

**PROGRAM REVIEW
DISTANCE
EDUCATION**



2006/2007

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I. Overview of the Program

- A. Description of Distance Education Program:
Distance Education at Western Wyoming Community College works with campus and the WWCC Outreach sites to provide courses for all students in our service area. The Distance Education Program is designed to meet the needs of today's students who may be site-bound, face serious time restraints, or choose to take courses in alternative delivery methods. The Distance Education Program serves students seeking academic transfer programs as well as those attempting to fulfill specific job or personal needs. The existence of this department allows the College to fulfill its objective of providing post secondary educational opportunities to its primary service area of southwest Wyoming.

Distance Education Goals:

- Provide educational opportunities to all WWCC students regardless of geographic location;
- Offer complete degree programs along with courses for lifelong learning needs to the students in our service area;
- Provide high quality distance courses and program options;
- Provide the training and support necessary for the success of our distance instructors and students.

Distance Education Services:

- Provide on-site face-to-face courses at 11 Outreach sites in the five counties in the WWCC service area;
- Provide courses using online, partial online, compressed video, and videotape technologies for students in all five counties;
- Coordinate scheduling and development of distance courses;
- Coordinate student services for distance students;
- Coordinate outreach personnel issues;
- Coordinate interaction and dialogue between Outreach sites and the College;
- Advocate for Outreach issues, perspectives, and needs on the main RS campus.

- B. WWCC Guiding Principles as reflected in the Distance Education Program:

1. Learning is Our Purpose
Distance Education is WWCC's resource for quality alternative-format education and is continuously working to foster optimal learning experiences.
2. Students are Our Focus

Distance Education meets the needs of students and their busy schedules by offering eight associate degrees and three certificates fully online. In addition, they offer on-site classes at eleven Outreach locations. Distance Education promotes relationships with several 4-year institutions to assist students in transferring. They coordinate with Student Services to assure distance students are receiving the best possible services.

3. **Employees are Our Most Important Resource**
Distance Education guides and supports adjunct and on-campus faculty teaching on-line and at Outreach locations through ongoing professional development and training funds allocation.
4. **The Community is Our Partner**
Distance Education is committed to community involvement evidenced by their partnership with BOCES/BOCHES at seven Outreach locations. In communities without a BOCES or BOCHES, Distance Education provides an Outreach center to meet the needs of the community.
5. **Adapting to Change Defines Our Future**
Distance Education has anticipated and adapted to the state of continual change in distance education through the use and support of new online technologies such as Blackboard, Elluminate, Smarthinking, and Turnitin.
6. **Ethical Standards Guide Our Actions**
Distance Education commits itself to treating all individuals with respect and professionalism regardless of disability, geographic location, or life circumstance.

Distance Education has developed at a fast pace since technology and the Internet have matured. It is a priority to the WWCC Distance Education department to stay current in online facilitation best practices and technological opportunities. The quality that Distance Education strives to maintain in their program is for the benefit of their students and faculty.

II. Assessment Related to Program Goals and Goals for Student Success

- A. The customers/clients serviced by the Distance Education program are: students, faculty, community members, and community businesses.
- B. Distance Education contributes to student learning through serving these customers/clients as follows based on the WWCC Goals for Student Success:
 1. **Communicate Competently**
Distance Education provides students the opportunity to practice and improve their written communication skills. Through communicating with instructors and other students using Blackboard, email, and video-conferencing students learn to

communicate clearly and professionally via written communication.

2. Retrieve Information

Through Distance Education courses students learn how to retrieve information using online and library technology while also using their individual community libraries and resources.

3. See Issues from Multiple Perspectives

Distance Education allows students the opportunity to discuss various points of view by way of discussion boards, but it also allows students to take courses with other students outside of their local community, state, and even country. Multiple perspectives are also discussed by having nontraditional students of many kinds attending class together.

4. Solve Problems

Distance Education provides the tools for students to participate in collaborative online group learning activities. Distance Education focuses on authentic assessment *activities* which allow students to solve real life problems.

5. Develop Life Skills

Distance Education provides the tools for students to communicate through various means. Online courses require organization and time management skills. Because the means of delivery for distance courses change with technological advancements, adaptability is essential.

C. Survey Results

Four populations were surveyed for the Distance Education Program Review: distance students, distance faculty, outreach personnel, and the outreach community. All four surveys used a combination of demographic, rating, and feedback questions. The demographic questions are used to specify the geographic location or course type when it comes to needed areas of improvement. Feedback and comment questions were necessary, and the committee took into account all comments provided in feedback questions. All surveys were completed using the online survey tool, SurveyMonkey. This tool allowed us to easily consolidate the results and also distribute the results specific to outreach site. Below you will find the surveys separated out and each area includes the Survey Purpose and results. A short analysis of the results, as they pertain to the goals of our surveys, is provided after each table.

Distance Student Survey Results: The Distance Education Program Review committee hoped to answer the following questions through the Distance Student Survey (Appendix A).

1. What are the students' reasons for taking classes?
2. What type of classes do the students prefer to take?
3. What is the students' satisfaction with our services?

4. What are the students' concerns?
5. What other programs/courses or changes are desired?

The Distance Student Survey was open to students beginning November 10, 2006, and ending January 30, 2007. The Distance Student Survey was completed by students located anywhere but taking outreach classroom, online, compressed video, videotape, and concurrent courses. This survey was available to about 2,000 individual students registered for Internet, compressed video, videotape, and outreach courses. This gives us a response rate of about 26%. Specifically, a link to the survey was made available within all online courses, and all compressed video, and concurrent instructors were asked to have their students complete the survey. The committee decided there are two types of criteria for success measured. For the ratings questions, two determinations were made. First, it was decided by the committee that only Satisfied and Very Satisfied were positive results. Second, the committee set a benchmark of 85% positive results. If any question had fewer than 85% positive results that question was studied. Table 1 shows the survey results. Positive result percentages are listed in red and questions that are below the benchmark are highlighted in yellow to indicate action is needed. It is important to note that the N/A responses for questions 6, 9, and 11 are not viewed as negative because those areas were not applicable to all students, so those that chose N/A do not use those services. Total satisfactory percentages have been adjusted to take out N/A numbers.

