

# ALVIN COMMUNITY COLLEGE DISTANCE LEARNING PLAN

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# **ALVIN COMMUNITY COLLEGE DISTANCE LEARNING PLAN**

## **PREFACE**

With this plan, Alvin Community College addresses many important aspects of distance learning and out-of-district programs. For the purpose of this document, “distance learning” is to be understood as learning gained through instruction delivered in a format other than face-to-face on a student’s home campus. It may be delivered through electronic means such as television, interactive video conferencing or computer networks, or by faculty travel to distant sites. For the purposes of this document, on-campus classes may be delivered at either location of the college (Alvin Community College or the Pearland College Center). Alvin Community College currently offers off-campus classes only through the TDCJ system.

## PART I: Electronically Delivered Courses and Programs

### SECTION 1 INSTITUTIONAL ISSUES

**✦ 1. The institution affirms compliance with *The Principals of Good Practice for Electronically Offered Academic Degree and Certificate Programs*.**

Alvin Community College affirms compliance with the *Principals of Good Practice for Electronically Offered Academic Degree and Certificate Programs*, and uses its guidelines to ensure that the breadth and depth of the distance-learning program is the equivalent of the on-campus programs. Through a sound distance-learning program, Alvin Community College is able to provide additional educational opportunities for students who do not or cannot meet within a traditional classroom setting or schedule. The distance-learning program at Alvin Community College is not intended to replace any current courses, but to expand the college's offerings, and to supplement the existing on-campus courses.

**✦ 2. The distance education is consistent with the institution's educational mission. Please explain how it is consistent and attach appropriate mission statement or goals, if pertinent.**

Alvin Community College has established a number of specific goals to support the college mission (**Appendix B**). While the Distance Learning Program relates in part to many of these goals, it is best reflected by the following Institutional Goal statement: "To provide programs that assist students to master skills that are fundamental to academic and career achievement."

The Distance Education department formulates goals each year to ensure that the institution's educational mission is supported. The 2001-2002 goals are attached in **Appendix C**, and reflect the support for our students and faculty through objectives that emphasize the necessity to offer classes and evaluations to ensure the quality of the instruction. Each year the goals are modified to project objectives that the department would like to achieve. In the case of the 2001-2002 year, the department received a new Director, and as such is going to focus this year on rebuilding and expanding our training and classes in order to provide quality instruction to our student population.

**✦ 3. The institution has assessed that a market exists for distance education to be delivered by the institution, particularly when delivering complete degree and certificate programs. What are the market factors that caused your institution to engage in distance learning? Please explain the results of this assessment.**

Alvin Community College has not done a formal assessment of the market for distance learning as the programs now in place have developed over the past ten years due to student demand. The single most important market factor has been the student demand. Courses have been created and offered as student demand has increased. The other key market factor that drives our participation in distance learning is competition. The need to remain current with the offerings of our local competition has driven the distance education format to expand to a significant number of classes. The enrollment in distance learning classes has increased as more classes are offered. It is rare that a distance education class is cancelled due to lack of enrollment.

The National Center for Education Statistics found that the number of distance learning courses available grew 33% from 1995 to 1997-1998, and it was noted that while the number of institutions was not necessarily increasing, the number of courses offered was. In order to stay competitive, Alvin Community College offers many distance learning courses to retain our student population. The growth and the increase of the number of adult learners, the prime candidates for distance learning, have fueled the increase in distance learning courses over the past few years. It is this growth that Alvin Community College is trying to accommodate through the distance learning format in order to ensure that the student population's needs are being met.

However, Alvin Community College has not met one of the population's requirements, as it does not offer a full certificate or degree through distance education. This is a goal that Alvin Community College hopes to achieve in the near future through a continuation of quality instruction and an increase in distance learning course offerings.

The off-campus classes at TDCJ have been in high demand and as such Alvin Community College has been more than willing to provide this service to this population.

**✦ 4. The institution evaluates the overall effectiveness of distance education courses and programs and the evaluation process is incorporated into the overall institutional effectiveness efforts. Please summarize the process, recent data collection and their analyses, and remedial actions taken.**

In an effort to ensure that all distance learning classes are comparable to campus based programs, the same procedures are used to judge overall effectiveness. At the end of each semester a student evaluation of the instructor and the class is given. In response to the Texas Higher Education Coordinating Board, Alvin Community College has revised both the on-campus and the distance education student evaluations to better identify necessary information as it relates to the instructional format (**Appendix D**).

