

Strategic Priorities

EXTENDED EDUCATION AND OUTREACH

1. **Create strong collaborative partnerships with academic college administrators and faculty.**
 - A. Assess faculty support needs, program growth capacity, niche markets and best use of available resources to support existing and new distance education program offerings.
 - B. Academic colleges develop a strategic plan, business plan and cost model for each distance education program.
 - C. Annually provide one \$50,000 grant for the creation of a new distance education degree program and up to four \$25,000 grants for expanding program or developing new undergraduate or graduate certificate programs.
 - D. Define, develop and deliver training to faculty and graduate assistants on the use of instructional technology for distance education and residential courses with a focus on managing expectations of the 24/7 teaching paradigm shift.

Relationship to Core Values:

Technology delivered courses are designed to be learner-centered and accessible to place and/or time bound students. Faculty and support staff teams designing and delivering the courses value the diversity of ideas and people involved in the process. Most distance education students have several years of work experience and bring richness to classes as they interact with each other and the course instructor. The development of a program business plan and academic review contributes to developing programs of excellence and establishes criteria for allocation of program development grants and other Extended Education & Outreach program development funds. It is not uncommon to have distance education students from Nebraska, other states and, on occasion, international enrolled in the same class.

Propose internal actions and resources to achieve priority goals:

- Distance education programs need to align with college academic priorities. Each program requires a business plan which will be used as bases for allocation of financial resources to start new programs and increase enrollments of existing programs that are of high priority within academic colleges. Continuation of \$200,000 in discretionary funds from the Chancellor's office for program development grants, growth in distance education fees and tuition differential revenue from increased enrollments will be critical to the long term success of distance education. Ongoing faculty training programs that address faculty interests and areas of concern will require financial investment from both EE&O funds and the colleges/departments.

Identify actions required by others to achieve priority goals:

- Completion of program business plans by departments/colleges which will be used to help determine allocation of financial resources, development of marketing material and student

support services. Faculty training programs to be coordinated with Dr. David Wilson, Academic Affairs, Graduate Studies, and academic departments.

Timeline to achieve goal and measures of success:

- Existing program business plans will be completed in 2005. Business plans are required for transfer of EE&O program and grant support funds to academic colleges/departments. New program business plans will be developed as requirement of funding. We will continue to build on existing faculty training programs. Faculty training success is measured by faculty responses regarding the usefulness of the training and increased number of faculty teaching online courses.

2. Create an uncompromising pursuit of excellence in the planning, research and development, delivery and assessment of distance education courses, programs and services.

- A. Seek external funding support for distance education research and teaching projects in cooperation with the Office of Research and Graduate Studies.
- B. Define and address faculty and student support policies and administrative processes that guide appropriate distance education development.
- C. Assess the quality of distance education courses/programs and establish guiding principles for applications to all UNL distance education programs.
- D. Explore and evaluate the application of instructional technology that supports distance education and residential instruction.

Relationship to Core Values:

Goal focuses on achieving higher level of excellence in distance education teaching, research and support services. Faculty, instructional design staff and Information Services staff working together in development and delivery of courses discover new ways to use technology. This leads to richer educational experiences for the learners and increases UNL capacity to serve a larger state, national and international group of distance education students.

Propose internal actions and resources to achieve priority goals:

EE&O will take the lead in working with faculty to define recommendations and with administration to bring about the desired changes needed to support program goals.

Identify actions required by others to achieve priority goals:

Policy issues and administrative processes require the help of SVC Academic Affairs, Office of Research and Graduate Studies and working with academic deans. Technology issues involve Information Services.

Timeline to achieve goal and measures of success:

Research and teaching funding is ongoing, but measurable progress needs to be made within the next 2 years. We are currently working with several policy and technology related issues which need to be addressed over the next 18 months. Measures of success on research and teaching will be funds that support priority program areas. Policy and technology issues will be measured

against creating more functional processes for students and faculty that align with institutional priorities.

3. Facilitate and manage linkages between academic colleges and educational institutions that provide distance education programs and supporting infrastructure necessary for these programs to succeed.

