

Continuing Education Team Accomplishments: FY 08-09

We prefer to frame our accomplishments as they relate to Continuing Education's mission: *to enrich the lives of people of all ages in the greater community and beyond by providing extraordinary learning opportunities from the University of Utah. Our mission is achieved through:*

- offering a wide array of credit and non-credit personal and educational enrichment programs for individuals of all ages;
- working collaboratively with academic units and community partners to develop programs and courses;
- actively seeking outside funding through the writing of grant proposals and through targeted donor cultivation;
- offering professional and technology-based training programs that contribute to Utah's economic development;
- running five off campus sites to house credit and non-credit courses;
- servicing international students from around the globe;
- and using a variety of delivery formats, including distance education, to provide access to our courses.

This year, we accomplished the following through the collective participation, creativity, and support from an amazing team of over 100 individuals:

Continuing Education Division

- Continued to focus on 100% commitment to excellence in customer service in CE.
- Crafted a plan to incorporate ledger 1 budget cuts equally 13.9% of our overall budget, and reduced expenses across the board across our ledger 2 programming activities.

Programming

Academic Programs

- Increased noncredit offerings by expanding offerings within departments we currently work with as well as partnering with new departments. New offerings, along with increased awareness of our program, have led to an increase in enrollment, revenue and profit to some areas within the division, despite the economic downturn.

- In partnership with the Math department, we successfully facilitated the transfer of all off-campus courses to the Math department, developed a new week-long intensive calculus review course to be offered for the first time Fall Semester 2009, and implemented the course numbering change for Math 950 to Math 990 to meet the statewide common course numbering requirement.
- Worked with both University and CE administration to implement new HB60 policies that will help bring our program in line with original legislation and solve other ongoing problems with registration and classroom management.

Distance Education

- Received a \$20,000 grant from USHE for FY 2009, to develop the first half of the University's first Online Psychology Degree Completion Program. We are approximately half-way through and will search for additional funding to complete the last half of the program, since the USHE award program ceased when Utah eLearning Connection lost its funding for FY 2010.
- Developed our first non-credit online Real Estate course entitled "Agency." This was approved as a Core requirement course by the Utah State Division of Real Estate, and went live in January 2009.

English Language Institute (ELI)

- We received final approval for reaccreditation by the Commission on English Language Programs Accreditation (CEA), which extends through 2017. We are one of 62 accredited ESL providers in the U.S. with this accreditation. Receiving approval indicates that our program meets rigorous assessment, validation, student services, and curriculum standards, which sets us apart as one of the premier ESL programs in the country.
- Enrollment increased from 126 (Spring-1 2007) to 179 (Spring-1, 2009); from 128 (Spring-2, 2007) to 192 (Spring-2, 2009), from 132 (Summer, 2007) to 146 (Summer, 2009).

Lifelong Learning

- We modified our programming due to the economy by reducing the number of classes offered each term and focusing classes on self sufficiency, urban agriculture, do-it yourself ideas. Classes have been well-received.
- By restructured our staffing schedule to non-traditional hours we were able to eliminating the need for a work-study position.

Osher Lifelong Learning Institute

- Received a \$1 million endowment from the Bernard Osher Foundation. This was the culmination of 4 years work to grow the Institute's membership to 500 members and to demonstrate to the Foundation that the Institute could be successful over the long term.
- Added social and networking activities to our Osher program offerings.

Professional Development

- The Utah Economic Summit for Nonprofits presented by Wells Fargo and the Nonprofit Academy for Excellence at the University of Utah with attendance by local non-profit leaders and addresses and presentations from prominent Utah leaders including Bob Hatch, CEO of Wells Fargo; Michael K. Young, President of The U of U; Salt Lake County Mayor Peter Corroon; Salt Lake City Mayor Ralph Becker; and Utah Governor Jon Huntsman. Wells Fargo indicated when they approached us to organize the Summit that they came to Professional Education because they knew we could do it, even with only one month's notice.
- Professional Education's creation of the Law Enforcement Certificate Program, geared toward law enforcement leaders from a variety of agencies including the Utah Highway Patrol, local police departments, sheriff departments, corrections, and public safety agencies. Professional Education received an approximate \$35,000 grant to provide scholarships to attendees.

Technology Education

- Technology Education has certified instructors for the second level of Apple industry certifications, allowing us to offer five new boot camp courses in software and IT skills. This more than doubles our course offerings for Apple certification training.
- Within Technology Education, we have added the second level of Linux industry certification to our for-credit course offerings as part of our partnership with School of Computing. This expands the course offerings for our for-credit students to take classes and receive industry certification training while working on their degrees.

Test Preparation

- We enjoyed a 10 percent increase in enrollments, and provided the opportunity for students to re-take the GRE course to 125 students.
- We revamped our marketing with new kiosks, new locations such as the Honors House, as well as totally new brochures and materials.

Youth Education

- Improved communication and development opportunities with Youth Education parents and students through Facebook, blogs, and other online capabilities.
- Created a Parents Club for Youth Education students' parents in order to strengthen our relationships with parents and to give parents the opportunity to contribute to the scholarship fund.