Table 1: Distance Student Survey Results			
Total Respondents		531	
Response Rate		26%	
1. I take WWCC credit courses to:		Response %	
Earn a WWCC associate degree then move to complete a degree at a 4-year college or university		26.7%	
Earn a WWCC associate degree then complete a degree at a 4-year college or university via distance technologies from home		18.1%	
Earn a WWCC associate degree or certificate and enter directly into the work force		14.5%	
Transfer courses to another institution		33.3%	
Strengthen my job skills		10.4%	
Gain personal enrichment and enjoyment		12.4%	
2. EACH semester I usually take:		≤12 credits 28.1%	5-11 credits 36.4%
		0-4 credits 45.5%	
		3. In the past 2 years, I have taken:	4. I prefer to take:
Face-to-face credit	60.5%		67.8%
Internet	52.9%		41.8%
Compressed-Video	21.7%		8.3%

Videotape	9.2%			4.9%		
Concurrent	39.5%			30.3%		
5. My primary WWCC location is:						
Baggs	0.8%	Kemmerer	3.4%			
Big Piney	0.6%	Pinedale	1.1%			
Bridger Valley	22.6%	Rawlins	5.3%			
Cokeville	0%	Rock Springs	10.9%			
Evanston	29.6%	Saratoga	0.4%			
Green River	1.5%	Star Valley	18.1%			
Hanna/Elk Mountain	4.7%	Other (online only, Cheyenne, Worland)	1.1%			
6. Rate your satisfaction with the performance of your local Outreach staff.						
	Very Sat	Sat	Neutral	Dissat	Very Dis	N/A
Knowledge/accuracy/completeness of information provided	48%	42%/90%	7%	2%	0%	1%
Friendliness and helpfulness	57%	34%/91%	7%	2%	0%	1%
Response to my question/concerns	51%	38%/89%	8%	1%	0%	1%
7. Rate the availability of classes at your local Outreach Center.						
Classes leading to a degree	30%	47%/77%	13%	5%	1%	4%
Classes that interest me	30%	44%/74%	19%	4%	1%	2%
8. Rate your local Outreach Center in the following areas.						
Office hours	33%	45%/78%	15%	3%	1%	3%
Center's facilities/classrooms	38%	44%/82%	13%	1%	0%	4%
9. Rate the quality of instruction in each of the following.						
Face-to-face credit	43%	28%/92%	6%	0%	0%	24%
Internet	21%	28%/74%	14%	3%	0%	34%
Compressed-Video	11%	14%/66%	12%	1%	0%	61%
Videotape	6%	8%/54%	11%	1%	0%	74%
Concurrent	20%	19%/85%	7%	0%	0%	54%
	Very Sat	Sat	Neutral	Dissat	Very Dis	N/A
10. Rate the overall quality of your WWCC education experience	39%	53%/92%	7%	0%	0%	1%
11. Rate your satisfaction with the performance of Rock Springs Distance Education staff.						
Knowledge/accuracy/completeness of information provided	29%	40%/86%	11%	0%	0%	20%
Friendliness and	33%	36%	10%	1%	0%	19%

helpfulness		86%				
Response to my question/concerns	31%	37% 84%	12%	1%	0%	20%

12. What would you like to see us enhance or change to better meet your needs?

Review of Comments: (47) Nothing, it's all good. (40) More classes-physical education, sign language 2, addictionology, reading comprehension . (16) More access (hours) to adequate computers. (14) More face-to-face courses. (10) Fewer problems with BlackBoard. (6) More online courses. (6) More variety in course offerings. (6) Better academic advising. (6) RN program in Evanston. (5) More videos. (4) Different English Teacher. (4) Quicker response and more contact with online instructor. (3) More art classes. (3) More clinical time. (3) More summer classes. (3) More concurrent classes. (3) Classes toward a BS. (3) Fewer book ordering problems. (3) Problems with Financial Aid resolved easier. (3) Improve quality of recorded resources. (2) College library at Outreach location. (2) More morning classes. (2) Internet classes more standard and organized. More qualified help with personal needs. Larger classrooms. More tapes/DVD's available for checkout. More availability in A&P. More instructors to teach courses. Eating place open the whole time the building is open. Hire another person in the transcript office. More time with the instructors for help. Offer a college biology class that transfers as a college credit in Wyoming. More compressed video/video tape classes. More degree options. Laptop rentals or deep discounts on computers. Better support for handicapped – correct edition of book on tape. Social Dance program. Instructors more strict with deadlines. More advertisements for classes. HS concurrent classes should have only students of that particular college class. Fewer surveys. Free calculators. Para-educator certificate program. Everyone I've talked to on the RS campus acts like I'm some mindless hick. Discontinue proctored testing. Fewer group projects in online classes. The main people we have to deal with in the Outreach center don't treat students very well and it is very discouraging.

13. Other Comments.

Review of Comments: (42) Thank you for offering the DE program in our area – It is great. (6) Compliments to individual instructors. (5) Compliments for Evanston Outreach staff. (2) Compliments for Bridger Valley Outreach staff. (2) Courses required by colleges w/whom WWCC has an alliance should be offered on a regular basis and not canceled a week before early registration. Having trouble with credits transferring. Would like a children's literature class at night. Having trouble getting required classes for business degree. Hate surveys. Instructor required more than higher level classes that I have taken and rejected students' answers to question labeled "your opinion". Waited three years to get into the course. More language classes. Would like to see correct answers to test questions that I missed. More refund for dropped classes. Love the acting program, would like to see it expanded. Instructor in RS should be more considerate of Outreach students who have limited access to resources and BlackBoard has been down. Love Internet Support Specialist. Hope BlackBoard problems are fixed. Would like a new English instructor in our area. Compliments for Rawlins Outreach staff. Have had password problems. Outreach director not helpful.

Five-hundred-thirty-one students responded to the Distance Student Survey. It is notable that we received feedback from students taking every form of distance course and from students in every outreach area, except Cokeville. The first thing that must be acknowledged is the overwhelming positive results of this survey. Ninety-two percent of the students surveyed rated the overall quality of their WWCC education as Satisfactory or Very Satisfactory and there were many comments thanking WWCC for providing distance courses. The survey did reveal areas of possible improvement.

Students are taking WWCC courses for many reasons, but the top reason was to transfer courses to other institutions. The next top three reasons were to earn an associate's degree and move on to complete a degree at a 4-year institution, complete a degree at a 4-year institution via distance technologies from home, and to enter directly into the workforce. There was not a specific reason hypothesized, but this information will help us focus our marketing efforts. A majority of our students are looking to move on to other institutions, the more we can develop Western & Beyond opportunities, the more we can keep students as long as possible and help them meet their goals.

Sixty-seven point eight percent of the students still prefer to take face-to-face courses and 41.8 % of the students prefer to take Internet courses. This tells us we should continue trying to offer on-site courses within the outreach sites whenever possible. The students want a variety of learning opportunities.

The students' satisfaction with their local outreach staff was very high. The students rated their satisfaction with Rock Springs staff response to questions at 84% which is below the 85% benchmark. Two outreach areas which need attention are the availability of classes and the local outreach center office hours and facilities. These areas are all below 85%. The final area of student satisfaction that must be addressed is the quality of instruction for Internet at 74%, Compressed Video at 66%, and Videotape courses at 54%. The main concerns of students are quality of instruction, ease of use for courses, and more course and program offerings.

