



**Support Services Administrative Review
2000-2001**

Distance Learning



Del Mar College

Program Review 2000 Distance Learning

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Departmental strengths are:

- A talented and knowledgeable staff
- A staff that operates as a team and supports one another
- Good communications with faculty, other departments, and the community
- A detailed, written plan for distance learning at Del Mar
- Written, annual evaluations of progress toward departmental goals
- Annual, written assessment of changes facing the department and the effect of those changes on departmental goals
- Flexibility in meeting student needs
- Rapid response to faculty needs
- Good relationships with other institutions such as Coastal Bend College, Victoria College, and area high schools

Departmental weaknesses are:

- Lack of technical personnel to help develop courses for faculty
- Paucity of bandwidth for fast Internet access
- Lack of expansion ports for Multipoint Conferencing Unit for video conferencing
- Lack of a strong marketing campaign
- Limited capabilities graphic arts enlargements and color printing

Recommendations for the Distance Learning Department are:

- Establish online degree programs
- Build a course development team for putting courses on line
- Find adequate space for course development team
- Acquire an additional T-1 and/or T-3 for the college to increase available bandwidth
- Acquire additional MCU ports to increase video conferencing capabilities
- Buy color laser printer and large poster printer to expand graphic arts services

Distance Learning Department Program Review 2000

I. Distance Learning Department Mission Statement

The primary purpose of the Distance Learning Department, a part of the Center for Business and Community Education, is to **maximize student access to Del Mar College courses** through the use of alternate methods of instructional delivery. Distance learning refers to a type of instructional delivery in which distance or time separates the instructor and the student. Distance learning may include delivery by television, interactive video-conferencing, computer networks, Internet, or other electronic means. Off-campus instruction is the delivery of traditional classroom instruction, but with faculty traveling to off-campus sites.

The objectives of the department are:

- **To create an environment which facilitates the development of distance learning instruction in response to student and community need,**
(Strategic Plan 1997-2002 Objective A.1),
- **To encourage faculty participation in distance learning initiatives and to provide assistance and support in the development of courses, course materials, and use of instructional technology,**
(Strategic Plan 1997-2002 Objective A.1),
- **To help ensure that the technical infrastructure that makes it possible for faculty to use alternate means of instruction is in place ,**
(Strategic Plan 1997-2002 Objective C.3),
- **To enhance student accessibility and participation in distance learning initiatives,**
(Strategic Plan 1997-2002 Objective B.2),
- **To promote the availability and utilization of distance learning courses as a viable option for pursuing educational goals, and**
(Strategic Plan 1997-2002 Objective A.3),
- **To ensure quality instruction in all distance learning classes.**
(Strategic Plan 1997-2002 Objective A.1:J),

The department's emphasis will be on:

- Providing services to students needing distance learning courses.
- Supporting instructors of distance learning courses.
- Promoting distance learning classes.

II. Progress in Achieving Distance Learning Goals

The Distance Learning Department, a department of the Center for Business and Community Education, was created in June 1998 after an administrative reorganization. Education for A Digital Age 1999-2002, a four-year comprehensive distance learning plan that defined the mission, the goals, and the objectives for the Distance Learning Department, was written by the department and adopted in June 1999 by the Del Mar Board of Regents. (See Appendix I). This distance learning plan, developed with the advice and consent of the Distance Learning Advisory Committee, a fifteen member body representing faculty, College Relations, the Teaching Learning Center, Learning Resources, Student Services, and Instructional Chairs, was tied closely to the college's strategic plan. The specific distance learning goals and objective were all tied back to broader objectives of the college's strategic plan, Achieving the Mission: Strategic Plan Del Mar College 1997-2002.

The Distance Learning Department each year makes a detailed study of its success to date in reaching the goals outlined in its plan, using data and information gathered by the department. In addition, the department's staff members meet regularly with its primary customers, the distance learning faculty, to get input as to their needs and to their opinion of the success of the department in meeting those needs. All departmental goals were written as measurable outcomes.