Alvin Community College is currently beginning its second year of evaluating distance education instruction, and as such is continually refining the process in response to the needs as stated by the students through the evaluations. With the addition of a dedicated position, Director of Distance Education, Alvin Community College has the capability to monitor the entire distance education program continuously.

The results of the Fall 2000 evaluations were reviewed by the Director of Distance Education, the Director of Institutional Effectiveness and Research, the Dean of Instruction, Student and Community Services, the Dean of Technical Programs, and by distance learning faculty and department chairs. The evaluations identified four major issues, which were:

- The need to improve the quality of the videos in the telecourses,
- The need to review the Student Information Plans and make them more comprehensive, if necessary,
- The need for Instructors to ensure that they respond to the students in a timely manner,
- The need for Instructors to refrain from deviating from the Student Information Plans.

In response to these issues, telecourse copies were modified to increase the quality of the picture and the video, the Student Information Plans (SIPs) are reviewed and approved by the Director of Distance Education, and a new document *SIP Information Necessary for Distance Education* (**Appendix E**) has been created to ensure that the appropriate information is in the faculty SIPs.

The results of the student evaluations found that the students were satisfied with the distance education instruction, with the exception of the four issues noted.

**✦ 5. The institution has an office responsible for distance learning. Describe the placement of this office in the institution's organization and explain how this provides the appropriate oversight of programs and faculty and student support. Identify the contact person at the institution where questions are answered for distance learners and for others.**

Alvin Community College has recently appointed a dedicated Director of Distance Education. The Director reports directly to the Dean of Instruction, Student and Community Services, who in turn reports directly to the President. This position has the appropriate authority to assist and represent distance education faculty in the creation and implementation of distance education courses. The Director is over all distance education classes and initiatives at Alvin Community College.

The Director of Distance Education is a specialist in instructional design, copyright, and Internet technologies. The Director is responsible for representing Alvin Community College in the Texas Distance Learning Association, Texas Consortium for Educational

Technologies, the United States Distance Learning Association, the Virtual College of Texas, and the Gulf Coast Consortium for Distance Learning. The Director acts to secure lease agreements for courses and materials from Distance Learning providers, while acting as a resource for all faculty and staff interested in the use of, or creation of, distance education courses.

The Director of Distance Education acts as the main contact for all students, faculty, and staff with questions about distance education. In order to insure that current students know whom to contact if there are issues or problems contacting their instructor, a line has been added to the *SIP Information Necessary for Distance Education (Appendix E)* which directs the faculty members to place the Director's contact information on the Student Information Plan (SIP) for each class. The Director is also responsible for maintaining and updating the Distance Education website for Alvin Community College (<http://www.alvin.cc.tx.us/de>) and ensuring that all pertinent contact information and distance education information is available on these pages for both faculty and staff.

The Director is also the chair of the new Distance Education Advisory Committee (DEAC) which will act as a voice for faculty and staff in the Distance Education. It has a website (<http://www.alvin.cc.tx.us/deac>) which is also maintained and updated by the Director.

**6. The institution has established requirements for admissions, satisfactory student progress, and graduation requirements for distance education. If requirements differ from those of traditional students, please explain.**

Alvin Community College uses the same policies for all students including distance education students. These policies are compliant with SACS and the Coordinating Boards requirements.

**7. Policies relevant to transcripting, grading, and transfer credentials are in place. Please explain if they are different from on-campus classes.**

Alvin Community College uses the same policies for all students including distance education students. These policies are compliant with SACS and the Coordinating Boards requirements.

**8. The institution has a process in place to address the needs of distance learners who fall under the Americans with Disabilities Act (ADA). Please explain how ADA compliance is handled at your institution.**

Alvin Community College uses the same policy for all students, including distance education students, to address all ADA compliance issues. Alvin Community College has a full-time ADA counselor and ADA compliance officer on staff. Students are notified of the office through the college catalog, the semester schedules, and the Student Information Plans (SIPs) that are given out at the beginning of each class. Any compliance issue is handled through the ADA counselor initially. Once the ADA

counselor has been provided proper documentation, it is the counselor's responsibility to ensure compliance with the student's requirements. If the ADA counselor is unable to ensure compliance, the matter will then be taken to the ADA compliance officer for a final determination on how compliance may be achieved.

