

Higher Learning Commission
Self-Study Questionnaire/Report for Non-Instructional Units

Non-Instructional Unit: Continuing Education Services

Individual(s) Completing the Questionnaire/Report: Lou Zahn

BACKGROUND INFORMATION

1. Describe in a paragraph or two what your unit does (i.e., the services it provides).
The office of Continuing Education Services (CES) provides managerial support for all aspects of non-credit activities. Among these are: camps, clinics, institutes, seminars, conferences and tournaments. CES offers beginning planning and developmental advice plus full administrative and logistical support for administering non-credit activities of all sizes.
2. Who is/are the constituency/ies you serve, and approximately how many of each constituency do you serve annually? (e.g., students, academic departments, classified staff, etc.)
 - elementary, secondary youth - 10,000-15,000
 - undergraduate and graduate students - 500
 - academic departments - 8-10
 - community - 3,000-5,000
 - service organizations - 2-4
 - student organizations - 5-10
 - church groups - 2-4
 - professional associations - 2-4
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3. Overview and evaluate the adequacy of the human, physical, and fiscal resources your department deploys to serve students and meet other programmatic needs by answering the questions below:

Human Resources

Evaluate the general adequacy of the human resources (i.e., the # of employees (including student help) and their skills) relative to the unit's ability to serve the constituencies identified above and achieve other programmatic goals. Do this by assigning a number between "1" (**completely inadequate**) to "9" (**completely satisfies needs**).

7

1-9

In a paragraph or two, discuss why you've assigned the score you have. Include, in particular, a discussion of unique strengths as well as important needs not being met or opportunities not being explored because of limitations.

The office is staffed by a Program Manager, three program assistants, and a graphic artist. Each of these persons brings a unique set of skills to the efficiency of the office. Each event is touched by every staff member. The Program Manager assists with the planning and implementation of the non-credit activities. The program assistants and graphic artist each have different roles in the non-credit operation while at the same

time interacting and communicating with the director and program manager. When each of these persons operates with efficiency, there is no need for additional office support.

Physical Resources

Evaluate the general adequacy of the physical resources (e.g., office and storage space, supporting technology, other equipment) allocated to the unit relative to the unit's ability to serve the constituencies identified above and achieve other programmatic goals. Do this by assigning a number between "1" (**completely inadequate**) to "9" (**completely satisfies needs**).

8 1-9

In a paragraph or two, discuss why you've assigned the score you have. Include, in particular, a discussion of unique strengths as well as important needs not being met or opportunities not being explored because of limitations.

Office equipment, technology and upgrades to computers and software are done on an "as needed" basis. Reasonable requests are rarely denied. The suite of offices was recently upgraded with new furniture, computers and computer support. Storage space is an on-going problem and the office functions best with a "just-in-time" philosophy for ordering program supplies and equipment.

Fiscal Resources

While recognizing that every unit would benefit from a larger budget, evaluate the general adequacy of fiscal resources allocated to the unit to serve its constituencies and achieve other programmatic goals by assigning a number between "1" (**completely inadequate**) to "9" (**completely satisfies needs**).

5 1-9

In a paragraph or two, discuss why you've assigned the score you have. Include, in particular, a discussion of unique strengths as well as important needs not being met or opportunities not being explored because of limitations.

The unit is self-supporting (program revenue) with over twenty-five 136 appropriation budgets. The largest portion of program activity is generated through these programs. The two Extension-funded budgets are inadequate to compensate office personnel appropriated to them. Expanded programming would be a difficult option given the breadth of activities already covered by CES. Contributions to several campus departments, for which no return is realized, cause a continual budget strain. The self-supporting budgets do not realize enough residual to offset administrative operational costs.

The most unique strength of CES is that it is a "one-stop shop." The mechanisms are in place to respond to virtually any camp/conference-related need a client may have. Communication between CES and other campus agencies is a constant goal in order to maintain win-win collaboration among units.

