

Distance Learning: Concept and Strategy

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1 Overview

This paper provides a strategic framework for distance learning at xxx. The focus here is in presenting goals for distance learning that are tied to the college's vision and mission statement, delineating—where possible—an action plan for the coming several years, and introducing tactics that should be explored if distance learning is to be a successful enterprise.

These are preliminary steps, in some cases representing remediation to ensure a foundation is in place on which to build a forward-looking approach. For example, it is essential that minimal standards for acceptable online courses are developed and promulgated before much increase in the scope of online learning is implemented.

2 Definition of Distance Learning

Distance learning includes the transmission and exchange of any objectives-based instruction and material to an audience that is physically separated from the source of the instruction. In practice, at XXX, this includes course sessions conducted through Interactive Television (ITV)¹; courses delivered either partially or wholly online, that is, over the Internet; or a blending of these modalities. Distance learning can include synchronous and asynchronous elements.

While there opportunities for some modest growth in the application of ITV—an example of an opportunity will be touched on here—it is online learning that represents the most significant growth opportunity and that will be the focus of this paper.

3 Online Learning is *Mainstream*

The data from a wide array of reputable sources overwhelmingly point to the validity of online learning as a significant element in support of the educational mission of institutions of higher education today. The trends clearly show continued growth—in some segments, accelerating growth—in the number of students enrolled in online courses. Current usage is high and trends are particularly strong among public two-year institutions. (Sloan-C conducts regular surveys on online education.² All data from them point to continued growth.)

Furthermore, despite considerable skepticism about the effectiveness of online learning, a compelling body of evidence from close observation by many and by formal studies demonstrate that online learning can be as effective (in some circumstances *more* effective) than classroom learning.³

¹ Interactive Television or video conferencing allows live audio and video interaction between two or more locations.

² "The purpose of the Sloan Consortium (Sloan-C) is to help learning organizations continually improve quality, scale, and breadth according to their own distinctive missions, so that education will become a part of everyday life, accessible and affordable for anyone, anywhere, at any time, in a wide variety of disciplines. Created with funding from the Alfred P. Sloan Foundation, Sloan-C encourages the collaborative sharing of knowledge and effective practices to improve online education in learning effectiveness, access, affordability for learners and providers, and student and faculty satisfaction." (<http://www.sloan-c.org/aboutus/>)

³ Clearly, there remain some kinds of courses that with the technological capability available to xxx will remain better conducted in a physical classroom. It's important to stress that the relative effectiveness of instruction has much less to do with the medium of instruction than it does with course design and execution. Everyone has at some point witnessed a completely ineffective classroom learning experience.

It is clear that online learning is no passing educational fad. It represents a credible shift in the way guided learning can be take place. No mere delivery mechanism, online learning is compelling teachers and administrators to reexamine their suppositions about how people can and do learn and how to facilitate that process effectively. Some institutions have even found that the incorporation of online learning into the educational fabric of the school has had the unexpected effect of supporting faculty professional development.⁴ That is, at some institutions, the incorporation of online learning has inspired substantive debate and earnest reflection on approaches to successful teaching in the 21st century that has energized faculty members whether they taught online or not.

4 Strategic Intent for Distance Learning at xxx

[Clear and concise statement of the strategic intent (or mission) of DL at your institution.]

5 A Roadmap for Online Learning: Strategic Objectives

It is no longer sufficient merely to have some courses online in order to claim online learning on a website and in catalogs. A well-conceived, organized, and implemented online learning program must be an instrumental part of a community college's enterprise. This requires planning and focused attention.

What follows are five strategic objectives for the distance learning program at xxx. While several of these are objectives that must carry on after initiation, the order that follows denotes priority and a general sequence of implementation.

Whenever possible quantifiable data should be used to set and measure objectives. For example, student retention rates per course and per term should be tracked in a uniform manner for all online courses. Successful implementation of several of the objectives below can at least partially be measured in increased student retention.⁵

5.1 ***Establish and manage functional and instructional quality standards for online courses in line with industry and oversight bodies' best practice guidelines.***⁶

Principle: *For an online course to be effective for the learner and cost effective for the college, it must be the product of intentional design and meet standardized criteria for interface design, instructional design, and instructor participation.*

This principle must not be impinged upon, for this is the heart of the matter. If learners are not successful because an online course from xxx is poorly designed, then xxx fails itself and the student. Furthermore, it is important to note that quality education—certainly in this context—is more than sound pedagogy.⁷ For example, it is possible to have developed a course concept and design on paper that is instructionally sound but to have

⁴ Stephen Schiffman, of Babson College and Olin College of Engineering, quoted in ALN Business Models and the Transformation of Higher Education, an article provided through the Sloan-C online workshop: [Identifying Successful Business Strategies for Online Learning](#).

