD are offered by colleges and universities on or accessible to most Army installations worldwide.

The system is operated by Service Members Opportunity Colleges (SOC) for the Army. Degrees can be completed after leaving the service. SOCAD-2 is very compatible with SOCNAV-2 (the associate degree system for the Navy) and SOCMAR-2 (the associate degree system for the Marine Corps). SOCAD-4 is very compatible with SOCNAV-4 (the Bachelor's degree system for the Navy) and SOCMAR-4 (the Bachelor's degree system for the Marine Corps). Some colleges are members of networks in more than one system. As specified in the course category transferability tables that appear in Section 5 of the *Handbook*, every participating college in the SOCAD, SOCNAV and SOCMAR systems has agreed to guarantee transfer credit. In short, NC A&TSU Center for Distance Learning will increase its true interactions with SOC as we continue to recruit military personnel.

b. Scholarly Productivity

- The Associate Director served as a member of the Awards Selection Committee for the National Excellence in Distance Education and Webb Godfrey Hill Awards. These national awards are given by ADEC for

excellence in distance education at the All ADEC Meeting in Minneapolis, MN in April 2008.

- March, 2008, the Associate Director served on an evaluation team as a Student Support Specialist for the Louisiana CALL Project, which was sponsored by the Southern Regional Education Board during March, 2008. The participating schools were McNeese State University and Louisiana State University at Eunice.
- The Associate Director served on an ADEC Program Panel Committee for Zamorano University in Tegucigalpa, Honduras during January 2008.
- December, 2007 - the Associate Director presented findings from the DEMO 101 course at the UNC Distance Learning Forum in Chapel Hill, NC.
- November, 2007 - the Associate Director presented findings from “HBCU Online Workshops” at the International Conference on Asynchronous Learning Networks, which is sponsored by the Alfred P. Sloan Foundation. Funds to conduct the workshop were from a \$45,000 grant from the Alfred P. Sloan Foundation.
- November, 2006 – Present, the Associate Director continues to serve as a member of the Marketing and Quality Assurance Committees for the University of North Carolina Online Project. The Project is being spearheaded by the UNC Office of the President and will launch during June, 2007.
- January, 2007 – Present, the Associate Director continues to serve as a member of the Steering Committee and Chairperson for a Proposal Review Sub-Committee for the International Conference on Asynchronous Learning Networks. The conference is sponsored by the Alfred P. Sloan Foundation and will be held in Orlando, Florida during November, 2007.
- August, 2006 – Present, the Associate Director continues to serve on the 1890 Institution Advisory Board for the American Distance Education Consortium (ADEC)

c. Professional growth and development – Staff

- May, 2008 – the Associate Director, Coordinator for Student Services, and Program Assistant attended a CDL staff development presentation, “Put First Things First,” which was facilitated by the Processing Assistant.
- April, 2008, the Associate Director attended the “All ADEC (American Distance Education Consortium) Conference” in Minneapolis, MN.
- April, 2008 – the Associate Director, Program Assistant and Processing Assistant attended a CDL staff development presentation, “Begin with the End in Mind,” which was facilitated by the Coordinator for Student Services.
- March, 2008, the Associate Director, Coordinator for Student Services, Program Assistant, and Processing Assistant participated in a “UNC Online Website Training Workshop” in Greensboro, NC.