Sites

- Deployed IVC classrooms at the Murray and Sandy Sites. The Bountiful site IVC deployment is in expected to be complete for fall semester.
- Shut down the Park City Site and transitioned staff in a way which preserved our good relationships with our own staff, our relationship with staff from Park City Municipal Corporation (PCMC), and didn't negatively impact CE's ability to offer classes at our

former facility. This closure represents an annual savings of \$139,791 for CE and negatively impacts only a handful of students.

Development

- Worked with Central Development to establish a mechanism for Continuing Education to accept donations from students paying online as part of the registration process.
- Submitted 22 grant proposals and pre-proposals for funding.

Operations

- Coordinated with Environmental Health and Safety to improve Continuing Education's Emergency Preparedness protocol. We created emergency door packets for all classrooms and staff offices, and carried out a fire drill with a 95% success for employees exiting the building under three minutes with emergency packets in hand and meeting at the designated meeting spot.
- Collaboratively navigated the challenging budgetary situation through early retirements, reduction of open positions and part-time staff, staff sharing, voluntary furloughs, reduction in site hours, closure of the Park City site, travel and operational cost reductions, and reduction in marketing by pulling production in-house.
- Implemented and continue to monitor Internal Audit recommendations for the DESC (Data Entry, Scheduling, and Cashiering) office. The DESC office is now fully compliant with IA guidelines. We continuously monitor high risk areas, including camera, panic button and alarm installation, and routine tasks for potential problems and ways to improve. DESC team members are cross-trained in all office duties and make certain that tasks are kept separate for audit purposes.

University/Community Outreach

Utah College Advising Corps (UCAC)

- Recipient of the Lowell Bennion Community Center Committed Community Partner of the Year for 2009 Award.
- With the support of the CE development staff, UCAC received \$76,411 from TG Public Benefit to expand into two (2) additional high schools for the 2009-2010 academic year.

University of Utah – Dixie State College Partnership

- Continuing Education continues to successfully facilitate the partnership with Dixie State College, through the Graduate Center at St. George, to help DSC meet core course needs in critical areas. During the past year, University of Utah departments provided online courses for DSC students in Economics and Music. This allows DSC to allocate its limited faculty resources in a way that better meets its students' needs. Significant relative growth has been seen since the Graduate Center's beginning just two years ago. During the 2008-2009 academic year, the Graduate Center at St. George served students participating in nine different graduate-level cohorts.

- Negotiated the lease and oversee the building design & remodel for our new 6,600 square foot facility in St. George. The state of the art facility turned out beautifully, and it should serve the University's needs in St. George (especially when we remodel the upstairs) well. Continuing Educations IT department also worked with campus planning, architects, wiring crews etc. to specify and verify that proper electrical and network wiring was in place for the classrooms and staff offices and provided for a modest networking/server closet to allow for possible future expansion at the University Plaza location.
- Due to a special request from the School of Music, we created the State's first (according to UEN) fully high definition video stereo IVC installation. As this is not the current specification, it was challenging to work out all of the details of an interactive stereo setup.

IVC Class Scheduling Initiative

- Spearheaded a collaborative between CE, Instructional Media Services (IMS), and the Utah Education Network (UEN) through which we'll collectively provide all support services which IVC users require (e.g. scheduling, billing, facilitators, plus training for instructors and students). We are poised to play a key role in crafting students' and instructors' IVC experience. And we plan to create an effective and efficient system for IVC scheduling and billing which will become the template for all other institutions of higher ed. in the State.

Academy of Math, Engineering and Science (AMES)

- The two AMES students who were awarded Gates Millennial Scholarships chose to attend the University of Utah and study engineering.
- 31 members out of 73 students in AMES' 2009 graduating class reported that they will be attending the U this beginning Fall, 09.

Continuing Education SMART Goals: FY 08-09

What follows is a compilation of Continuing Education's SMART (acronym for Specific, Measurable, Attainable, Realistic, and Timely) goals as prepared by our team in August/September, 2008. Please note the status report (and additional details, where necessary) which follows each item. The dramatic change in economic circumstances made us rethink some of our goals, and put others on hold until we are in a more favorable climate to launch new initiatives. Status updates are up to date as of July 31, 2009.

