

**University of Wyoming Outreach School  
Division of Outreach Credit Programs  
University Plan III (2009-2014):  
Access, excellence and leadership**

**MISSION AND ASPIRATIONS:** The mission of the Outreach School is to extend the University of Wyoming's educational programs to the people of Wyoming and beyond. As the Outreach School is composed of five divisions and six regional academic centers, the Division of Outreach Credit Programs, plays only a part in advancing that mission, but still, that part is a visible and important one. Outreach Credit Programs' 2004-2009 academic plan noted (drawing from President Philip Dubois' 1999 *Outreach Vision* memorandum), "our commitment must be to provide distance students high quality programs and services appropriate to their circumstances." The division uses a variety of delivery systems and technologies to deliver degrees, certificates, and endorsement programs owned by the University's academic colleges, schools, and departments.

Outreach School programs reach at least 88 of Wyoming's 92 communities, and Outreach Credit Programs offerings reach into many, if not most, of those communities. From Evanston to Ethete, the Tetons to Torrington, Sheridan to Cheyenne, and Powell to Pinedale, Outreach Credit Programs delivery reaches to nearly every town and village in the state. With nearly thirty degree, certificate, and endorsement programs, Outreach Credit Programs' impact is significant indeed. In 2007, one week prior to the start of the fall semester, Outreach Credit Programs recorded 3,964 enrollments overall. At the same time in 2008, Outreach Credit Programs recorded 4,235 enrollments, an approximate 7% increase.

**PREVIOUS PLANNING ACCOMPLISHMENTS:** Outreach Credit Programs set an ambitious list of 15 action items for the 2004-2009 period. All 15 have been accomplished, but several deserve continued attention. The Academic Plan II action items and Outreach Credit Programs accomplishments during Academic Plan II can be found in Appendix I.

**RELEVANT INSTITUTIONAL ISSUES:** The University of Wyoming has identified five planning motifs purposed to influence the direction of department and college goal setting for University Plan III (2009-2014). Foremost among these are the motifs (themes) of *access*, *excellence*, and *leadership*. Another motif, *building depth versus adding depth*, calls for planners to think deeply about how to add and discontinue programs, search for and capitalize upon interdependencies, and build upon existing organizational strengths.

**OUTREACH CREDIT PROGRAMS PLAN FOR University Plan III (2009-2014):** The Outreach Credit Programs planning goals for University Plan III (2009-2014) support the institution's goals. The division plan was also informed by the Outreach School priorities of *access*, *learning*, *partnerships and synergisms*, and *welcoming change*. The Outreach Credit Programs division plan for University Plan III was developed through input from regional Outreach School staff, as well as through discussions among Outreach Credit Programs staff.

To make the university planning motifs and Outreach School values real, not only for learners and instructors, but also for our staff and our work, Outreach Credit Programs proposes regular consideration of four operational strategies: **sustainability**, **diversity**, **collaboration**, and **experimentation**. We also realize that events can change our goals or our prioritization of those goals, and a framework for approaching responses to contingencies is important. The emphasis is that these are *strategies* for achieving ends, not ends in themselves.

**Sustainability:** We seek to deliver programs that are enduring for the value that they bring both to our academic partners and the non-traditional and distance learners that are served. We envision sustainability in broad terms, to include consideration of levels of faculty engagement/“buy-in”, degree of administration commitment/ownership, creativity of delivery system usage, and extent of both audience demand and financial viability. We believe that sustainability is the surest strategy for assuring broad *access* to learning opportunities over the long term. It is perhaps this *access* value for which the Outreach School is best known.

**Diversity:** It is our belief that diversity is a concept consistent with democratic values and notions of equality. In delivering academic outreach programs, we believe that diversity is a good in itself. Diversity for Outreach Credit Programs means maintaining and strengthening the broadest array of delivery systems, to include correspondence study, alternative scheduling and site locating, audio conferencing, videoconferencing (i.e., Outreach Video Network), web-based courseware, and blended delivery formats. Diversity also means an interest in exploring support for courses and programs that address alternative academic perspectives and the needs of non-traditional audiences (persons of color, special abilities, and international background). We suggest that diversity is also a pathway to addressing the Outreach School value for facilitating student *learning*.

**Collaboration:** It is but a truism that, “by working together, everyone achieves more.” It is our desire to define collaboration broadly, to involve our division in collaboration with organizations within and outside the Outreach School, and hopefully beyond the University. We recognize that joint efforts with Outreach Technology Services strengthen our course delivery capability. Similarly, teaming with University of Wyoming Casper College Center and Center for Conferences & Continuing Education can bring a richness and sophistication to teaching and learning that can frequently be overlooked. Partnerships with Regional Academic Centers and Wyoming Public Media build relevance and energy in our marketing and communications efforts. Joining with the Cooperative Extension Service and the Wyoming Humanities Council extends our reach to audiences that define learning in the broadest possible terms. Collaboration as an operational strategy makes real the Outreach School value to search for *partnerships and synergies* in conducting our work.