The department has exceeded most of its goals. Input from the faculty and policy changes of the administration have caused the department to reassess some of its goals and to reprioritize others. Each goal and the progress toward reaching that goal are discussed below. Any action taken to modify, reprioritize or add goals as a result of the examination of results is discussed in connection with the particular goal affected. Documentation of the results is included with the discussion of the goal

Objective A.1. Guarantee Quality Transfer Preparation

J. Develop within each department a cadre of specialists to deliver instruction through distance learning technologies.

1. Identify each year 5 additional academic faculty members interested in working with distance learning courses. 2002

Result: Achieved

During the 1998 -1999 academic year, the following faculty began teaching distance learning classes for the first time:

<u>Telecourse</u>	1 Spanish
<u>Video Conferencing</u>	1 Chemistry
	8 Registered Nursing
<u>Internet</u>	2 Computer Science
	3 English
	1 Psychology

During the 1999-2000 year, the following faculty members have begun teaching distance learning courses for the first time:

<u>Telecourse</u>	2 Spanish
	2 Business/Management
<u>Internet</u>	1 Computer Science
	1 Music
	1 Business Technology
<u>Video Conferencing</u>	6 Registered Nursing

During the 2000-2001 academic year, the following faculty members have begun or will begin teaching distance learning classes for the first time:

<u>Internet</u>	1 History
	1 Sociology
	1 English
	1 Computer Science
	1 Math
<u>Video Conferencing</u>	1 American Sign Language

- 2. Identify Distance Learning Staff who will train faculty in one on one or small group sessions in use of multimedia, videoconferencing equipment, or Internet course development. 1999**

Result: Achieved

Staff members have been identified who will work with faculty and help support the training activities of the Teaching and Learning Center in the following areas: multimedia presentation, television and audio productions, and WebCT and Internet computer applications. Since Spring 1999, the staff have conducted five WebCT training sessions, one PageMill class, two video conferencing training classes, two PowerPoint classes, and conducted numerous one on one sessions with faculty in multimedia and computer applications. The video specialist has developed in 1999-2000 two television productions for faculty that are supplemental to the regular television classes as well as airing biweekly live television review sessions for history tests. In Fall 2000, the department requested that a Media Technology Assistant be hired under a Coastal Bend Rural Health Education Grant received by the college. This would allow the Specialists even more time to work with faculty.

- 3. Develop 3 CD-ROM's for training faculty on various multimedia or computer applications. 2000**

Result: Revised

At the request of faculty, priority was placed on developing a tutorial CD on WebCT for students. The staff has developed such a CD-ROM for training students in the use of WebCT version 1.3 and made those available for instructors to

distribute to their students. When the college switched to version 3.0 of WebCT in Fall 2000, an additional training module was developed for 3.0 and put online. In addition, at the request of faculty, an online test of students' computer skills and an online test of their computers' compatibility with WebCT were developed.

A CD training faculty in the use of WebCT is being developed and is expected to be completed in Spring 2001. It will include video clips and PowerPoint presentations. A tutorial CD for faculty on the development of a web site is scheduled for completion in Fall 2001.

Objective B.1: Guarantee Quality Learning Opportunities

B. Continue to provide and encourage faculty and staff to avail themselves of the opportunity for professional development to improve pedagogy and course content to enhance learning and retention

- 1. Cooperate with Teaching and Learning Center to provide one-on-one or small group training in multimedia or computer applications as follow-up to large group training session. On-going**

Result: Achieved/Revised

Distance Learning staff have worked with the Teaching and Learning Center to support the training activities of the Center as they impact Distance Learning. The following has been completed:

1999-2000

Distance Learning Specialist taught four classes for the Center

Multimedia Specialist taught one class

Both Specialists have worked individually with many faculty members on PowerPoint development, WebCT use, and integration of other computer application into WebCT.

