Business Plan

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Business Plan

~ Executive Summery ~

Shaping Outcomes is an on-line curriculum in outcomes-based planning and evaluation (OBPE) designed for museum and library professionals and students. Shaping Outcomes teaches the concepts, vocabulary, and skills to develop a logic model using OBPE. Shaping Outcomes is a five-module curriculum with supporting resources such as a glossary, an archive of case studies, and a downloadable logic model worksheet (MS Word). The flexible curriculum can be used as a self-paced on-line tutorial, an instructor-mediated distance learning course, a unit in library science and museum studies classes, or an in-person or distance-learning one-day workshop.

The on-line curriculum was developed by a team of IUPUI faculty from the IU School of Library Sciences, Indianapolis and the IU School of Liberal Arts Museum Studies Program and English Department in consultation with a Steering Committee of national experts. The curriculum is available at http://www.shapingoutcomes.org/course and is freely accessible for any faculty or professional trainers who want to adopt it for their own courses or for anyone who wants to use the curriculum as a self-paced independent tutorial. An instructor's manual provides additional resources for those teaching the curriculum http://www.shapingoutcomes.org/instructors2.htm. Evaluation of the course, conducted by a team from the IUPUI Testing Center, has documented participants' learning outcomes, confidence, and satisfaction with the learning experience. A summary of the data is posted on the web site: http://www.shapingoutcomes.org/about3.htm

This business plan outlines the costs of 1) taking the course as a participant in an instructor-mediated offering and 2) adopting the Shaping Outcomes curriculum and offering it as an instructor-mediated distance learning course or workshop. There is no cost to using the curriculum as a self-paced on-line tutorial, so that option is not addressed here. The business model assumes that instructors are using Shaping Outcomes as a complete and stable on-line curriculum. It does not project the costs of on-going content development or technological upgrades, and it assumes the annual server fees and domain license fee for hosting the Shaping Outcomes site are covered, but does not specify who initiates and funds those costs.

Since 1998, the Institute for Museum and Library Services (IMLS) has offered a two-day, face-to-face OBPE workshop. In 2005, IMLS and Indiana University Purdue University Indianapolis (IUPUI) entered into a three-year cooperative agreement to create, test and disseminate an instructor-mediated on-line course teaching OBPE for museum and library students and practitioners. In 2007, a three-year grant was awarded to the IU School of Library Sciences to continue to offer the instructor-mediated course, market the curriculum, and continue to upgrade the technology and content of the site. For information about the project or current offerings, contact outcomes@iupui.edu.

~ Curriculum ~

► Overview

The online curriculum is structured in five modules: Overview, Plan, Build, Evaluate, and Report. Each module introduces key OBPE concepts and vocabulary and invites students to check and apply their understanding of the material in interactive features at the end of each module ("Check Your Understanding" and "Apply Your Understanding"). At the end of modules B, C, and D, participants are invited to complete a section (about one third) of the logic model and, in instructor-mediated classes, submit the draft to the instructor for comments, with a goal of having a complete, revised logic module by the end of the class.

In addition to the self-guided modules, resources such as an archive of case studies, a glossary, and a downloadable logic model worksheet, support participants' completion of their own logic model. In instructor-mediated offerings, an on-line teaching environment (such as Moodle, Sakai, or Blackboard) is used for exchange among participants, sharing work for peer comments, and posting additional resources. Instructors monitor participant progress, answer questions, respond to postings, and offer detailed comments on drafts of participants' logic models. Instructors, particularly those teaching beginning students, may use additional features such as learning assessment tools (quizzes) and case study-based assignments to help reinforce the basic concepts. The online course has been tested nationally with museum and library professionals and to students in those fields.

► Curriculum structure

Shaping Outcomes users will develop a logic model for their projects with on-going feedback from the instructor and participate in online group forums and discussions with other users. When the course is complete users will know the vocabulary and concepts of OBPE, have a finished logic

model, and be competent in the skills and knowledge needed to write future logic models based on OBPE. Each module introduces key concepts and vocabulary and prepares the participant to complete a particular section of the logic module worksheet:

Module A: Overview

Why is OBPE important for museums and libraries? How can OBPE help museum and library professionals? *At the end of this module. participants in instructor mediated classes submit their ideas for a project or program to use as the basis of their OBPE logic model.*

Module B: Plan

How can Shaping Outcome users plan a program, understanding audience needs, working with stakeholders and partners, answering the questions: What do we do? For whom? And for what outcome? *At the end of the module, participants fill out their logic model worksheet through section III "Program Purpose Statement".*