**✦ 9. SACS and other professional credentialing agencies have been notified, as appropriate. Please explain the status of these notifications.**

SACS has been notified of the status of the distance education program through the institutional review. This process is almost complete, with SACS only requesting further information on the evaluation process of distance education classes. This update is being completed and will be returned to SACS in August of 2001.

The Texas Higher Education Coordinating Board is notified at least twice a year of distance education classes through the state reports that the Records Office submits. As Alvin Community College does not currently offer a certificate or degree through distance education, this is the only continuous reporting that is required.

**✦ 10. The institution has sufficient financial resources to initiate and maintain quality distance learning programs. Please describe.**

Alvin Community College's proposed budget for Distance Education in the 2001-2002 year is \$102,337. This amount includes all new software, maintenance contracts, lease fees, computer replacement, memberships, and the Director's salary. The college includes the salary of the distance education instructors within their respective departments. The proposed budget for the 2001-2002 year is meant to rebuild the department. For 2001-2002, the lease fees and maintenance contracts were frozen in order to allow for an evaluation of the current distance education offerings to insure that the funds were being utilized to their full extent. This budget is created each year to ensure that sufficient financial resources are available. This budget is reviewed and approved by the Dean of Instruction, Student and Community Services and the President's Planning Team during the annual budget process.

The Director of Distance Education and the Dean of Instruction, Student and Community Services also have the ability to fund the creation of new distance education courses through the part-time overload fund for Alvin Community College. This is a dedicated college fund that is budgeted for and exists each fiscal year to fund part-time and overload courses. It is also being used to fund the creation of courses in order to compensate the faculty for the additional workload involved in creating and implementing a new course.

Off-campus classes at TDCJ have their own institutional budget and staff and are considered a department of the college. Their budget is maintained by the Dean of Technical Programs and follows the same process as all other college budgets.

**⊕ 11. There is a financial plan for maintaining the support systems needed for the activities, including upgrading of systems currently being used.**

Alvin Community College's budget splits the maintenance of the support systems between the Distance Education budget and the Information Technology budget. The Distance Education budget plans for all telecourse and interactive videoconferencing fees. It also contains funding for WebCT costs, and some server costs to support the on-line infrastructure. The Information Technology budget allows for the replacement of servers and network infrastructure in order to maintain the existing systems efficiency. The computer systems of the instructors are handled at the department level, with the Department of Distance Education partnering up to enable upgrades if the department cannot provide funds due to previous commitments.

In May of 2001 the Director of Distance Education received a competitive TIF grant for \$793,393 to increase the support services available to the distance education students. Two parts of this grant allow for the replacement most of the network infrastructure, raising it to a Gigahertz backbone, and it will place a new desktop or laptop computer on the desk of every distance education instructor. This infrastructure upgrade is a one-time opportunity for Alvin Community College, but the ramifications of it will ensure that all of the distance education instructors have cutting edge technology available to them. While grants cannot be scheduled or expected, the Director of Distance Education will continually research alternative funding to increase the program and its offerings.

Off-campus classes at TDCJ have their own institutional budget, which insures that the appropriate materials and computers are available at the sites. There are restrictions due to the TDCJ rules as to what can be out at the site and Alvin Community College works with these restrictions to provide the highest level of instruction that is possible.

## SECTION 2 EDUCATIONAL PROGRAMS

### ✦ 1. The institution has procedures in place for planning, development, approval, and review of quality distance education programs. Please explain the process for programs (not for individual courses).

All planning for distance education programs is done with the Director of Distance Education, the relevant division chair, and faculty. When a course of study is determined to be capable of distance education, the division chair and faculty meet with the Director to determine the feasibility of the program and how to proceed in the development of the program. Development occurs over a period of a semester, and during this time the division chairs, faculty, and the Director work together to review the program development. If preexisting material is utilized, it is reviewed for content by the content expert (the relevant faculty member), and the methodology is reviewed by the Director to ensure that it follows a sound progression of instruction. When the program is considered complete, it is presented to the Director of Distance Education for review. If the program follows a sound methodology and matches the on-campus format of instruction, it is approved for use during the next semester, typically with a lowered enrollment cap to ensure that the instructors have a chance to work through any unforeseen issues that may arise. If the course is not sufficient, then the Director will not allow the program to be offered during the semester until any issues have been corrected. Any issues with the Director's ruling may be discussed with the Dean of Instruction, Student and Community Services, the Director, and the division chair.