2000-2001

Distance Learning Specialist has taught 2 Beginning and 2 Advanced classes on WebCT

Multimedia Specialist taught one course on Manipulating Images for the Internet

Distance Learning Specialist began process for receiving certification from WebCT as a trainer

As its unit goal for 200-2001, the department and the Teaching and Learning Center developed a detailed plan for the certification of faculty in the use of distance learning technology. The first three in a series of courses for certification were conducted in Fall 2000. There were two classes in Beginning WebCT, two in Advanced WebCT, and a class on Manipulating Images for the Internet.

The form showing the requirements for certification is shown below. This form is used to keep track of the teacher's progress toward certification. The Teaching and Learning Center will grant certification.



**INTERNET COURSE
CERTIFICATION
REQUEST**

Name: _____ Department: _____

Phone: _____ E Mail: _____

Please complete the top portion of the request and return the entire form to the Teaching and Learning Center. A variety of component courses will be offered throughout the academic year. Please watch publications of the Teaching and Learning Center and the Department of Distance Learning for dates, times, and locations. Upon notification of successful course completion by the instructor, each component will be marked as completed. Once all requisite components have been completed, an official certificate will be awarded.

Teaching at a Distance: An Introduction (4 hours) date completed: _____

WebCT I – Beginning (12 hours) date completed: _____

WebCT II – Advanced (12 hours) date completed: _____

Advanced Multimedia (12 hours, select from audio, graphic, and video design)

course: _____ hours: _____ date completed: _____

course: _____ hours: _____ date completed: _____

course: _____ hours: _____ date completed: _____

course: _____ hours: _____ date completed: _____

course: _____ hours: _____ date completed: _____

course: _____ hours: _____ date completed: _____

The WebCT courses must be taken in sequence, all others may be done at a time of your choosing. Courses may be waived if competency is demonstrated. Please contact Richard Beck (ext. 1096) or Don Tyler (ext. 1312) for additional information. Welcome aboard!

1. **Provide funding each year for at least 5 faculty members to travel to conferences and or training sessions in distance learning. 2002**

Result: Achieved

The following training has been provided for distance learning faculty since Fall 1998:

Three faculty members sent to Syllabus National conferences in Santa Clara, California.

Eight faculty members attended workshop on Adobe PhotoShop;

Seven faculty members attended workshop on Adobe Illustrator

Two faculty members attended Distance Learning Conference of the Center for Distance Learning Research

One faculty member sent to WebCT Users Conference in Atlanta, Georgia

Two faculty members attended an online conference from Purdue and Indiana State Universities in online teaching.

Seven faculty members have participated in an online course called Teaching Online produced by the Virtual College of Texas.

3. **Through coordination with Teaching Learning Center bring in at least two experts each year for training in technology or distance learning teaching strategies. 2002**

Result: Achieved

1998-1999

Twice brought in an expert on WebCT and trained 26 faculty members in Beginning WebCT.

Trained five faculty members on Advanced WebCT

1999-2000

An expert from WebCT trained 12 faculty members in the 2.1 version of WebCT.

Teaching and Learning Center conducted 2 classes each semester on WebCT and PowerPoint, one on HTML, and several on basic computer skills.

2000-20011

Two classes each of Beginning WebCT and Advanced WebCT, one in Manipulating Images for the Internet, as well as classes in Microsoft Word and Microsoft Excel.

Satellite training in various pedagogical strategies

4. **Develop Faculty Coaches Program 2000**

Result: Revised

This initiative was proposed by the distance learning faculty and intended as a mentoring program for new faculty in distance learning. The plan was to use faculty experienced in distance learning technologies and techniques as mentors.

The mentors were to receive released time from a portion of their teaching duties. Although accepted in principle, the approval for release time has not been received to date, and it does not appear likely that it will be received in the future. Therefore this goal is being revised. There is still a need for more faculty support and training. Instead of faculty mentors, the department staff members are spending more and more of their time providing technical training for the faculty. The department is requesting the use of grant money to hire a Media Technology Assistant to handle the day to day activities associated with video conferencing in order to allow the Distance Learning Specialist more time for training faculty. As the off-campus program has declined, the Off-campus Coordinator is devoting more time to working with faculty on using WebCT. She, in particular, is working with the non-credit departments to put non-credit course materials online. The non-credit departments provide the content, and she then puts the material into WebCT and trains the faculty member to use WebCT as a teaching tool.