More courses and programs are desired within the outreach areas, such as physical education, sign language, and reading comprehension. There is a need to share with the communities what our limitations are in regards to offering on-site classes within the outreach sites; at the same time, we should recognize this need and continue to search out qualified instructors and put the effort into providing some on-site courses. These needs can be addressed through marketing and communication.

This survey brings the focus areas for distance students to improvement of outreach offerings, quality of instruction in distance courses, and more course and degree offerings via distance.

Distance Faculty Survey Results: The Distance Education Program Review committee hoped to answer the following questions through the Distance Faculty Survey (Appendix B).

1. Are we meeting faculty needs for support regarding technology and distance education?
2. What is their satisfaction with our team and our services?
3. In what areas could we do better?
4. Do they consider themselves a part of the WWCC community?

The Distance Faculty Survey was conducted beginning November 11, 2006, and ending January 30, 2007. The Distance Faculty Survey was distributed to 75 faculty teaching during the Fall 2006 semester and located anywhere but teaching outreach classroom, online, compressed video, videotape, and/or concurrent courses. Fifty-three faculty responded for a response rate of 70.6%. The committee decided there are two types of criteria for success measured. For the ratings questions two determinations were made. First it was decided by the committee that only Satisfied, Very Satisfied, and Yes were positive results. Second, the committee set a benchmark of 85% positive results. If any question had fewer than 85% positive results that question was studied. Table 2 shows the survey results. Positive result percentages are listed in red and questions that are below the benchmark are highlighted in yellow to indicate action is needed. Information highlighted in blue is specific to improving communication with other areas on campus. The N/A responses for questions 5, 6, 7, and 9 are not viewed as negative because there are only a limited number of faculty teaching within each area, so those that chose N/A do not use that technology or those services. Total satisfactory percentages have been adjusted to take out N/A numbers.

Table 2: Distance Faculty Survey Results			
Total Respondents		53	
Response Rate		70.6%	
1. Select the phrase that best describes you.			Response %
Teach (or have taught) face-to-face WWCC course(s)		50.9%	
Teach (or have taught) Internet, compressed-video, or videotape course(s)		49.1%	
2. My primary WWCC location is:			
Baggs	1.9%	Kemmerer	1.9%
Big Piney	0%	Pinedale	0%
Bridger Valley	11.5%	Rawlins	9.6%
Cokeville	0%	Rock Springs	32.7%
Evanston	25%	Saratoga	0%
Green River	0%	Star Valley	9.5%

Hanna/Elk Mountain	1.9%	Other (Mountain View, Utah, Meeker)				5.8%
3. Rate your satisfaction with:						
	Very Sat	Sat	Neutral	Dissat	Very Dis	N/A
The overall quality of the WWCC courses/programs in your community	31%	53% 84%	8%	2%	0%	6%
The response of your local WWCC Outreach center when you have a problem or question.	57%	33% 90%	4%	2%	0%	4%
The RS campus response when you have a problem or question.	39%	43% 82%	2%	2%	2%	12%
4. Are you teaching an Internet, compressed video, or videotape course?					Yes 55.8%	No 44.2%
5. Rate how satisfied you are with the technical support you receive in the following areas:						
	Very Sat	Sat	Neutral	Dissat	Very Dis	N/A
Internet courses	40%	14% /96%	0%	0%	2%	44%
Compressed video courses	8%	12% /77%	6%	0%	0%	73%
Videotape courses	4%	4% / 80%	2%	0%	0%	89%
6. Did the technical training provided meet your needs to effectively teach your class?			N/A 36.5%	Yes 59.5% /94%	No 3.8%	
Review of Comments: No training received. Need more BlackBoard training.						
7. Are the technical support hours adequate for you?			N/A 34.6%	Yes 59.6% /91.3%	No 5.8%	
Review of Comments: It would be best to have evening/weekend hours. My hours for CourseGenie support are limited. Student take internet class to fit them in with a busy lifestyle, the hours don't match.						
8. Are you teaching a credit course at your local HS or WWCC site?				Yes 71.2%	No 28.8%	
9. Is our support of instructors teaching in-person classes at your local Outreach site satisfactory?			N/A 30.8%	Yes 63.5% /91%	No 5.8%	
Review of Comments: Need more notification of deadlines. No Outreach site meeting with in-person class instructors that I am aware of. Because there is too much of it; I am responsible for several other classes and extra-curricular activities at the high school.						
10. RS Distance Education office staff is knowledgeable.			N/A 15.4%	Yes 84.6%	No 0%	
11. RS Distance Education office staff is courteous.			N/A 13.5%	Yes 86.5%	No 0%	
12. Local Outreach center staff is knowledgeable.			N/A 19.2%	Yes 80.8%	No 0%	
13. Local Outreach center staff is courteous.			N/A 17.3%	Yes 82.7%	No 0%	

14. The services provided by your local Outreach Center staff meet your needs.	N/A 19.2%	Yes 78.8%	No 1.9%
Review of Comments: I could bypass the Outreach and call campus; I end up calling there anyway.			
15. What can we do to improve the training and support services we provide you?			
Review of Comments: (8) Happy with training and support provided. (2) Need more stable internet class platform. (6) Need more training opportunities: Elluminate, BlackBoard, short cuts, new programs. (2) More DE staff needed. Adjunct Faculty handbook not very helpful, would like content-specific guidelines. (2) In-service is time-consuming and should be optional. More information on books. Keep us informed of any updates to syllabus or test info.			
16. Do you consider yourself a part of the WWCC community?		Yes 88.5%	No 11.5%
Review of Comments: (3) Little or no contact with department head or other professors. No, but I don't want to. Only when I get my end of the semester paycheck. Sometimes yes, sometimes no.			
17. Other Comments.			
Review of Comments: (5) DE does an excellent job. Excellent support from education instructors. Would like regular reminders about server down-time. Courses should stay online a bit longer after the semester has ended. DE should not be shy to identify and deal with sub-par online instructors.			

The Distance Faculty Survey provided useful data. Again, it should be noted the results were very positive but there are always areas to improve. Distance faculty noted a need for more communication between outreach areas and campus so they can obtain more information and answers from their outreach personnel. There has been a major movement on campus to better meet the needs of adjunct faculty and we will continue to work to improve this communication with faculty and outreach sites. In addition to better communication between Distance Education and distance faculty, the survey tells us to continue improving the communication between academic departments and their distance faculty. The survey also demonstrated a need for improved training of faculty, specifically in the areas of compressed video, Blackboard, and other technologies used online. Finally, distance faculty did not rate the knowledge, level of courtesy, and services provided high enough to meet our benchmark for Rock Springs and some outreach areas. The distance faculty are clearly telling us to continue improving our communication with them regarding academic and technology information. They also desire better service when they contact us.

Outreach Personnel Survey Purpose: The Distance Education Program Review committee hoped to answer the following questions through the Outreach Personnel Survey (Appendix C).