4. In a paragraph or two, overview significant changes made in your unit since 1996 (i.e., the last North Central Association Accreditation Visit). (e.g., re-organized, key staff changes, change in purposes, etc.) CES now has a classified staff half-time graphic artist to manage graphics projects of all type. This addition has freed the Program Managers to spend less time with brochure creation and more time on program logistics. The roles of the three program assistants have been more clearly defined so that each one, while playing a specific role in the completion of an event, is aware of what the others are doing.

In another paragraph or two, describe why these changes occurred.

The graphic artist position was one which had been needed for a number of years. The publication materials needed to prepare for an event (including the initial brochure piece), required a consistent and regularly-scheduled person. Prior to that, students had been hired as graphic artists and there was not a clean

organizational pattern for projects. As a result, projects were piecemeal and resulted in a less-than professional look. Additionally, the graphic needs of CES were not a high priority for the professionals in Photographics. As a result, CES marketing pieces frequently lacked timeliness and quality.

MISSION & PLANNING

5. In a paragraph or two, describing any significant projects/initiatives that your unit is planning or currently has underway, but has not yet completed.
 Have just created a new set of policy guidelines for sport camps and camp directors. This policy provides criteria for director compensation, for disbursement of residual, and a plan of action for camps with an on-going deficit. The Athletic Director and the Director of CES will work cooperatively to monitor the policy beginning with the summer of 2005. The policy may then be expanded to include all camps, rather than just sport-related camps.
 Working to provide the sports camps with a significant marketing "push" for the summer of 2005. Dean has provided a one-time lump sum to be used to promote the sports camps.
 Working to improve on-line registration capability to include secure credit card payments and electronic confirmation of registrations.

6. Below are five "core values" the University identifies as central to its purposes and operation. Please evaluate the importance of each core value in terms of how each aligns with the purposes of your unit (i.e., take a hypothetical 100 points and distribute them among the five values, with those values that align more closely to the purposes of your unit receiving more points).

Core Value	Importance (100 points)
Commitment to the pursuit of knowledge and understanding	25
Development of the individual	55
Personal and professional integrity	10
Commitment to serve	5
Commitment to develop a sense of community, respect for diversity, and global perspectives	5
Total=	100 points

7. Each and every academic and non-academic unit engages in planning for the future. Review the list of variables below and evaluate the extent to which each of the following influences decision-making behind the planning process for your unit (i.e., take a hypothetical 100 points and distribute them among the planning variables listed below, with those variables playing the larger role in your unit's planning efforts receiving more points)

Planning Variables	Importance (100 points)
The mission of the university or the unit	15
Academic assessment data/information relevant to student performance against learning outcomes	0
Other data/information gathered relevant to performance (e.g., Audit & Review feedback)	5
Societal/Cultural trends (e.g., changes in demographics, lifestyles, professions)	5
Campus trends (e.g., changes in university-initiated needs and demands)	5
Technology trends (e.g., technology developments that affect delivery of service)	10
Professional trends (e.g., changes evident at other universities/colleges)	10
Available human resources (e.g., # of employees, talents, etc.) within the unit	10
Available financial resources (e.g., budget, available and accessible \$)	20
Available physical resources (e.g., space, existing technology, etc.)	20

Other:	0
Total=	100 points

8. Does your unit have a mission statement?

Yes No

If you answered "yes," please list the mission statement here. Also, if your mission statement can be accessed on the web, please list the URL here.

The School of Graduate Studies and Continuing Education provides high quality services and programs that promote the personal and professional development of diverse, non-traditional constituencies internal and external to the university.

If you answered "yes," please describe how, if at all, this mission statement plays a role in your unit's planning and/or decision-making.

OPERATION AND PERFORMANCE

9. What are the major or measurable objectives of the unit?

- Number of "repeat" participants
- Quantity of programs offered.
- Number of people served.
- Fiscal viability of individual programs.
- Age and gender of people served.
- Ethnicity and occupation of people served.
- Geographic proximity of people served.