⁵ All data collection and management should be done in coordination with the Office of Institutional Assessment.

⁶ These bodies include the Middle States Commission on Higher Education, the SUNY administration, and the State Education Department—Office of Higher Education.

⁷ *Andragogy* is probably a more appropriate term in many respects, but it is not as well known, so *pedagogy* will be used for now. *Andragogy* is a term that's generally applied to adult learners. It goes beyond that, however, and connotes an instructional approach that is learner centered, which is particularly germane to most well-designed online learning formats.

the course fail miserably because the instructor neglected all principles of information design for the web, which would have governed usability and would have made it possible for the students to benefit from that otherwise superior course.

5.1.1 Develop functional interface specifications and instructional quality guidelines by which online courses will be measured.

Students must be able to locate course information and content easily. To this end, it is essential that minimum standardization of course structures, navigational logic, and appearance is applied. Something as simple as the location, titling, and the meaning of buttons must not be a barrier to student success.

Instructional quality standards tie closely to this, since a well-organized course carries both functional and instructional validity. However, some aspects of instructional quality are more subjective, therefore established principles with associated guidelines should be articulated. Rubrics have proven their utility as instruments for prescriptive guidance and evaluation.⁸

Both *rules* and *principles* should be combined in a common prescriptive guide and quality assessment instrument. Once developed, this guide becomes the basis for self review, peer mentoring, and evaluation by the Department Heads and/or the Director of Distance Learning (DDL). (See also sec. 5.1.4)

5.1.2 Update existing training on [the LMS] and integrate it with a larger training initiative that includes standards for instructional quality.

Deliver training through:

- Scheduled workshop-style sessions,
- One-on-one sessions,
- An asynchronous online course.

If possible, it is recommended that XXX apply the language of *certification* to the successful completion of the training. This reinforces the notion that becoming an online course developer and instructor is intensive work that is being held to a high standard (with perhaps greater scrutiny than classroom courses).

Calling the training *certification* means that the training itself must be held to industry standards for structure, learning outcomes, audience appropriate content, and tightly integrated assessment. It is recommended that ways be explored to recognize—perhaps through an expedited course approval process and recognition in internal college publications—those instructors who complete the certification process.⁹

5.1.3 Incorporate principles of instructional design through a systematic course development process for online courses.

⁸ A rubric in this context is an evaluative instrument that delineates and categorizes criteria for levels of quality.

⁹ The college may also want to encourage instructors to seek forms of certification for online instruction provided by agencies outside the college. This should be recognized as commendable professional development by the college. Such certification by outside agencies would not, however, obviate the requirement that the instructor complete internal training.

The ADDIE (Analysis, Design, Development, Implementation, and Evaluation) process should be implemented as the basis for course design and development. Through input from a distance learning advisory committee, this can be modified and rationalized for the setting at xxx.

The development process can then become part of the online instructor training program.

5.1.4 During the course of each semester, review courses and provide input and feedback for the instructor.

The Director of Distance Learning (DDL) will, through online visitation, review courses in process each semester according to a prescribed schedule and methodology. The criteria for these reviews will be those which are articulated in a quality rubric for online courses. (Section 5.1.1.)

Additionally, peer mentoring should be incorporated in the process to ensure that the ownership for quality is a shared ownership. Again, peer mentoring would be conducted according to a standardized and agreed-upon methodology.

5.2 Expand the quantity and scope of online courses, certificates, degrees, and the corresponding student services.

***Principle:** A core tenet of the community college ideal is the elimination of barriers to higher education. That includes barriers resulting from geographic distance, time-delimited class schedules, and disability.*

In the interest of expanding the availability of educational opportunity, xxx should expect to expand the number of unique course offerings and course sections per semester and develop a select set of degrees and certificates to be available completely online.

5.2.1 Develop an incremented three-year curriculum project plan for systematically increasing the total number of online and hybrid courses offered each semester.

