MEMORANDUM

DATE: May 2, 2007

TO: George Davis  
Executive Vice President and Provost

FROM: David E. Cox  
Executive Director

SUBJECT: Renaming of Existing Organization Unit

This memorandum provides a formal request, endorsed by the Vice President, Outreach, Executive Director, and staff of the Office of Continuing Education and Academic Outreach, to rename the unit and to change the title of the administrative officer from Executive Director to Dean. The attached document provides the necessary information and rationale. The proposed name is the Arizona Outreach College; the college is modeled after the Honors College.

With the recently formed university outreach vice presidential area, the Arizona Outreach College is positioned to support enrollment growth, connectivity to local communities in the state, and to assist colleges and departments in enhancing their outreach mission.

Renaming the unit will assist departments and colleges in understanding the role of the Arizona Outreach College by highlighting its centrality to the mission and enhancing the credibility of its offerings. Further, a new name with “college standing” conveys a strong message to potential students—that the courses and programs offered are, in fact, University of Arizona offerings.

Please let me know if you need further information.

Attach.

cc: E.G. Sander, J. Mok, R. Allen
Proposal for a Name Change from Continuing Education and Academic Outreach (CEAO) to Arizona Outreach College

I. Program Description

In an effort to enhance the outreach function, The University of Arizona has appointed a Vice President for Outreach and clustered selected units to create the core structure of a vice-presidential area. The stated mission for outreach is “to expand and extend the impact of the University of Arizona throughout our state, nation, and internationally by delivering high quality, in demand credit and non-credit programs in collaboration with local educational, governmental, and community organizations.” The purpose of this document is to describe the structure of the unit currently called Continuing Education and Academic Outreach (CEAO), outline the contributions its programs make to the university and the local community, and propose a name change to more accurately describe the unit’s role in outreach and inculcate the unit into the university.

II. Evolution of Continuing Education

Although CEAO has used the current nomenclature for only a short time, it has a long history of providing credit and non-credit programming across the state and region. CEAO has been known by many names, including Extended University. CEAO has examined its mission and outcomes. CEAO is strategically positioned to increase both enrollment and diversity and is uniquely qualified to make significant contributions to The University of Arizona’s land-grant mission.

CEAO’s core structure remains intact and is a financially viable, predominately self-supporting, academically supportive, service-oriented, flexible, progressive, and collaborative part of the university. As such, CEAO programs reach a world-wide clientele, adhere to enterprise models that operate on a cost-recovery basis, facilitate and administer in-demand programs that would not otherwise be offered by the university, and assists the university by returning tuition revenue to departments, colleges, as well as the university through both tuition and state-appropriated dollars based upon increased full time equivalent (FTE) enrollment.

III. Centrality to the Mission

Over the years, there has been a perception that CEAO is not part of the university’s “main campus.” Many are unaware of the integral role that CEAO plays in university outreach and growth. A more organized and systematic approach to outreach, in both the credit and non-credit arenas, is vital to expanding and enhancing the university’s outreach responsibilities, including enrollment growth.

CEAO is a key player in supporting these efforts. Support systems are in place to provide student services to both non-traditional as well as “main campus” students taking both credit and non-credit courses. CEAO provides departments with expertise in course registration, finance, marketing, and ensuring consistency in university policies and procedures. Working through
CEAO, departments can provide flexible student services, avoid duplicating efforts, and ensure that tuition and fees are collected and managed in a centralized fashion.

To reflect CEAO's integral role in university outreach, a name change is in order. The Office of Continuing Education and Academic Outreach should become the Arizona Outreach College, under the leadership of a Dean. This title is more indicative of the services that CEAO is able to provide. The name change will be a clear indication to ABOR, UA faculty and staff, students, and the public that The University of Arizona is moving ahead with its land-grant mission by elevating the status of this outreach component. The model for this is the Honors College. As with the Honors College, the Arizona Outreach College would be a non-degree granting unit with college status, supporting course and program delivery from the academic colleges. This unit will continue to work through the academic colleges to provide courses and assist credit-based degrees and certificates. The mission of the Arizona Outreach College is to facilitate campus departments in providing courses and programs that result in degrees or enrichment of clientele.

IV. Overview of Credit Programs

Programs and courses at The University of Arizona are, for the most part, designed for traditional, full-time students who attend classes during the day. Arizona Outreach College has programs that appeal specifically to non-traditional students who are more likely to be diverse in age, socio-economic status, and ethnic background. The programs, which deliver credit offerings and enhance enrollment, are Evening/Weekend Campus, Credit Outreach, Distance Learning, and Independent Study through Correspondence Courses.

