

II. Strategic Plan

While this plan and report were developed during 2006/2007, the AdHocDL was able to use the extensive research and deliberation of a previously chartered Distance Learning Planning Team. This has been a deliberate district-wide effort and has brought to bear the considerable talents of some of the best thinkers and most experienced college personnel on the subject of distance learning teaching and delivery modalities. The plan provides the framework to operationalize processes and practices that must ultimately lead to uniform and consistent expectations, and delivery modes.

Adequate resources, both human and capital must be strategically projected and high standards of instruction and training must be institutionalized. The continued high quality of course offerings and courseware as well as high quality instructional training programs must be maintained and enhanced through various benchmarking and other evaluative mechanisms/tools.

And finally, appropriate levels and time intervals of periodic and annual reviews must be identified and maintained to ensure successful completion of objectives assigned to the various operating sub-committees.

The current Ad Hoc Distance Learning Committee (to be referenced as the Strategic Distance Learning Steering Team) will continue to serve in the role of a district-wide steering team with the responsibility of oversight for continued progress.

STRATEGIC PLAN by
AD HOC DISTANCE LEARNING COMMITTEE

DCCCD Vision

Dallas County Community Colleges add value to lives and build communities.

DCCCD Mission

Dallas County Community Colleges prepare students to become productive and responsible contributors in our communities.

Distance Learning Vision Statement

Dallas County Community Colleges will add value to lives and build communities by being the distance learning provider of choice for students seeking quality learning and economic value by 2015.

In addressing the distance learning vision statement and strategic plan, the following “guiding questions” were adopted to ensure that we:

- Q1. Provide a student-centered system that focuses on student learning and support services?
- Q2. Offer a distance learning program that provides consistency for students among the colleges?
- Q3. Meet quality standards in courses and services
- Q4. Operate cost-effectively?
- Q5. Limit unnecessary duplication of courses and/or services?
- Q6. Improve sharing of resources?
- Q7. Improve the overall quality of the distance learning program?
- Q8. Position the DCCCD for growth in distance learning?

Goal I. Assessment and Forecasting

**Assess and forecast the evolutionary trends in
course mode demands**

- Q1: How are we going to assess and forecast the evolutionary trends in course mode demands (in order to achieve the vision statement)
- Q2: What will be the extent (percentage) of courses taught in distance learning?

A. Course/program selection

1. Develop a collaborative process for identifying the various modalities that students desire or need, such as face-to-face (in-classroom), web-enhanced (combining face-to-face with other online resources, matching proposed Colleague coding definitions), hybrid (blended), distance (faculty and students not in same location), 100% distance (no on-campus requirement). Note: These definitions should be compatible with definitions used by SACS and other DCCCD Councils.
2. Identify process to determine who will develop and/or deliver the courses.
3. Identify process for determining niche courses/programs to be added, developed, or enhanced.

Goal II Resource Alignment

Align resource allocations with the changing trends in course mode and demands

Q1. What data will allow us to allocate resources to align with changing of trends in course mode demands? (Including face-to-face (in-classroom), web-enhanced (combining face-to-face with other online resources, matching proposed Colleague coding definitions), hybrid (blended), distance (faculty and students not in same location), 100% distance (no on-campus requirement).

Q2. What budgetary resources will need to be committed to the variety of course modes (including face-to-face (in-classroom), web-enhanced (combining face-to-face with other online resources, matching proposed Colleague coding definitions), hybrid (blended), distance (faculty and students not in same location), 100% distance (no on-campus requirement) by the DCCCD and the colleges (in order to accomplish the vision statement)?

A. Business Plan –Develop a sustainable and scalable business plan that is understandable. The plan should:

1. Identify and use accurate data elements (e.g. enrollment and faculty load)
2. Identify standard district-wide and elective elements (services, products and training) for locations to acquire
3. Identify elements of costs for infrastructure, personnel, products and services
4. Account for distribution of expenses

5. Project revenue for current instruction and future instruction growth models
6. Identify costs to be allocated to LeCroy or charged back to the campuses and costs that remain at the campus.
7. Account for additional revenue streams including the national market, etc.
8. Consider distance learning funding models from other institutions.
9. Develop a comprehensive funding model that clearly delineates how costs and revenue are dispersed among stakeholders.