10. What outcome measures (i.e., data, information) provide evidence that your unit's objectives are being met?

- Number of program offerings increases at a steady rate.
- Number of participants in non-credit activities increases at a steady rate.
- Number of ethnically-diverse participants increases at a steady rate.
- Programs that are not self-sustaining are phased out.

11. Related to question #10, does the unit regularly collect data/information to evaluate how effectively it serves its constituency(ies)? (This might include surveys of constituencies.)

Yes No

If "yes," please list specific data/information sets that the UW-W Self-Study Committees, and/or the Higher Learning Commission's Visiting Accreditation Team can access to review/consult.

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12. In a paragraph or two, describe specific changes to the unit's operation or planning, if any, have resulted from the collection and use of the data/information identified in the preceding questions? Please be specific.
13. Please provide a list of services, if any, that your unit provides for constituencies that are external to the university.
- Facilitate events for non-university groups.
 - Share equipment and technology with non-university groups.
 - Provide links to non-university websites.
 - Provide sponsorship for outside groups to enable them to use university facilities.
14. Please list any partnerships your unit has developed with the community (external to the campus, at the local, national, or global-level).
- UW-Extension, Jefferson County, Family Impact Seminar
 - WCATY (Wisconsin Center for Academically Talented Youth)
 - WSMA (Wisconsin School Music Association)
 - Wisconsin Ambassadors of Music
 - National Conference on Undergraduate Research
 - Kettle Moraine Press Association
 - North Central College Health Association
 - WEAC
 - Wisconsin Sports Development Corporation
 - Whitewater Area TAG Network
 - Whitewater Unified School District
 - National Black Student Union
 - Wisconsin Academic Decathlon
 - Wisconsin Department of Transportation
 - American Lung Society
 - National MS Society
 - Wisconsin Rural Water Association
 - Department of Natural Resources
 - Wisconsin Women in Higher Education
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After identifying each strength, specify supporting evidence that suggests that the statement is true. This may include data/information gathered relevant to unit performance, trend data, information gathered from audits or external agencies visit, etc.

1. Specific Strength: Efficient, service-minded, organized staff.
 - Supporting Evidence: Testimonials of appreciation.
2. Specific Strength: Graphics and data-base technology is state-of-the art
 - Supporting Evidence: Professional marketing and materials literature; ability to retrieve demographic information easily.
3. Specific Strength: Opportunity to be a recruitment tool
 - Supporting Evidence: Feedback that UW-Whitewater students attended one or more youth offerings during their elementary and secondary school days.

Concerns

19. List and prioritize no more than three primary concerns that have emerged in your unit's efforts to meet its mission, goals, or objectives. To identify these concerns, you may wish to consider: What could be improved? What is done poorly? What do we, as a unit, avoid doing, even though we know it's important?

After identifying each concern, specify supporting evidence that suggests that the statement is true. This may include data/information gathered relevant to unit performance, trend data, information gathered from audits or external agencies visit, etc.

Finally, identify one or more recommended actions to address the area of concern. This may include actions that your unit has already begun, actions being planned, or preliminary thinking about how to address the area of concern.

1. Specific Concern: Website info not always up-to-date
 - Supporting Evidence: Responses of users
 - Recommended Actions: Provide a means of more efficient flow of information to webmaster.
2. Specific Concern: Final accounting for major events not timely.
 - Supporting Evidence: Events occurring in summer are not fully accounted for until late fall.
 - Recommended Actions: Utilize WISDM more fully and work on ways of identifying events all falling into same org. category. Ex: many events are accounted for in the Extension org. codes. Expenditures of these events are mixed together in the WISDM system. A means of identifying specific events through WISDM is needed.
3. Specific Concern: Events that consistently do not meet budget.

- Supporting Evidence: Final accounting documents.
- Recommended Actions: Events that continue to have a deficit will provide a well thought-out plan for fiscal solvency that does not exceed 3-5 years.