Academic Programs

Credit at the Sites

1. The Sandy campus is filled to capacity in the evenings, so we would like to expand the number of daytime course offerings beginning Spring Semester 2009. We currently offer a package of classes (Math 1050 & Wrtg 2010) on Monday and Wednesday mornings, and we plan to offer 2 additional classes (Ethnc 2580 & Art 2060) that will immediately follow these courses. Students taking these classes will be able to complete general education requirements in Math, Writing, Diversity, Social Science and Fine Arts. **Status: partially completed. We did successfully offer 3 daytime classes during S09, Ethnc 2580 cancelled with low enrollment. Beginning F09, the Sandy location reduced their hours and will not open until 11:00 a.m. The only morning class scheduled for Fall semester is Math 1050 beginning at 11:00 a.m. offered by the Math department.**
2. The Murray campus is filled to capacity on most evenings, so we plan to develop and offer a daytime package of courses at the Murray campus beginning Fall Semester 2009. Our initial offering will include two courses that fill general education requirements on Tuesday and Thursday mornings. **Status: in process. We are offering a daytime package of four classes, they are:**
 - Art 1040-60 T/H 1:10-4:10 8/24-10/9 current enrollment: 7 (added late, may not go)
 - Biol 1210-60 T/H 9:30-11:20 full semester current enrollment: 50
 - Math 1070-60 T/H 11:30-1:00 full semester current enrollment: 24
 - Wrtg 2010-83 M/W 9:30-11:00 full semester current enrollment: 13
3. Increase course offerings at the downtown campus to utilize the available classroom space. We plan to develop and offer various classes or class groupings as well as adding downtown into the rotation of several other off-campus classes. Coordinate with CE Marketing to survey downtown students during fall semester to gather data on their

mode of transportation to the campus. If students are primarily using public transportation, we will explore the possibility of offering daytime classes when parking is more difficult. **Status: completed and in process. Survey completed during F08. Students are primarily using personal vehicles as transportation to the downtown site, so we decided not to expand offerings into the daytime when parking is more difficult. We are offering a full schedule of courses that begin around 5:15 for the after work crowd.**

4. Improve customer service to our students and reduce the number of petitions by working with the DESC team to better inform students on how to drop classes and the associated deadlines, and clearing up balances due on their account. This will be an ongoing task, but initial groundwork will be completed by June 30th, 2009. **Status: in process. Worked with the DESC team to add wording to our confirmation letter explaining how to drop a course and the associated deadlines. Cathy Ota developed a report for us that helps track students that have a balance due. We have been working with students to clear up balances due before transfers to the departments are completed each semester. However, this is definitely an ongoing task. We are still experiencing problems with students that come back a year later and want a refund because they never attended, and at this point the departmental transfer has been completed. We also have students that have received a letter from the Registrar's Office saying that all of their classes have been dropped, but they don't drop their noncredit classes (like Math 990), only credit.**

Academic Noncredit (Yoked)

1. Increase the number of noncredit course offerings during academic year 2009 by :
 - a. Offering a larger variety of courses within existing departments. **Status: completed.**
 - b. Developing new relationships with departments that currently do not offer courses. **Status: completed. Fall semester 2009 we are offering 690 noncredit courses compared to 602 during Fall 2008 and 390 during Fall 2007, almost doubling our offering over the past 2 years.**
2. Explore the possibility of partnering with Math and Engineering to offer noncredit math refresher workshops prior to fall and spring semesters each year. These workshops will be designed to help students be successful when returning to Math after a time away. Implementation will depend on the Math department and how quickly they develop curriculum and find instructors. **Status: in process. Implemented beginning Fall semester 2009, 2 sections are being offered with 27 students enrolled so far.**
3. Work with appropriate departments on campus to implement the state-wide common course numbering requirement for noncredit developmental Math courses. Beginning Fall Semester 2009, Math 950, Preparatory Algebra, will become Math 990, Elementary Algebra; course content will remain the same. **Status: completed.**
4. Develop partnership with Nursing and Gerontology to offer noncredit online classes that lead to a certificate in Geriatric Nursing Leadership. Meet with the Nursing and Gerontology departments to explore opportunities and coordinate offerings by

December 1st, 2008. **Status: in process.** Gerontology has really taken the lead on this. There is less interest than expected so far, but I don't really think they are advertising the classes at all.

Contract Courses

1. Implement a new policy requiring departments and contract agencies to communicate any changes related to a course, tuition/fees and student registration in writing, either hard copy or e-mail to the assigned contract coordinator within Continuing Education. This includes any changes that are made after the initial contract course proposal form has been submitted, and should include any supporting documentation. This policy will help prevent miscommunications and errors, and help with response time. CE staff will inform departments and contract agencies about this new policy and it will also be added to the course proposal form by the end of Spring semester, or May 7th, 2009. **Status: in process.** Continuing Ed administration implemented these changes. Working with academic departments to do the same.
2. As part of the Continuing Education division wide project, develop a procedures and training manual for contract program staff by December 1st, 2008. **Status: in process.** Contract staff have implemented this new policy with some success. Some departments still want to pick up the phone and call when there are changes or problems, they want them fixed right away and calling is easier. We are still working on different ways to successfully implement this policy.

