

Table of Contents

I. College Mission Statement 2

II. Distance Learning Mission..... 3

III. Delivery Methods..... 4

IV. Philosophy of Teaching 5

V. Organization and Administration..... 6

VI. Advisory Committee..... 6

VII. Distance Learning Standards..... 7

VIII. History of Distance Learning 8

IX. Funding 8

X. Support for Student Learners 9

XI. Planning Assumptions 10

XII. 1999 -2002 Goals and Objectives... 11

XII. Appendix 15

 A. 2000 - 2001 Annual Plan

 B. Organizational Chart

 C. Technology Plan

 D. Advisory Committee Members

Del Mar College Mission Statement

Del Mar College is dedicated to providing access to educational opportunities for all persons without regard to race, color, sex, age, religion, national origin, or disability. The College affirms that excellence in instruction and institutional support services at reasonable student cost is its highest priority and that it will fulfill its mission within the limitations of its physical and financial resources.

Specifically, the College has the following six purposes:

- To provide fully accredited occupational, academic, and pre-professional courses leading to certificates, associate degrees, and/or the first two years of transferable credit toward baccalaureate degrees,
- To provide students with opportunities to train for economic independence; and to prepare for job entry, occupational advancement, and career development,
- To provide remedial work, where needed and where possible, to help entering students to perform successfully in their chosen academic or occupational fields of study,
- To provide students the opportunity for lifelong learning in occupational and avocational pursuits, personal enrichment, and general education based on a liberal arts curriculum,
- To provide students with opportunities to increase intellectual capacities; to develop aesthetic awareness; to expand the dimensions of personal, social, ethical, and cultural development; and to develop qualities essential to good citizenship, and
- To provide educational activities in cooperation with area independent school districts, other institutions of higher education, area industries, and area military bases; and to encourage and provide cultural activities, both independent of, and in cooperation with, organizations and groups in the community.

Del Mar College is a two-year comprehensive community college with its two primary campuses located in Corpus Christi, Nueces County, Texas. Del Mar College is supported by local taxes, appropriations by the Texas Legislature, tuition and fees, and gifts and grants.

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 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.

Del Mar College

Distance Learning Plan

Distance Learning Delivery Methods

Television: Televised instruction is offered over Channel 19, Educational Access, TCI in Corpus Christi and over Channel 26, Heartland Cable in Corpus Christi and Portland. Selected courses will be broadcast over KEDT-TV Channel 16 throughout their viewing area in the Coastal Bend Area.

A full television production studio, a sound recording studio, and a master control system for transmitting courses via fiber optic cable or microwave to the cable stations are located in the William F. White Library on Del Mar College's East Campus.

On-line (Internet): On-line courses are offered through use of servers located in the Venters Business Building and maintained by the Information Technology Department. To access the classes, students currently must have their own Internet Service Provider or use computers located on campus.

Interactive Video: Videoconferencing or interactive video courses are carried over phone line (T-1) from one videoconferencing room to one or more others at various sites. Through the use of televisions and camera all sites can see and hear one another in real time. Current videoconferencing sites are:

- Del Mar College - East Campus - Library 434
- Del Mar College - West Campus - Flato 201
- Coastal Bend College - Beeville
- Coastal Bend College - Alice
- Coastal Bend College - Kingsville
- Victoria College - Victoria
- Odem High School - Odem
- Taft High School - Taft
- Spohn Memorial Hospital - Corpus Christi

Off-campus courses: Off-campus courses are taught at various community sites. These are taught by Del Mar College faculty and carry the same credit as on-campus courses.

Philosophy of Teaching

A teacher guides and facilitates the learning done by students. He/she is not just a purveyor of information; rather he/she molds and shapes the learning process and helps the student gain a true understanding of his subject and of the world of which he is a part. Through interactions with the student, the teacher discovers where that student is in the learning process. With guidance and molding the teacher can direct that student toward a better understanding of the particular subject and a clearer idea of the relationship between the new knowledge she has gained and the knowledge she already had.

