

UMSL OUTREACH: **A Proposal for Growth** **Division of Continuing Education**

THE PROBLEM: When created, the Outreach program was visionary in collaborating with community colleges and enabling students to complete a baccalaureate degree, in some instances without necessitating matriculation at the UMSL main campus. Unfortunately the administrative structure of the program provided no incentive to CE, who administered the program, or to academic colleges who were charged with staffing. Every degree completion program delivered to remote sites has achieved moderate success. Total enrollment in the Outreach program has held steady at 3,000 SCH annually. Average enrollment has held consistent at <13 per course section¹. The primary difficulty for CE has been balancing student demand for programs at individual sites with course offerings from the colleges. The primary difficulty for colleges has been the complex and difficult work of managing program offerings via cohorts and staffing course sections without remuneration for their efforts. And while the CE-Outreach staff has done excellent work, the Outreach Program is not efficient (enrollments per section) nor is it scalable (ability to meet overall student demand). The geographic restraints of the various community college sites and the largely Face-to-Face (F2F) delivery model have presented obstacles that impeded growth.

GOAL: Double SCH production of the Outreach program by 2011

Strategies:

- Use web-based asynchronous delivery modes to increase efficiency and add scalability to the Outreach program.
- Use residence center sites to support student learning and as resource centers for students (advising, computer labs, study groups, etc. . .)
- Create a new financial model for the Outreach Program that includes an incentive-based structure that rewards growth and shares revenue between CE, Campus, and academic colleges.

Faculty Online Development Institute

- CE will fund and collaboratively develop, with ITS and the CTL, a program to equip faculty in the development and delivery of online instruction and provide an incentive for their participation.

¹ Average of all Outreach sections, Summer '03 through Fall '07 is 12.47. Average is 12.69 when summer semesters are omitted.

Primary instructional characteristics will be:

- Adherence to best practices of active web-based learning (C-Sloan, Educause, HLC , and other best practices, etc. . .)
- Insure that campus, HLC, and CBHE assessment and approval protocol is embedded in each course to assure that students taking online or off-site courses meet the same outcomes as those on campus (faculty/course/program approvals from academic department and dean, feedback loop, mid-semester feedback, end of course evaluation, etc . . .)

Peer Review

- Best Practices and HLC accreditation require that online courses be subject to faculty peer review.
- A faculty Peer Review Committee will be assembled. Committee members will be teaching faculty that have interest and experience in the areas of instructional technology and online teaching.
- The Faculty Peer Review Committee will use a standardized rubric in evaluating and ensuring quality of online course content.