1. Are we doing a good job communicating with, and responding to, the outreach sites?
2. In what areas would the outreach personnel like more training?
3. Is there any other way we can better meet their needs?

The Outreach Personnel Survey was available beginning November 10, 2006, and ended January 30, 2007. The Outreach Personnel Survey was distributed to 30 personnel in all WWCC outreach sites including BOCES and BOCHES sites. Twenty-one surveys were completed for a response rate of 70%. The committee decided there are two types of criteria for success measured. For the ratings questions two determinations were made. First it was decided by the committee that Very Knowledgeable and Yes were positive results. Second, the committee set a benchmark of 85% positive results. If any question had fewer than 85% positive results that question was studied. Table 3 shows the survey results.

Total Respondents				21	
Response Rate				70%	
1. Please select the phrase that best describes you:		Full-time 72.7%	Part-time 27.3%		
2. How long have you worked at our Outreach Center		0-3 Years 18.2 %	4-6 Years 36.4%	> 6 Years 45.5%	
3. Please select the response that best describes your knowledge of the following types of WWCC courses/programs offered by your community.					
	Very Knowledgeable	Some Knowledge	No Knowledge		
Face-to-face credit	86%	14%	0%		
Internet	91%	9%	0%		
Compressed video	95%	5%	0%		
Videotape	100%	0%	0%		
Concurrent	77%	14%	9%		
Dual-Enrollment	64%	27%	9%		
4. RS Distance Education staff is knowledgeable.		Yes 100%	No 0%		
5. RS Distance Education staff is courteous.		Yes 100%	No 0%		
6. RS Distance Education staff is responsive and efficient.		Yes 100%	No 0%		
7. RS Distance Education staff sufficiently supports instructors teaching face-to-face classes at your Outreach site.		Yes 100%	No 0%		
8. RS Distance Education staff provided adequate training.		Yes 100%	No 0%		
9. The procedures involving the Distance Education Department that pertain to your Outreach site are effective.		Yes 100%	No 0%		

10. Mark any of the following that you would like further training on. – Marked in Yellow the top 3 future training topics.			
Bookstore	21.4%	Blackboard	28.6%
Financial Aid	64.3%	Registration & Records	35.7%
WebAdvisor	35.7%	Campus Cruiser	21.4%
DEC (Datatel)	50%	Smarthinking	35.7%
Turnitin	50%		
11. Is there anything else that we can provide you training on?		Student Advising	
12. Did you attend Rock Springs In-service?		Yes 76.2%	No 23.8%
13. What was most helpful about Rock Springs In-service?			
Review of Comments: (8) Meeting with peers and on-campus personnel. Updates on Hathaway, concurrent classes, Education tracks, adjunct faculty training, book adoptions, online orientation, work keys testing, library.			
14. What was least helpful about Rock Springs In-service?			
Review of Comments: (2) Break too long, should have longer lunch and shorter break. Department heads not showing up.			
15. How can Rock Springs In-service be improved?			
Review of Comments: (2) Hands-on training DEC/Campus Cruiser. New programs may be old by the time in-service comes around, need training sooner. A tour of new facilities would be helpful.			
16. How can the Distance Education Department in Rock Springs improve the support and response to your needs?			
Review of Comments: (6) Support from DE is good. Ensure Outreaches have new software to enable them to help instructors and students. Keep Outreach informed about campus happenings, course planning, program changes, and staff changes. Hire more staff.			
17. Other Comments:			
Review of Comments: (6) Happy with DE personnel and services. (2) Outreach seems to have much more respect than 5-10 years ago, feels like we are part of the college now. Dissatisfaction w/computer tech support – told to bring computer to campus for repair but problem is in Outreach. Totally love Christine’s weekly updates – feel more connected.			

The Outreach Personnel Survey was overwhelmingly positive. It should be noted that outreach personnel feel communication has already greatly improved between them and campus, but there are still places communication can improve. The survey demonstrated how important outreach personnel feel communication is and Distance Education will continue to find ways to improve the communication and make sure Outreach is kept “in the loop” on campus policies and happenings.

Distance Education will continue to improve the training received by the outreach sites regarding new technology and policies. The survey gave us a good idea of the training they desire and it also showed us that we can improve knowledge of outreach personnel in the areas of concurrent and dual enrollment courses.

This survey provided very positive results. It demonstrated how much the relationship between Western and its outreach sites has improved since the last program review. The survey was very useful because it gave Distance Education-specific information on areas the outreach sites feel they need more training. These areas have already been incorporated into the Spring 2007 and upcoming outreach in-service events.

Outreach Community Survey Purpose: The Distance Education Program Review committee hoped to answer the following questions through the Outreach Community Survey (Appendices D, E).

1. Do the outreach communities know what opportunities WWCC provides in their area? If so, what programs are used?
2. Do the BOCES/BOCHES communities know that WWCC partners with the BOCES/BOCHES?
3. What other programs/opportunities are desired?

The Outreach Community Surveys were completed by community members throughout the WWCC geographic area outside of Sweetwater County. The surveys were distributed to community members via the mail, online, and at the outreach sites. The Outreach Community Surveys were conducted from February 20, 2007, to April 2, 2007. Every community newspaper had an ad asking the community members to complete the survey. There were 21,106 surveys mailed out, with 466 total returned. This is a 2.2% return rate. The committee decided there are two types of criteria for success measured. For the ratings questions two determinations were made. First, it was decided by the committee that Very Satisfied, Satisfied, and Yes were positive results. Second, the committee set a benchmark of 85% positive results. If any question had fewer than 85% positive results that question was studied. Tables 4 and 5 show the survey results. Each table is followed by a brief descriptive paragraph.

Table:4 Outreach Community (w/BOCES/BOCHES) Survey Results			
Total Respondents		304	
Response Rate		1.4%	
1. Please check the phrase that best describes you:			
Individual	89.8%	Business	10.2%
2. What is your local Outreach Center?			
Baggs	0.7%	Big Piney	4.2%
Bridger Valley	21.4%	Evanston	28.3%
Kemmerer	8.9%	Pinedale	13.5%
Rawlins	21.1%	Other (LSRV, Medicine Bow)	1.9%
3. Are you aware of the services provided by WWCC and its partnership with BOCES/BOCHES in your community?			
Yes	84.4%	No	18.4%