- March, 2008, the Coordinator for Student Services attended the “National Conference on Student Leadership” in Atlanta, GA.
- March, 2008, the Associate Director attended the UNC Distance Learning Forum in Raleigh, NC.
- March, 2008, the Associate Director attended the UNC eLearning Commission Focus Group Videoconference.
- March, 2008, the Associate Director and the Processing Assistant attended the UNC Teaching and Learning with Technology Conference in Raleigh, NC.
- March 2008, the Associate Director, the Student Services Coordinator, and the Processing Assistant attended a CDL Staff Development presentation, “Be Proactive,” which was facilitated by the Processing Assistant.
- February 2008, the Coordinator for Student Services, Program Assistant, and Processing Assistant attended a CDL staff development presentation, “Trustworthiness,” which was facilitated by the Associate Director.
- January, 2008 – the Coordinator for Student Services, Program Assistant, and Processing Assistant attended a CDL staff development presentation, “CDL 101,” which was facilitated by the Associate Director.
- December, 2007, the Associate Director attended the UNC Distance Learning Forum in Chapel Hill, NC.
- November, 2007, the Program Assistant attended a Human Resources Temporary Payroll Workshop.
- November, 2007, the Associate Director attended the “13th Annual International Conference on ALN” in Orlando, FL. The conference is sponsored by Sloan Foundation.
- November, 2007, the Coordinator for Student Services attended a College Information Session for Manufacturing Systems.
- October, 2007, the Associate Director and the Coordinator for Student Services attended a North Carolina Model Teacher Education Consortium Meeting.
- October, 2007, the Coordinator for Student Services attended a PowerPoint I Workshop.
- October, 2007, the Associate Director attended a Title III Workshop.
- October, 2007, the Coordinator for Student Services attended Banner Student Records Training.
- October, 2007, the Associate Director and the Coordinator for Student Services attended Banner Student Registration Training.
- September, 2007, the Associate Director and Coordinator attended various meetings to discuss improvement of Blackboard.
- September, 2007, the Associate Director, Program Assistant, and the Processing Assistant attended Banner Finance Training.

- September, 2007, the Program Assistant attended a Procurement Card Workshop.
- September, 2007, the Processing Assistant attended Banner Student Registration Training.
- September, 2007, the Processing Assistant attended Banner Student Records Training.
- August, 2007, the Associate Director attended the “Distance Teaching & Learning Conference” in Madison, WI.
- August, 2007, the Associate Director attended the UNC Online Marketing Committee Videoconference.
- August 2007 - the Coordinator for Student Services, Program Assistant, and Processing Assistant attended a CDL staff development presentation, “Aggie Pride in the Workplace,” which was facilitated by the Associate Director.
- August, 2007, the Processing Assistant attended Banner Basics Training.
- July, 2007, the Associate Director attended Ethics Certification Training offered by Chancellor Lloyd V. Hackley.

3. Engagement

a. Outreach and access activities

- March 2008, the CDL staff facilitated a meeting with the School of Education, several support units from the University, and representatives from the North Carolina Model Teacher Education Consortium (NCMTEC). The meeting was to discuss concerns pertaining to the program.
- November, 2007, the Associate Director served as solicitor for the State Employees Capital Campaign (SECC).
- September, 2007, the CDL staff facilitated an orientation session with faculty online course developers and enhancers.
- Throughout the academic year, the CDL staff held numerous meetings with various representatives from each college and school, service unit representatives and vendors to discuss distance learning initiatives.
- CDL staff members serve on various University committees and attend weekly and monthly meetings:
 - Student Data File Workgroup Committee (Associate Director)
 - UNC Tomorrow Increasing Access to Higher Education Committee (Associate Director)
 - UNC Interinstitutional Registration Committee (Associate Director)
 - Chaired Search Committee for Instructional Designer (Associate Director)
 - Enrollment Management Committee (Student Support Services Coordinator)
 - Associate Vice Chancellor for Academic Affairs’ Meeting (Associate Director)

- b. New collaborations/partnerships
 - The School of Education joined forces with CDL to offer licensure courses and degree programs to participants in the North Carolina Model Teacher Education Consortium (NCMTEC).
 - Several school systems have partnered with the university to offer programs for licensure or graduate studies for the teachers at the systems. This has worked very well in the past and will continue to be a focus for the CDL.
 - Service Members Opportunity Colleges (SOC) is a partner of North Carolina Agricultural and Technical State University and the agreement includes the online Occupational Safety and Health degree. Students in the Army, Navy, and Marines are encouraged to enroll at the University through advertising in the SOC catalog and by education officers located at each military installation.
 - The eArmyU program, sponsored by IBM Consulting, continues to bring the university several students from the Army. The program is an online degree-offering portal sponsored by the Army. The Army hopes to be able to solely use this portal for the education of its students in the near future. There are currently about thirty schools, colleges, and universities participating in the eArmyU online education program.

- c. Student activities – organized student activities and groups; sophomore/senior survey results
 - Student activities are generally organized and operated by the individual schools or colleges.

- d. Staff activities in support of learning, discovery, and engagement – See 3a.