The expansion of the world's knowledge base is a defining feature of today's world. Technology is making that information ever more accessible. But access to information does not ensure real learning, does not equate to true understanding. Information alone does not constitute knowledge. Knowledge requires an understanding of the importance and value of the information as well as the ability to use the information to gain greater understanding of oneself and the world. Learners require interaction with others to explore their understanding of the relationships between the new information they have gained and that they already had. They need affirmation that their thinking is logical and consistent, that they have assimilated disparate bits of information into a coherent whole. Teachers provide that guidance. Teachers shape the thinking of their students.

Distance learning classes change neither the learning nor the content. It merely changes the means by which the interaction between teacher and student occurs. The interaction is still essential for learning. The student still needs the guidance from his teacher. He still needs help in incorporating his new knowledge into his own philosophy. The quality of the interaction between student and teacher is the key to the amount of learning that occurs. The use of the latest technology does not determine the success of distance learning classes, but rather that success is determined by the learning outcomes of the students. By themselves, technologies are only tools. They cannot create new products, solve problems, or deliver quality work. They are only effective when put to use by those who can master them. Success in education is not dependent solely on the method of delivery, but rather on the appropriateness and quality of the learning experience.

Organization and Administration

Distance Learning, a department of the Center for Business and Community Education, is responsible for the management of day to day operations of the distance learning program at Del Mar College. The Distance Learning Department's role is to serve as support for the various instructional departments in delivering instruction. The instructional departments and divisions make the instructional decisions. They assign instructors, decide which courses are to be offered by the different medium, and evaluate the quality of teaching. The Distance Learning Department's role is to help train faculty in the use of technology, to promote distance learning classes, to help ensure the quality of instruction, to secure funding for technology, and to formulate a coherent long range plan for distance education at the college. The role of the Distance Learning Department is primarily one of support for the departments and for the faculty and for distance learning in general.

Advisory Committee

An advisory committee of faculty and staff will advise the department of Distance Learning on the following:

- Establishment of long and short term programmatic and performance goals.
- Expansion of instructional offerings.
- Coordination of the distance learning program with other college initiatives.
- Partnerships with other colleges and organizations.
- Faculty recruitment, orientation, and development.
- Marketing strategies for promoting distance learning.
- Utilization and evaluation of technology, technical support, and instructional support for distance learning programs.
- Funding resources to support distance learning initiatives.
- Evaluation of the effectiveness of distance learning efforts.

The advisory committee will consist of interested tenure track faculty appointed by the President to a 3-year terms (maximum) on a staggered expiration basis. The following also serve on the committee as ex-officio: Director of the Teaching Learning Center, Assistant to the President for Community Relations, and the Assistant Dean for Distance Learning.

Del Mar College

Distance Learning Plan

Distance Learning Standards

Del Mar College operates its distance learning program in accordance with the standards established by Texas Higher Education Coordinating Board and The Southern Association of Colleges and Schools. The standards from the Texas Higher Education Coordinating Board specifically state:

- No degree or certificate program will be offered via distance learning instruction without prior approval of the Board. In addition, the institution will not offer through distance learning instruction at any site an array of courses that would constitute a degree or certificate program without prior approval by the Board.
- Distance learning instruction offered by any live or telecommunications delivery system will be comparable to on-campus instruction. It will meet the same quality standards offered on-campus to regularly enrolled students.
- A distance learning course that offers either regular college credit or Continuing Education Units will meet the standards of the Commission on Colleges of the Southern Association of Colleges and Schools.
- Students enrolled in distance learning will satisfy the same requirements for admission to the institution, the program of which the course is a part, and to the class/section itself, as are required of on-campus students.
- Faculty providing distance learning instruction will be selected and evaluated by the same standards, review, and approval procedures used by the institution to select and evaluate faculty responsible for on-campus instruction. Del Mar will provide training and support to enhance the added skills required of faculty to teach classes via instructional telecommunications.
- The instructor of record will participate in the delivery of instruction and evaluation of student progress.
- All distance learning instruction will be administered under the authority of the same office or person administering the corresponding on-campus instruction. The supervision, monitoring, and evaluation processes for instructors must be comparable to those for on-campus instruction.
- Students will be provided academic support services, including academic advising, counseling, library and other learning resources, tutoring services, and financial aid that are comparable to those available for on-campus students.
- Facilities for distance learning instruction (other than homes as instructional telecommunications reception sites) will be adequate for the purpose of delivering instruction that is comparable in quality to on-campus instruction.

