

Distance Education Strategic Plan

Vision

The distance education program at Casper College will, through innovation and dedication, bring the opportunity to realize dreams of obtaining an education to an increasingly diverse student population.

Core Values

Student Centered: Distance Education at Casper College will serve students based on their needs and life situations.

Quality: Distance Education programs at Casper College will be of equal or greater educational value as those taught by traditional means.

Innovation: Distance Education at Casper College will be a leader in innovation while maintaining the balance between traditional and new.

Mission

It is the mission of the distance education program to provide high quality, student centered programs accessible from both on and off-campus and at a variety of times using traditional and non-traditional delivery methods.

Goals and Objectives

The following Goals and Objectives are in prioritized order.

Goal 1: To increase the level of use of technology for teaching and learning for faculty.

Objective 1: Faculty Training: Distance delivery is as diverse as any other delivery mechanism and, as with any other delivery mechanism, ultimate success or failure depends upon well-trained, committed faculty who are supported in their endeavors. It is the quality of the faculty and instruction that counts - not the delivery mechanism. Barriers include demands on faculty time and scheduling difficulties. These can be overcome with a strong commitment by Casper College to distance education and careful scheduling and attention to detail by the director of Distance Education. The financial barrier is minimal.

Strategies	Begin Date	Projected End Date	Responsible Persons	Resources Needed	Actual Finish Date
Faculty training in IT	Fall	Each	Director,	Computer lab	

(information technology) and distance delivery will be provided to faculty at times and places convenient to them and with sufficient support and equipment to get the job done. At least three workshops per semester will be offered to all faculty as well as to staff, especially academic assistants. We will “bootstrap” training and support of faculty teaching distance classes by using early adopters as mentors. Two early adopters will be recruited to mentor two new faculty each semester.	'01	Semester	Distance Education	access
A compensation system will be developed that acknowledges the time and effort required to develop and teach classes using nontraditional delivery methods; compensation will be in the form of release time and/or stipends for course development. One compensated workshop per year for 20 faculty.	Fall '02	Each Year	Director, Distance Education	Faculty volunteer time
At the end of five years, 50% of faculty will be trained in IT and distance delivery, and IT will be used in 33% of the traditionally delivered courses and 100% of the distance delivered courses.	Spring '02	Each Year	Director, Distance Education Vice President of Academic Affairs	~\$6,000/year
	Fall '01	Fall '05	Director, Distance Education	None

Goal 2: To provide flexible opportunities for student learning at times, places, and via modes of delivery based on students schedules and constraints.

Objective 1: Program Development: The Distance Education Program will select and prioritize programs (not simply a collection of courses) for which there is a demonstrated need and that have a high chance of success. Barriers include demands on faculty time, scheduling difficulties, and a complacent campus environment. These can be overcome by commitment of the college to distance education and careful scheduling and attention to detail by the director of Distance Education. The financial barrier is minimal.

Strategies	Begin Date	Projected End Date	Responsible Persons	Resources Needed	Actual Finish Date
By the end of the 00/01 academic year, all telecourses will have an Internet component in order to increase student-teacher contact and class interactivity.	Fall '01	Summer '01	Director, Distance Education	Training as articulated above. WebCT license renewal	
By the end of the 01/02 academic year, there will be sufficient general studies offerings to allow students to complete this portion of their programs prior to arriving on a campus.	Fall '01	Fall '02	Director, Distance Education	None	
By the end of the 02/03 academic year, the Distance Education program will be making use of the WEN system to offer at least 4 classes statewide.	Spring '02	Spring '03	Director, Distance Education	\$1,500.00/year	
By the end of the 02/03 academic year, there will be sufficient offerings to provide associates degrees in Business, Early Childhood Education, Elementary Education, and General Studies.	Fall '02	Spring '03	Director, Distance Education	Training, as mentioned above	
By the end of the 02/03 academic year, there will be sufficient offerings to allow students to complete certification programs in at least two areas of computer information systems and computer applications.	Fall '02	Spring '03	Director, Distance Education	Training, as mentioned above	
During each of the academic years covered by this plan, distance offerings will be examined and adjusted in light of the needs of present and future cooperative upper division programs.	Fall '01	Each Year	Director, Distance Education	None	
During each of the academic	Fall	Each	Director,	None	

years covered in this plan, all offerings will be examined and adjusted based on student demand, demographic trends, and job market trends.

'01 Year Distance Education

Objective 2 : Program Growth Management: The Distance Education Program is growing fast, perhaps too fast. Casper College must manage this growth or face the danger of diluting the quality of the program. Barriers include demands on faculty time and scheduling difficulties. These can be overcome by commitment of the college to distance education and careful scheduling and attention to detail by the director of Distance Education. The financial barrier is large, as managing growth requires additional positions. These positions, however, should be considered an investment in the future, not a current expense. The justification for growth shall stem from a detailed analysis of the trends of distance education classes based on data collected by the Director of Distance Education and the Office of Institutional Research. Lacking a commitment for continued future growth, the director will solicit permission to slow the growth of the program to a more manageable level.

Strategies	Begin Date	Projected End Date	Responsible Persons	Resources Needed	Actual Finish Date
<p>By the middle of the 02/03 academic year, the program director will obtain a commitment from the Casper College administration for an office support position. This position shall fill a need for an academic assistant for the office of Distance Education if the need cannot be supplied by the academic assistant for Academic Affairs and/or supplemental work study.</p>	Fall '01	Spring '02	Director, Distance Education	1 Full-time equivalent administrative office support, Approx. \$30,000/year	
<p>By the middle of the 02/03 academic year, the program director will obtain a commitment from the Casper College administration for a position (or positions if warranted) of instructional technology technician for Distance Education. This position shall be used for direct assistance with course</p>	Fall '01	Spring '02	Director, Distance Education	1 Full time equivalent digital/distance technology support., Approx. \$40,000/year	

development for faculty including, but not limited to, web page development, web page enhancement (such as streaming video and/or audio), scripting, and web hardware installation (such as web cams).