If approval for release time were to be received, the department would begin to develop a faculty coaches program.

I. Continue to expand telecourse offerings to include core curriculum and non-core curriculum courses; continue to provide a testing facility and proctors for expanding distance learning courses.

- 1. Work through department chairs to identify four new courses each year that will be offered through distance learning. 2002.**

Result: Achieved

New courses added by year and medium are:

<i>1998-1999</i>	<i>2 Television</i>	<i>SPAN 1412, BIOL 1408</i>
	<i>9 Internet</i>	<i>CIS 301, CIS 304, CIS 309, CR 717, ENGL 0307, ENGL 2311, RE 303, RE 303, RE 307</i>
	<i>8 Video</i>	<i>NS 101, NS 310, NS 404, NS 412, NS 413, SPCH 1315, ENGL 1301, ENGL 1302</i>
<i>1999-2000</i>	<i>2 Television</i>	<i>BIOL 1309, BIOL 1409</i>
	<i>9 Internet</i>	<i>ITNW 1337, ITSE 2449, ENGL 2327, MUSI 1306, PSCY 2314, IMED 1305, ITNW 1325, ITSW 1311,</i>
	<i>3 Video</i>	<i>CHEM 2325, NS 410, NS 411</i>
<i>2000-2001</i>	<i>1 Television</i>	<i>ECON 2301</i>
	<i>6 Internet</i>	<i>POFT 1309, ITSC 1309, ITSC 1405, ENGL 2333, HIST 1301, SOCI 1301</i>
	<i>1 Video</i>	<i>SLNG 1404</i>

This goal has been exceeded in the current academic year and in each of the past two academic years. Currently, 25 to 40% of the hours required for majors in the Arts and Sciences divisions can be taken by distance learning. This primarily consists of the core curriculum courses such as English, History, Music

Appreciation, Psychology, Sociology, Spanish, Government, and of courses in Business Management and Computer Science.

- 1. Develop system for faculty and department chairs to preview telecourses and course materials. 1999**

Result: Achieved

The Assistant Dean of Distance Learning regularly sends announcements of new telecourses to the appropriate department chairs and arranges for previews whenever requested. As of this date, all Internet courses are developed internally.

- 2. Provide additional funding for English Writing Center in order to expand hours for testing for distance learning students. 1999**

Result: Achieved

The Distance Learning Department has picked up the additional costs for adding hours to the English Writing Center schedule to accommodate distance learners. The Center has extended its hours on two nights a week until 9:00 p.m. and has added an additional staff person so that anyone who needs a very quiet room for testing can be accommodated. The Distance Learning Department has bought CD players, speakers, and headphones to accommodate the testing of Music Appreciation students. It has bought two computers for the Writing Lab to use for online tutoring and the online ENGL 1301 lab. It has bought four computers for the center's testing room. It has also bought Archstone Reader software to adapt the center's computers for the visually impaired.

J. Continue to offer off-campus and inter-institutional course offerings by acquiring the technology needed to develop and deliver distance learning course offerings and instructional support.

- 1. Develop capability to share courses between Victoria College, Coastal Bend College, and Del Mar College. 1999**

Result: Achieved

Del Mar College had T-1 connections to Victoria College and all three major sites for Coastal Bend College by Fall 1998. It has been sharing various upper-level science classes via video conferencing with Victoria College since Fall 1999, and has been offering Registered Nursing classes to students at Coastal Bend College sites in Kingsville and Alice since Fall 1998. Coastal Bend College provided a Speech class by video conferencing in Fall 1998. Del Mar has an agreement with Coastal Bend College to allow their students to take courses at Del Mar via distance learning in those areas where it does not have distance learning classes.

Coastal Bend has no television courses, and Del Mar has agreed to add five spaces in each television class for Coastal Bend students.