Evening/Weekend Campus (EWC)

Evening/Weekend Campus was founded in 1994 to provide adult learners with a flexible option for earning a baccalaureate degree from The University of Arizona. It serves the university's land-grant mission and attracts under-represented and diverse student populations. Typically, 25% of EWC enrollment is Hispanic; total minority enrollment averages 35%. The age range of EWC students is 23 to 72 years. Many have full-time jobs and families. The program also directly serves a number of degree-seeking UA employees who are not able to take a full course load during typical work hours. Many "regular" students also enroll in courses in order to complete degree requirements. Currently, five degree programs are available through EWC, with about 60 courses offered per semester. Demand for these courses is high—in fact, no EWC course has ever been cancelled due to low enrollment. There were nearly 3,300 enrollments in Evening/Weekend courses during the fall 2005 and spring 2006 semesters.

Credit Outreach

Credit Outreach has been a successful program since the mid-1970s. Credit Outreach courses are typically taught in the traditional format and generally meet somewhere other than the main campus, or during alternative class times. Courses can meet anywhere—at alternate locations in Tucson, somewhere in Arizona, or even in other states. The Credit Outreach program has the flexibility to accommodate courses that meet for longer or shorter periods than those taught.
during a regular semester. Always working in conjunction with university departments, Credit Outreach can offer individual courses or entire programs.

During the 2005–2006 academic year, Credit Outreach offered 141 courses, and enrollments reached nearly 1,700. Currently, 70% of the tuition generated is returned to the departments, and the university receives the student FTE funds generated by Credit Outreach enrollments. For fall 2006, Credit Outreach enrolled 104 FTE. Like evening/Weekend campus, Credit Outreach allows the university to form strong partnerships with university departments and colleges, provides an additional source of revenue for departments and colleges, increases university enrollment, and helps to serve The University of Arizona's land-grant mission of outreach.

Distance Learning

Distance Learning functions in much the same way as Credit Outreach, but uses technology for course delivery. Most courses are offered either via the Internet, videotape, or CD/DVD. Growth in Distance Learning at UA has been difficult but is essential to enrollment growth. The School of Information Resources and Library Science (SIRLS) has received a grant to develop a Digital Information Management (DIM) certificate at the graduate level and is delivering the program via Distance Learning.

Beyond SIRLS, distance learning has formed strong partnerships with UA departments and colleges. Current examples of very active programs are in the College of Engineering, the College of Optical Sciences, and the SERSP program in the College of Education. Enrollments in 76 distance learning courses in fiscal year 2005–2006 numbered 770. CF/AD returns 70% of tuition revenue to the offering colleges and departments, and the FTE is accrues to the university. In fall 2006, Distance Learning generated 73 FTE. Distance learning, like credit outreach, allows CF/AD to increase university enrollments without using limited campus classroom facilities; to generate funds for departments and the university; and to serve the land-grant outreach mission.

Independent Study through Correspondence

The University's Independent Study through Correspondence program was introduced in 1915 as part of the institution's land-grant mission. There are currently about 150 university courses offered through 40 campus departments. Correspondence courses are required to parallel their on-campus counterparts as closely as possible. Courses can be print-based, provided on CD-ROM, or accessed via the Internet.

Students served through Correspondence represent a broad constituency. Many students are UA "campus" students who, for a variety of reasons, cannot get the courses they need at convenient times. Some are completing deficiencies while some are simply getting a head start on required courses. Many are home-schooled elementary, middle, and high school students. Students can be based in Arizona, throughout the country, or around the world. Correspondence courses have an anytime/anywhere appeal, and their convenience and flexibility make them a good match for students in a fast-paced, changing society.
The Correspondence program is completely self-supporting. Course development and grading stipends are paid to course instructors, and an additional amount per enrollment is disbursed to the offering academic department. For the 2005–2006 academic year, there were 2,322 enrollments in university credit correspondence courses, and an additional 1,218 enrollments in elementary, middle, high school, and non-university credit correspondence courses.

V Overview of Non-Credit Programs

While credit programs comprise a large portion of the unit’s activity, a wide variety of self-supporting non-credit programs that provide outreach to the Tucson community at large are also offered. These programs are an important part of the mission of The University of Arizona, allowing the university to have a presence among populations that might not otherwise have a connection to the university. The non-credit programs include children’s programs, senior programs, and personal and professional development programs.

*Arizona Youth University (AYU)*

Arizona Youth University is a summer program for students in grades 3–12, and is now planning for its fourth summer of operation. Working in conjunction with campus departments, AYU offers one- or two-week summer camps that are typically very academic in nature. Examples include Astronomy Camp, Law Camp, Wildcat Theater Camp, Optical Science Camp, and Robotics Camp. During the summer of 2006, about 350 middle- and high-school students were enrolled in AYU summer camps. AYU provides a natural early outreach recruitment connection, attracting top students who want to continue their studies as college students.