The Director of Distance Learning will propose an incremental development plan for online courses that support the goal of 6 online degrees by the fall of 2008. This will entail the development of new fully online and hybrid courses. (A hybrid course is any course in which at least 30% but not more than 79% is conducted online with the rest conducted in the classroom.)

It is essential that this effort is aligned with the office of the Vice President for Instruction.

5.2.2 In parallel with the previous objective (5.2.1), focus on identifying and implementing degree and certificate programs that can be completed fully or mostly online.

Degrees, by the Fall of 2008:

- X degrees capable to be completed fully online.
- Additional x degrees at least 80% available online.
- Additional x of degrees at least 50% available online.
- All degrees should have at least 20% of the coursework available online.

Certificates, by the Fall of 2008:

- x certificates fully available online.
- Additional x certificates at least 80% online.
- Additional x certificates at least 50% online.
- If possible, all certificates should have at least one course available online.

Making determinations on which courses and programs to develop for online delivery will be based on answering a number of questions, such as:

- Is the program associated with job growth areas for the region? (Health professions, food service and hospitality industry, retail, education, transportation, communication, and utilities.)¹⁰
- Is the program related to national market job opportunities?
- What is the relative student demand for the program?
- Can the program or courses be delivered relatively easily online given the current technological limitations? (Courses that include hands-on lab activities, or comparable, are not good candidates for full online delivery at this time.)
- Is the program already near to being fully online?
- Is the course associated with any of the SUNY-prescribed general education requirements?

5.2.3 Identify and address gaps in the online student and administrative services processes to minimize barriers for an online-only student (including those with disabilities) to earn a degree or certificate without ever coming to campus.

If a student must come to campus to register, pay, or be tested (these are only examples), then it will not be possible to claim that a student can earn a degree fully online. And that is not something to be overlooked, as one of the great benefits of online distance learning to the college is that theoretically, anyone in the world could earn and xxx degree. It is imperative that that is actually possible.

5.2.4 Explore extending through online learning what it means to be a Servicemember's Opportunity College.

Through online courses, it should be possible for deployed service men and women to further their education or training through xxx. This is another argument for refining online administrative and student service processes to support non-resident students. Coastline Community College provides one model of how to address through online learning the educational needs of service members.

<http://mil.ccc.cccd.edu/navy.htm>

5.2.5 Increase the use of multimedia and other features already available through Blackboard to increase student engagement and diversify learning opportunities.

Common sense and research indicate that varying the learning opportunities and actively engaging the learner leads to a more memorable learning experience and better retention. Animation, video clips, and synchronous online collaborations are

¹⁰ Labor Market Assessment –xxx. Workforce Development Institute. Albany, Summer 2005.

just a few capabilities that appear to be unused. It is recommended that the DDL invite a handful of particularly experienced and/or interested instructors to work up a few courses that purposefully incorporate more of the capabilities that Blackboard has to offer.

Piloting a novel approach to exploiting technological capability in the service of learning can be used as an educational tool and a catalyst in itself.

5.2.6 Provide specific information targeted at international students who may be contemplating attending courses at xxx.

Distance learning can be the avenue by which international students become students at xxx. Some students may find attractive the possibility for starting their stateside education while still in their home countries. The most obvious place to provide this information is on the website. If the website is restructured in a way that orients the information by audience, information for international students would be found under the 'Prospective Students' section (or the like).

5.2.7 Explore flexible start and end dates and accelerated courses or degrees.

This flexibility is particularly common among for-profit online institutions, but should not be dismissed outright for non-profit public institutions. At least in limited form and in prescribed circumstances, xxx would do well to explore greater flexibility of scheduling with regard to online courses. Increasingly, it is schedule flexibility that attracts online students.

5.3 Appropriately publicize distance learning internally and externally.

***Principle:** Becoming the college of choice necessitates that xxx's prospective students know about all educational opportunities and that their perception of the college is positive.*

5.3.1 For external publicity, work in concert with the Director of Marketing and Communication to ensure that all references to distance learning are well integrated with all appropriate marketing efforts.

Publications and Marketing Material. At least initially, distance learning marketing will be as a rider on other forms of publicity, as appropriate. A simple matter as providing a designator in the print and online catalogs for those courses that are also available online can make a not-insignificant point about the substantial flexibility of the college's course offerings.

Website. The work to enhance the college website at a global level is continuing, and there are specific areas for improvement on the site with respect to distance learning.