Module C: Build

How can Shaping Outcome users carry out their plans for reaching desired outcomes? What activities need to be carried out within the organization? What services need to be delivered? What input of resources is needed? *At the end of the module, participants fill out their logic model worksheet through section IV "Inputs, Activities, Services, and Outputs".*

Module D: Evaluate

How can a Shaping Outcome users measure the results of the program? What would success look like? What would indicate the success? Have the desired outcomes been achieved? *At the end of the module, participants complete their logic model worksheet through section V.*

Module E: Report

How can the Shaping Outcome users report on their program? How can they set up data records at the beginning? How will they report activities and services? How can they use their program for further collaborations and funding? *At the end of the module, participants revise their completed logic model worksheet.*

<div align="center">**~ Course Offering Formats ~**</div>

► Self-Paced Tutorial

Shaping Outcomes is freely available on line for anyone who wishes to go through the modules as a self-paced tutorial or to use any of the course resources, such as case studies, the glossary, references, or the logic model worksheet, for their own educational purposes.

► Instructor-mediated offerings

Shaping Outcomes was designed, at IMLS request, as an instructor-mediated course. It can be taught as a stand-alone professional development course or as an embedded unit within another class, such as courses on administration, evaluation, or program planning for museum studies or library science students. Although the case studies and examples are specific to museums and libraries, the concepts, methods, and practice of outcomes-based planning and evaluation are valuable tools for students and faculty in a variety of disciplines in the arts and humanities, social sciences, or sciences. Our testing of the curriculum suggests that a cohort of 15 is optimal size for an instructor-mediated offering. With more than 15 participants, it becomes more burdensome for participants to read each others' postings of project descriptions and logic model drafts. It also obviously increases the amount of time estimated for the instructor to support the participants, respond to their questions, and comment on their logic models.

■ *Stand Alone offerings*

Because participants go through the Shaping Outcomes curriculum independently via any workstation with internet connection, the pace of the course is flexible. We offered most of our stand alone sessions over a 5-6 week period with the expectation that participants work through a module per week. Participants (most of whom are working professionals) report spending about an hour to an hour and a half going through each module and another hour to work on their logic model and post to the course web environment (Moodle, Sakai, or Blackboard). The pace of approximately two hours a week spread over five weeks seems to strike a balance between busy schedules and the goal of learning the basics of OBPE while completing a logic model. Participants may work independently or as a team with others in their home institution. In the later scenario, team members go through the Shaping Outcomes curriculum independently and collaborate to submit one logic model for the instructor's comments.

■ *Embedded Tutorial*

Shaping Outcomes is a versatile curriculum for university instructors or professional development trainers to include in their own courses. It can be used as a tool for teaching

students to plan projects and evaluation plans for grant proposals, educational programs, exhibit projects. The Shaping Outcomes curriculum has been tested with undergraduates and graduate students in courses such as "Museum Methods," "Museums and Audiences," "Museum Administration," and "Evaluation of Library Services." Faculty testing the curriculum have adapted it in a variety of ways – some taught it as an on-line unit in their courses, some used only the middle three modules and focused on the completion of the logic model. Some combined independent self-paced progress through the modules with in-person discussion and deeper exploration of particularly challenging concepts while projecting particular screens from the web site in class. Others, particularly those teaching undergraduates, expanded the independent student work to include additional assignments such as required discussion forums or posted assignments based on the archive of cases studies. Time frames for the embedded tutorials varied from ten days within a six-week summer class to three weeks within a fifteen-week semester.

■ *Workshops*:

In-person workshop: To test the flexibility of the curriculum, we have offered a workshop using of Shaping Outcomes in a "hybrid" context. The course was designed for instructor-mediated distance learning, and the workshop format combined that self-paced on-line learning with real-time instructor guidance. Participants were instructed to do three things prior to the workshop: 1) go through Module A on their own prior to the workshop, 2) download the logic model template document, and 3) send in the name of an outcomes-oriented project they would be using as the basis for their logic model. Participants were also encouraged to explore the additional resources in Shaping Outcomes such as the case studies, the logic model graphic, and the orientation page. The workshop was held in a computer classroom with individual workstations for each participant and a screen for projecting the web site. At the beginning of the workshop, participants were given a brief introduction and then went through the middle three modules of the course (B-Plan, C-Build, D-Evaluate), stopping after each one to fill out the relevant section of the logic model template (a simple Word document). An instructor commented on each section of the logic model as it was filled out, and also answered any questions as they arose while participants went through the modules. Because of the limited turn around time for comments on the drafts and for answering questions, the workshop was taught with a ratio of one instructor per six participants. The workshop was scheduled for four hours – an intense timeframe but most participants completed at least a preliminary draft of their logic model.