Academy of Math, Engineering and Science (AMES)/Concurrent Programs

1. Collect relevant data on all AMES students and enter into database (prior grades in subjects, permanent contact information, etc.) to enable longitudinal study of students. **Status: on-going.**

Accounting & Budget

1. Restructure the accounting department due to early retirement staff reduction. Submit a short-term plan to Administration by November 30, 2008 for the remainder of the 08/09 fiscal year. Plan long-term re-organization that will allow us to maintain our level of service. **Status: completed.**
2. Refine the process of information-flow and training for new hires that have financial responsibilities. Work closely with Payroll and HR to provide a new employee financial checklist, facilitate authorizations/access and schedule on-the-job training sessions. Standardize a financial training course and materials by June 30, 2009. **Status: completed.** New employee checklist is now included with materials for new hires.
3. Coordinate with Purchasing to synchronize the audit for all AOCE-Annex purchase card holders. The first combined audit is scheduled for October 24, 2008. Make adjustments as needed after the audit and communicate to p-card holders the audit results. Enforce the monthly p-card report audit by a member of accounting. **Status: completed.**
4. Implement corrective action on any items of concern as presented in the audit performed by Internal Audit this fiscal year. Create a checklist of items, timelines and

action plan to be returned to Internal Audit and Administration by the end of this fiscal year, June 30, 2009. **Status: completed and on-going.**

5. Plan and schedule more time for the budget cycle in Jan-May 2009. The Budget plan, including reports, guidelines, and timeline, should be completed by December 31, 2008. Coordinate closely with team leads and administration to think creatively as we budget for the next fiscal year. **Status: completed.**
6. Closely manage AOCE's cash flows and make adjustments in January 2009, June 2009 or as necessary. **Status: completed.**
7. Continue with an open-door policy that promotes questions and interaction between accounting staff and AOCE employees. Encourage team leads to schedule a meeting if in-depth discussions need to take place so that pertinent information can be retrieved and reviewed. **Status: completed and on-going.**

Administration

1. Community Involvement: Encourage volunteerism by creating a system through which employees may volunteer (for up to the equivalent of two work days per year) their CE-paid time to a cause which is tied to the U's and CE's mission. (January, 2009) **Status: on hold - we've reduced our staff by 7+ FTE and are currently operating with a skeleton crew. We'll revisit this goal.**
2. Expand CE's sustainability efforts by purchasing a CE commuter bike and by partnering with the Office of Sustainability and the Grounds Department to enhance CE's current activities. (March, 2009) **Status: partially completed. We purchased a commuter bike. We look forward to partnering with Sustainability now that the new Director is on board.**
3. Shift CE planning cycle and reconfigure Leadership Team meeting attendees/schedules to better coincide with the U's budget cycle. (February, 2009) **Status: completed.**
4. Revise and implement CE's emergency business interruption plan. (November, 2008) **Status: completed.**
5. Implement a project/expectations management system. **Status: partially completed. We reviewed several custom and "off the shelf options" but concluded that one product could not be universally applied. Units are using various products/solutions with applications which work for them.**
6. Create a committee to review our current employee appreciation program, collect information from staff, and make recommended changes to CE's administration. (April, 2009) **Status: in process. This committee is currently reviewing ways we can allow Continuing Ed. staff to participate in some CE classes free of charge.**
7. Create a committee to review our internal customer service practices, collect information from staff, and make recommended changes to CE's administration. (June, 2009)

8. Entrada: Provide Field Station oversight and collaborate with staff from the VP for Research until Entrada's transfer to that department. (January, 2009). **Status: completed, and we continue to be a resource to Dr. Tom Parks and his staff.**
9. Assessment: Implement a division-wide assessment process in which 1) a representative sample of CE students are contacted by phone each semester, 2) data are compiled and analyzed centrally, and 3) once per quarter we hold a leadership meeting devoted to discussing assessment. (November 30, 2008) **Status: in progress. We are about to embark on our second round of phone interviews. Each quarter we devote a portion of our weekly directors' meeting to a conversation regarding assessment.**
10. USHE: Actively participate in the successful collaboration between the U. and DSC by providing oversight for the day-to-day operation of the facilities and staff. Ensure that the new facility is appropriately equipped with all of the IVC and other resources which are required to promote a positive student/instructor experience. (January 15, 2009) **Status: completed.**
11. Park City: Collaborate with PCMC to find a suitable/reasonable/mutually-agreed upon solution to extricate ourselves from the Park City Site lease, and reprogram our P.C. staff. (June 30, 2009) **Status: completed.**
12. Academic Program Advisory Committee (APAC): Redefine and expand the role of the APAC and invite three new members to participate who enhance this role. (February 30, 2009) **Status: in process. We invited two new members and are in the process of identifying a third.**
13. Development: Attend three CASE trainings and contact 20 potential donors to request funding to further CE's mission. (June 30, 2009) **Status: in process.**
14. Update CE's strategic plan which will guide our planning and budget initiatives for the next two years. (February 15, 2009) **Status: in process.**

Data-entry, Scheduling, and Cashiering (DESC) Team

1. Reduce data-entry scheduling errors by 75% before June 1, 2009. **Status: completed and on-going.**
We plan to meet this goal by:
 - a. Tracking errors for a period of 6 months.
 - b. Identifying why the error was made and who made it.
 - c. Taking corrective action within the DESC team, if necessary.
 - d. Working with IT to add a satisfaction rating box at the end of every request.
2. Encourage DESC team staff to attend at least two (2) HR Professional Development classes within the next calendar year. **Status: in process.**
We plan to meet this goal by:
 - a. Attending classes offered by HR that aid in assistant customers.
3. Require/track two (2) week notice for vacation/scheduled time off by 100% before June 1, 2009. **Status: completed.**
We plan to meet this goal by:

- a. Creating written form or email template for each staff member to fill out when making a request.
 - b. The DESC team supervisor, with the assistance of the Finance Manager-if needed-will make the final decision on whether to grant vacation/scheduled time off.
 - c. The supervisor will then keep a calendar and file of approved requests.
4. Complete and maintain PCI-DSS Compliance policies/regulations to insure AOCE's ability to take credit card payments. **Status: completed.**
We plan to meet this goal by:
 - a. Working with Income Accounting to evaluate our process and take corrective action if necessary.
 - b. Submitting required paperwork and authorizations by the due date set by Income Accounting.
 - c. Attending yearly training to stay abreast of changing rules.
5. Foster interdepartmental communication and cooperation by making a consistent effort to support all AOCE programs. **Status: completed and on-going.**
We plan to meet this goal by:
 - a. Arranging pot-luck get-togethers to develop relationships with co-workers.
 - b. Include key employees in the decision-making process whenever changes are requested of the DESC team.
 - c. Adopt the "We are here to help however we can" view of customer service within AOCE.

Development

1. Create a Parents Club for the parents of Youth Ed Students to raise scholarship funds and to strengthen ties with Youth Ed/Continuing Ed in time for enrollment in Summer classes (Feb 2009?). **Status: completed.**
2. Identify and get to know 30 key Osher prospects this year (15 per 6 month period). **Status: not completed, but in process.**
3. Raise \$30,000 to provide 150 scholarships for Youth Education Programs. **Status: in process. We've raised approximately \$1,000.**
4. Raise \$10,000 to provide scholarships to the Nonprofit Academy. **Status: completed.**
5. Create a list of opportunities to donate to scholarships and link them to our registration process (\$150 will allow a student to attend an ACT Prep class). **Status: in process.**

Distance Education

1. Create 9 new online courses. **Status: completed. We created fifteen new online courses and completed 25 course revisions.**
2. Offer at least one professional development opportunity to all full-time staff. **Status: completed.**
3. Increase online enrollment by 10%. **Status: completed.**

4. Change demographic focus of Marketing from “female 29-35” to college-age to help increase enrollments (approved Marketing). **Status: completed.**

English Language Institute

1. Provide unique classroom experiences to students that are equal to their needs by upgrading the CE classrooms to the University level (similar to 1003) with installation of data projector, computer Interface, access to DVD/VCR projection and speakers. Timeframe: October-December, 2008-rooms 2223 and 2001, January-March, 2009 - rooms 1012 and 1018. Krairut/Rob. **Status: in process. We’re coordinating with IMS on installation, and much of this equipment will be installed prior to Fall, 09.**
2. Implement and provide training for standardized grading procedure using the Excel Spreadsheets; August and October, 2008. Korrin **Status: completed and on-going.**
3. Hire full-time Instructional/Research staff to teach and coordinate ELI Curriculum (November/January 2008 – Valentina/Katina) **Status: completed. We hired Russ Wilson.**
4. Consider the increase of part-time payment by \$50 per course ($\$45 \times \$50 = \$2,250$) (October 2008 – January 2009 – Valentina/Betsy/Sandi). **Status: completed.**
5. Together with the Marketing Department create an ELI-Shibaura button to celebrate 5 years of mutual business in September, 2008 and Summer Intensive Courses brochures for recruiting; December 2008- Glenna/Virginia. **Status: completed.**
6. Acknowledge help from other units in the Continuing Education when they provide special service to ELI (ongoing – George/Valentina). **Status: completed and on-going.**
7. Provide instructional and financial support to seven teachers who present at regional or national conferences. These teachers will educate our staff as they return from those events (October 2008- March 2009 – Valentina/Randall). **Status: completed. Instructors have attended Teachers of English to Speakers of Other Languages (TESOL) and I-TESOL conferences, both in-state and out-of-state.**
8. Arrange training for a new methodology “Picture This – Languages” to be used in the Skills Building Program (October 2008 – Valentina). **Status: completed.**

Human Resources

1. Scan Pay memos to HR group drive to cut down on amount of document storage in Erin’s office. Have the Network team create a Payroll folder in the HR group drive folder where we will create subfolders by unit. All pay memos will be scanned into the appropriate unit folder in subfolders in alphabetical order by instructor’s last name. Erin will scan all pay memos currently stored in her office during her slow times with an anticipated completion date of 12/31/08. **Status: in process.**
2. Improve on communication of payroll related issues between Erin, Katina and need to know employee in CE (i.e. Supervisors and Network team members) to insure timely access of new employees to Umail, benefits modules and CIS systems. **Status: in process.**

3. Improve on communication of probationary status information to supervisors and HR manager by email. This goal will be initiated immediately and is ongoing. **Status: in process.**
4. Implement a CE mentoring program for new employees to gain insight and tutoring from employees in CE identified as proficient in various work related areas through a series of one on one sessions to be set up between the new employee and the experienced employee within the first several weeks of employment. This goal should be ready to go with the next new employee hired in CE and is ongoing. **Status: in process.**