2. Offer dual enrollment courses to Odem and Taft High Schools via interactive television. 1999

Results: Achieved

Del Mar College began to offer dual enrollment classes via distance learning to Taft students in Summer 1999. Students there have currently earned 9 semester hours of credit by distance learning and by the end of the Spring 2000 semester will have 3 more semester hours. Because of changes in the system planned by Odem, video conferencing was not available until March 2000. Dual enrollment by video conferencing began there in Fall 2000 with the teaching of English 1301 to twelve students. Del Mar also scheduled non-credit classes to the community of Odem and Taft at night in Fall 2000, but the classes did not make. A survey of both communities is currently being conducted by the high schools to determine which courses will be offered in the future.

3. Add additional high schools to interactive video network. 2001

Results: In-progress

In Fall 1999, the college put in place a T-1 connection to the Region 2 Educational Service Center to carry both Internet and video conferencing traffic. Talks are already under way with several high schools and with the Educational Service Center to deliver either Internet or video conferencing dual enrollment classes to their high schools. If this comes to fruition, Del Mar College will be able to connect to many regional high schools through the Multi Conferencing Unit at the Educational Service Center.

3. Acquire servers for handling audio and video streaming. 2002

Result: In progress

Although the campus at Del Mar College is wired to handle audio and video streaming, the community as a whole is not. Most students would not be able to benefit from this service at this time. It is hoped that the community infrastructure will support the use of audio and video streaming by 2002. The Information Technology is already investigating the advantages of the different brands of servers.

5. Acquire a second route available for Internet access for students. 2000

Result: Achieved

In Fall 1999 a second route to the Internet was acquired through the Educational Service Center. A more direct route to the Internet with the use of a full T-1 instead of a partial T-1 will be established in the 2000-2001 academic year. The connection will be directly to Texas A&M College Station instead of through Texas A&M-Corpus Christi and then to College Station. Under the current arrangement, the T-1 is shared with other institutions with which Texas A&M-Corpus Christi contracts. A T-3 will be needed in the near future to handle traffic generated by the activities under the NSF grant the college recently received and to handle streaming video and audio.

6. Collaborate with other interested area institutions in seeking funds and ways of increasing educational opportunities via distance learning for the Coastal Bend. On-going

Result: Achieved/In progress

In 1998 Del Mar College participated in a grant proposal with both Odem and Taft Independent School Districts to create an video network for delivering dual enrollment classes for high school students and credit and non-credit offerings for the community. Both grants were successful. The college is working with the Educational Service Center in a grant they have received to deliver dual enrollment classes to area high school. In 1999 in conjunction with Texas A&M, the City of Corpus Christi, and other community agencies, Del Mar College applied for, but did not receive, a grant for connecting area schools, governmental agencies, and non-profit organizations. In 2000 Del Mar has participated in grant application with Texas A&M-Corpus Christi and is currently working with Coastal Bend College to apply for a TIF grant and a Title V grant.

7. List all appropriate courses with the Virtual College of Texas. On-going

Result: Achieved

All Internet courses have been listed with the Virtual College of Texas since Summer 1999. In Spring 2000, Del Mar provided Internet courses to Lee College and Amarillo College and received instruction from Central Texas College. It also provided an organic chemistry class by video conferencing to Victoria College. In Fall 1998 Del Mar received a speech class by video conferencing from Coastal Bend College.

8. Establish link with Educational Service Center for offering interactive video classes throughout Region 2 and for receiving faculty/staff training. 2000

Result: In progress

A T-1 line for carrying both Internet traffic and video signals was connected in Fall 1999. Region 2 Educational Service Center has received a grant for connecting with most area high schools. The connections are being made at this time. Del Mar will become a part of this video network in January 2001. Classes are already being offered to Taft High School and Odem High School via direct T-1 connections.