4. Have you visited your local Outreach Center?						
Yes	81.6%	No	18.4%			
5. What WWCC services in your area are you familiar with?						
Local Outreach Center	77.4%	Personal Enrichment Courses	62.4%			
On-Site Credit Courses	61.7%	College Credit at HS	46.7%			
Workforce Training	31.4%	Online Courses & Degrees	66.8%			
6. What WWCC Services in your area have you benefited from?						
Local Outreach Center	56%	Personal Enrichment Courses	50.6%			
On-Site Credit Courses	41.9%	College Credit at HS	25.3%			
Workforce Training	10.8%	Online Courses & Degrees	42.7%			
7. How do you receive information about WWCC programs?						
Mail	87.3%	Newspaper	47%			
Email	11.3%	Visit Local Outreach	34.3%			
Visit RS Campus	2.8%	Call Local Outreach	20.1%			
Call RS Campus	2.8%	Local Outreach Website	10.6%			
WWCC Website	14.5%	Other (family/friends, radio)	1.8%			
8. Rate your satisfaction with the performance of your local Outreach staff.						
	Very Sat	Sat	Neutral	Dissat	Very Dis	N/A
Knowledge/accuracy/completeness of information provided	47%	21%/68%	9%	8%	7%	8%
Friendliness and helpfulness	55%	18%/73%	7%	5%	8%	8%
Response to my question/concerns	50%	20%/70%	9%	14	8%	9%
9. Rate the availability of classes at your local Outreach Center.						
Classes leading to a degree	28%	23%/51%	13%	8%	6%	21%
Classes that interest me	28%	24%/52%	24%	10%	5%	9%
10. Rate your local Outreach Center in the following areas.						
Office hours	39%	25%64%	12%	5%	7%	11%
Center's facilities/classrooms	39%	24%/63%	13%	6%	5%	13%
11. What services/programs have you used the most? What additional services/programs would you like to see in your Outreach area?						
<p>Review of Comments: Taken – (24) Personal Enrichment (19) Online courses (12) HS Concurrent courses (9) Face-to-face courses (7) Computer courses (4) Workforce Training (3) ESL courses (2) GED courses (2) Video Conference courses (General) Business, First Aid/CPR, PE, Accounting, English, Math. Would like to see – (9) More personal enrichment (7) More online courses (5) More face-to-face courses (2) More HS concurrent courses (General) more GED courses, more video conference courses secretarial, wastewater, volunteerism, violin/orchestra, square dancing, ballroom dancing, science labs, pottery, cosmetology, driver's training, chess, other languages, veterinary tech, family history, internet access, teacher recertification, PE, welding, public speaking, world affairs, cooking, medical, advanced business, RN, courses toward BA, MA, independent student courses, more computer lab availability, more guidance for first-time students, more one on one help for low-income families, education classes offered more often.</p>						

12. Any additional Comments:
 Review of Comments: (47) Compliments for WWCC, Outreach, and programs. (11) Unhappy with Outreach center personnel. (4) Unaware of WWCC/BOCES connection. (Misc.) The classes I signed up for were cancelled. Required HS concurrent credit is imperative. Student behavior code should be enforced. Want to see the syllabus before paying for a class. Need to offer home study courses for journeyman electrician/plumber. Please get mill levy in District 2 and have more classes in Elk Mountain. Should be advertising in Hanna Free Press. Thanks for hunter safety classes. Not enough emphasis on volunteering. Need better instructor for Health classes. Don't cancel on-site classes because online classes are not full. A knowledgeable guidance counselor would be helpful. Have pottery class in Evanston. Not all classes advertised are taught. Was told classes would not enhance job skills. Computer lab hours are not convenient for working people. Make grades available 24/7. Not very visible in community. Online classes are too impersonal. Offer correspondence courses so I don't have to travel. What do you have for 55+ year olds? I teach flute lessons 789-8989. Mustang Cruiser and BlackBoard are too slow. Quit messing with our property taxes.

Table 5: Outreach Community Survey Results			
Total Respondents		162	
Response Rate		.8%	
1. Please check the phrase that best describes you:			
Individual	95.6%	Business	7.4%
2. What is your local Outreach Center?			
Cokeville	3.7%	Elk Mountain/Hanna	6.8%
Saratoga	19.8%	Star Valley	69.8%
Other	0%		
3. Are you aware of the services provided by WWCC?			
Yes	87.8%	No	12.2%
4. Have you visited your local Outreach Center?			
Yes	65.8%	No	34.2%
5. What WWCC services in your area are you familiar with?			
Local Outreach Center	58.7%	Personal Enrichment Courses	74.8%
On-Site Credit Courses	45.5%	College Credit at HS	50.3%
Workforce Training	13.3%	Online Courses & Degrees	47.6%
6. What WWCC Services in your area have you benefited from?			
Local Outreach Center	41.1%	Personal Enrichment Courses	68.2%
On-Site Credit Courses	27.1%	College Credit at HS	35.7%
Workforce Training	8.5%	Online Courses & Degrees	24.8%
7. How do you receive information about WWCC programs?			
Mail	95.4%	Newspaper	33.3%
Email	1.3%	Visit Local Outreach	19.6%
Visit RS Campus	0.7%	Call Local Outreach	13.7%

Call RS Campus	0%	Local Outreach Website	2.6%			
WWCC Website	6.5%	Other	0%			
8. Rate your satisfaction with the performance of your local Outreach staff.						
	Very Sat	Sat	Neutral	Diss at	Very Dis	N/A
Knowledge/accuracy/completeness of information provided	45%	22%/67%	12%	6%	2%	13%
Friendliness and helpfulness	53%	18%/71%	6%	57	2%	14%
Response to my question/concerns	47%	22%/69%	7%	6%	2%	16%
9. Rate the availability of classes at your local Outreach Center.						
Classes leading to a degree	16%	18%/34%	17%	10%	2%	37%
Classes that interest me	23%	28%/51%	25%	9%	1%	13%
10. Rate your local Outreach Center in the following areas.						
Office hours	33%	24%/57%	14%	5%	1%	22%
Center's facilities/classrooms	32%	23%/55%	12%	3%	1%	27%
11. What services/programs have you used the most? What additional services/programs would you like to see in your Outreach area?						
Review of Comments: Taken – (27) Personal enrichment; (8) Online courses; (8) Haven't used program yet; (6) HS Concurrent courses; (4) Face to face courses; (2) Computer courses; (Misc.) CNA, First Aid/CPR. Would like to see – Quilting; dancing; Spanish; nursing; ceramics; natural healing; advanced guitar; scrapbooking; braiding horsehair, rawhide or leather; photography; art; message therapy; yoga; gardening; martial arts; QuickBooks; home-based healthcare business; anatomy; carpentry; sign language; home improvement courses; more aerobics; LPN program; basic financial courses; nursing.						
12. Any additional Comments:						
Review of Comments: (16) Complimenting WWCC, Outreach, programs; (Misc.) Beside my teacher, I was not impressed by the WWCC (RS) staff. Classes I am interested in are always cancelled. Have no idea where the office is. Interest in classes in Thayne, Alpine, and Encampment. Never met the staff. Live 25 miles from Medicine Bow, never heard of WWCC. Stagger lunches so the office can be open at noon. Classes need to be more affordable. Need more art classes and better instructors. Would like to see more Elluminate lectures. Used to get the schedule in the mail, don't anymore.						

