

**North Central Association of Colleges and Schools**

**Self-Study Report – December 1999**

**Division of Continuing Education - University of Colorado at Boulder**

**i. Executive Summary**

The mission of the Division of Continuing Education is to provide quality, innovative lifelong learning opportunities to a diverse student population by extending the educational resources of the University of Colorado at Boulder. The Division's mission complements the University's mission which is to lead in the discovery, communication, and use of knowledge through instruction, research, and service to the public. In addition, the Division's purpose is consistent with the University's Total Learning Environment which include supporting innovations in learning; being more responsive to our students and other constituents; using technology to improve teaching learning, research and management; and enhancing the University's human, capital, financial and organizational infrastructure.

The Division of Continuing Education is a self-funded unit in Academic Affairs and does not receive an allocation from the state general fund. The Dean of Continuing Education also serves as Associate Vice Chancellor for Summer Session and reports to the Vice Chancellor for Academic Affairs. For over 85 years, the Division has championed outreach and public service for the University and the State of Colorado. The Division currently offers 11 programs, as described in the report below or consult our website at [www.colorado.edu/conted](http://www.colorado.edu/conted). The Division seems particularly oriented to providing knowledge that helps individuals, organizations, and communities adapt to change.

The Division participated in the campus's Program Review Process (PRP) during 1995-96. The Self-Study findings and recommendations from the Division's PRP have guided annual program and budget planning. The influence of PRP on annual planning is evident in Continuing Education and Summer Session budget plans dated February 1997, February and October 1998, and November 1999.

Analysis of the Division's activities and plans suggest areas of strengths, weaknesses, opportunities and threats. Strengths include the Division's long-standing tradition of working with campus units to serve non-traditional students; its broad portfolio of programs; and its recent acquisition of permanent office facilities. Weaknesses and threats include the Division's lack of non-traditional degree programs and the competitive environment in which it operates. The Division faces various opportunities for innovation and growth, in both its programs and in the way the organization is structured.

The Division must continually renew its long-standing tradition of providing quality, affordable programs to its diverse constituent and student groups, drawing on the distinctive competencies of the campus to advance the role and mission of the Division and the University of Colorado at Boulder.



## North Central Association of Colleges and Schools

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#### **Division of Continuing Education - University of Colorado at Boulder**

##### **I. Description**

**A. Mission** - The mission of the Division of Continuing Education is to provide quality, innovative lifelong learning opportunities to a diverse student population by extending the educational resources of the University of Colorado at Boulder. The Division's mission complements the University's mission which is to lead in the discovery, communication, and use of knowledge through instruction, research, and service to the public. In addition, the Division's purpose is consistent with the University's Total Learning Environment which include supporting innovations in learning; being more responsive to our students and other constituents; using technology to improve teaching learning, research and management; and enhancing the University's human, capital, financial and organizational infrastructure.

**B. Organizational Structure** - The Division of Continuing Education is a self-funded unit in Academic Affairs and does not receive an allocation from the state general fund. The Dean of Continuing Education also serves as Associate Vice Chancellor for Summer Session and reports to the Vice Chancellor for Academic Affairs. See Attachment A for a copy of the Division's organizational chart.

**C. Program Descriptions** - In 1911, the University's Board of Regents approved a plan to establish a Department of Correspondence and Extension. In 1912, the Department began operation with six bureaus: Correspondence Study, Study Classes, Lectures and Addresses, Social Welfare, Information and Library Extension, and Bulletins and Investigation. In the first year of operation, Dr. Loran D. Osborn, the director, said, "[The University's] expert resources are too valuable an asset to the state to be thus limited [to resident students]. They should be at the disposal of individuals who cannot come within the college walls, and communities which are seeking information and guidance in solution of the complex problems of modern life." The charter for the University's outreach function is found in the Laws of the Regents, Article V:

In addition to the colleges and schools enumerated in Section 1 of this Article, there shall be a Division of Continuing Education to facilitate and administer extramural services and related activities. The internal organization of the Division of Continuing Education shall be as approved by the President on the recommendation of the campus chancellors.

For over 85 years, the Division has championed outreach and public service for the University and the State of Colorado. The Division currently offers 11 programs, as described below or consult our website at [www.colorado.edu/conted](http://www.colorado.edu/conted). Note that the enrollments listed below are *not* unduplicated headcounts, so if a student registers for one course in the fall and two courses in the spring that will be counted as three enrollments.