This position would be in addition to the current web master, since the duties would be specifically for Distance Education.

By the end of the 02/03 academic year, the program director will obtain a commitment from the Casper College administration for a virtual classroom and office. This room will contain a computer and eboards which are enhanced for electronic class offerings and office hours.

Fall '02	Fall '03	Director, Distance Education	\$10,000 (estimated equipment cost)
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Objective 3 : Student Support: Students being served by the Distance Education Program are just as needful, and perhaps more so, of student services as traditional students. Barriers include the demands of time and scheduling difficulties on student services. These can be overcome by a commitment of the college to distance education and careful scheduling and cooperation between the director of Distance Education and Student Services. The financial barrier is modest, and should be looked at as an opportunity for students to gain experience and as an investment in the future.

Strategies	Begin Date	Projected End Date	Responsible Persons	Resources Needed	Actual Finish Date
All student services available to on-campus students will be made conveniently accessible to distance students by the end of the 02/03 academic year. This includes access to the offices of the registrar, financial aid, advising, career center, library, counseling, and other student services.	Fall '01	Spring '03	Director, Distance Education Vice President of Student Services	None	
By the end of the 02/03 academic year, liaisons will be	Fall '01	Spring '03	Web Master Director, Distance	None	

identified in each area of student services and their contact information will be made available to all distance students.

Education

By the end of the 02/03 academic year we will have a student technical support desk available 24/7 via email with an 8-hour commitment for responses and 8/6 via phone and email with a 2-hour commitment for responses.

Director, Distance Education	1,536 student work study hours @ \$6.00/hour or \$9,216 per academic year
Vice President of Student Services	

By the end of the 03/04 academic year the WebCT interface for all classes will be ADA compliant.

Director, Distance Education	\$5000.00 (estimated)
Vice President of Student Services	

Objective 4 : Marketing and Recruitment: Distance education offerings are in themselves a marketing and recruitment tool for Casper College. Students who start at an institution via distance means often finish their degrees on campus taking traditional classes. Barriers include demands on College Relations time. This can be overcome by commitment of the college to distance education. The financial barrier is modest, and should be looked at as an investment in the future.

Strategies	Begin Date	Projected End Date	Responsible Persons	Resources Needed	Actual Finish Date
<p>By the end of the 01/02 academic year, the program director in conjunction with the offices of institutional research, college relations, and the registrar will develop a marketing and recruitment plan directed specifically towards demographic groups identified as being potential students of the program. Such groups include but are not limited to high school students, older nontraditional students, University of Wyoming students, students from the other community colleges, people in the workplace</p>	Fall '01	Fall '02	<p>Director, Distance Education</p> <p>Director, College Relation</p>	None	

needing additional education and training, and people in all of these groups outside the borders of the state.

By the end of the 02/03 the program director, in consultation with the academic council, will identify 2 programs that are well enough developed and of high quality with a demonstrated demand to market regionally and nationally.

Fall '01	Spring '03	Director, Distance Education Director, College Relation	\$5,000.00 (estimated yearly budget)
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Goal 3: To become a leader in the state, region, and nation in nontraditional teaching and learning.

Objective 1: Consortium Building: It is obvious that distance delivery of education and training opportunities is not going away; it is equally obvious that the 7 community colleges and the University of Wyoming cannot continue to operate independently in what is essentially a connected world. Barriers: there are minor barriers consisting of some distrust between colleges and worries about “turf.” However, historical cooperation between the colleges should minimize these barriers and this goal should be realized with very little expenditure of new dollars. Additionally, state dollars have been allocated to investigate the creation of a statewide college consortium.

Strategies	Begin Date	Projected End Date	Responsible Persons	Resources Needed	Actual Finish Date
By the beginning of the 01/02 academic year, Casper College will take the lead in initiating discussions on building a cooperating consortium for the delivery of education and training statewide and beyond by inviting all community colleges and the University of Wyoming to participate in an organizational meeting in Casper.	Fall '01	Fall '01	Director, Distance Education	\$250.00 (estimated) hosting expense	

Operational Plan

Maintenance Needs

In order to maintain the program at current levels, Distance Education needs 1 full-time director and the continuing services of Academic computing and the current budget of at least \$12,000. These resources are needed on an ongoing basis, each year, in order to maintain the program at its current size and to maintain the director's and the faculty's skills at current levels. The personnel and budget needs are coequal priorities; the program cannot be maintained without them. Additionally, the budget will need to grow as the program grows.

Enhancement Projects

The prioritized list of goals and objectives above should be considered as enhancement projects.

Evaluation

Method Of Evaluation

Progress towards reaching each goal will be measured by the Director of Distance Education who will first analyze strategies, then objectives, and then goals. Additionally, the Director of Distance Education will evaluate the progress of each strategy at the end of the fall semester to make adjustments, if possible, necessary to achieve goals in a timely fashion. At the end of each semester, new goals and strategies should be evaluated and included as necessary.

Frequency

Yearly.

Feedback Path

The Academic Affairs office and the Planning Council.

Person(s) Responsible

Each strategy will be evaluated for success by the person(s) named in the "responsible person" column. During the first cycle of strategic planning, the director of distance education will keep track of the entire process in order to more accurately determine who uses what services where and how much each service actually costs.