- All matters related to distance learning should be aggregated under that heading, even if this information may be cross-referenced elsewhere. xxx has to consider that the growth of online learning will be among an audience that is an entity to itself. They will, quite reasonably, want to be able to find easily all the information they need to take an online course or complete an online degree.

- In addition to enhancing the architecture to make the website more accessible, steps need to be taken to reduce the number of clicks necessary to access a course online. In other words, the website design must take into account the user experience. There is a considerable body of material now to provide reference on successful user experience for learning online.
- The appearance of the xxx logo and the [LMS] screens need to be updated and aligned with the school's branding guidelines and color palette.
- A fairly simple technique that should be examined is creating the ability for those interested in the college to sign up for automatic email notification when a new online course is made available. This mechanism of having college and community members able to *subscribe* to xxx updates and news can be used for much more than online course notifications. It is a simple and fairly effective way for identifying those who are interested, regardless of where they are in the world.

Continuing Education. Explore ways for cross-marketing of corporate and continuing education and online courses. In addition to Ed2Go, it is important that members of the community understand that xxx's catalog of online courses are open to them, whether or not they want college credit for them. Likewise, steps should be taken to uncover opportunities for developing customized online courses offered through Blackboard, but designed with the corporate or continuing education market in mind.

5.3.2 For internal publicity, develop stronger trans-departmental awareness of, backing for, and cooperation with respect to distance learning.

It is clear that a good number of the faculty is generally unaware of the possibilities of distance learning, apathetic about it, or explicitly resistant to it. The greatest opportunity is with the first group. The second is the most problematic. The third group, while possibly misinformed, is at least engaged.

Tackling this will require a number of approaches:

- Visiting, presenting, and/or holding Q&A sessions at departmental meetings.
- Personally inviting faculty for one-on-one sessions to learn more about distance learning.
- Develop an online space—probably on the LMS—for all matters pertaining to distance learning at xxx: Selected industry news, training opportunities, examples from xxx's instructors of that which is being done especially well, tips and tricks with [LMS], a periodic column, and a discussion board.

5.4 Develop scalable course development and delivery solutions.

Principle: *Financial responsibility and the desire to increase the level of service the college can provide entail efficient utilization of all resources.*

This is likely to be the least popular objective, but it should nevertheless seriously be considered. Adopting some aspects of a business mindset in this context simply means that insofar as the execution of distance learning is concerned, steps should be taken to

streamline processes, to remove redundant efforts, and to always seek out lower cost, higher return solutions for delivering distance learning.

It is the firm opinion of this writer that this can and should be done in balance with sound education. Even further, adopting this mindset at appropriate points can provide opportunities for enhanced educational opportunity for those whom xxx seeks to serve.

5.4.1 Encourage and facilitate the sharing of course designs and courseware between course developers and instructors.

This concept is germane, in particular, to xxx's general education online courses. These represent largely prescribed curricula with minimal change required year over year.

It is recommended that the college explore the creation of master online course designs. This is a common approach among colleges with well-established online programs. If nothing else, this approach should be implemented for any courses associated with a SUNY and xxx general education requirement. The idea of a master course is that the outcomes, module objectives, structure, recommended readings, discussion topics, and so on would be developed and vetted appropriately. Instructors who teach that course could then take that master course, make some modifications as necessary to suit his/her own style and interests. This decreases the necessary development time for each course section offered online and promotes a level of quality standardization that is desirable.

The master course design and content would be updated according to a prescribed timeframe, depending on the nature of the content.¹¹

5.4.2 Explore the use of some self-study courses or components.

Some courses or modules in courses—depending on the content and objectives—can be effectively delivered as online self-study material. This is the basis for a vast majority of self-study *e-learning* available today. For some material, it can be a particularly attractive approach because of its scalability.

It may make sense to pilot such approaches within continuing education first, and then see how some self-study material could be incorporated into credit-bearing courses. An example of a simple, but well structured, self-study course or tutorial on DNA can be found here: <http://www.dnafb.org/dnafb/1/concept/>

Additionally, a recent procurement of access to Skillssoft's large library of elearning presents an opportunity to integrate selected tutorials into certain online courses. This approach will be piloted in the Spring 2007 semester.