• **ACCESS and High School Concurrent Program** - In conjunction with CU-Boulder departments, the ACCESS (Available Credit Courses for Eligible Special Students) program provides nondegree students with access to on-campus undergraduate and graduate credit courses. Generally, students may register for these classes the Friday before classes begin. With an annual enrollment of about 1,900, some students plan to apply for admission to CU-Boulder; some are gaining new skills or knowledge to advance their career; others enroll simply for their own enrichment. Colorado high school juniors and seniors who meet the “Postsecondary Enrollment Options Act” guidelines, may enroll in two courses each Fall and Spring semesters, at the expense of their high school district.

• **Boulder Evening Credit Classes** - Offered in conjunction with CU-Boulder’s academic departments, the Boulder Evening program provides credit courses in the evening on the Boulder campus. With an annual enrollment of approximately 4,600, these affordable, smaller-sized classes are provided through various departments including Anthropology, Communication, Economics, English, Film Studies, Fine Arts, Geography, Mathematics, Philosophy, Psychology, Sociology, Spanish, and Theatre.

• **CATECS** - Graduate level engineering and applied science courses offered through the College of Engineering and Applied Science via distance learning modalities. CATECS delivers courses to over 250 job sites in Colorado, across the nation and abroad, with an annual enrollment of about 1,400. Master's Degree programs are available in Aerospace Engineering, Computer Science, Electrical/Computer Engineering, Engineering Management, and Telecommunication. Companies and individuals may also rent videotapes for noncredit professional development purposes.

• **Computer Applications Program** - Noncredit software application and computer training, through lecture and hands-on instruction in computer lab settings. The Division maintains three PC and one Macintosh lab to provide training in over 100 courses each semester. With an annual enrollment over 4,500, courses include: Networks, the Internet, Operating Systems, Programming, Word Processing, Spreadsheets, Presentations, Project Management, Financial Management, Databases, Desktop Publishing, Computer Graphics, Computer Aided Design, and Multimedia. Noncredit certificates in Computer Applications, Network Administration and Programming are also available.

• **Contract/Extraordinary Credit Program** - Academic credit available for special courses marketed and sponsored by an academic unit in cooperation with a school district, board of cooperative services, a hospital or other agency. With an annual enrollment of about 1,500, the contract program enables groups to provide academic credit courses for various professional audiences, including public school teachers interested in maintaining their certification requirements. The extraordinary program is similar to the contract program except that marketing assistance and other services are made available for the extraordinary programs.

• **Independent Study Programs** - Independent study via Correspondence, Individualized Instruction and Applied Music, featuring a tutorial relationship between student and instructor. The program provides about 85 credit courses in 15 disciplines, 58 high school noncredit courses, two real estate noncredit courses, and 22 courses via the Internet. With an annual enrollment of over 1,800, the Independent Study Program provides for self-paced learning at times convenient to the student.

• **International English Center** - Noncredit language learning, cultural adjustment and academic preparation programs for international students. With an annual enrollment of about 800, the IEC also contracts with corporate groups to provide language training and professional development courses.

• **Noncredit and Business Management Programs** - Noncredit courses and business workshops designed to meet students' professional development, personal enrichment and educational interests. With an annual enrollment of about 3,000, this program provides courses in fine arts, foreign languages, writing and literature, accounting and finance, entrepreneurship, human resources management, sales, supervision and management, marketing, and others. Certificate programs available in Entrepreneurship and Management Development.

• **Outreach** - The Division of Continuing Education encourages CU-Boulder faculty, staff and students to extend their expertise, talent and programs to diverse constituencies throughout Colorado. The Division achieves this objective by providing funds to support off-campus presentations, performances, exhibitions, and bring groups from around the state to the Boulder campus. Sample programs include CU this Summer, History and Language Days, Mr. Wizard Shows, and CU Before the Game.

• **Real Estate and Appraisal Program** - Statewide professional development courses for individuals planning to enter the real estate and appraisal profession, and for those already in the profession. With an annual enrollment of about 3,900, this noncredit program provides all of the courses required for the real estate broker's license, for all four levels of appraiser licenses, and for mandatory license renewal.

• **Summer Session at CU-Boulder** - Summer Session offers over 500 campus courses and enrolls about 6,000 students in a relaxed, comfortable learning environment. Many CU-Boulder students enroll in Summer Session to accelerate their academic progress. Students visiting from other colleges, teachers, high school students or others interested in pursuing their professional development or enrichment are invited to enroll. In addition, a five-week, residential program for high school students is available featuring both credit and noncredit/enrichment courses.