**Experimentation:** We see experimentation as a strategy for building in research and development functions into our organizational fiber, so that over time, we are defined both by the metaphor of a “delivery van” and that of an “idea factory.” Our end goal would be to institutionalize experimentation so that attempts at innovation turn less upon the initiative of one individual and more on the freedom of many in an organization to see lifelong learning as “it could be, and ask ‘why not?’”

We can envision experimentation happening in student support programming and course delivery, but it may also happen in the careful bundling of credit and non-credit in the same programmatic package. It is our hope that the taking of risks and embracing of opportunities advance the Outreach School values of facilitating student *learning* and *welcoming change*.

**ACTION ITEMS:** In the Outreach Credit Programs division plan for University Plan III, short-term goals call for significant progress or accomplishment within the first year of the plan. Mid-term goals deal with years two and three. Long-term goals examine progress that takes Outreach Credit Programs through years four and five of the plan. These are goals and *we remain open to further discussion* within Outreach Credit Programs and across the Outreach School. The action items for University Plan III for the Division of Outreach Credit Programs can be found in Appendix II.

**-APPENDIX ONE-**  
**Table of Goals from 2004-2009 Plan**

Goal	Description	Status
1	In cooperation with academic departments, OCP will develop and offer ten new courses each year.	DONE. In fact, over 30 courses were developed in 2007-2008.
2	In cooperation with OTS, OCP will identify, demonstrate, and evaluate the use of new technologies to support student learning.	DONE. The start of a podcasting implementation group by new OCP instructional designer, Dr. Christi Boggs, is important for the future.
3	In cooperation with academic departments, OCP will expand options for continuing programs and the enhancement of web-based and other support technologies.	DONE. An initial test for video streaming lectures for psychology courses in the summer of 2007.
4	In cooperation with academic departments, OCP will outline an action plan and projected budget for the development of new certificate, endorsement, and entrepreneurial programs.	DONE. The completion of projected budgets for the Executive MBA and proposed accounting certificate programs, BRAND, Elementary Education, Residency-in-Teaching, among others.
5	In cooperation with academic departments, OCP will outline an action plan and projected budget of a new interdisciplinary program.	DONE. A new interdisciplinary degree program, the Bachelor of Applied Science, was located in the College of Agriculture, and the first course was offered in the fall of 2007.
6	In cooperation with academic departments, OCP will continue the support of courses that address issues of diversity.	DONE. OCP has supported the offering of a number of courses recently, in areas such as American, African-American, and Chicano Studies, that address issues of diversity.
7	OCP will design and offer new instructor and staff development opportunities as well as facilitate student orientations.	DONE. OCP facilitated the offering of a student orientation for the new undergraduate Statewide Pilot Elementary Education Program (SPEP), and facilitated a Graduate School orientation in both the fall of 2007 and 2008 (goals seven and eight). Similar orientations are planned for fall 2009, and content of Graduate School orientation will be evaluated and updated in collaboration with the Regional Academic Coordinators and Dean Don Roth.
8	In cooperation with the Graduate School, OCP will expand graduate student opportunities, including developing certificates and graduate assistantships.	DONE. Note discussion of accomplishment of goal seven above. OCP provided ESL, ALT, and Modern/Foreign Languages program graduate assistants. Certificates developed include Social Work and Teaching American Indian Certificate (TAIC).
9	OCP will secure instructional design positions commensurate with growth in programs and enrollments.	DONE. As suggested earlier, a new instructional designer, Dr. Christi Boggs, was hired with the shared support of OCP and the INBRE grant.
10	OCP will initiate discussions with its partners to identify the ways in which the concept of "learning communities" can be developed within distance programs.	DONE.
11	OCP will revise course evaluation forms in concert with academic department and college assessment efforts.	DONE. OCP continues to administer student evaluations of the online delivery and mediated courses. Online distribution of evaluations has resulted in an increased return rate by students (approximately 30%). Uniform content of evaluations (between online and mediated courses) is developing.
12	In cooperation with other OS units, OCP will evaluate and implement new student information systems, including new software support for Correspondence Study.	DONE. OCP is now fully integrated into Banner, and this required OCP involvement from the RFP to final implementation stage. A new student information software, ACEware, has been fully implemented for use in the correspondence study program.
13	OCP will organize and provide program budget and enrollment reports for academic department analyses.	DONE. As the financial and administrative relationships between OS and the academic colleges evolve, <b>ongoing efforts will need to occur.</b>

Goal	Description	Status
14	In cooperation with other OS units, OCP will secure adequate space facilities and equipment for administrative functions consistent with growth in enrollments and degree programs.	DONE. This goal will require <b>continued attention</b> as 2009-2014 goals related to new positions (e.g., OCP Senior Marketing Coordinator) take shape.
15	In cooperation with the OS Dean and college deans, the Director of OCP will help develop and implement an effective plan for appropriate OS investment in a partnership with academic colleges.	DONE. Again, this goal requires <b>continued attention</b> as interest develops campus wide regarding a revised Outreach funding and faculty staffing model.