Video-conference workshop: We also offered, as an alternative curriculum delivery experiment, a six hour workshop to a team of IMLS grantees via video conferencing. The team of seven, based in Washington, gathered in a video conference room with web projection and individual work stations. The instructor, based in Indiana, had video conferencing, a projected web site, and a work station with e-mail connection. The workshop followed the same format as the in-person workshop (with a focus on modules B-D and the completion of a logic model draft), but communication was via video conferencing and the drafts of the team's logic model were exchanged via e-mail using the "track changes" feature of Word and additional discussion via the video conferencing.

►Time Frame

Shaping Outcomes is designed to be flexible – it can be offered at whatever pace the instructor desires from an intensive three modules in a four hour workshop to five modules over six or more weeks. Testing shows the course to be most effective for working professionals when paced at about a module per week with an extra week at the end to finish the logic modules. When Shaping Outcomes has been taught to museum studies or library students as a unit within another academic class it has been taught in as little as seven to ten days (in a condensed summer session) and for as long as four weeks in a regular fifteen week academic semester. Instructors may customize the course for particular audience needs by adding special assignments, discussion forums, or other learning experiences posted on the course management software.

~ Benefits for Participants and Instructors ~

When OBPE becomes part of an organization's management routine, its programs are improved as a result. Program goals are well planned and established, and systematically evaluated. Stakeholders are informed about the impact of funded programs. OBPE helps an organization's program staff better communicate the benefits they intend to deliver to program participants, aiding in recruitment and marketing.

►Shaping Outcomes helps library and museum professionals:
- Communicate benefits to the community
- Demonstrate accountability to funders
- Determine which programs to expand, support, or replicate
- Promote partnerships and collaboration
- Attract new funders

- Show the human impact of library and museum programs
- Articulate the purpose of their program clearly and open channels for healthy discussion of key issues
- Produce grant proposals that have data showing what a difference their institutions are making in the community

►Shaping Outcomes helps individuals:
- Earn CE or CEU credits
- Increase their knowledge of OBPE concepts and vocabulary
- Develop skills to complete OBPE logic models for grant applications
- Apply OBPE to museum and library projects

► Shaping Outcomes helps instructors:
- Teach with a free, tested curriculum in OBPE
- Teach OBPE with confidence using an instructor's manual and other pedagogical resources such as a logic model rubric and "tips for teaching Shaping Outcomes'
- Apply OBPE to a instruction in a variety of museum and library skills such as project management, grant writing, program planning, evaluation and administration

►Example of OBPE principles
The planning process doesn't change from bad to good with OBPE. However, because planners have focused on desired outcomes, their program is focused on those results and their evaluation measures the results. Here's an example of what happens to a simple planning process by applying OBPE:

Planning Process	Process with OBPE
You get an idea for a program to further the mission of your institution.	Identify specific individuals or groups (target audience) with a defined need central to your institution's mission.
You plan the program, budgeting resources and costs, and argue successfully for funding.	Establish clear program outcomes to meet that need. Develop ways to measure those program outcomes (indicators). Design program to reach that audience and produce the desired outcomes.
You offer the program and monitor the results.	Offer the program having planned what to

	monitor to show changes in the target audience.

An example of OBPE applied to a simple case:

Need	Kids exhibit a lack of tolerance for others from different backgrounds.
Solution	Develop a program that uses first person accounts to teach historical stories of racial discrimination and to generate discussions about prejudice and to promote tolerance.
Measurable outcomes	Kids completing the program demonstrate increased knowledge of other cultural traditions and report increased positive attitudes about children from other cultural traditions.

OBPE planners build a program to meet the needs of a specific audience with solutions their institution can provide. The purpose of a program is to achieve measurable outcomes so that stakeholders, the public, and other interested parties can see how a program is contributing to the community.

~ Needs Assessment ~

IMLS initiated the RFP to develop an online course in outcomes-based planning and evaluation (OBPE) to meet the needs perceived in the museum and library fields for training and, in particular, for accessible and flexible curriculum in support of OBPE training. The specific needs of any particular target audience can be assessed with the following questions, and it is recommended that before committing to taking the Shaping Outcomes course, institutions and individuals need to consider what their own priorities and needs are. They must assess if the potential value is worth the investment of their time, energy, and resources. Interested parties need to ask themselves the following questions:

- o Do you or your staff need training in outcomes-based planning and evaluation?