These brief descriptions reveal certain characteristics of the programs; the constituencies and geographic area served; the designation of the program as credit or noncredit; and the teaching methods utilized. But in what ways are these programs advancing the role and mission of the Division and the University of Colorado at Boulder? In Knowledge Without Boundaries: What America's Research Universities Can Do for the Economy, the Workplace, and the Community (1995), Mary Walshok suggests a matrix of knowledge needs essential in postindustrial democratic societies. These include:

1. Basic skills and literacy among a socially, economically, and culturally diverse population.
2. General education in the social traditions, cultural values, and the building blocks of specific disciplines essential to the development of critical thinking and lifelong learning skills.
3. Credentialing and certification for the world of work and professional practice.
4. Professional work-related updates for effectiveness, retention, upward mobility and re-education in response to economic and social changes.
5. Knowledge brokering across fields and industries.
6. Technology updates across all areas of practice for individuals, organizations, and communities through technology diffusion, transfer and exchange.

7. Basic and developmental skills for informed participation in civic culture on community, regional, national and international issues.
8. Enhancement of the quality of life for individuals, communities and society as a whole.

Walshok (1995, p. 139) states that these "categories underscore the diverse sorts of institutional mechanisms needed in order to assure that all citizens, organizations, and communities throughout the life span have access to opportunities to acquire:

- Knowledge for basic functioning in a postindustrial economy (matrix items 1-3)
- Knowledge that facilitates individuals, organizations, and communities adapting to and integrating continuous change (items 4-6)
- Knowledge that enhances citizenship skills and quality of life in a continuously changing environment (items 7-8)."

See Attachment B for a matrix which draws upon Walshok's work and suggests the various knowledge needs that the Division's programs are designed to meet. Note that each of the knowledge needs are addressed by four or more programs. The matrix exposes the multiple learning purposes served by the Division's programs. That is, continuing education students are motivated by a range of goals and knowledge needs. Currently, the Division seems particularly oriented to serving the middle section of the matrix; knowledge that facilitates individuals, organizations, and communities adapting to and integrating continuous change (items 4-6).

## **II. Self-Study**

The Division participated in the campus's Program Review Process (PRP) during 1995-96. The Self-Study findings and recommendations from the Division's PRP have guided annual program and budget planning. PRP's influence on annual planning is evident in Continuing Education and Summer Session budget plans for February 1997, February and October 1998 and November 1999.

In addition, Division staff participated in the 1996 Strategic Plan for Academic Affairs. The recommendations of the Strategic Plan have guided the work of the Division. For example, Recommendation II.2, page 11 of the Strategic Plan addressed the importance of enhancing CU-Boulder's Summer Session to serve a larger number of degree and nondegree students. In consultation with faculty, students and staff, a plan was developed to invigorate the program by addressing the following three variables: Summer Session course offerings; incentives for our faculty and academic units; and marketing efforts. These plans are described in the Summer Session budget plans dated February 1997, February 1998, and October 1998.

Another recommendation of the Strategic Plan addressed the importance of strengthening the campus's Outreach plan. Modifications to the outreach plan have been made over the past two years to integrate outreach activities with the University's teaching and research mission. In addition to addressing the campus's Strategic Plan recommendations, this plan is consistent with the University's Total Learning Environment initiative, CU-Boulder's Institutional Advancement Plan, and Continuing Education's 1996 PRP Recommendations. The outreach plan is more fully described in the October 1998 Continuing Education budget plan.

Faculty - The Division draws upon a broad scope of faculty resources to meet the various needs of its students. The faculty involved and the evaluative processes used in these programs is described below.