*Senior Programs*

*The Osher Lifelong Learning Institute (OLLI)*

OLLI at UA was originally formed as Senior Achievement and Growth through Education (SAGE) in 1989. OLLI is a learning-in-retirement organization, and given the large senior population in Tucson, it makes a valuable contribution to the University’s life-long learning and outreach missions by serving the intellectual needs of an aging population.

OLLI is a peer-led organization, with members determining curriculum and moderating the courses. Courses run either a full or a half semester, and include topics typically found in the syllabi of the humanities, social and behavioral sciences, the hard sciences, and the fine arts. OLLI currently has about 250 members, and is growing. Members pay yearly dues.

OLLI is financially self-sufficient and has an established reputation in the Tucson community based on the excellent curriculum standards and the vitality and enthusiasm of its members. Members value their association with The University of Arizona, which enhances OLLI’s reputation as one of the nation’s best lifelong learning programs.
Elderhostel

The University of Arizona Elderhostel program began on the main campus in 1979, with an additional site in Nogales added in 1984. Elderhostel is an educational program that offers short-term, residential academic experiences to seniors 55 years of age and older. Because of its affiliation with a nationally and internationally known organization, Elderhostel serves as an excellent vehicle for presenting The University of Arizona to a nationally diverse and inquisitive population. Enrollment for Elderhostel during the 2005–2006 season was 945. Elderhostel is an excellent outreach opportunity, and is entirely self-supporting.

Computer and Professional Education

Software education and professional training to University students, faculty, staff, and the community at large are provided. Recently, connections with a variety of small- and medium-sized Tucson businesses have been established to provide professional development.

VI. Need for the Name Change

Given the success of its current programs, as well as its ability to be flexible, entrepreneurial, and proactive, Continuing Education and Academic Outreach is uniquely poised to be a major force in both outreach and enrollment growth for the University of Arizona. CEAO has proven its ability to increase enrollments through outreach efforts, while at the same time representing and reinforcing the university’s academic mission through close ties to academic departments and clientele. Making the connection between the university and the community is where CEAO’s expertise lies and CEAO is eager to leverage that expertise in promoting the university’s land-grant mission. A name change and the inherent integral connection to university centrality will strengthen the image as well as the working relationship between the unit and the academic colleges.

With the university’s support, Arizona Outreach College will continue to enhance the outreach niche and to grow enrollments outside of the traditional campus format. The unit is committed to helping the university reach a more diverse student body, meet the land-grant mission, enhance enrollment, and return critical resources to university departments, colleges, and administration.

VII. Changes in Structure Desired

The Arizona Outreach College, modeled after the Honors College, seeks to be integrated into the mainstream of the university yet maintain the flexibility to be entrepreneurial in supporting departments in expanding course offerings and clientele. For the Arizona Outreach College to meet the outreach mission and assist in enrollment enhancement, sister colleges must be aware of the opportunity, understand the integral nature of the unit, and realize benefits from the flexibility and inherent enterprise operation of the unit.

Granting of college status will facilitate increased visibility of the unit and its programs, both internally to the university as well as externally to a wide variety of constituencies. More
importantly, it adds credibility to course and program offerings to new and expanded clientele groups. A key clientele group consists of potential students who will enroll in courses or programs offered by the academic colleges and facilitated by the Arizona Outreach College.

VIII. Comparability with Other Colleges

The current name, office of Continuing Education and Academic Outreach, is cumbersome and does not convey to potential students the complete array of opportunities available. As described in this document, many existing “college like” responsibilities and components exist, such as facilitation of admission, advising, financial aid, fee collection, registration, student recruitment and marketing.

The unit as proposed will be similar in structure to the Honors College. It differs from the academic colleges because the courses and programs supported reflect a wide variety of disciplines and areas of study; neither does it “house” faculty or faculty appointments. Another distinction is that the unit supports credit-based courses and programs that are controlled by departments. A third difference is that it provides a wide array of non-credit offerings and opportunities for clientele. Finally, an important difference lies in the emphasis placed upon utilizing the enterprise model to reach new pockets of non-typical students who are not necessarily full-time or of traditional college age.

IX. Summary

Given the recent structural and administrative change in university outreach, the need to enhance enrollments, and the growing demand for distance education, the timing for a name change is ideal. With respect to the increased population of the state, the enrollment pressures on the “main campus” and student needs and demands for flexible course availability, this proposed name change will enhance the ability of The University of Arizona to reach new student audiences.