D. Goals for Upcoming Academic Year 2008 - 2009

a. Relation to Futures

Specifically, the following themes are planned for the upcoming academic year in order to increase student enrollment and expand the overall programs related to the interdisciplinary university theme:

- i. Improve the accessibility of quality education for the public.
- ii. Increase marketing / advertising of CDL.
- iii. Increase distance learning student enrollment by 15%.
- iv. Enhance collaboration with colleges and schools of the University in order to increase / expand course offerings and degree programs. Discussions and activities are underway to establish distance Learning degree and/or certificate programs in the following areas:
 - o B.S. Degree – Criminal Justice (College of Arts & Sciences)
 - o B.S. Degree - Geometrics Program (College of Engineering)
 - o B.S. and Certificate Program – Construction Management (School of Technology)
 - o BSN Degree – Nursing (School of Nursing)
 - o M.A. Degree – Teacher Education (School of Education)
 - o M.S. Degree - Counseling (School of Education)
 - o B.S. and M.S. Degrees – Agricultural Economics (School of Agriculture)
 - o M.S. – English (College of Arts & Sciences)
- v. Expand of CDL staff.

b. Key indicators of progress

It is recommended that the main themes of the University be used to evaluate the program. The main themes are:

- **Expanded/enhanced services to students**

Online courses are assessed and evaluated during the course development and delivery periods. Courses are evaluated on:

- | | | |
|--|---|-------------|
| <ul style="list-style-type: none"> a. Design b. Video, voice, and data usage c. Pedagogical Approach d. Technical Elements e. Credibility | } | Development |
| <ul style="list-style-type: none"> f. Instructor Effectiveness g. Course Management System h. Support Services | } | Delivery |

- **Partnerships designed to enhance effectiveness**

CDL formulated partnerships with several departments on campus to enhance the quality of education for eLearning students. Positive relationships with all the colleges and schools to offer online courses and write grants are essential. We have also worked closely with the School of Technology to develop core courses for eLearning students, specifically military students enrolled in the eArmyU program. Most recently, CDL established the Service Member Opportunity Colleges for the Navy, Marines, and maintained a SOC agreement with the Army. Furthermore, the School of Education and CDL, have formulated partnerships with the North Carolina Model Teacher Education Consortium, several regional school systems, and NC Teach to offer courses and programs for teachers.

- **Initiatives associated with improved quality**

In an effort to improve the quality of eLearning courses generated through the Center for Distance Learning, CDL increased efforts to involve Department Chairpersons and Deans in the development process. Along with reviewing the course development package and contract, the department chairpersons and deans will be asked to review and approve eLearning courses before they can be offered to students. Department chairpersons, deans, and faculty are also provided with copies of student evaluations each semester.

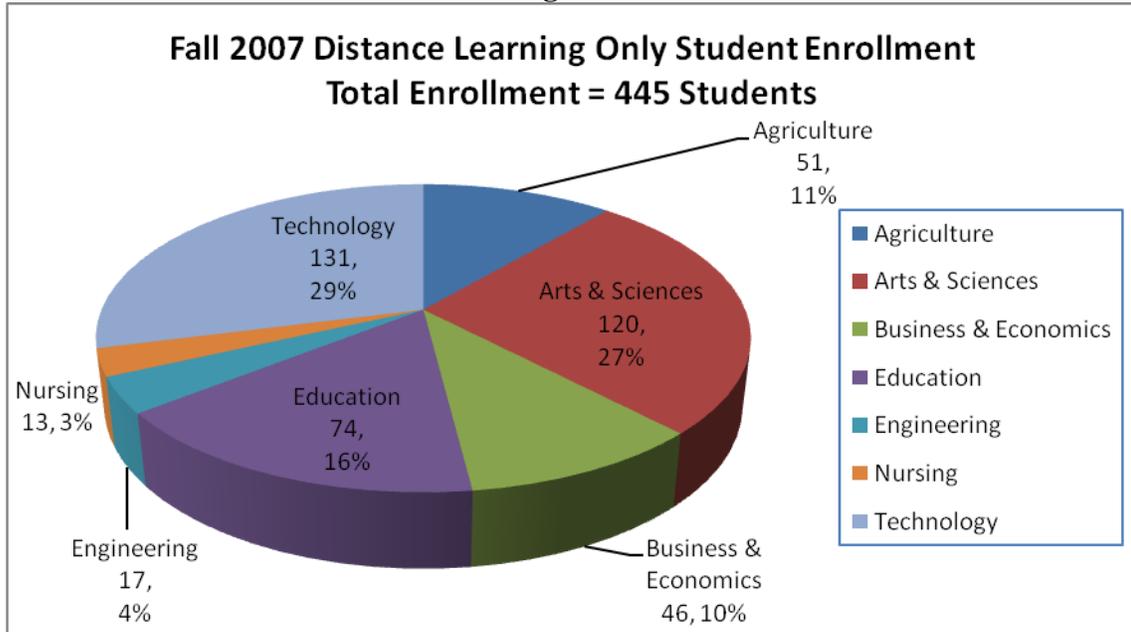
To improve access to information regarding distance learning programs and courses, policies and procedures, and military student issues, major revisions will be done to the CDL and eArmyU web sites. Additionally, NCA&TSU distance learning courses will be uploaded to the Electronic College, GradSchools.com, and UNC Online web sites. Other feasible marketing sources will be sought. CDL staff will continue to attend various workshops, conferences, and seminars to stay abreast of the latest trends, direction, and best practices for distance education.