- **“Regular” full-time faculty from the CU-Boulder campus** - Utilized by ACCESS, CATECS, and Outreach programs; to a lesser extent by Independent Study Programs/Extraordinary, Contract, and Boulder Evening. Since the ACCESS program provides access to on-campus undergraduate and graduate class, the profile of faculty for this program reflects the overall faculty campus profile. Approximately 75% of CATECS; about 30% of the Contract; and 16% of the Independent Study Program instruction is provided by regular faculty. Departments, schools and colleges are responsible for evaluating these faculty, although Continuing Education students are able to provide input through the faculty course questionnaire process and other evaluation mechanisms employed by the home department.
- **Part-time lecturer adjunct faculty, approved by campus department chairs to teach credit courses** - Utilized by the Aspen Music School, Boulder Evening, Contract Credit, Extraordinary, and Independent Study Programs. About 85% of the Boulder Evening instruction; about 70% of the Contract courses; and about 85% of the Independent Study courses are taught by these part-time faculty. Faculty course questionnaires are used for all of these faculty. In addition, program managers use other evaluation tools, including student interviews, peer interviews and observations.
- **Part-time honoraria instructors, approved by the campus department chairs to teach noncredit courses** - Utilized by Computer Applications, Independent Study, Noncredit and Business, Real Estate and Appraisal Program. Over 75% of the noncredit and business courses; 40% of the IEC; and 100% of the Computer Applications and Real Estate courses are taught by part-time honoraria instructors. Faculty course questionnaires are used for all of these faculty. In addition, program managers use other evaluation tools, including student interviews and focus groups.
- **Graduate students, approved by the campus department chairs to teach credit and noncredit courses** - Utilized by Applied Music, Noncredit, Boulder Evening, and Extraordinary Programs. About 95% of the instruction for the applied music program; 23% of the noncredit program; and 11% of the Boulder Evening Program is provided by graduate students. Faculty course questionnaires are used for all graduate students who teach for Continuing Education. In addition, program managers use other evaluation tools, including interviews with program chairs.

Students - Student enrollment in Continuing Education programs for the last two years are listed below. Note the enrollments are not unduplicated headcounts. Instead, if a student takes a course in the fall and two in s it will be counted as three enrollments.

<u>Program</u>	<u>96-97 Enrollment</u>	<u>Revenue</u>	<u>97-98 Enrollment</u>	<u>Revenue</u>
Boulder Evening	5,002	\$2.065M	4,791	\$2.154M
Real Estate & Appraisal	4,099	\$ 501K	3,808	\$ 459K
Computer Applications	3,587	\$ 481K	4,564	\$ 668K
Noncredit/Business	3,209	\$ 294K	2,777	\$ 277K
ACCESS/HS Concurrent	1,973	\$1.444M	1,971	\$1.375M
Independent Study	1,806	\$1.003M	1,806	\$1.008M
CATECS	1,422	\$1.494M	1,626	\$1.699M

Contract	1,070	\$ 72K	912	\$ 45K
IEC	949	\$1.861M	979	\$1.616M
KMT	100	\$ 878K	67	\$ 480K
H.S. Summer Scholars	0	\$ 0	25	\$ 34K
Outreach Grants	-na-	\$ 0	-na-	\$ 0

Information from student registration forms compiled by CU-Boulder's Office of Institutional Research compares the age, residency, gender, and ethnicity of students enrolled in Division *credit* courses to regular degree students enrolled on campus. The following data were compiled for the Division's PRP in 1995-96 and represent average percentages, over a five year period from the Fall semesters, 1990-1994. The data was calculated from 15,315 total continuing education enrollments and 127,192 CU-Boulder enrollments during this time period.

	<u>Continuing Education Students</u>		<u>CU-Boulder Students on Campus</u>	
	<u>Age</u>		<u>Age</u>	
<u>Average</u>	28.98 years		22.96 years	
	<u>Resident</u>	<u>Non Resident</u>	<u>Resident</u>	<u>Non Resident</u>
<u>Average %</u>	59%	41%	68%	32%
	<u>Female</u>	<u>Male</u>	<u>Female</u>	<u>Male</u>
<u>Average %</u>	50%	50%	46%	54%
<u>Average %</u>	<u>Ethnicity</u>		<u>Ethnicity</u>	
	<u>Continuing Ed Students</u>	<u>CU-Boulder Students</u>	<u>City of Boulder<sup>1</sup></u>	
African American	1.9%	1.8%	1.2%	
Asian American	3.6%	5.0%	3.8%	
Hispanic/Latino	4.3%	5.3%	4.8%	
American Indian	.5%	.7%	.4%	
White	71.7%	80.0%	89.7%	
Other	.4%	.4%	.1%	
Did Not Provide	16.1%	7.9%	-	
Foreign	2.0%	3.8%	-	

Data collected from noncredit, business, and computer program evaluations suggest that this population of students is similar in its ethnicity profile to continuing education credit students. Data also indicate that over half of the noncredit students are 35 or older and over two thirds have completed a bachelor's degree or an advanced degree.

<sup>1</sup> Source: Boulder Chamber of Commerce, 1994-95 Minority Business Directory.