The Community Survey returns were higher than expected and provided Distance Education with necessary information and a way to communicate with the communities. The Community Surveys succeeded in providing us feedback from each and every community, and they also gave us an opportunity to continue the communication we began with the newspaper ad and original survey. The Distance Education Department will be following up with the communities through ads in the paper about the survey results. We must continue to work on getting our communities more aware of all of the services we provide. Most people still receive their information via mail and newspaper so we should not move totally online with marketing and information. In our analysis and future directions we will focus on how to continue improving our relationship

with the BOCES/BOCHES communities and the knowledge and usefulness of our outreach centers.

The results call for more of a presence in all the communities but specifically in the communities with no BOCES or BOCHES presence. In the areas where we do not have a BOCES or BOCHES to partner with, the rates of satisfaction are lower. WWCC must find a way to create a more permanent presence in these communities, meaning better office space, regular hours of service, and more regular marketing. WWCC must also find a way to benefit these communities more by more regular course offerings of any kind.

D. Criteria for Success

There are two types of criteria for success measured. For the ratings questions two determinations were made. First, it was decided by the committee that only Satisfied and Very Satisfied; Very Knowledgeable, or Yes were positive results. Second, the committee set a benchmark of 85% positive results. If any question had under 85% positive results, that question was studied.

E. Assessment Findings

The five surveys used to assess the Distance Education program performed as desired. While these five surveys were time and money intensive, they provided clear results that allowed reflection on the current program goals. These surveys would be useful in the future if the same information was desired. The only question the committee would change is question 11 on the Community Survey. This question had two parts and it should have been separated out.

F. Analyze Findings

The survey findings allow us to reflect on all four program goals and target areas of improvement. First, it is the goal of WWCC's Distance Education Department to provide educational opportunities to all WWCC students regardless of geographic location. It is clear that we are working hard to provide these opportunities. The results show that often it is a matter of not communicating well the opportunities available. Communication is a main issue in the analysis of all survey results. In each analysis there is an element of improving communication and therefore understanding of program limitations and possibilities.

WWCC is succeeding at offering complete degree programs along with courses for lifelong learning needs to the students in our service area often through an online format, but there is room for improvement. There are some communities where we should work harder to provide classes within that community. WWCC is already working on offering as many degree

programs as possible, but the survey results really demonstrated how much the communities and students desire more local classes.

Ninety-two percent of the students surveyed rated the overall quality of their WWCC education as Satisfactory or Very Satisfactory. WWCC is clearly working hard to provide high quality distance course and program options. Regarding distance course formats specifically, while the feedback was not horrible, the quality rating of the online, compressed video, and videotape courses did not meet our benchmark and can be improved.

Our final program goal is to provide the training and support necessary for the success of our distance instructors and students. The surveys reflect this as positive but one of our largest areas of necessary improvement. Specifically, we want to work on faculty training in the areas of technology, academic specific information, and WWCC policies; and outreach training in technology and policy areas.

G. Use of Results

The Distance Education Department will implement the desired changes determined in the above analysis in the following ways:

Communication must be improved to geographic outreach communities. The plan for how to do this will be discussed in more detail with the outreach sites, but step one is to work on a blitz of mail and newspaper ads to get across information. Step two will include follow-up meetings within each community, where the community is invited to “get to know Western” and provide feedback “in person”.

Communication to students will be improved via the above communication with outreach communities, but there is still work to be done. First, working through outreach personnel, on-campus advisors, and other media we will work to have as many students as possible complete CMAP 0910, Intro to Online Learning. This will better prepare students for online work. Second, we will continue to work towards providing specific advisors for online students. It is the hope of the Distance Education Department that current distance faculty can someday be advisors. Third, we will start using email to provide students with necessary information. Distance Education is creating an email template that we can use to inform our students of changes, upcoming deadlines, upcoming downtimes, and other important information. Students already have a campus email and will get accustomed to checking it if they know important information will come via that email.

Training of faculty falls under many categories because there are a variety of courses. The students do not seem to have much concern with face-to-face or concurrent classes, as they were well over the benchmark, so we

will continue to improve communication with adjunct faculty as we have been doing. We will not be adding any new videotape courses to the schedule, and we are lowering our current amount of videotape courses, so we will not do anything aimed at videotape instructors. We will focus on improving the training of online and compressed video instruction. Online instructors currently complete EDCI 2526, Facilitating Online Learning. First, a procedure for what happens after they complete EDCI 2526 will be developed by the Online Faculty Support person and the Director of Distance Education. This procedure will include one-on-one visits and training sessions with the Support person and the Director and ongoing checkup points with the faculty during the development process. It will detail the review process courses will go through at the end of the development process. Second, regular training sessions will be developed and offered for each technology we support at least once a year. Third, the Online Quality Improvement workshops will continue once a year to offer faculty the opportunity and time to update and rework current courses. To train compressed video faculty, personnel trained in synchronous communication over technology will develop and implement a training program.

Training and Communication with outreach will become more of a priority. Outreach will be trained in a much more specific manner at in-services. At least one hour will be set aside for in-depth technology training and two hours set aside for in-depth training on a segment of the college such as advising. The weekly emails will continue with outreach personnel and it will be discussed at in-service if there is anything we can do to keep in better contact with them. It is our hope regular visits can be set up within the outreach sites more often.

To improve the course quality for online courses, we have adopted Quality Matters. By the end of spring 2007, there will be an implementation plan for Quality Matters and it will start to be incorporated into all of our online courses. We will have an internal review board and faculty will have the opportunity to have their course reviewed on a national level. There will be a small stipend and plan to encourage faculty to rework current courses so they meet Quality Matters requirements. To improve the quality of compressed video and synchronous components of online courses, personnel trained in synchronous communication over technology will develop and implement a training program and will continue to work to train faculty on the best practices of synchronous communication over technology. Compressed video quality is also very dependent on the technology and speed of our Internet. Distance Education will continue to push for dedicated lines for compressed video. The training of faculty listed above will also improve the quality of distance courses.

III. **Assessment: Regulations Compliance**

The Distance Education program at WWCC is regulated by the Higher Learning Commission of the North Central Association of Colleges and Schools. This commission has stated that all programs that WWCC wants to put online are accredited. In response to the 2004 college accreditation, the Distance Education Department submitted an updated report to the Commission in 2007. This report was approved and the Commission feels WWCC Distance Education is of a high quality. The Distance Education program has clearly met all regulations set by the Higher Learning Commission.

The Distance Education Department makes every attempt to meet the Section 508 accessibility guidelines set by the US Government. Section 508 assures websites are accessible to people with various cognitive and physical disabilities. WWCC has been making an effort to create accessible online courses. We have adopted the use of CourseGenie and created an accessibility assistant position. The program is working to become fully compliant with Section 508. We are definitely making a good faith effort to be compliant and will continue to improve our compliance with Section 508 guidelines.