History of Distance Learning at Del Mar College

Del Mar College's first telecourse was English 1301 offered in the spring semester of 1986-87. Forty- one students were enrolled. By the following year, BUSI 1301, and Govt 2301 were added to the list of televised courses, and there were a total of 230 students in televised classes for the 1986-87 school. The enrollments have continued to grow. By the 1997-98 school year, 1,016 students were taking Distance Learning courses.

By 1998 the college had expanded its distance learning activities from just television courses to include both Internet classes and interactive video classes. In the fall of 1997 there were no Internet classes; in fall of 1998 there were 9 with 17 scheduled for the spring of 1999. Others are in development. In the fall of 1998, approval was granted for the offering of the Registered Nursing program via interactive video to Coastal Bend College sites in Beeville, Alice, and Kingsville. In 1998 the Department of Distance Learning was expanded to also include off-campus courses.

The Distance Learning Department was placed under the Center for Business and Community Education in June 1998. The Assistant Dean for the Center was given interim responsibility for distance learning at that time. In late August 1998, the Assistant Dean was charged with managing the Distance Learning Department permanently.

Funding

The equipment needed for delivering distance education via electronic media will continue to be very expensive for the foreseeable future. Equipping additional classrooms for interactive video will require considerable up-front cost and substantial maintenance cost. Finding the additional moneys needed to keep pace with technology will continue to be difficult for the college. There must be a concerted effort on the part of the college to partner with other entities to share the cost and to find private, federal, or state grants which will underwrite the cost of the equipment. However, it is not just the initial cost that will be prohibitive. The cost of maintenance and operation of equipment and training of faculty to use the equipment will continue to make distance education classes in the near future more expensive than those taught in the traditional manner. Faculty time for development and maintenance of the courses will continue to be expensive also.

Support for Student Learners

In addition to the traditional support services that are provided to students through the library and through student services, the Distance Learning Department will provide an advisor who will work with distance learning students in the areas of registration, TASP, advising, and motivation. The advisor will work with potential and present distance learning students to ensure that they get the latest and most accurate information on registration, TASP requirements, placement testing, success in distance learning classes, and help for any problems they run into while in distance learning classes. The advisor will work with the library and student services to ensure that they have the information they need to service distance learning students adequately and that the students are equally aware of the services available to them. The goal is to provide whatever support is needed to ensure that the student succeeds in his studies.

Distance Learning students at Del Mar College, and at many other Texas schools, have traditionally dropped out or failed at higher rates than those in traditional classes. The goal of the department is to lower the level of dropouts to equal that of the college as a whole. Distance Learning requires great self-discipline from students. Without a teacher present and a set time for classes, many students fall far behind until they lose all chance of completing the class on schedule. The advisor will play a key role in helping students assess their ability to handle a distance learning class. The student should be able to determine his/her ability to work independently and at his/her own pace prior to registration for the class.

The Department will also work with faculty and faculty committees to establish procedures which will require more interaction between student and instructor and which will force students to keep up with their work. The department will also work with faculty and faculty committees to determine what prerequisites students will need for classes, particularly classes that require use of the Internet and e-mail.

The department would like to see on-line registration available to students by the year 2000. It will also investigate the possibility and feasibility of having on-line advising available for students by the year 2000. In 1999 library materials and lab activities will be made available to off-campus students either by Internet or on-site

Planning Assumptions

1. Distance learning will be a growth area for the college, especially in interactive video and internet classes
2. The growth of distance learning classes will increase the need for and the cost of infrastructure improvements.
3. Changes in technology will necessitate continual changes in delivery methods and in instructional techniques
4. Technological advances will continue at a rapid pace and will continue to be very expensive.
5. There will be a constant need for faculty training in new technology and new software.
6. The college will need to search aggressively for funding from state and federal programs, from foundations, and from private businesses
7. There will be continued support from politicians and the public for an expansion of distance learning classes.
8. The distance learning department will need trained technicians to set up, operate, and maintain equipment
9. The knowledge explosion will continue at an even faster pace
10. Ever greater access to knowledge will continue to be a dominant feature of our age.
11. The integration of telecommunications media with computers and the entertainment business will change the way people interact with one another and with the world.
12. Faculty training and development time, particularly for Internet courses, will be a continual expense.