In order to maintain a continual observance of the instruction as it occurs, the Director of Distance Education will review the student evaluations each semester in coordination with the Director of Institutional Effectiveness and Research, the Dean of Instruction, Student and Community Services, and the Dean of Technical Programs. If an issue arises, the Director of Distance Education will contact the relevant department chair to discuss the issue. At that time, the Director has two courses of action. The first involves working with the instructor and the department chair to remedy the issue and bring the instruction back to campus levels. If this does not work, or requires more time, the Director can use his second option, which is to block the program from being offered again until the issues have been resolved.

In cases where there is a technological issue or physical issue, the Director of Distance Education will review the issues and work to remedy them after each semester. If this is not possible, then the program will not be offered until the issues have been resolved.

All TDCJ classes are taught "in house" off-campus. All necessary facilities are provided at each site. While TDCJ classes can be considered distance education as they occur off-site, they have a constant instructor presence and as such deviate from the classic definition of distance education. This is an issue that the Distance Education Advisory Committee will be discussing in order to correctly classify this form of instruction.

Currently all TDCJ programs and materials are approved by the division chair over the relevant program.

**✦ 2. Procedures are in place to insure student learning outcomes, student retention and student satisfaction are comparable between the distance delivery mode and the traditional on-campus format. Please explain any differences in procedures. You are encouraged to submit existing summaries of meaningful conclusions drawn from data.**

Distance education courses are based upon the same departmental student outcomes and competencies as on-campus courses. Similar or identical Student Information Plans (SIPs) are distributed at the beginning of the semester to distance education student and on-campus students. Student retention is tracked through the college's annual institutional effectiveness report, and measures of student satisfaction are incorporated into the student's evaluation of distance education questionnaire (**Appendix D**). In response to the Texas Higher Education Coordinating Board, Alvin Community College has revised both the on-campus and the distance education student evaluations to better identify necessary information as it relates to the instructional format.

Alvin Community College is currently beginning its second year of evaluating distance education instruction, and as such is continually refining the process in response to the needs as stated by the students through the evaluations. With the addition of a dedicated position, Director of Distance Education, Alvin Community College has the capability to monitor the entire distance education program continuously. The existing summary from the Fall 2000 semester shows that the students are satisfied with the overall performance of the distance education programs, however, there were four main issues that have since been addressed and are referenced section 1.4 of this document.

**⊕ 3. Procedures are in place to evaluate all instructional materials developed by other organizations or institutions prior to use in distance education.**

All material that is developed by other organizations is submitted for approval to the Director of Distance Education prior to use. It is also reviewed by the relevant faculty, in their role of content experts, for relevant and satisfactory content. If it is determined that the content is acceptable, it may be used, otherwise it can be turned down and alternative content must be found before it may be offered in a semester.

In an effort to maintain the quality of the instructional content, all telecourses are leased through either the Dallas Telelearning consortium or PBS. These providers use the latest telecourses and materials to ensure that the on-screen instruction is of the highest possible quality. Interactive videoconferencing materials are identical to on-campus class materials, and as such follow the institutional review process where the instructor determines the materials that they wish to use, and submits it to the relevant department chair for approval.

### SECTION 3 FACULTY

**✦ 1. The qualifications for distance education faculty are the same as faculty teaching the same course in a traditional on-campus format. Please describe rationale for making exceptions.**

Alvin Community College does not deviate from the qualifications required for traditional faculty members by SACS, the Texas Higher Education Coordinating Board, and the college. All distance education faculty are qualified to teach the course in either format. It is not expected that exceptions will be needed to this policy, however, if they are, then the faculty will need to meet either the requirements of the college or SACS. Any exceptions to this policy will need to be approved by the Director of Distance Education and the Dean of Instruction, Student and Community Services.

**✦ 2. The institution provides orientation and training for faculty involved in distance education programs. Please describe the faculty training activities.**

To teach effectively within distance education, faculty are required to develop new skills. Among these skills are the effective use of the Internet, videoconferencing equipment, computer applications, and the interaction with students within a distance education format.

As part of the Distance Education budget, a faculty/staff resource center will be created which will have Computer Based Training available to the faculty/staff for computer applications. The Director of Distance Education is also the trainer for Alvin Community College. The training schedule for the faculty attempts to teach current applications, such as Microsoft Office, and distance education specific material, such as WebCT integration. During the Spring 2000 semester, an "Introduction to WebCT" was offered and had a total of 24 faculty attendees. An "Introduction to Web Page Creation" was also offered during a professional development session with 17 attendees. The Director is currently creating an orientation session and a continuation of the WebCT training that, once in place, will be offered on-line as "just-in-time training", available at any time. Other training in videoconferencing and applications is being planned. During each semester it is expected that there will be a training session for one or more application or technology per week.