- o Do you have any projects or programs where you have repeated contact with your target audience?

- o Do you have stakeholders or funders who want to know what difference you are making in the lives of your patrons or audience?

    o   Do you have internal needs for planning and assessing the impact of your projects or programs?

If the answer was yes to any of the above questions it is time to analyze the cost of the program in money, time, and resources.

~ Resources and Requirements ~

► Time Requirements: Participants

    Self-paced independent users should expect to invest one-two hours completing each of the five modules and a total of three to five hours in completing their logic models to a Total estimated time commitment of 10-15 hours.

    Participants in an instructor mediated class should also plan on spending time using Moodle (or other course management software) for posting and reading discussion forum comments, reading news and announcements, posting assignments, interacting with the instructor and so forth. Users in a six week course may want to set-aside approximately one hour per week (on average) to interact with the instructor and respond to comments on logic model drafts.
    Total estimated time for course: 16 to 21 hours

► Time Requirements: Instructors

Before the course, an instructor should expect to spend about four to six hours of prep time. During this time, an instructor will need to: set-up the course on the chosen course management software program, review the course modules, and become familiar with the logic model evaluation rubric.

Instructors will spend an estimated two hours per participant providing individual feedback and commenting on logic model drafts.

Instructors will spend two to three hours per week on general comments and maintenance, managing the Moodle course site, and posting and reading Moodle discussions and news.

    Total estimated class time: Instructors should expect to spend an estimated total of 40 hours teaching Shaping Outcomes to a class of fifteen people. An instructor's technical

knowledge, teaching experience, and the size of the class may shorten or lengthen the time they can expect to spend on the course.

► Technology Requirements

Both instructors and students should have basic word processing, e-mail, and Web skills. They should also feel comfort with using a mouse, following links, and navigating among windows. In addition, users need the following in order to successfully complete the Shaping Outcomes course, all of which are available free-of-charge for download or Web access:

All users should have:

- o A PC at Windows 95 or higher (XP, Vista); or a Mac with OS 10 or above.
- o High-speed or broadband or ethernet connection to the Web and Web browser software, such as Internet Explorer, Firefox, or Netscape (dial-up users may need to use the text-only version).
- o Adobe Acrobat for reading PDF files.
- o Shaping Outcomes curriculum (available at www.shapingoutcomes.org/course)

For instructor-mediated classes: instructors and participants should have, in addition

- Access to a course management site such as Moodle (free, open-source software), Sakai (developed by a consortium of universities), or Blackboard (a commercial product purchased through licensing agreements) and
- Access to email.
- Experience in using word-processing (Word preferred).

~ Business Model ~

► Introduction

This business plan outlines the costs of 1) taking the course as a participant in an instructor-mediated offering and 2) adopting the Shaping Outcomes curriculum and offering it as an instructor-mediated distance learning course or workshop. There is no cost to using the curriculum as a self-paced on-line tutorial, so that option is not addressed here. The business model assumes that instructors are using Shaping Outcomes as a complete and stable on-line curriculum. It does not project the costs of on-going content development or technological upgrades, and it assumes the annual server fees and domain license fee for hosting the Shaping Outcomes site are covered, but does not specify who initiates and funds those costs.

Shaping Outcomes will be delivered as a professional development program to working professionals in library science and museum management, enrollment fees will be charged and expenses paid out of the revenue generated by each section of the tutorial.

► Participant Expenses for Instructor-Taught Courses

EXPENSE CATEGORY	COST TO PARTICIPANT	NOTES
Tuition for six week instructor mediated course	150.00	*Available from IUPUI through Summer 2010*
Supplies and expenses	$35.00	*Estimated costs for storage devise to save logic model files; ink and paper if participants wish to print modules or logic model drafts.*
Purchase or upgrade of technology to meet minimum requirements		*Cost varies depending on existing resources -- see technology requirements above.*
TOTAL	$185.00	

► Income/Expense Template for instructor-taught courses

Instructor-taught Distance course (Virtual Format)	
INCOME	
# enrollees x tuition fee	
TOTAL INCOME	
EXPENSE	
Instructor stipend	
Registration costs	
Evaluation costs	
Marketing costs	
Sub Total	
Overhead %	
Total Expenses	
Total Surplus/Deficit	