IV. **Assessment: Staff Development**

The Director attended the following conferences:

- The WyDEC 2005,2006, and 2007Conferences,
- The 2004 Conference on Distance Teaching and Learning,
- Telecoop 2005,
- The 2005 Distance Administration Conference, and
- The 2006 WCET Conference.

The Online Faculty Support person obtained her Bachelor's degree in Information Technology and attended the following trainings and conferences:

- EASI Online Courses and Certificate in Accessible Information Technology; Horizon Wimba – Course Genie;
- Telecoop 2005, and
- The E-Learning 2006 Instructional Technology Conference.

The Compressed Video Support position obtained her Associate's degree in Social Science and completed multiple trainings in the following areas:

- Polycom, and
- Customer Service.

The Distance Education Department provides some main staff development opportunities every year for all distance faculty.

- EDCI 2526 Facilitating Online Learning is a class completed by all online faculty.
- The Distance Education Department pays for faculty to attend the following trainings and conferences:
 - Quality Matters Peer Review Training
 - WyDEC (the annual Wyoming Distance Education Conference)

- The annual Illinois Online Conference

Training keeps the Distance Education team members up-to-date on technology, best practices, and pedagogy having to do with distance education. To date, the training has adequately met the needs of the staff. As more of the responsibility for online faculty development falls under this department, the professional development budget will need to be reviewed.

V. **Assessment: Program Facilities and Equipment**

A. Facilities

1. The facility is appropriate for the Distance Education program with Director and staff offices located within reasonable distance of the Media Center and video conferencing rooms. There is ongoing awareness of the need to improve current and future staff office locations for greater efficiency and customer service. Discussion is ongoing regarding moving the CV scheduler closer to conference rooms and providing space for the new Instructional Design position.
2. The facility is properly maintained. Hallways and upstairs office received new carpet this year. Carpet in other offices and Media Center was cleaned, with video rooms and offices freshly painted during summer break. Distance Education purchased new cabinets and desks for greater storage capacity and security.

B. Equipment provided by the Media Center is properly maintained with requests for upgrade and/or replacement submitted as necessary. The WWCC video system is well-maintained and working. Discussions regarding video equipment increases and upgrades are ongoing. Recent purchase of Logitech webcam equipment for PC users enables faculty and students to interact using the Elluminate Live! Program; this was purchased by the Distance Education Department for conferencing using an IP chat format.

1. Distance Education personnel have ongoing discussion and communication with the IT Department regarding operation, maintenance, and purchase of servers used for Blackboard Internet courses.
2. Communication is also ongoing with IT Department regarding server maintenance and software updates for the Video Conferencing Bridge.

VI. **Review of Printed Materials and Web Site**

A. Printed Material

The material printed and distributed by Distance Education includes the following:

- Outreach Student Handbook,
- Posters,
- Pamphlets, and

- Student/adjunct faculty correspondence.

All printed material is updated regularly and is appropriate and current for the target audience. The appearance of these documents represents the college in a professional manner. Part of the regular updating of each document is a review of the appropriateness of the hard-copy form of the document.

B. Web Site

The Distance Education web site was redesigned in 2005. Regular updates have been made since that time, and the site is appropriate and current for the target audience. Links to individual outreach sites are provided. The need for consistency among outreach site pages is being discussed.

VII. Recommendations from Previous (2001) Program Review

A. Non-Fiscal Short Term & Long Term

1. Renew efforts to identify and develop new markets for students with new offerings, programs, and marketing.

Action Taken: At the time this was written, the focus was turning to Internet and a new focus was needed. This was accomplished. It is an ongoing effort to determine which new programs would benefit distance students.

2. Work with WWCC Student Services to develop a comprehensive student support program via distance without geographical limitations.

Action Taken: WWCC Student Services areas have all worked very closely with Distance Education to provide student support to distance students beyond the outreach site.

3. Continue to improve the process and relationships with on-campus faculty in regards to the adjunct approval process and make on-campus faculty aware of the value of the WWCC outreach program.

Action Taken: The relationship with on-campus faculty has improved greatly in regard to the adjunct approval process. There are still territorial differences of understanding, but in general, these are rare and on-campus faculty recognize the importance of our adjunct faculty.

4. Allocate necessary bandwidth to the Distance Education program for video conferencing to help replace the aging SwitchNet 56 system with an IP type of videoconferencing system.

Action Taken: There is no set bandwidth allocated to the Distance Education program but the bandwidth was increased and the SwitchNet system was updated to a Polycom system.

5. Acquire faster Internet service to the outreach areas to accommodate video conferencing to replace the aging SwitchNet 56 system.

Action Taken: Each outreach site was provided with the fastest Internet access available in their area. This is better in some areas than others. In 2006-2007, all outreach sites should be updated to a T-1 with an upgrade in the WEN system.

6. Continue to improve the image of Outreach on campus as a quality extension of the College.

Action Taken: The image of the outreach sites by college members has greatly improved. Internet helped to blur the line between outreach and campus. In-services and other connections have helped to connect campus and outreach areas.

7. Require distance teaching in some faculty job descriptions.

Action Taken: It is expected that all new faculty will be involved in distance education. This is in faculty job descriptions. Currently 40% of the distance courses are taught by full-time faculty.

8. Continue to improve assessment tools such as course evaluations for CV, VT, and NT.

Action Taken: There have been many improvements made to the course evaluations for CV, VT, and NT. They were just updated again Fall 2006 and there was a marked jump in evaluations submitted, from 300 during Fall 2005 to 480 Fall 2006.

9. Continue to explore opportunities for more communication to and from Outreach centers.

Action Taken: Communication between the outreach centers and campus improved drastically through these means: regular visits to outreach sites; twice yearly in-services on-campus; regular Friday update emails from campus; and having outreach personnel on campus committees.

10. Continue to provide seminars and workshops to Outreach and on-campus distance instructors to improve student learning and distance learning technology.

Action Taken: There are regular training sessions for all distance faculty. Training for off-campus faculty has become much easier with the purchase of Elluminate.

11. Improve communication between on-campus personnel and Outreach personnel and students.

Action Taken: Communication has improved through the methods described in number nine above and through other methods used by Student Affairs. This communication takes ongoing work by all involved.

B. Fiscal Short Term: Immediate

1. Continue to develop incentive programs to encourage instructors to teach via distance.

Action Taken: Many incentives were created in the years directly following the 2002 program review: paid travel for off-campus adjuncts, incentive pay for FT faculty to develop an online course, and incentive pay for PT faculty to teach online courses.

2. Continue to provide training for distance education teachers.

Action Taken: Regular training is provided to distance faculty every semester. Training is provided when new technologies are introduced, and there are also continuous improvement workshops provided for faculty.