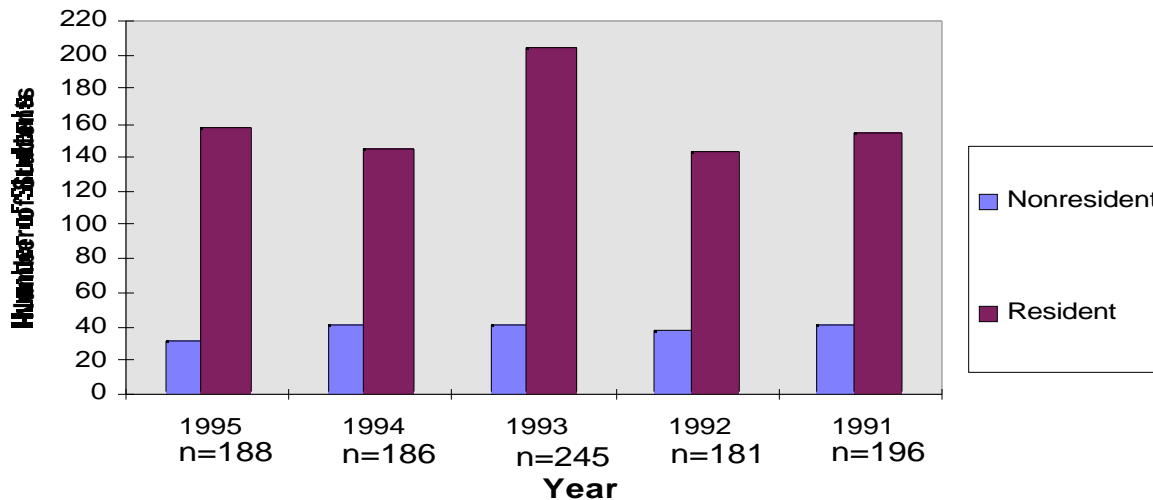
Student Outcomes - Various outcome measures can be utilized in evaluating students' continuing education experiences. The following table compares the gpa of continuing education undergraduate and graduate *credit* students to CU-Boulder undergraduate and graduate degree students on campus. This data indicates that continuing education credit students are capable academically.

	<u>Continuing Education Students</u>				<u>CU-Boulder Students on Campus</u>			
	<b>Underg gpa</b>	<b>n</b>	<b>Grad gpa</b>	<b>n</b>	<b>Underg gpa</b>	<b>n</b>	<b>Grad gpa</b>	<b>n</b>
Fall 1990	2.61	1,734	3.49	967	2.84	20,478	3.52	4,856
Fall 1991	2.62	1,400	3.58	1,180	2.85	20,854	3.54	5,138
Fall 1992	2.59	1,498	3.55	1,157	2.86	20,109	3.55	5,115
Fall 1993	2.60	1,259	3.58	1,212	2.86	20,004	3.56	5,091
Fall 1994	2.61	1,368	3.57	1,148	2.85	19,766	3.58	4,890

Note that each year about 200 continuing education students transfer into undergraduate degree programs at CU-Boulder as depicted in the chart below. Of the total pool of transfer students from two and four year institutions in Colorado, the Division generally provides the largest or second largest number of transfer students, according to CU-Boulder's Office of Admissions.

The retention and graduation rates of continuing education students admitted at CU-Boulder as transfer students are described in Attachment C. Note that their cumulative GPA of 3.0 after one year of enrollment is higher than predicted. Also note that over 70% are graduated or still enrolled after the first year and 65% after the second year. Continuing education transfer students' graduation rates compare favorably with other transfer students, 47% are graduated by the fourth summer, 55% by the fifth summer, 59% by the sixth summer, and 61% by the seventh summer. In addition, continuing education transfer students' graduation rates are competitive with the graduate rates of our regularly admitted students. For CU-Boulder's regularly admitted undergraduate students: 37% graduate in four years, 60% graduate in five years, and 66% graduate in six years.

**Number of Continuing Education Credit Students  
Transferring Into Undergraduate Degree Programs at CU -  
Boulder**



In addition, analysis of the students enrolled through the High School Concurrent program from Fall 1992 through Spring 1995 reveals that 95 students (approximately 40% of those enrolled in the program) subsequently were admitted as undergraduate degree students at CU-Boulder.

Outcome measures for students participating in *noncredit* programs have been documented in various ways by the program managers. For example, the real estate and appraisal program assists realtors, appraisers and brokers obtain certification and re-certification in their profession as a result of their participation in continuing education courses. And about half of the students enrolled in noncredit courses receive funding from their employer, indicating corporate support for these programs for their professional development.

Operations and Support Services - The administrative staff (n=12) have principal responsibility for program development and management. The operations and support staff (n=30) provide key assistance in the implementation of these programs, as described below.