APPENDICES – Supporting Data

- A. Student enrollment management data – by department and Major
 - i. Enrollment, retention and graduation rates

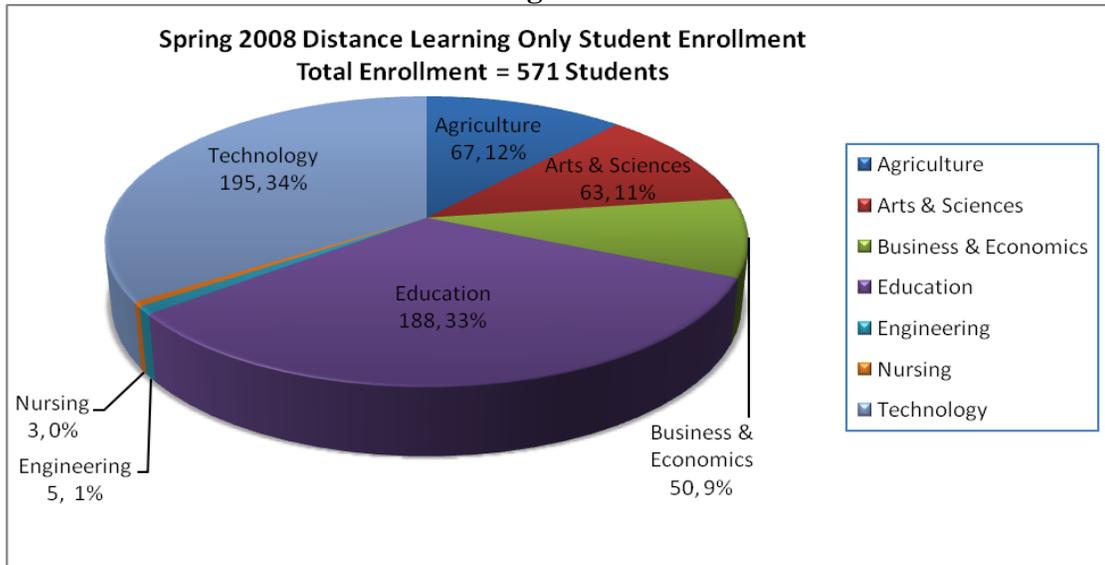
Figures 1 and 2 reflect distance learning student enrollment for Fall 2007 and Spring 2008.

Figure 1



Distance learning student enrollment continued to increase during Fall Semester 2007; there were 445 distance learning students enrolled in online and extension courses. This reflects an 18.7% increase from 375 students during Fall Semester 2006. The total number of students enrolled in distance learning sections increased somewhat by 10% from 1754 during Fall 2006 to 1933 students during Fall 2007.

Figure 2



Distance learning student enrollment reached its largest enrollment to-date during Spring Semester 2008 with an enrollment of 571 students. This reflects a 12% increase from 511 students during Spring Semester 2007. However, the total number of students enrolled in distance learning sections decreased slightly by 13% from 3471 during Spring 2007 to 3021 students during Spring 2008.

Tables 3 and 4 reflect distance learning student enrollment by college, school and level for Fall 2007 and Spring 2008.