- 9. Coordinate with Technology Committee to ensure that the technology plan meets the needs of an expanding Distance Learning Department. On-going**

Results: Achieved

The chair of the Technology Committee served on the Distance Learning Advisory Committee, and the Assistant Dean for Distance Learning serves on the Technology Committee. The Assistant Dean for Distance Learning meets monthly with the Director of Information Technology in order that each may be well aware of the progress and the needs of the other's department

- 10. Explore expanded cooperative program activities with KEDT-TV. 2000**

Results: In progress

Since Fall 1998, five of the college's most popular telecourses are shown on KEDT-TV each semester. In April 2000 KEDT-TV officials and Del Mar College faculty met together to discuss the possibilities of digital TV and to decide which of those possibilities will be most useful to the telecourse faculty and which features KEDT-TV should concentrate on delivering. In Fall 2000 KEDT-TV and Del Mar co-hosted a conference for area educational institutional on the possibilities of Digital TV.

Objective B.1: Maximize Student Access

- J. Improve and expand services in support of re-entry and transition students and students living in outlying communities to allow them greater opportunities to pursue education, including increasing library and computer center hours, and expanding distance learning, Internet instruction, Weekend College, and off-campus efforts.**

- 1. Add two new off-campus sites each year 2002**

Results: Achieved

In 1998-99 seven new off-campus sites were added. Four new sites have been established in 1999-2000.

2. Offer two new credit and non-credit courses at each site each year 2002

Results: Revised

In 1998-99 two new credit courses were added to Corpus Christi City Hall, four new credit courses were added to Texas State Technical College, three new credit courses were added to Robstown High School.

In 1998-99 eight new noncredit courses were added to Calallen Middle School, three new noncredit courses were added to Gregory-Portland High School, six new noncredit courses were offered at Rockport-Fulton High School, three new noncredit courses were offered at Port Aransas High School, and one new noncredit course was offered at Robstown High School.

In 1999-2000 the goal was not met. The department is reassessing this goal since credit off-campus classes are not making. This is due in large part, the department believes, to the success of the distance learning classes. The department is now offering off-campus credit classes only upon request.

3. Identify qualified instructors for each new course added at a site. On-going

Results: Achieved

Instructors are interviewed and asked to give a ten-minute presentation before qualifying as a non-credit instructor. Both non-credit and credit instructors for off campus sites are approved by the departmental chair that offers the same course on campus. The instructional chair determines whether the instructor has the credentials for teaching that particular course.

4. Assess each community's training needs at least once a year. On-going

Results: Achieved

Surveys are issued to students in each community once a year as well as issued to the community at large using the newspaper, Chambers of Commerce, libraries, and community centers. Below is a sample survey.

In order to further educate our community this survey will give us valuable information which will help us offer programs for your specific needs. Please take a few moments to check your responses to the following:

COLLEGE INTEREST SURVEY

Highest level of education achieved as of today:

- High School or GED equivalency
- Less than 2 years of college

- Undergraduate degree
- Military training

Other _____

Educational goals:

- Obtain a degree
- Update current skills

Other _____

I would be most interested in:

- College credit courses
- Non-credit college courses
- Specific job skills courses(list below)

Other _____

I would be most interested in attending courses at the following times:

- Evenings (after 6 p.m.)
- Saturday (8 a.m.-12 p.m.)
- Saturday (1 p.m.-5 p.m.)
- One meeting per week
- Two meetings per week

Comments: _____

I have heard about these community courses through:

- Newspaper ads
- Posted flyer
- Brochure

Other _____

Check the courses that interest you:

CREDIT COURSES

- Elementary Algebra
- Intermediate Algebra
- College Algebra
- English (writing/literature)
- Geography
- Government
- History
- Political Science
- Psychology
- Sociology
- Speech
- Business English
- Business Math
- Accounting
- Banking and Finance
- Criminal Justice
- Early Childhood Development
- Economics

- Hotel/Motel Management
- Management
- Marketing
- Travel/Tourism Management

NONCREDIT COURSES

- Bird Watching
- Convers. Spanish for Business
- Fishing Rod Building
- Fishing So. TX
- Fly Fishing
- Foodservice Manager Cert..
- Sign language
- MS Word
- MS Excel
- MS Access
- MS PowerPoint
- Real Estate Fast Track
- Substitute Teaching
- Teacher's Aide
- Windows '95/PC Basics

Other:

Return this form by mailing or faxing as soon as possible to:
Vicky Andrews
Off Campus Coordinator
Center for Business & Community Education
Del Mar College
Corpus Christi, TX 78404-3897
Fax: 361-698-1981

- 5. Develop multimedia presentation promoting off-campus and distance learning courses for delivery to community groups. 1999**

Result: Achieved

A MS PowerPoint presentation was developed by the Multimedia Specialist of the Distance Learning Department for promoting off-campus and distance learning programs by distance learning personnel in presentations to community and business groups.