Additionally, in writing the 2001-2002 Carl Perkins grant, an on-campus training session with WebCT certified trainers was requested. This would allow WebCT trainers to come on-campus and train 15 faculty members on the use of e-packs and the creation of WebCT courses. The Director is planning to implement outside training for the distance education faculty within the Distance Education budget of 2002-2003 in order to expose the faculty to new techniques and technologies for distance education.

**✦ 3. Procedures are in place for appropriate evaluation of faculty involved in the distance education program. Please describe and attach instruments.**

At the end of each semester Alvin Community College administers an evaluation instrument to each student. In response to a Texas Higher Education Coordinating Board issue, the standard evaluation form was revised to exist in two separate forms. It is now in an on-campus format and a distance education format (**Appendix D**). The distance education format is under a continual revision to ensure that it is current and follows the technologies being used.

The results of student evaluations are being used to ensure that the quality of instruction in distance learning programs does not suffer from the distance-learning format. Alvin Community College has developed a procedure through which the Director of Distance Education, the Director of Institutional Effectiveness and Research, and the relevant department chairs meet on an annual basis to discuss the evaluations. As the Director of Distance Education is a new position, all new policies created to enforce the distance learning instruction will begin during the Summer 2001 semester.

In order to maintain a continual observance of the instruction as it occurs, the Director of Distance Education will review the student evaluations each semester. If an issue arises, the Director will contact the relevant department chair to discuss the issue. At that time, the Director has two courses of action. The first involves working with the instructor and the department chair to remedy the issue and bring the instruction back to campus levels. If this does not work, or requires more time, the Director can use his second option, which is to block the course from being offered again until the issues have been resolved.

In cases where there is a technological issue or physical issue, the Director of Distance Education will review the issues and work to remedy them after each semester. If this is not possible, then the course will not be offered until the issues have been resolved.

**✦ 4. A policy exists that addresses faculty teaching load for those involved in distance education. Please attach the policy and explain rationale.**

Alvin Community College has not changed the faculty teaching load due to involvement in distance education. As a result of this, there is no specific policy for distance education faculty teaching load. Faculty who design distance education courses are eligible to receive compensation through the part-time/overload fund. The Distance Education Advisory Committee will be reviewing the teaching load issues for distance education faculty in the Fall 2001 semester, and at that time may propose that a policy be drafted, if there is sufficient evidence that it deviates from the college's standard policy.

**⊕ 5. A process exists for evaluating the credentials of faculty employed by other institutions who are teaching courses for which your institution is awarding credit.**

Alvin Community College does not award credit for courses taught at other institutions, with one exception. Under the Virtual College of Texas agreement, an institution using another institution's courses, and awarding credit for it, is not obligated to verify the instructor's credentials as the provider institution is held liable. This is the only time that Alvin Community College awards credit for exterior courses.

**⊕ 6. The institution has policies on intellectual property, faculty compensation, copyright guidelines, and the distribution of revenue (if applicable). Summarize policies that address issues raised by distance education.**

The Administrative Procedures Manual of Alvin Community College has a section 12.11 that applies to Intellectual Property (**Appendix F**). The intellectual property procedures defined in this section applies to all persons employed by the college. While this policy is comprehensive, the Distance Education Advisory Committee is planning to review it to see if it is necessary to update it to ensure that the rights of the distance education faculty are clearly represented. While this committee has identified some policy issues for review, there are no direct policies on distance education beyond the Texas Higher Education Coordinating Board and SACS requirements. As the Distance Education Advisory Committee begins to review policies, it will make its recommendations to the Dean of Instruction, Student and Community Services for possible review before the Board of Trustees.

Distance education faculty compensation is discussed in section 1.10 of this document.

## SECTION 4 STUDENT SUPPORT SERVICES

**✦ 1. The institution provides distance learners access to appropriate student services, such as admission, registration, academic advising, remedial services, placement services, testing and assessment, orientation, computing departments, financial aid offices, counseling, and help desk/hot line. Please describe the support services to distance education students.**

All student services are available for distance education students just as they are for on-campus students. Unfortunately, this has meant that distance education students have been bound to come on-campus in order to take full advantage of these services.