► Income/Expense Template for Workshops

Instructor-taught Workshop (In-Person Format)	
INCOME	
# enrollees x tuition fee	
TOTAL INCOME	
EXPENSE	
Instructor stipend	
Registration costs	
Evaluation costs	
Marketing costs	
Sub Total	
Overhead %	
Total Expenses	
Total Surplus/Deficit	

► *Sample Income/Expense/Surplus Projections of Instructor-Taught Courses: 2008-2012*

Relying on past experience with previous versions of the tutorial, it is projected that ten iterations of the program using the two major delivery methods will be produced each year. Eight sections of the virtual method will be delivered each of which will enroll fifteen people, and two sections of the traditional workshop enrolling six people each will be delivered. 132 library and museum professionals will complete the tutorial beginning in 2008 and will be repeated in 2009, 2010, 2011, and 2012. A grand total of 660 professionals will be served by the tutorial over the course of this plan. Income and expense figures derived from previous iterations of the tutorial serve as the basis for all annual projection. Detailed annual financial summaries of all planned activity follow:

Financial Assumptions

In order to project income, expense, and surplus revenue, the following financial assumptions were made:

1. This business model assumes the Shaping Outcomes curriculum exists as a stable, on-line, freely available resource. The on-going maintenance, content development, and technology upgrades of the site are currently supervised by IUPUI and funded by IMLS through July 2010.

2. The business model assumes that the license for the domain name (shapingoutcomes.org and shapingoutcomes.com) is current.

3. The business model assumes that the cost of hosting the Shaping Outcomes web site on a server is covered either by paying for a renewal of the contract with a commercial host (the site is currently hosted at Spunkyworld at a current cost of $300 per year). Alternatively, the Shaping Outcomes site could be migrated another server such as one at IUPUI, IMLS, or another entity.

4. Access to the Shaping Outcomes curriculum and the instructor's materials is free. When Shaping Outcomes is delivered as an embedded unit in a university course, the income and expenses are subsumed in the university's business model (i.e. their tuition income and all related expenses) and such costs must be calculated by the institution.

5. The model assumes that instructors are qualified and trained to deliver the curriculum (i.e. no costs are allocated for instructor training).

6. Enrollment fees for both versions of the program are based on current prices of $150 per participant for the virtual method and $230 per participant for the workshop method. An annual fee increase of 5% per annum is assumed to be appropriate and therefore built in to the fee structure for each year.

7. Costs for both versions of the program are based on current expenditure levels. An annual increase of 5% per annum has been built into all expenditure categories to cover the anticipated rise in prices and fees that characterize programs such these.

8. Class size is held to 15 for the virtual model and 6 for the workshop format throughout. Maintaining instructional quality is the key determinate in this case, so maximum enrollment levels have been established by the academic departments responsible for preserving the integrity of the intellectually property contained in the tutorial.

9. The registration fee of $10 per participant is based on current fees paid by the Indiana University School of Continuing Studies to its subcontractors for registration and program administration services.

10. The evaluation fee of $1 per participant is based on current fees paid by the Indiana University School of Continuing Studies to the Indiana University testing and evaluation service.

11. The workshop expenses do not include travel, lodging, or facility fees. If the workshop is offered remotely (i.e. not locally and not in a free facility such as a local university, museum or library) those additional costs would need to be factored in.

12. Overhead costs have been broken down into four sub-categories and expenditures for each category are delineated for both virtual and workshop formats. These include instructor recruitment and selection, instructional support to program participants, website server maintenance fee, and special marketing activities.
    a. Administrative costs were estimated at 32% of the total overhead cost. The percentage corresponds to that recommended by the Indiana University Bloomington Office of Research and Sponsored Programs.

    b. Instructional supports costs are projected at $5 per participant for all iterations of the tutorial. The figure is consistent with that incurred by the Indiana University System-wide School of Continuing Studies for its electronically mediated distance education courses.

13. Surplus revenue will be reinvested in the program and could be used to increase the number of sections offered in both formats of the program, or used to enhance marketing programs in an effort to reach more people, or to pay for technology upgrades including maintenance of the various websites used in support of the program.