3. Continue to support research and development in new technology.

Action Taken: This is ongoing and completed by the distance education team and distance faculty.

4. Offer a greater variety of courses both day and night, especially those that lead to the attainment of degrees.

Action Taken: This goal became less relevant as online courses became more important, but we still attempt to provide necessary courses in the evenings via compressed video.

5. Make semester schedules of classes available to Outreach prospective students and coordinators at the same time as on-campus.

Action Taken: This was completed when we started mailing early registration flyers to every postal box holder in our area.

C. Fiscal Short Term: One Year

1. Purchase at least one student multi-media station with video conferencing equipment for each of the outreach centers for multi-media presentations and video conferencing.

Action Taken: This became less relevant as we obtained Polycom units in every outreach site.

2. Allocate significant bandwidth to the Distance Education program.

Action Taken: Bandwidth was increased but no bandwidth is allocated to the distance education program.

3. Work with WWCC Student Services to develop distance student services to service Internet students outside of our service area.

Action Taken: Student Services has done a great job of providing opportunities to all distance students, but our focus area is within our geographic area to date.

4. Research all facets of the distance education/outreach program to draw conclusions with regards to trends, potential, efficiency, growth, and future directions. This recommendation is fiscal in terms of human resources.

Action Taken: This analysis is done informally on an ongoing basis, the same as investigating new technology. There has not been any set initiative to complete a formal analysis and draw conclusions.

D. Fiscal Short Term: Two Year

1. Replace all of the computers that fall below present standards for communication on the Internet, including video and audio streaming.

Action Taken: All computers are replaced on a 4-year rotating basis. Because it is ongoing, this is not a relevant goal.

E. Fiscal Long Term

1. Begin to slowly allocate more resources to the Distance Education program to support growth in distance education numbers and technology. By increasing the operating budget, changes in technology will not be as limited to the fiscal year budget and thus not be constantly playing “catch-up” with developments in technology. “Cutting-edge” technology will help attract generation “D” students and make WWCC competitive with other technologically savvy schools.

Action Taken: This is not relevant. As the Distance Education Department has grown, WWCC administration has been very supportive and provided any budgets/resources necessary.

VIII. Summary of Strengths and Limitations

A. Strengths:

The main strengths of the Distance Education department as seen by the committee and demonstrated by the surveys follow.

1. Distance Education at WWCC is lucky to have great people on the Distance Education team and in the Outreach sites. We have employees that work effectively as a team. These employees demonstrate how much they care about the students and faculty by always working to improve and update their skills.
2. The Distance Education Department has worked hard in the past three years to improve communication between campus and the outreach sites and distance faculty. While this is still an area to improve, the communication has improved drastically and the willingness to communicate well is seen as a strength.
3. In the past three years, WWCC Distance Education has worked hard to improve the consistency and quality of our courses and programs. This continuous push for quality by the department and the willingness of the WWCC administration to support the push for quality is a main strength of our program.

This program would not be what it is without the employees it has and the focus on quality by the team and the WWCC administration.

B. Limitations: Many of our strengths are also our limitations as they are the most important parts of a program and need continuous improvement, but our main limitation is people.

1. To improve quality of courses and training of faculty and students the Distance Education Department needs people to complete these tasks.
2. To increase the courses offered on-site, on compressed video, and online the college needs more instructors in Outreach areas and willing to teach these courses, but it also needs more Distance Education team members to train new faculty and maintain the desired quality in courses.

IX. Future Directions

A. Recommendations for Improvement

1. Non-fiscal

i. Short Term

1. Quality Matters Plan: A plan for incorporating the Quality Matters rubric into our course development process and into the culture of our distance program should be developed.
 - a. Create an internal review board.

- b. Allow faculty the opportunity to have their course reviewed on a national level.
 - c. Create a small stipend and plan to encourage faculty to rework current courses so they meet Quality Matters requirements.
2. Communication Plan: A multi-tier communication plan should be created to improve regular communication and training with faculty, students, and outreach sites. Following are the specifics determined to-date through the survey research.
- Communication with Faculty:*
 Improve communication regarding training programs outlined below and technological issues and downtimes.
- Communication with Students:*
- a. Increase use of CMAP 0910, Intro to Online Learning
 - b. Provide specific advisors for online students
 - c. Use email to provide students with necessary information such as, changes, upcoming deadlines, etc.
- Communication with Outreach:*
- a. At in-services, at least one hour will be set aside for in-depth technology training and two hours set aside for in-depth training on a segment of the college such as advising.
 - b. Work on a blitz of mail and newspaper ads to get across information.
 - c. Follow-up meetings within each community, where the community is invited to “get to know Western” and provide feedback “in person”.
3. Training Plan: An improved training program that happens for all faculty needs to be developed so everybody gets needed attention and training.
- a. Develop a procedure for what happens after they complete EDCI 2526. Including:
 - b. one-on-one visits and training sessions
 - c. ongoing checkup points with the faculty during the development process.
 - d. Detail the review process courses will go through at the end of the development process.
 - e. Develop and offer training sessions for each technology we support at least once a year.
 - f. Offer the Online Quality Improvement workshops to faculty once a year.

ii. Long Term

1. Outreach visit/training strategy for outreach personnel, faculty, and students. Regular visits to outreach sites should be planned. These visits should include visits with outreach personnel, school district personnel, and local students and faculty.

2. Fiscal

i. People: The following increased personnel are needed to take this program to the next level. If these people are added, the program would be able to maintain and monitor a consistent quality, and it would be able to grow into a larger market.

1. Instructional Designer based in Rock Springs
2. A Distance Student Services Representative and Advisor based in Rock Springs

ii. Marketing: The following marketing would help to grow enrollment within and outside our geographic area.

1. Marketing to outreach areas for the following purposes.
 - a. To follow-up on the community surveys
 - b. To communicate an understanding of the reasons for our limitations in some areas
 - c. To communicate the opportunities and services we provide in each area
2. Decisions to market to select outside areas should be developed in the near future to continue using distance as a way to grow enrollment.

B. Vision for the Future

The vision for the future of the WWCC Department of Distance Education revolves around quality and personnel. It is our goal to have a distance program that continues to be a combination of outreach courses, online courses, and compressed video courses with a growing number of degrees available via distance. In our vision, the courses and degrees that encompass the distance education program all have consistency of design; all distance faculty are trained properly and understand the best practices of online facilitation; all distance faculty want to teach online and no one is ever pushed into it; all students are prepared, mentally and technologically, to take online courses; and there is a monitoring system in place that assures quality from the first semester a class goes live. In this vision all faculty have a go-to instructional design person that can help them one-on-one design a course that meets consistency and accessibility guidelines; and all students have one dedicated person to call for advising and student services questions. We want to make Western the first go-to choice for Wyoming students who cannot move to a college campus.