5.4.3 Reexamine and rationalize the caps set for all online courses.

Since caps for online courses are not restricted by time or space, consideration should be given in some cases to increasing modestly the number of students allowed in an online class. In other cases, the current caps are too high. This

¹¹ Reusing developed courses would certainly raise questions of ownership. Currently, the arrangement is that the instructor owns the online course s/he develops. It is his/her prerogative to allow any other instructor to use it or not. It is recommended that this arrangement is reexamined.

rationalization process should be integrated with discussions surrounding fair remuneration for teaching in an online course. The caps set should be benchmarked against other peer institutions, consider average time spent by the instructor in the online course vis-à-vis the comparable classroom course, and take into account any research available that connects the size of class enrollment to success factors for the students.

5.5 Secure beneficial intra-collegiate, intercollegiate, and corporate partnerships.

Principle: To fare well from one year to the next, a community college needs effective alliances, within and without, and distance learning provides one opportunity to create these.¹²

5.5.1 Within the College

Within the college, the most obvious partnership is between the DDL, VP of Instruction, and the Department Heads and their respective faculties. A truism that seems to have emerged about online learning is that it cuts across traditional organizational structures at institutions of higher education. This can be a great benefit to a college that embraces this fact and manages it effectively.

With respect to continuing education, there are multiple opportunities for collaboration. Currently, the vast majority of what continuing education offers are in classroom settings. Online learning (other than Ed2Go)—including customized online courses—could be developed into a credible solution for individuals and for corporate clients. xxx already has the capability through its personnel, infrastructure, and external relationships to move—in measured fashion—into the community and corporate online learning space.

5.5.2 With other Educational Institutions and Associations

With respect to intercollegiate partnerships, xxx should explore of the role of membership in professional organizations for enhancing its effectiveness and reputation. On a more regional scale, there are several educational institutions and associations with which partnership or at the least collaboration on some element of distance learning would be worthwhile. Beyond these, it is critical that xxx is aware of what peer institutions are doing.¹³

XXX

Current activities with respect to a closer working relationship with a [partner SUNY school] raise a host of opportunities for developing distance learning. Some of these spring readily to mind:

¹² This is adapted from a line in *Building Alliances in, Communication Skills for Department Chairs*, by Mary Lou Higgerson. Anker Publishing Company, Inc., Bolton, Mass.1996. "The campus is a political environment in that departments compete for finite resources. Unlike life in corporate America, competitors are not usually eliminated. To fare well from one year to the next, academic departments need effective alliances. Academic departments that provide important services to other units on campus are difficult to cut. Similarly, departments that enjoy a positive profile with important off-campus constituencies find it easier to demonstrate their value to the institution."

¹³ Benchmarking alone should seldom be the cause for action, but in concert with other input, it's a sound approach. xxx should endeavor to understand what is being done at other colleges.

- **Information sharing.** This may include collaborative efforts to develop trans-institutional standards of quality online instruction, common documentation, and shared training efforts.
- **Cross-marketing.** Cross-marketing of course offerings would provide prospective students with a comprehensive list of available online, hybrid, and ITV courses from the certificate level up through the master's degree.
- **Inter-institutional rationalization of online offerings.** For example, if xxx has an effective English 101 course, perhaps that course should not be re-developed by xxx. Instead, a student from either (or another) institution could take the available course. There would be plenty of examples going the other way.
- **Infrastructure and facilities sharing.** Through ITV classrooms, students in any campus could take courses offered at any of the campuses. Similar sharing could be explored with respect to [LMS]
- **Resource sharing-instructors.** To build out a comprehensive library of online and hybrid courses between the institutions, it will likely be desirable to look at the subject matter competencies of the faculty members at both institutions.
- **Resource sharing-administrative and support staff.** IT and online instructional design support could certainly be brought closer together to provide a seamless base on which distance learning could take place for each institution. Or, perhaps a distinct distance learning administrative entity could be created that sits between the two institutions, providing strategic direction and support for both institutions.

Naturally, these are only the very beginning. A task force has been established to examine the viability of these and other areas in which the two institutions could effectively partner.

BOCES

BOCES has a well-developed network and information infrastructure in the region. And, although in some programs in CCED they compete with the college, there are still areas for collaboration. Presently, an opportunity is unfolding that would allow courses sponsored by xxx and taught by xxx instructors to be distributed through the BOCES distance learning network.