Goal III. Design and Offering of Educational Modalities

Design and offer education in modalities that serve our students, including face-to-face (in-classroom), web-enhanced (combining face-to-face with other online resources, matching proposed Colleague coding definitions), hybrid (blended), distance (faculty and students not in same location), 100% distance (no on-campus requirement).

Q1: What will be the roles of the faculty, the colleges, and LeCroy in distance learning?

- A. Course Design and Development – Develop a multiple-process course design and development plan that:
 1. Will further clarify roles of faculty, colleges and LeCroy independently and collaboratively
 2. Assures that all distance learning/hybrid courses meet District Curriculum Committee content standards (THECB, WECM)
 3. Assures that all SACS Principles of Best Practice are met
 4. Establishes and meets agreed upon common course standards for quality elements (e.g. variations of best practices such as Quality Matters)

- B. Enrollment Management—Determine collaborative and strategic management options for student enrollment and course/programs to:
1. Schedule classes in response to student and market needs
 2. Assess the readiness of students for enrollment in distance learning classes
 3. Establish criteria to effectively and efficiently manage distance learning enrollment. (Connect with VP and Dean Enrollment Management effort.)
 4. Increase student success and retention
 5. Create a course scheduling system that allows us to reach national, international and local markets (potential 9000 alternative)
 6. Look for an effective and efficient system that allows a college to retain its students who enroll in other DCCCD courses. (e.g. Virtual College of Texas Model)

Goal IV Professional Development and Performance Evaluation

Prepare faculty and instructional deans to effectively deliver courses in identified instructional modalities.

Q1: What would be the roles of LeCroy, Human and Organizational Development, and the Colleges in A below?

- A. Distance Learning Professional Development
1. Identify and offer faculty professional development (centrally and/or distributed)
 2. Identify and offer instructional dean professional development (centrally and/or distributed)
- B. Faculty Evaluation
1. Identify (create) and implement a distance learning component of the faculty evaluation system for those engaged in distance learning instruction. (This task will be referred to the Faculty Evaluation Committee)

Goal V Distance Learning Infrastructure

Provide a Comprehensive Infrastructure for Distance Learning

- Q1. What would be the roles of LeCroy and the Colleges in each of the following?
- A. Organizational Structure
 1. The Strategic Distance Learning Steering Team will identify an effective distance learning organizational structure that determines roles, composition, responsibilities, reporting relationships and duration of needed sub-committees.
 - B. Intellectual Property and Copyright
 1. Through a collaborative process involving faculty, administrators and legal counsel, develop a comprehensive intellectual property and copyright policy.
 - C. Technical Infrastructure
 1. Define, anticipate, upgrade and provide the technical infrastructure for distance learning and hybrid instruction. (robust, reliable, secure, scalable, cost effective and user friendly distance learning)
 2. Provide technical support for students, faculty and staff in a timely fashion.
 3. Provide technical training for faculty and staff, including LCET, Human and Organizational Development, and colleges.
 4. Ensure that minimum technical standards are consistent with District IT Council requirements.
 - D. Student Support Services
 1. Develop collaborative, comprehensive student services for online students—advising, financial aid, learning resources, student activities, tutoring/learning, ADA etc. (meeting or addressing SACS expectations)
 - E. Research on Leading Technologies
 1. Establish a process for environmental scanning, discussion and selection of new technologies, and dissemination of findings.
 - F. Research on Student Success
 1. Identify and recommend district-wide standards for distance learning student success.
 2. Using the standards for student success, identify benchmarks.
 3. Gather, analyze, and disseminate student success information for distance learning students participating in web-enhanced

(combining face-to-face with other online resources, matching proposed Colleague coding definitions), hybrid (blended), distance (faculty and students not in same location), 100% distance (no on-campus requirement).

- G. Collaborative Marketing Plan for Distance Learning
 - 1. Develop a collaborative marketing plan to promote distance learning courses offered to markets outside of Dallas County
 - 2. Develop a collaborative marketing plan to promote distance learning courses offered to markets inside the Dallas service area.
 - 3. Coordinate with VP Enrollment Management and District Marketing.