- Academic Advising - The Division provides student academic advising by appointment, about 20 hours each week. The advisor provides information about all of the Division's programs and works closely with academic departments; the Office of Admissions; and the Office of Financial Aid to assist students with their learning needs.
- Bursar, Business and Financial Services - The Division operates a bursar's office, which includes cashiering, to process students' registration payments and bills. This department also administers the Division's deferred payment plan, which allows students to make payments on their tuition, instead of paying their tuition in full at time of registration. Division staff prepare annual budgets for the campus and CCHE and follow University Bursar and State Fiscal Rules for processing payroll, buying and contracting, purchases, accounts payable, travel accounting, etc.

- Financial Aid Advising - The Division employs a full-time financial aid advisor (who works out of the campus' Office of Financial Aid) to counsel, determine eligibility, and process continuing education students' financial aid applications. In recent years, the Division and CCHE have provided a limited amount of funds for student scholarships, which the financial aid advisor assists in dispersing to continuing education students.
- Information Systems - The Division employs two full-time staff responsible for the management and maintenance of the computer information systems which support the Division's operations and computer applications and online programs. The staff maintain the personal computers in the Division's offices and manage the Division's four computer labs. Division staff work with Information Technology Services (ITS) and University Management Systems (UMS) on systems-related matters.
- Marketing and Advertising - The Division publishes a general catalog that describes the Division's programs and courses each semester. According to student evaluation respondents, students primarily learn about Division programs from the catalog. While each program manager has a discrete advertising budget, the marketing manager coordinates all mass advertising including RTD bus signs, Division-wide advertisements and other collaborative marketing efforts.
- Registration and Records - In its main office, the Division employs ten full time staff who register students and provide other program administrative support. The Division also utilizes on-call temporary staff, during peak registration periods each Fall and Spring. The Division employs a full time Records and SIS Manager who maintains all original student registration documentation, builds course information into the SIS system, provides SIS training to Division staff, determines residency status for petitioning non-resident students, and posts final grades for students. Beginning Summer Session 1998, the Division of Continuing Education registered all nondegree students (n = approximately 600), including high school students, students from other colleges/universities, school teachers and others who enroll for professional development or enrichment.

Facilities and Instructional Services - The Division utilizes office space both on and off campus including the CATECS suite of offices and studio classrooms in the College of Engineering and Applied Science; the IEC offices, classrooms, and labs on Grandview (1230, 1320, 1333, 1338, and 1344 Grandview) and 1425 15th; the Division's main office at 1505 University Avenue; and the Division's four computer application labs in the University Computing Center and the University Management Systems Building. The IEC its operation to 1030 13<sup>th</sup> Street in Boulder.

Other support services - In addition to the University's academic departments, the Division uses University facilities and support services in the delivery of its programs including: Academic Media Services; Academic Room Scheduling; Norlin and other University libraries; Ombuds Office; Parking Services; Publications Service; Registrar's Office; Student Finance Office; University Bookstore; University Learning Center; and others.

Various state and national associations provide occasional technical support to the Division's programs and professional development opportunities for its faculty and staff. Some of these include: American Society for Engineering Education (ASEE); Association of Media-Based Continuing Education for Engineers (AMCEE); CCHE Extended Studies Program; National Association of College and University Business Officers (NACUBO); National Association of State Universities and Land-Grant Colleges (NASULGC); University Continuing Education Association (UCEA); and Teachers of English to Speakers of Other Languages, Inc. (TESOL).

Budget - The Division's expenses over the last two years included:

	<u>1996-97</u>	<u>1997-98</u>
Faculty/Instructors	\$2,483,320	\$2,326,254
CE Administration/Staff	1,675,651	1,683,183
Campus Share (CATECS, ACCESS)	1,427,005	1,386,139
Other Operating Expense	1,345,019	1,366,040
Benefits	649,941	652,482
Marketing	544,938	590,065
GAR/GIR	431,077	454,458
Postage/Mailing Services	252,839	269,596
Instructional Supplies	152,057	110,725
Outreach	130,000	130,000
Building Fund	113,749	86,941
Travel	86,591	68,275
DP & UMS	77,588	71,316
Student Aid (Scholarships)	<u>20,204</u>	<u>15,044</u>
<b>Total</b>	<b>9,389,979</b>	<b>9,210,518</b>

The Division's budget summary for the last seven years is provided in Attachment D. The table provides a listing of revenues which are generated from course tuition. Attachment D also provides a listing of expenses/transfers made to the campus in support of its teaching, research and service. In 1996-97, this amount totaled \$2,513,421. In 1997-98, the amount totaled at \$2,651,391.