5-Year Income/Expense/Surplus Projections: 2008-2012

Virtual Format - 8 sessions per year; 15 students per session; 120 total enrollees							
		2008	**2009**	**2010**	**2011**	**2012**	**TOTAL**
	per enrollee	$ 150.00	$ 157.50	$ 165.38	$ 173.64	$ 182.33	**ALL YEARS**
120 enrollees per year							
INCOME							
TOTAL INCOME		**18,000**	**18,900**	**19,845**	**20,837**	**21,879**	**99,461**
EXPENSE							
Instructor		8,000	8,400	8,820	9,261	9,724	44,205
Registration	$10 x 15 x 8	1,200	1,260	1,323	1,389	1,459	6,631
Evaluation	$1 x 15 x 8	120	126	132	139	146	663
Marketing	$10 x 15 x 8	1,200	1,260	1,323	1,389	1,459	6,631
	Sub Total	10,520	11,046	11,598	12,178	12,787	58,130
Overhead	15%	1,578	1,657	1,740	1,827	1,918	8,719
Total Expenses		**12,098**	**12,703**	**13,338**	**14,005**	**14,705**	**66,849**
Total Surplus - 8 Sessions		**5,902**	**6,197**	**6,507**	**6,832**	**7,174**	**32,612**

Workshop Format - 2 sessions per year; 6 students per session; 12 total enrollees							
		2008	**2009**	**2010**	**2011**	**2012**	**TOTAL**
	per enrollee	$ 230.00	$ 241.50	$ 253.58	$ 266.25	$ 279.57	**ALL YEARS**
12 enrolees per year							
INCOME							
TOTAL INCOME		**2,760**	**2,898**	**3,043**	**3,195**	**3,355**	**15,251**
EXPENSE							
Instructor		2,000	2,100	2,205	2,315	2,431	11,051
Registration	$10 x 6 x 2	120	126	132	139	146	663
Evaluation	$1 x 6 x 2	12	13	13	14	15	66
Marketing	$10 x 6 x 2	120	126	132	139	146	663
	Sub Total	2,252	2,365	2,483	2,607	2,737	12,444
Overhead	15%	338	355	372	391	411	1,867
Total Expenses		**2,590**	**2,719**	**2,855**	**2,998**	**3,148**	**14,310**
Total Surplus - 2 Sessions		**170**	**179**	**188**	**197**	**207**	**940**
TOTAL SURPLUS-All Sessions		**6,072**	**6,376**	**6,695**	**7,029**	**7,381**	**33,553**

Virtual Format - Breakout of Overhead Expenses						
		2008	**2009**	**2010**	**2011**	**2012**
Total Overhead-Virtual Format		**1,578**	**1,657**	**1,740**	**1,827**	**1,918**
Administration		504	529	556	583	613
Student Support		600	600	600	600	600
Promotion		474	528	584	644	705

Workshop Format - Breakout of Overhead Expenses						
		2008	**2009**	**2010**	**2011**	**2012**
Total Overhead-Virtual Format		**338**	**355**	**372**	**391**	**410**
Administration		108	113	119	125	131
Student Support		60	60	60	60	60
Promotion		170	182	193	206	220

~ Marketing Plan ~

It is envisioned that the Shaping Outcomes curriculum will become an ongoing part of the professional development of library and museum professionals across the country. An aggressive plan of marketing Shaping Outcomes to the target population will ensure that both annual and total enrollment goals will be met.

Key components of the plan include:

1. Partnering with state and national professional associations including, but not limited to:
    a. American Association of Museums (and its relevant SPCs)
    b. American Library Association
    c. American Association of State and Local History
    d. Association of Science -Technology Centers
    e. Visitor Studies Association
    f. State library associations
    g. State and regional museum associations

    Elements of the partnership include:
    h. Partnering with associations to distribute promotional literature at conferences
    i. Making presentations at conferences
    j. Advertising in print media
    k. Advertising in electronic media
    l. Promoting the curriculum via free professional electronic communication channels (list serves, e-newsletter, news brief columns) etc.
    m. Links to the Shaping Outcomes site through professional association resource pages

2. Partnering with Indiana University Schools and Departments including:
    a. Posting program information on the IU School of Information and Library Science web page
    b. Posting program information on the IU School of Continuing Studies web page
    c. Posting program information on the IU School of Education web page
    d. Advertising in IU Alumni Association periodicals
    e. Advertising in IU Foundation periodicals

3. Gain access to state, local, and national media including;
    a. Generating periodic press releases
    b. Conducting live radio/TV interviews
    c. Generate publicity about the program through various information science, library, and museum websites and list serves
    d. Publish articles and other promotional pieces by way of e-newsletters and webinars

Because of financial constraints, initial emphasis will be placed on those marketing techniques that consume the fewest financial resources. As sections are held and surplus revenues generated, portions of the excess funds could be spent on paid advertising.