Table 3 - Schools/Colleges
Fall 2007 Distance Learning Student Enrollment

COLLEGE/SCHOOL	Undergraduate	Graduate	TOTALS
Agriculture	38	13	51
Arts & Sciences	120		120
Business & Economics	38	8	46
Education	21	53	74
Engineering	17		17
Nursing	13		13
Technology	92	32	124
University Studies			
Total	339	106	445

**Table 4 - Schools/Colleges
Spring 2008 Distance Learning Student Enrollment**

College/School	Undergraduate	Graduate	TOTALS
Agriculture	26	41	67
Arts & Sciences	62	1	63
Business & Economics	22	28	50
Education	7	181	188
Engineering	5		5
Nursing	3		3
Technology	58	137	195
University Studies			
Total	183	388	571

ii. SCHs generated per program

Tables 5 and 6 reflect estimates of distance learning student SCHs for Fall Semester 2007 and Spring Semester 2008 in the funding matrix levels.

**Table 5 - Distance Learning
Schools/Colleges
Fall 2007 Estimate of Distance Learning Students SCHs**

COLLEGE/SCHOOL	UG1	UG2	UG3	UG4	M1	M2	M3	M4	D1	TOTALS
Agriculture		345				241				586
Arts & Sciences	2743	345	423							3511
Business & Economics		483				207				690
Education		677				1164			60	1901
Engineering				60						60
Nursing				131						131
Technology			2304			245	754			3303
University Studies	333									333
Total	3076	1850	2727	191		1857	754		60	10515

**Table 6 - Distance Learning
Schools/Colleges
Spring 2008 Estimate of Online & Extension Students SCHs**

COLLEGE/SCHOOL	UG1	UG2	UG3	UG4	M1	M2	M3	M4	D1	TOTALS
Agriculture		180	108			320				608
Arts & Sciences	2822	120	300							3242
Business & Economics		258				117				375
Education		635				1824			18	2477
Engineering				9						9
Nursing				57						57
Technology		231	1895			315	731			3172
University Studies	651									651
Total	3473	1424	2303	66		2576	731		18	10591

- B. Student activity data
- i. Awards/scholarships/fellowships/honors – N/A
 - ii. Major employers of students – N/A
 - iii. Internships and coops – N/A
 - iv. Other relevant/appropriate data–

Tables 7 and 8 reflect distance learning course offerings by college and school for the past two years.

**Table 7 - Distance Learning
Schools/Colleges
Fall Semester Course Offerings**

College/School	2006		2007	
	# of Courses	# of Credit Hours	# of Courses	# of Credit Hours
Agriculture	16	41	17	46
Arts & Sciences	33	105	46	140
Business & Economics	11	31	12	34
Education	27	78	21	56
Engineering	2	6	4	12
Nursing	4	9	5	14
Technology	78	231	95	268
University Studies	2	6	6	18
Total	173	507	206	588

**Table 8 - Distance Learning
Schools/Colleges
Spring Semester Course Offerings**

College/School	2007		2008	
	# of Courses	# of Credit Hours	# of Courses	# of Credit Hours
Agriculture	14	41	12	35
Arts & Sciences	40	122	42	128
Business & Economics	11	33	8	24
Education	34	100	48	140
Engineering	2	6	1	3
Nursing	3	8	4	11
Technology	82	224	86	239
University Studies	3	7	10	30
Total	189	541	211	610

Distance Learning Course offerings for the academic year have increased by 20% over the last two years. The School of Technology continues to be a leader with respect to number of courses offered (181 for the 2007-2008 academic year).

C. Faculty data by department

- i. Tenure density by age/gender/ethnicity – N/A
- ii. Awards and professional recognition–
 - o The Associate Director continues to serve on the 1890 Institution Advisory Board for the American Distance Education Consortium (ADEC)
 - o The Associate Director continues to serve as a member of the Steering Committee and Chairperson for a Proposal Review Sub-Committee for the International Conference on Asynchronous Learning Networks. The conference is sponsored by the Alfred P. Sloan Foundation and will be held in Orlando, Florida during November, 2008.
 - o The Associate Director served as a member of the Proposal Review Committee for the University of North Carolina Teaching and Learning with Technology Conference. The conference was held in Raleigh, North Carolina during March, 2008.
- iii. New Research/Scholarship Initiatives – N/A
 - o The School of Education received a \$35,000 eLearning Grant from the UNC General administration to develop the Online Lateral Entry: Meeting the Needs of Exceptional Learners Program.

D. Listing of public service activities– N/A