Achieving the Mission: Strategic Plan Del Mar College 1997 - 2002

Distance Learning Goals 1999 - 2002

Objective A.1: Guarantee Quality Transfer preparation

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

Distance Learning Goals

Year Completed

- | | |
|---|------|
| 1. Identify each year 5 additional academic faculty members interested in working with distance learning courses. | 2002 |
| 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 |
| 3. Develop 3 CD-ROM's for training faculty on various multimedia or computer applications | 2000 |

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.

Distance Learning Goals

Year Completed

- | | |
|--|----------|
| 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 sessions. | On-going |
| 2. Provide funding each year for at least 5 faculty members to travel to conferences and/or training sessions in distance learning | 2002 |
| 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 |
| 4. Develop Faculty Coaches Program | 2000 |

Distance Learning Plan

- 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.

Distance Learning Goals

Year Completed

- | | |
|--|----------|
| 1. Work through department chairs to identify four new courses each year that will be offered through distance learning. | 2002 |
| 2. Develop system for faculty and department chairs to preview telecourses and course materials. | 1999 |
| 3. Provide additional funding for English Learning Center in order to expand hours for testing for distance learning students. | On-going |

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

Distance Learning Goals

Year Completed

- | | |
|--|----------|
| 1. Develop capability to share courses between Victoria College, Coastal Bend College, and Del Mar College | 1999 |
| 2. Offer dual enrollment courses to Odem and Taft High Schools via interactive television. | 1999 |
| 3. Add additional high schools to interactive video network. | 2001 |
| 4. Acquire servers for handling audio and video streaming | 2002 |
| 5. Acquire a second route available for internet access for students. | 2000 |
| 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 |
| 7. Cooperate with Virtual College of Texas to list all appropriate courses. | On-going |
| 8. Establish link with Educational Service Center for offering interactive video classes throughout Region 2 and for receiving faculty/staff training. | 2000 |
| 9. Coordinate with Technology Committee to ensure that the technology plan meets the needs of an expanding Distance Learning Department. | On-going |

Distance Learning Plan

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|--|----------|
| 10. Explore potential expanded cooperative program activities with KEDT-TV | 2000 |
| 11. Explore new funding sources from grants to underwrite new technology, new equipment. | On-going |

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.

Distance Learning Goals

- | Distance Learning Goals | Year Completed |
|---|-----------------------|
| 1. Add two new off-campus sites each year | 2002 |
| 2. Offer two new credit and two new non-credit courses at each site each year | 2002 |
| 3. Identify qualified instructors for each new course added at each site. | On-going |
| 4. Assess each community's training needs at least once a year. | On-going |
| 5. Develop multimedia presentation promoting off-campus and distance learning courses for delivery to community groups. | 1999 |
| 6. Make library materials accessible at each site either through the Internet or on-site availability. | 1999 |
| 7. Make lab activities accessible at each site either through the Internet or with on-site facilities. | 1999 |
| 8. Establish standards and procedures for off-campus sites | 1999 |
| 9. Monitor off-campus sites to ensure adherence to standards. | On-going |
| 10. Investigate advisability and feasibility of on-line advising. | 2000 |
| 11. Work with Registrar's Office and Computing Services to begin on-line registration. | 2000 |
| 12. Develop a coordinated Distance Learning brochure and informational packet for prospective students. | 1999 |
| 13. Increase total enrollments in Distance Learning classes by 5% each year. | 2002 |

Distance Learning

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

Distance Learning Goals	Year Completed
1. Hire Distance Learning Advisor	1999
2. Increase retention rate in distance learning courses by 10%.	2001
3. Review goals for distance learning department each year and adapt in response to student outcomes.	On-going
4. Provide multimedia support for faculty to improve instruction.	On-going
5. Meet twice a semester with distance learning work groups to discuss ways to improve services to faculty and students and to assess success of distance learning in meeting goals.	On-going