Information Technology

1. Migrate all existing Novell servers to Microsoft and switch to Unid authentication for staff and students by May of 2009. **Status: completed.**
2. Deploy and utilize IVC classrooms bridging the gap between the U and Dixie. **Status: completed.**

Lifelong Learning

1. Increase class size average by 10% to average of 10 students per class. **Status: not completed. Annual average: 9.6. (F08 10.1, S09 10.0, U09 8.8)**
2. Increase percentage of returning students to 20%. **Status: Not complete. Analysis shows that year-over-year FY 07-08 compared to FY 08-09 that our returnee rate is 17.97%.**
3. Decrease class cancelation to less than 22% per term per year. **Status: completed. Annual average: 20.9% (F08 22%, S09 19%, U09 21.6%)**

Marketing

1. Continue to provide exceptional marketing service and responsiveness to each CE unit during this transitional year, as measured by feedback at regularly scheduled meetings and quarterly strategic planning meetings. **Status: completed and on-going.**
2. Develop list of key indicators to share with each team lead (including web and enrollment stats and survey results) that measure the success of each term's marketing efforts. See what data the web/data team can help us generate vs. what is manually-retrievable. Meet with each team at the end of each term for a 'post-mortem' to analyze what worked and what can be improved short- and long-term. **Status: completed and on-going.**
3. Implement online request form (using the intranet) for units to use when asking for our help with advertising, print materials, or e-mail blasts. Assign job codes to all projects for easier tracking and billing. **Status: not completed. The Marketing Team determined that decided to stick with their current process.**

4. Begin campaign to boost internal word-of-mouth promotion for all of our programs to encourage our own employees to enroll but also to spread the word to family/friends. **Status: in process.**
5. Research and potentially launch CE blogs that are easily maintainable by units and beneficial to current and future students. **Status: completed and on-going.**

Operations

1. Continue to work on communications with Plant Operations and outside vendors on a regular basis to build working partnerships to insure timely quality service for CE. **Status: on-going.**
2. Make our service center operations as user friendly as possible by improving on the cleanliness and orderliness of our offices on an ongoing basis. Make sure we are stocked with the supplies needed by the CE units. Keep up to date on the latest supplies available. Make sure we are shopping for the best possible deals. **Status: completed and on-going.**
3. Work on keeping classrooms cleaned and stocked with the supplies needed. Keep lists of classes being held each day to know which classrooms to target specifically by checking them towards the end of day in preparation for the evening classes. **Status: completed and on-going.**
4. Continue to work on CE vehicle check out processes by doing a daily check of the users that day to insure they have completed the Vehicle Check List, Checkout Log and Mileage and Fuel Level Log. Also track employees compliance with CE vehicle checkout policies by watching the Defensive Driving Video yearly if driving the vehicles on a regular basis or every three years if only driving occasionally, filling out the Terms of Use form and supplying a copy of a current driver's license. Provide quarterly showings of the Defensive Driving Video to begin in November 2008. **Status: completed and on-going.**
5. Work with the courier and the units to insure items in the mailroom for the courier are marked correctly to insure timely delivery by coordinating the checkout of a vehicle for the courier and making sure it has gas. To begin immediately and be ongoing. **Status: completed on-going.**
6. Create an inventory system for the fax, copier and postage machine supplies to insure their availability as needed before December 1, 2008 and maintain ongoing. **Status: completed.**
7. Provide the best possible customer service to CE units by being available to help with special projects as needed and follow up on requests for supplies or repairs timely. **Status: on-going.**

Osher Lifelong Learning Institute

1. Balance the budget. **Status: on-going challenge which we review regularly.**

2. Recover from enrollment drop caused by balancing the budget. **Status: not completed.** Osher program enrollment mimics the Dow Jones Industrial Average, and has been hit hard by the recession.
3. Continue development of classroom assistant program. **Status: completed.**
4. Implement volunteer recognition system. **Status: completed.**

Professional Education

1. Increase Treasurers enrollment to 55 (10% increase) by November 2008. **Status: not completed.** We had 45 students enroll in this program. We'll continue to identify new marketing strategies.
2. Identify and deliver one Academy/Program by end of spring semester 2009. **Status: completed (Law Enforcement Academy).**
3. Increase non-nonprofit open enrollment course fee by \$10 for fall 2008 semester. **Status: completed.**
4. Increase fall open enrollments by 4% by expanding our reach through a video compression technology pilot. (Note: dependent on CE acquiring the technology) **Status: in process.** CE's sites did not acquire IVC capacity in time for FY 08-09. We continue to work on this one.
5. Build case and seek approval for MPA credits (3 credits for Nonprofit Academy) by fall 2008. **Status: not completed but still in negotiation.**
6. Grow or kill Bountiful offerings. **Status: in process.** We have identified a curriculum committee specific for the Bountiful Site. We will continue to monitor enrollment.
7. Continue development toward self-sufficiency of member committees – e.g., advisory, curriculum, and special events. **Status: in process and on-going.**
8. Develop curriculum data management process and communication tools for curriculum committee. **Status: in process.**

RUReady

Status: as of June 30, 2009, the RUReady enterprise was converted from a U. entity under Continuing Education's direction into a non-University, private company. Continuing Ed. continues to provide support to this group (e.g. we continue to house and maintain the RUReady servers within our IT group).