These transfers to campus can be used in different ways. For example, the \$820,000 ACCESS two-thirds share provided in 1997-98 supported academic programs through purchase of instructional materials, equipment, stipends for research and teaching assistants, professional development and faculty travel, etc. Other reinvestments designed to support campus-wide strategic areas in undergraduate education; research/graduate education; technology and diversity are described below.

### **SWOT Analysis**

The foregoing discussion of the Division's history, programs, faculty, students, support services, and budget reveals a number of organizational strengths. Analysis of the Division's activities and plans also suggest areas of weakness, opportunities and threats.

### **Strengths**

- Long-standing tradition of working with campus units to serve non-traditional students - The Division is over 85 years old, with a substantial record in providing quality, lifelong learning

opportunities by extending the resources of the University of Colorado at Boulder. The Division has a tradition of collaboration with campus units in providing a diverse set of affordable programs to a wide range of students. The Division has operated on a cash-funded basis for over 25 years, and provides significant funds to the campus in support of its role and mission.

- Portfolio of Programs - The Division's programs represent a mixed portfolio of credit and noncredit programs designed to meet a range of students' knowledge needs. Recent innovations include the development of courses on the World Wide Web; the purchase of a voice registration system with the campus that can be utilized by continuing education students; the development of a five-week residential program for high school students; the development of a noncredit certificate program in computer network administration; and the development of a noncredit certificate in programming featuring tracks in C, C++ and Java.
- Permanent Office Facilities for Continuing Education - For most of its history, the Division occupied temporary office space on or off campus. In 1989, the Division established a building fund by implementing a surcharge of approximately 1.4% on Continuing Education expenses. In January, 1997, the University purchased the former fraternity house at 1505 University Avenue for \$1,900,000 with the Division's building reserve funds. Renovations (budgeted at \$1,700,000) to the building began in April 1998, including reconfiguring the space for offices and meeting rooms, installation of an elevator and air-conditioning, and telecommunications capability. This building enhances administrative efficiencies by consolidating the Division's two offices in one larger building that is convenient to students and the CU-Boulder campus. It provides additional space for program growth and student services.

### **Weaknesses**

- Non-traditional degree programs - While the Division offers various credit and noncredit programs, it does not provide non-traditional undergraduate degree programs that could be offered in the evening, on weekends and/or through the use of various technologies such as the internet. CATECS is the only nontraditional graduate degree program offered through Continuing Education. Many non-traditional students need the flexibility of alternative programs in order to continue their higher education so they seek their degrees from other institutions.

### **Opportunities**

- Innovation and Growth - Various opportunities exist for the Division to develop new programs and serve an expanded student base. Program curricula, quality, cost and marketing initiatives must be monitored and modified for improvements. Program managers solicit new course ideas by meeting regularly with academic departments. Methods for obtaining faculty and student input will vary, but they include the use of task forces, advisory committees, focus groups, and surveys. We work with the schools and colleges to explore program ideas and a Division committee assesses program and marketing opportunities. Over the last two years, the Division has assumed new responsibilities, such as Summer Session; the implementation of a voice registration system; and online course development.
- Use of Technology and Distance Learning - Distance learning programs offer exciting possibilities for reaching new audiences and utilizing technologies that can enhance learning experiences. However, these same technologies, if used inappropriately, can be ineffective and "distancing."

How can these programs be developed to maximize the capabilities of the technology, without compromising support services or interaction between students and instructors? The Division has partnered with schools and colleges to develop 25 courses online. Division staff participate in various ATLAS committees, including an initiative to develop assessment and evaluation tools for these online courses.

- Professional Development - Just as the Division supports the professional development of its students, the Division must seek ways to advance the professional development of its faculty and staff. Their competence is intrinsically tied to the health and vitality of the Division and its programs. The Division has re-structured to reflect new responsibilities and functions. These changes to the organization have provided professional development opportunities and promotions for various staff members. In addition, program managers facilitate some professional development opportunities for their faculty.
- Summer Session - Significant opportunities to enhance Summer Session exist by offering appropriate and interesting courses; providing incentives for faculty and academic units; offering appropriate student services; and enhancing marketing efforts. The Division has assumed administration of a five-week residential program for high school students. Beginning in 2000, Summer Session will pilot a three-week intensive term titled Maymester.
- Division Role in Outreach - The Division's lifelong learning opportunities for diverse and nontraditional student populations has defined its status as a primary provider of outreach at CU-Boulder. In April, 1997, the Council of Deans approved a plan to integrate outreach more fully with CU-Boulder's teaching and research mission. This plan required significant participation of the academic deans and their faculty. During the 1998-99 academic affairs budget process, each dean presented their plan for outreach activities. Continuing Education allocates \$130,000 annually for these outreach efforts. In addition, Vice Chancellor Phil DiStefano has allocated \$40,000 to fund these outreach activities. For 1999-2000, Chancellor Richard Byyny has allocated \$40,000 to outreach and endorsed a plan.