6. Make library materials accessible at each site either through the Internet or through on-site availability. 1999

Results: Achieved

Students are advised in the Distance Learning handbook and on the college's web site of available library services. Any library materials needed at an off-campus site are issued and placed at that site. DNCNet, the library's online catalog, as well as resources linked from the library's web page are accessible to anyone using the Internet. These resources include Internet available databases in all subject areas that are of particular research value to Del Mar College students. The library provides access to most of its electronic databases through EbscoHost, an online research service. The databases include a general academic search database, a business related database, three health-science related databases, and a newspaper database. TextShare allows students in other communities to get books from Del Mar College's collection through their local library. The college will mail books to students who are distance learners or off-campus students who do not have courses on campus. The request for books to be mailed can be made online. An online orientation to the library and its services was developed and put online in the spring semester of 2000. A page has been set up on the library's web site for distance learners, giving them easy access to the information available over the Internet.

7. Make lab activities accessible at each site either through the Internet or with on-site facilities. 1999

Results: Achieved

Lab activities are accessible at the site's lab facility or through the Internet when appropriate. The English Writing Center has an online lab for English 1301 and has online tutoring available.

8. Establish standards and procedures for off-campus sites. 1999

Results: Achieved

Standards and procedures for off-campus sites were formalized in 1999. A page of written instructions for instructors is given to each teacher. The Distance Learning Handbook details for students the standards and procedures for off-campus and distance learning classes. Off-campus instructors review these with their students at the beginning of each course. (See the Student Handbook.)

9. Monitor off-campus sites to ensure adherence to standards. On-going

Results: Achieved

Off-campus site facilitators are contacted before courses are scheduled and on a monthly basis thereafter using e-mail, telephone calls, or fax messaging, and or site visits. Off-campus course instructors are contacted on a weekly basis using e-mail or telephone calls. The Off-campus Coordinator visits each site at least once a semester.

10. Investigate advisability and feasibility of on-line advising. 2000

Results: In progress

The college hired an adviser for distance learning students in March 2000. This adviser will be able to work with students online. The faculty and/or the chairpersons in the various business, health-science, and occupational departments handle academic advising. Most must be done in person. Advising for liberal arts majors and undeclared majors is handle by Del Mar advisors. Students were able by Fall 2000 to call up their degree plans online and see what courses they had completed and which ones they still needed. Since the college made registration available online in Spring 2000 and as the number of online students grow, the need for full online advising is becoming greater.

11. Work with Registrar's Office and Computing Services to begin on-line registration. 2000

Result: Achieved

The Information Technology Department installed a registration system and tested it during the Spring 2000 semester. The system was introduced college wide in July 2000.

12. Develop a coordinated Distance Learning brochure and informational packet for prospective students. 1999

Results: Achieved

A Distance Learning handbook and brochure were developed for students and are available to all prospective and current students. (See Distance Learning Handbook.)

13. Increase enrollments in Distance Learning classes by 5% each year 2002

Results: Achieved

The charts below show a dramatic rise in enrollments for distance learning classes in both 1998-99 and 1999-2000. The increase in enrollments has continued into 2000-2001 as can be seen in the last chart showing enrollment for Fall Semester 2000. The only drop in enrollments has been in off-campus enrollments. The

increase in the number and variety of distance learning courses has caused a lesser need for off-campus courses, particularly credit off-campus courses. At this time, the department is studying the possibility of offering off-campus classes only upon special request since the need and the interest for them has decreased.