1. Complete RUReady Release 2 and launch the website, by January 1st 2009.
2. Conduct statewide K-12 validation studies on interest category adaptation, topic adaptation and error feedback on 500-900 students by June 30th 2009
 - a. The validation study will be conducted in cooperation and with the help of the Utah State Office of Education, which will help recruit teachers and classes
 - b. Data will be collected during the spring semester (January 09 – early June 09)

- c. Data will be automatically collected and stored for processing by the RUPReady website.
 - d. To classes from each of 15 schools will be recruited (a total of 30 classes)
 - e. A 2x2 research design will be employed for sections 2.2, 2.3 that follow.
3. Generate two sales of the RUPReady software through RUPReady, Inc. by June 30th, 2009
 4. Submit 2-3 research papers for publication in peer-reviewed journals on the effectiveness of the RUPReady learning program by June 30th, 2009

Technology Education

1. Bring in a curriculum development component for a number of our single-day classes in-house, instead of purchasing books. Courses include Microsoft Office, Photoshop, Illustrator, Dreamweaver, Flash, Search Engine Optimization, Intro to Mac, XHTML, and Web Design: an Integrated Approach. This will allow us to save significantly on the cost of course materials for these classes. We do not anticipate completing this SMART goal during 2009, but expect to complete by the end of 2010. **Status: completed and in-progress. Recognized an annual savings of \$4,000 this year and anticipate an additional savings of \$5,000 in FY 09-10.**

Test Preparatory Program

1. Maintain instructional excellence. This will be determined by closely monitoring evaluations. **Status: completed and on-going.**
2. Maintain or increase enrollments, measured year-over-year. **Status: completed. Enrollment up 10% over FY 07-08.**
3. Improve marketing initiative. Update kiosks on campus and LDS Institute. **Status: completed.**
4. Continue great relationships with the Business and Law School. **Status: completed and on-going.**
5. Seek other random opportunities to reach potential students. **Status: completed and on-going.**
6. Increase attendance and inclusion in grad school open houses and fairs. **Status: completed and on-going, e.g. working with PMBA program.**

Utah College Advising Corps

1. Continue to cultivate meaningful relationships with school district administration and school district administration and school personnel. **Status: in process and on-going.**
2. Rollout informed consent process in 10 high schools, and develop consistent method for data entry and reporting. **Status: in process.**
3. Expand program into 2 additional high schools for the 2009-2010 school year. **Status: completed.**

4. Work with Development staff to seek out and secure funding for the sustainability of the UCAC program. **Status: in process and on-going.**

Youth Education

Programming

1. Double the size of the Lunch Bunch from two weeks to four weeks. We will add two new combinations. Add to programming for summer semester 2009. Start programming in November and complete by end of January 2009. **Status: completed.** We added one new combination: Manga and Intermediate Drawing. We are still offering two weeks. The other combination is Digital Photography and Graphic Art. This is something we will continue to work on, since it is meeting a need for older students who have “aged” out of Club U, but still need a full-day experience.
2. Add two classes of lower elementary (Grade 1-3) sections of existing classes or entirely new classes for the Youth Academy of Excellence. Work with gifted and talented state coordinators, Utah Association for Gifted and Talented Children, and district coordinators to add programming for this new age group. Add to programming for summer semester 2009. Start programming in November and complete by end of January 2009. **Status: not completed.** We decided this year to concentrate on adding programming at Bountiful and Sandy, rather than adding new programming for the Youth Academy of Excellence. We will add new programming for this age group, but will start out with half-day classes and will not limit enrollment to YAE students only.
3. Develop more summer 2009 programming with Bountiful site. Add a class for each age group for six weeks (June 29 through August 7). Expand ACT in the spring and fall (add one class for December and June tests). Meet with Bountiful site staff in October, start programming in November and complete by end of January 2009. **Status: completed.** **Status:** We met with the Bountiful staff in October. The staff is very supportive and willing to assist us with promotion in Davis School District. It soon became apparent that we did not have enough staffing to add Club U sections for six weeks. It will take another coordinator to manage Bountiful Club U. We decided to work on adding half-day classes this summer. We had a total of 11 sections with 72 enrollments in summer 2009 compared with three sections and 15 enrollments the previous year. In summer 2008 we programmed the following sections: Claymagination, Chinese, Pee Wee Picassos. In summer 2009 the following sections were added: Chess, Spanish, Digital Photography, Graphic Art I. Bridging Math to Algebra, Algebra Plus, and Chemistry. ACT sections were added for the December 2008 test and the June 2009 tests in Bountiful. We also added the following sections in Sandy: Comic Book Art, Drawing Perspective, Native American Art, Legomania, and Chemistry. We had a total of 21 enrolled in Drawing Perspectives, Legomania, and Chemistry. The previous year no classes were scheduled at the Sandy site.
4. Add six new instructors for science and art for new or existing classes by asking for recommendations for superior instructors from Salt Lake, Granite, and Jordan school district specialists in those areas. Complete contacts by November 26, 2008. **Status: Not completed.** We added five new science and three new art instructors. We also added five new computer instructors. For Club U, 5 new guest artists were added. These

guest artists could potentially work as Art and/or Science instructors for Youth classes in the future.