### **Threats**

- Competitive Environment - Increasingly, the Division must operate in a competitive environment that includes a growing number of continuing education providers. These include other state, private, and proprietary colleges and universities; corporate schools or programs; and community colleges. Program curricula, quality, cost and marketing initiatives must be monitored and modified for improvements. The distinctive competence of the Division's programs must be continually highlighted; a goal which has been accomplished, in part, by the Division's master catalog.

### **III. Action Plan**

The Division must continually renew its long-standing tradition of providing quality, affordable programs to its diverse constituent and student groups, drawing on the distinctive competencies of the campus to advance the role and mission of the Division and the University of Colorado at Boulder. Following are plans that will help to mitigate weaknesses and threats, while enhancing Divisional strengths and opportunities.

- Program Planning - Division staff should work collaboratively with faculty, students and staff in continually evaluating the Divisions' portfolio of programs. For example, division staff should work in concert with the ATLAS steering committee to develop distance education programs. The new Director of Credit Programs should assess development opportunities for the Boulder Evening Credit Program. Program development opportunities should be evaluated and pursued, as appropriate, at the CU Interlocken Center.
- Organizational Staff - Additional staff may be required to pursue the program development opportunities under consideration. Over the past two years, a Summer Session Director, Boulder Evening Director, Operations Director and Network Technician were hired. As the Division continues its development, other organizational forms may suit its functions. For example, a Center for Continuing and Professional Development may provide the visibility and organizational staffing needed to further advance the Division's activity in its development of distance learning, certificate, and professional development programs.
- Program Governance and Support - Each program manager needs to seek appropriate input throughout program design and implementation. Program managers can solicit new course ideas by meeting regularly with academic departments. Methods for obtaining faculty and student input will vary, but they include the use of task forces, advisory committees, focus groups, and surveys. The Division must continually seek ways to work collaboratively with the academic units and support services on campus. These efforts help to ensure that continuing education students have access to the resources of the University of Colorado at Boulder. Cooperative planning among Division staff should also be fostered to encourage interdisciplinary programs and mutual support.

## Outcomes of Transfers to CU-Boulder, Spring 1989 through Fall 1995

Excluding students with senior standing at entry<sup>2</sup>

	<u>Source</u>					
	<u>ALL</u>	Front Range CC	Other Colo CC	<b>UCB (from ContEd)</b>	Other Colo 4- yr	Outside Colorado
Number entering	14,939	1,130	733	<b>1,452</b>	3,424	8,200
Percentage of all	100%	7%	5%	<b>10%</b>	23%	55%
Prior-institution GPA	3.0	3.1	3.2	<b>2.9</b>	3.0	3.0
Cum CU GPA end of AY 1						
Actual	2.8	2.7	2.6	<b>3.0</b>	2.8	2.8
Predicted based on level at entry	2.8	2.8	2.8	<b>2.8</b>	2.8	2.8
Difference between cum CU GPA and						
Predicted based on level at entry	-0.0	-0.1	-0.2	<b>0.2</b>	-0.1	0.0
Prior-institution GPA	-0.2	-0.4	-0.6	<b>0.1</b>	-0.3	-0.2
Retention rates						
Grad or still enrolled, 2nd fall	72%	74%	65%	<b>74%</b>	73%	71%
Grad or still enrolled, 3rd fall	66%	65%	57%	<b>65%</b>	68%	66%
Graduation rates						
Grad by 4th summer	52%	45%	39%	<b>47%</b>	52%	55%
Grad by 5th summer	60%	51%	46%	<b>55%</b>	60%	62%
Grad by 6th summer	62%	57%	47%	<b>59%</b>	62%	65%
Grad by 7th summer	64%	58%	50%	<b>61%</b>	62%	67%
Predicted 6-year grad rate based on level at entry	63%	63%	62%	<b>62%</b>	63%	63%
Difference between actual and predicted 6-year rate	0%	-6%	-15%	<b>-3%</b>	-1%	3%

<sup>2</sup> Prepared by Lou McClelland, Director of Institutional Analysis, Planning, Budget and Analysis, December, 1996.