Distance Learning / Off Campus Enrollments 1998-99

Delivery Method	Classes	1998-99	1997-98	Percent Change
Television Credit	28	1,178	961	+23%
Internet Credit	38	619	91	+580%
Video conferencing Credit	7	133	32	+316%
Video conferencing Dual Enrollment	2	14	0	
Total Distance Learning	75	1,944	1,084	+79%
Off Campus Credit	13	109	36	+203%
Off Campus Non Credit	42	583	157	+271%
Total Off Campus	55	692	193	+259%
Total Distance Learning and Off Campus	130	2,636	1,277	+106%

Distance Learning / Off Campus Credit Enrollments 1999-2000

Delivery Method	Classes	1999-2000	1998-99	Percent Change
Television Credit	33	1,229	1,178	+4%
Internet Credit	62	1,032	619	+67%
Video conferencing Credit	6	225	147	+54%
Total Distance Learning	101	2,486	1,944	+28%
Off Campus	5	63	109	-42%
Total Distance Learning and Off Campus	106	2,549	2,053	+24%

Distance Learning / Off Campus Enrollments Fall 2000

Delivery Method	Classes 2000	Fall 1999	Fall 2000	Percent Change
Television Credit	13	464	517	+11%
Internet Credit	29	329	539	+64%
Video conferencing Credit	4	163	118	-28%
Total Distance Learning	45	956	1,174	+23%
Off Campus Credit	2	29	39	+34%
Total Distance Learning and Off Campus	47	985	1,213	+23%

Virtual College Fall 2000

Colleges	Classes	Enrollments: Host*	Enrollments: Provider^
5	6	4	15

*Host refers to students registered at DMC but receiving instruction from another college.

^Provider means Del Mar is providing instruction to students at another college

Objective B.2: Guide Students Toward Educational Success Through Quality Services

1. Hire Distance Learning Advisor 1999

Results: Achieved

A Distance Learning Advisor was hired and began working in March 2000. The position had been advertised in 1999 but no appropriate candidates applied.

2. Increase retention rate in distance learning courses by 10%. 2001

Results: In progress

Each year surveys are sent to distance learning students asking them to evaluate their experiences in distance learning classes. The results of these surveys are compiled and published by the Office of Institutional Research and Effectiveness along with statistical information on grades, pass/fail rates, and withdrawal rates. The performance of distance learners is compared to that of students in the same classes on campus. (See Report on 1998-99 Telecourse Enrollment, Grades and Results.) The report for 1999-2000 has not been completed as of this date. The department and Institutional are currently working to put the survey online so that it can be administered to students while they are still in class and thus get a better response rate

Although distance learners who remained in class for the whole semester seem to do as well or better than students in the same classes on campus, the department recognized that the withdrawal rate was higher for distance learners than for students on campus. As a result of interviews with students and faculty, it was determined that the higher drop rate was due to several factors, including:

- 1. Registering for the only class available rather than one appropriate for their learning style.*
- 2. Failure to attend orientations and keep up with class assignments.*
- 3. Lack of computer skills to handle an online class.*
- 4. Lack of self-discipline needed for a distance learning class.*

The Distance Learning Department has done several things to remedy this problem including:

- 1. Hired a distance learning advisor to work with students to make sure that only those students for whom distance learning is appropriate are registered in those classes.*
- 2. Developed a web site and a Distance Learning Handbook (See Distance Learning Handbook) to help guide students into the appropriate classes and to give them the information needed for success.*
- 3. At all arena registrations in the future, the Distance Learning Advisor will be present to talk to all students registered in distance learning classes to make sure that they are aware of the type of class in which they are registered and to make sure that they are aware of orientations and other class requirements. The Advisor will ensure that they all receive a copy of the Distance Learning Handbook.*
- 4. The Distance Learning Specialist has developed an online test for Internet readiness that will test both the student's computer skills and his/her computer system for compatibility with that of the college. Each Internet student will be required to take the test before he can register. For those who cannot pass the test there will be free training sessions set-up by the*