5. Add three new instructors for science and art by contacting the College of Education elementary and secondary teaching programs. Complete contacts by December 12, 2008. **Status: not completed.**

Note: International Science Camp will be postponed until further negotiations with Korean University occur. U of U concerns are liability related.

Staffing

1. Combine two part-time positions with 19 hours/week each to one three-quarter position. Note: instead of combining the positions and increasing our benefit cost, we changed one part-time position to a Club U assistant. We split the duties for the two part-time positions between the CU and financial assistants. **Status: completed.** This has been one of the most effective changes. We have much more continuity with having a Club U office assistant. We also had the good fortune to have Osher's work study student work with us this summer as an instructors' assistant. He needed the work this summer and we needed the office help. This worked so well that Youth and Osher decided to continue the arrangement. Osher will employ the work study student during fall and spring semesters and Youth will have the student during summer semester. This benefits both departments, as well as the student who can have year round employment. Although the student's work study benefits run out during the summer, Youth can continue employing the student at his/her hourly rate.

Financial

1. Increase revenue by 5%. Complete by June 30, 2009. We may need to revise this depending on the status of the economy. **Status: not completed.** Our revenue dropped by 7% from June 2008 to June 2009, although our summer enrollments (as of July 27) exceeds the previous year: 2009 - 3443 enrolled, 1723 students (July 28 2008 – 3397 enrollments, 1649 students). We will do further analysis to determine the difference in revenue. Our enrollments this summer are affected by the recession.

Continuing Education Assessment Strategies

Purpose of Assessment in Continuing Education

- To identify the factors which enhance or impede quality and progress within our CE programs.
- To strengthen the enhancing factors, and to address the limiting factors whenever possible.
- To identify demographic characteristics of our students.
- To assess satisfaction with CE's communications, facilities, registration, and customer services.
- To determine the degree to which our programs are meeting student needs.
- To seek open-ended comments and feedback regarding the strengths and weaknesses of our programs.
- To improve the delivery systems and student services for our students.

Methods of Assessment

1. University Course Evaluations

All credit courses and programs offered through CE are assessed using the University's online course evaluation system. Academic assessment within Continuing Education is collaborative and the results related to any academic matters such as teaching and content are sent directly to each faculty member, and/or department, in order that feedback may be utilized to improve courses and instruction.

2. Continuing Education Student Feedback Evaluations

The assessment methods used by Continuing Education's non-credit programs consist primarily of course evaluations following each course, program or workshop event. Each unit has its own evaluation tool to examine its non-credit activities and workshops, though in all cases, questions are asked about content, instruction, delivery methodology, satisfaction with services, as well as demographic data. At the end of each course, evaluations are collected and analyzed. The results inform CE staff members about positive and negative areas, and findings are used to institute change in practice and procedures over things that CE can control. In addition to the

objective questions of the survey, students are given the opportunity to provide open-ended responses regarding the strengths and weaknesses of courses, programs, and services. Often when students express dissatisfaction with their experience we follow up with these students via phone/e-mail to gather additional information and determine if/how we can meet their expectations. When warranted, free of charge we allow students to retake a class, take a different level class, or we refund their money.

We define the term “students” broadly. In addition to gathering feedback from students who participate in our traditional classroom offerings, we also solicit feedback from student who participate in custom training programs, online training, principals and high school counselors whose students are impacted by UCAC, non-students who interact with the RUPReady website, sponsor/partner organizations, people who visit our website, parents of Youth Ed. students, etc.

3. Continuing Education Instructor Orientation, Review, and Feedback Evaluations

Many of our programming units do a formal instructor orientation at appropriate intervals. In addition, new instructors are observed and provided with feedback and suggestions for improving instruction. Other instructors are given an opportunity to provide anonymous feedback via an online survey at the conclusion of the semester to share information about our staff, facilities, and how we can make their teaching experience better.

4. Division Wide Assessment

In an effort to create a division wide assessment tool, CE Administration recently implemented two new procedures. First, phone surveys are conducted with a sampling of students from each of our programs – in an effort to gather feedback about our programs and services in a personalized way. These data are compiled into a central database, which will allow Administration to have a snapshot of CE’s efforts on an ongoing basis. Second, each team leader has been asked to attend a quarterly directors’ meeting during which assessment is discussed. At these meetings, individuals are asked to discuss the highs and lows of their evaluations for the quarter, and to talk about the actions taken to both resolve challenges and reward excellence and quality.