The BOCES network is roughly equivalent of the college's ITV link between Rome and Utica, but far more extensive. BOCES has established a network through most of the area's high schools. In short, BOCES has the equipment and the placement, while the college has the courses.

SUNY Learning Network (SLN)

While it's true that SLN is clearly in a state of transition, it's clear that SLN will still represent the system-wide aspirations in online learning. It's important for xxx to be aware of appropriate avenues for interconnection with the state system in this respect.

Beyond technical considerations, SLN is a valuable training and support resource for matters relating to distance learning. It appears to be underutilized by xxx. This relationship should be strengthened for it offers a host of knowledge and

skills development opportunities for those who design, development, and instruct online courses.¹⁴

Other Institutions

Partnerships should be formed with other institutions that facilitate additional educational choices for our students. There are tremendous opportunities for collaborative online programs.

Already, an effort is underway to form an articulation agreement with Franklin University, whose online program leading toward the baccalaureate degree has been designed specifically with community college transfer students.

Through a new professional organization in the State—Directors of Online and Distance Learning Environments—it will become easier to coordinate efforts with other SUNY schools. Already, there's promise of a partnership with [another college], an institution whose focus nicely complements that of xxx.

5.5.3 Corporate

xxx already has what can be described as corporate partnerships. Because of the tremendous flexibility of online learning—asynchronous and non-resident-contingent for instructor or student—it represents an area suitable for various corporate alliances.¹⁵ Recent data show a surprisingly low unemployment rate for the region of 4.3%. This is resulting in difficulty for some prospective employers in finding qualified personnel in the area. In turn, this strongly points to an opportunity for the college to forge closer relationships with area business to facilitate the transfer of qualified graduates into opportunities for employment right here in the region.¹⁶

6 Resources

Distance Learning is an endeavor worth doing, but it is one that requires a significant investment. It is the opinion of this writer that the college must consider carefully exactly what distance learning should be. By all accounts, careful growth, but growth nonetheless, is the sought-after future.

It is essential that the college anticipate that this future of growth will require parallel measures of support. Additional instructional design support and multimedia design and production must be contemplated if future plans include any growth. This paper represents a clear vision of establishing the fundamentals of quality on which incremental expansion of the program can occur. Not adequately staffing the program could jeopardize the desired quality control measures and would certainly inhibit growth.

¹⁴ This writer has already been invited to several meetings for SLN, at no cost. Clearly, even though xxx does not use the SLN platform, its faculty is still invited to be part of the collegial body of course designers, developers, and instructors.

¹⁵ Corporate-educational partnerships can be a contentious issue; in many cases with good reason. However, community colleges have often forged ahead of 4-year institutions in the level of community and corporate alliances in the service of providing education. Well crafted, these arrangements serve the students, provide a service for the company, and can provide an important source of funding for a college.

¹⁶ The unemployment figures and knowledge of the interest by some in closer relationships with areas colleges comes from the Genesis Group October general meeting, held on 20 October 2005. Clearly, xxx has an opportunity to play a leadership role in any effort to bridge education, training, workforce development, and ultimately increased economic vitality in the region. The November general meeting of the Genesis Group, scheduled for 10 November, will be focused on the current and prospective state of higher education in the region.

It is understood that funding for resources is significantly constrained. Inventiveness will be required, as this paper shows. In some cases, it will be through partnerships with other institutions or even established groups, such as SLN, that help can be found. In other cases, better intra-institutional resource sharing may be possible. Some peer institutions have been able to allow minimal release time for qualified faculty to serve in a productive capacity for the distance learning program. Perhaps such an approach might be contemplated here.

Many examples can be found for creative use of resources, but at some point in the growth of a major initiative, it may be necessary to assign additional dedicated resources. Pressing this to the obvious conclusion, we will soon be at a point at which further growth will no longer be possible without additional dedicated staff.

7 Conclusion

This paper has outlined five strategic objectives for distance learning at xxx. Each is followed by a number of specific tactics to address those strategic objectives. This is a start, not an end. It provides a framework for consideration and for action for the DDL and for the institution. Should this paper undergo many revisions—as it most surely will—it will be a welcome sign of the dynamism of the program and of the engagement in it by a host of individuals across the institution.

There is much, much to do, but it is worth pursuing. The goal may seem a bit out of reach, a bit too far away, but by mapping out a strategy, it is possible to identify the milestones. The goal remains distant, but a path is well marked.