- A. Identify and address faculty and student issues that enable University of Nebraska intercampus collaboration in sharing courses that support distance education programs
- B. Develop models that support sharing distance education courses between institutions outside Nebraska, as appropriate.
- C. Coordinate the technological base and infrastructures used to deliver distance education with Information Services and Nebraska Education Telecommunications.
- D. Transition the on-line advising data base program being developed by CASNR to a University wide use in collaboration with Graduate Studies and Information Services.

Relationship to Core Values:

Collaborative partnerships in sharing courses to support distance education programs creates a culture that values diversity, engages faculty strengths and challenges members of the program team to achieve higher levels of excellence in teaching, faculty support, use of technology and student services. These efforts push frontiers, support policy changes and help create a more student friendly environment for place and time bound students. Some programs lead to increased engagement by with academic, business and community leaders.

Propose internal actions and resources to achieve priority goals:

Each action item has ongoing discussion that is taking place. Some EE&O tuition differential funds can be used to support the development of these initiatives but maintenance funding will need to be generated from programs and support partnerships.

Identify actions required by others to achieve priority goals:

Academic colleges directly involved with new programs and administration of student and faculty support services. The online advising issue will require support of academic deans, department heads and Graduate Studies.

Timeline to achieve goal and measures of success:

Collaborative program issues will be addressed as new opportunities are developed. On-line advising will be addressed within the next 12 months. Success will be measured by program enrollments and contributions of partnering institutions. Success of on-line advising and tracking graduate student data base programs will be determined by number of departments using the program, increased student retention and level of student satisfaction.

4. Create a more collaborative partnership in the development and delivery of College Independent Study and Summer Reading courses with academic colleges/departments.

- A. Conversion of college independent study courses to Blackboard and use of on-line test bank.
- B. Enter into more academic department partnerships rather than paying individual instructors.
- C. Identify niche courses and enter formal partnerships with academic departments to fulfill programmatic needs of adult learner audiences.
- D. Develop and offer a limited number of term specific undergraduate courses.

Relationship to Core Values:

Course conversion to Blackboard and academic department partnerships is generating renewed interest and use of technology to create learner-centered education experiences for students taking College Independent Study courses. Instructional design staff assist faculty in fostering discovery and achieving higher levels of quality. With increased availability of online CIS courses more non-traditional students (i.e. nursing) are taking course and opening up collaborative opportunities with 4 year nursing programs. Online CIS courses provide an alternative for working UNL students to add another course to their busy schedule.

Propose internal actions and resources to achieve priority goals:

- Financial resources to support these action items come from program revenue.

Identify actions required by others to achieve priority goals:

Academic department heads/chairs and EE&O College Independent Study program support staff. Information Services staff to provide CIS student help desk support.

Timeline to achieve goals and measures of success:

Next 18 months with ongoing support. Success will be measured by financial growth, academic college support and student feedback and if the CIS program is helping academic colleges achieve academic priorities.

5. University of Nebraska-Lincoln Independent Study High School is to provide high quality, innovative learning opportunities to students anytime, anywhere.

- A. Provide quality and innovative programs, courses and services that are market driven and focused on increasing course enrollments and revenue.
- B. Proactively seek and foster new partnerships and enhance existing relationships to increase the ISHS's visibility as a leader in distance education.
- C. Develop a strong sales/recruitment force that will enhance current client relationships, foster new client relationships and increase ISHS visibility and sales.
- D. Evaluate and implement action plans focused on ISHS program, procedures and processes with an emphasis on quality and enhancing ability to better serve customer needs.
- E. Review of ISHS academic curriculum by an independent review team with representation from Nebraska high schools, Educational Service Units and College of Education and Human Sciences.

Relationship to Core Values:

A strength of the UNL ISHS is the creative use of technology to offer online independent study courses that are used to supplement their high school curriculum or complete the diploma program. Academic curriculum review which will be conducted in 2005 supports the pursuit of excellence and will foster greater creativity, new discovery, improved quality and partnership building with Nebraska high school administrators and College of Education and Human Sciences faculty assisting with the review.

Propose internal actions and resources to achieve priority goals:

- Financial resources to support these action items come from program revenue.

Identify actions required by others to achieve priority goals:

EE&O Independent Study High School program support staff.

Timeline to achieve goal and measures of success:

Next 12 months with ongoing support required. Success will be measured by financial stability of ISHS program, level of customer and employee satisfaction and increase of state, national and international market share over the next 5 years.