This will change beginning in the Fall 2001 semester. The Director of Distance Education, in conjunction with the Information Technology department, received a grant from the TIF Board to increase the student services. With this grant, computers will be placed in all student services areas, and will have videoconferencing capabilities to allow students to contact and interact with the appropriate student services over the World Wide Web. This will include counseling/advising, financial aid, the business office, and the records offices. These four offices make up the sum total of all of the student services offered to the students, from job placement, advising, records, testing, to remedial services. With the new capabilities, all of the pieces of student services should be available on-line to the distance education population. This grant will also allow for three part-time personnel to be hired to act as maintenance/help desk for the distance education students. Alvin Community College will be implementing its telephone registration for Fall 2001, and the web registration for Spring/Summer 2002.

All TDCJ courses have access to a dedicated TDCJ counselor and financial aid (if eligible). The services available to the TDCJ students are limited by the TDCJ rules.

**✦ 2. Distance learners have access to library resources of an appropriate breadth and quality for the distance education program(s) offered. Please provide on-line address and describe.**

Students have full access to the Alvin Community College library. The Alvin Community College Library Services Department used TIF funds to setup an on-line library resource network for students. This network is currently available to all students. Additional resources are being added through cooperatives and other initiatives to increase the breadth and depth of the existing library services. The Library administrators and the Director of Distance Education are also reviewing other forms of resources, including Microsoft Encarta and on-line resources such as Questia. The on-line address for the Alvin Community College Library is [http://library.alvin.cc.tx.us/copy\\_of\\_dewey](http://library.alvin.cc.tx.us/copy_of_dewey) and is accessible at all times.

All TDCJ courses have access to dedicated library services, which are limited by the TDCJ rules.

## **SECTION 5 DISTANCE EDUCATION FACILITIES AND SUPPORT SERVICES**

### **⊕ 1. The institution has available the facilities and equipment necessary to deliver its distance learning program. Please describe.**

Alvin Community College uses its media center for printing and distribution of distance learning material, and its fractional T-3 connection to provide its on-line content. All servers are current and less than one year old. These servers are backed up nightly to insure that content is protected. Alvin Community College has a fully staffed Information Technology staff that insures that all computer equipment is maintained and functional.

The on-line content is provided through either a Microsoft Windows 2000 Advanced Server running IIS 5.0 or a WebCT 3.1.0.8 server. The WebCT server has an unlimited license until 2003. This is connected to the Internet by a fractional T-3 line through the Texas Higher Education Net (THENet).

All telecourses are purchased through the Dallas Telelearning cooperative or PBS. The master tapes are given to the Media center for duplication. The duplication machines are scheduled for replacement within the next year. All tapes are distributed to the students by the faculty or through the library. The library also has video units so that students can view the tapes on-campus if it is necessary.

The interactive videoconferencing suite has two rooms, one on each campus, and has a full Madge setup with an ISDN connection between each other. These systems allow for full two-way live video and audio conferencing and classes. These systems are protected by a maintenance contract with the vendor for all hardware and software issues.

Off-campus classes at TDCJ have their own institutional budget, which insures that the appropriate materials and computers are available at the sites. There are restrictions due to the TDCJ rules as to what can be out at the site, and Alvin Community College works within these restrictions to provide the highest level of instruction that is possible. Currently they have desktop computers, laptops, and servers as necessary for the level of instruction.

### **⊕ 2. Arrangements have been made for off-campus delivery of required laboratories, clinical placement sites, workshops, seminars, etc. associated with distance learning activities. Please describe.**

All distance education classes that require laboratories are currently being taught with the students coming to one of the campuses or to contract high school facilities for those laboratories. All TDCJ classes are taught "in house" off-campus. All necessary facilities

are provided at each site. While TDCJ classes can be considered distance education as they occur off-site, they have a constant instructor presence, and as such deviate from the classic definition of distance education. This is an issue that the Distance Education Advisory Committee will be discussing in order to correctly classify this form of instruction.

**APPENDIX A:  
Degree Programs Exported Via Distance Education  
and Off-Campus Delivery**



**APPENDIX B:**  
**Alvin Community College Institutional Goals**



**APPENDIX C:  
Distance Education  
2001-2002 Department Objectives and Effectiveness Plan**



**APPENDIX D:  
Course Evaluation Forms  
On-campus and Distance Education**









**APPENDIX E:  
SIP Information Necessary for Distance Education**





**APPENDIX F:**  
**Alvin Community College Intellectual Policy**