**-APPENDIX TWO-  
OCP Goals for 2009-2014**

<b>Time frame</b>	<b>Action Item</b>	<b>Rationale</b>	<b>Link to CF 3</b>	<b>Link to OS Priorities</b>
Short-, mid-, and long-term	Regularized review of OCP assessment tools and processes with an eye towards applying lessons learned for improvement in operating processes and procedures.	Data might provide opportunities for change and validation on what OCP does to contribute to learning environments.	Access and student success (p. 6)	Learning and Access
Short-, mid-, and long-term	Collaborate/experiment with SA offices on extension of student services via technology (e.g., LeaRN, Honors Program, Disability Support Services).	Contribute to SA interests in extending support for non-traditional and distance learners.	Access and student success (p. 6)	Learning, Access, Partnerships
Short-, mid-, and long-term	OCP will work with other OS units, and the International Programs Office, to establish an administrative framework for summer session and winter break courses, with concern for program sustainability.	Deepens partnerships with academic departments and promotes greater access to academic opportunities.	Access and delivery (p. 5)	Partnerships and Access
Short-, mid-, and long-term	Provide continued investment in TIE and LeaRN programs.	Make R&D an institutionalized OCP function, so that the “delivery van” metaphor is married with an “idea factory” organizational metaphor.	Access and student success (p. 6), Depth in faculty expertise and commitment (p. 3)	Learning, Access, and Welcoming Change
Short-, mid-, and long-term	Obtain office space for increase in staff, including the OCP Senior Marketing Coordinator, the graduate student internship program, and the endowed APL position. Space statewide is needed for quiet exam administration. <b>(Goal 14 on 2004-2009 plan)</b>	Adequate space is important in the motivation of new and existing staff.	Excellence in human capital (pp. 12-13)	Welcoming Change
Short-, mid-, and long-term	Contribute to OS’ development of new models on financial/administrative relationships with academic partners.	Proactive stances regarding change are needed. <b>(Goals 13 and 15 on 2004-2009 plan)</b>	Access and delivery (p. 5)	Partnerships and Synergies, Welcoming Change
Short-term	OCP Senior Marketing Coordinator.	Add a strategic, systemic approach to OCP marketing. Collaboration with OS marketing enhanced.	Depth and interdependencies (p. 3)	Welcoming Change as OS marketing shifts to dual marketing/development emphasis
Short-term	Seek learning opportunities from Eduventures.	Gain information needed for review/revisioning of OS financial/administrative partnerships.	Depth (p. 3)	Welcoming Change
Mid-term	Plan for OCP Staff Professional Development.	Planning permits a strategic approach to conference attendance and application of both human and fiscal resources. Approach needed to address growth/change in staff.	Excellence in human capital (pp. 12-13), Leadership (p. 19), and Depth (p. 3)	Welcoming Change

<b>Time frame</b>	<b>Action Item</b>	<b>Rationale</b>	<b>Link to CF 3</b>	<b>Link to OS Priorities</b>
Mid-term	Participate where possible in campus wide discussions regarding Outreach initiatives (e.g., Outreach curricular plan, sustainability initiatives committee, tuition rates policy discussions, distance education infrastructure planning, COE statewide professional development plan).	Proactive approaches to OS involvement are important. Continuing trend of OS mainstreaming into UW community is also important.	Access (p. 5), Excellence and areas of distinction (p. 10), Leadership and crucial professions (p. 16)	Partnerships and Welcoming Change
Mid-term	Seek opportunities with academic partners to develop distance education administrative and teaching internship opportunities. Examples could include work with the Anthropology Department and the Department of Adult Learning & Technology.	Academic partners have suggested that skills and experience in distance education helps their doctoral students. OCP communications with academic partners might be enhanced through this work.	Excellence-graduate education (p. 12). Leadership in distance education and serving non-traditional student populations (p. 19)	Learning and Welcoming Change
Mid-, long-term	Engage Student Affairs Division offices in a continuing conversation about financial aid and Banner-related business practices.	Tailoring support for non-traditional students and continuously improving the collaborations on business practices is helpful.	Access and student success (p. 6)	Access, Partnerships and Synergies, and Welcoming Change
Long-term	Seek collaboration with academic partners on delivery of curricula promoting diverse perspectives.	Encouraging curricular diversity.	Access and inclusiveness (p. 7)	Learning and Welcoming Change
Long-term	Work with OS Development on possibilities of endowed APL position.	Top-off salary monies improve R&D capacity.	Depth-foundation in faculty expertise (p. 3), Excellence in human capital (pp. 12-13), Leadership (p. 19)	Learning and Welcoming Change
Long-term	Work with OCP instructional designers and related staff to envision faculty communications holistically. Possibilities include linking orientations to compensation, unification of online and mediated orientations, revision of the faculty guide, best practices symposia on program coordination, etc.	A common set of understandings about the OS and OCP is most helpful to faculty and good administration of courses/programs.	Depth vs. breadth, building faculty expertise and commitment (p. 3)	Partnerships and Synergies
Long-term	Seek opportunities for flexible responses to our UW academic clients and community members. Possibilities include study of non-credit/credit packaging concepts and protocols.	Demand for tailored educational opportunities exist in the quickly developing information-based society.	Depth vs. breadth, building faculty expertise and commitment (p. 3)	Partnerships and Synergies