

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

Non-Instructional Unit: Credit Outreach, Summer Session & Winterim

Individual(s) Completing the Questionnaire/Report: Carrie Lencho

BACKGROUND INFORMATION

1. Describe in a paragraph or two what your unit does (i.e., the services it provides).
Our unit works in conjunction with UW-Extension and the academic departments of the university to provide off-campus, weekend, and distance education credit courses to non-traditional students throughout southeastern Wisconsin. In addition, we also coordinate the 12-week Summer Session, which serves traditional undergraduate students and working professional graduate students in roughly equal numbers, and the 3-week Winterim (held between the Fall and Spring terms), intended primarily for full-time undergraduates.
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.)
 - Part-time, working professional students - approximately 700 each Fall and Spring term and 1,750 each Summer Session.
 - Full-time undergraduate students - approximately 1,750 each Summer Session and 1,000 each Winterim.
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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.

Our unit has enough personnel to continue operating as we have in the past, but if we are to expand our Credit Outreach offerings we will need at least an additional half-time outreach programmer who will work directly with area school districts to help determine and meet their specific staff development needs. Due to the recent implementation of PI-34, Wisconsin's new system for teacher education, licensure, and professional development, those needs are in a state of flux at the present time.

Also, the addition of a half-time Graphic Artist to our division has been a tremendous help, but among all the units, including ours, there is definitely enough work to justify a full-time position.

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.

The installation of shelving units in the second floor hallway of Roseman helped our file storage situation enormously. Additional units would be welcome, but are not essential at the present time. Offices, work stations and technology are more than adequate.

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).

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.

Our unit is supported almost exclusively by program revenue and thus the amount of general purpose revenue (GPR) we receive does not have a significant impact on our programming. A surplus in Credit Outreach program revenue has allowed our dean to hire additional personnel and establish several new graduate assistantship and fellowships for the campus. Once that surplus is gone, we will undoubtedly need to increase our Credit Outreach enrollments in the future to ensure that our unit continues to function comfortably on a self-supporting basis.

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.) The most significant changes affecting our unit since 1996 have been at the division level. After serving as dean for eight years, Dr. Richard Lee left in the summer of 2003, at which time Dr. John Stone was named interim dean for one year. Dr. Lee Jones was hired as dean beginning July 1, 2004.

Dean Jones has made a number of changes in the way our division is organized. He hired a director of Technology and Information Resources (Tapan Shah) and has restructured the role of the current Credit Outreach Program Manager (Carrie Lencho) to include responsibility for overseeing the 104 program revenue budget. In addition, he has received approval from UW-Extension to hire another Credit Outreach Program Manager who will work closely with area school districts to develop courses and certificate programs for teachers, administrators and pupil services personnel.

Additional staffing changes in our division include the hiring of a half-time Graphic Artist and a full-time limited term employment (LTE) Dean's Assistant.

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

The importance of the Internet to higher education since 1996 cannot be overstated. It is now essential that all divisions and units have a presence on the university's web site and the creation of a full-time Technology Director's position has made it possible for us to present our information in an attractive and timely manner. We do realize, however, that many of our unit's non-traditional students still prefer to receive print copies of brochures and class schedules and the addition of a Graphic Artist to our division has resulted in higher quality marketing pieces.

In the past, many of the day-to-day budget and accounting procedures in our unit were performed by student workers. Adding these responsibilities to a permanent, full-time position will allow for more careful and consistent tracking of expenditures among all the units in the division.

MISSION & PLANNING

- In a paragraph or two, describing any significant projects/initiatives that your unit is planning or currently has underway, but has not yet completed.

The hiring of a new Credit Outreach Program Manager will undoubtedly result in the creation of new courses and certificate programs to be offered both on and off campus. In addition, the dean plans to examine our pay scale for Extension-funded courses and is considering increasing the current standard rate of \$800.00 per credit.

- 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	30
Development of the individual	25
Personal and professional integrity	25
Commitment to serve	10
Commitment to develop a sense of community, respect for diversity, and global perspectives	10
Total=	100 points

- 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	10
Academic assessment data/information relevant to student performance against learning outcomes	5
Other data/information gathered relevant to performance (e.g., Audit & Review feedback)	5
Societal/Cultural trends (e.g., changes in demographics, lifestyles, professions)	25
Campus trends (e.g., changes in university-initiated needs and demands)	10
Technology trends (e.g., technology developments that affect delivery of service)	10
Professional trends (e.g., changes evident at other universities/colleges)	15
Available human resources (e.g., # of employees, talents, etc.) within the unit	10

Available financial resources (e.g., budget, available and accessible \$)	5
Available physical resources (e.g., space, existing technology, etc.)	5
Other:	
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.

Realizing that our students have the option of taking professional development courses from a variety of other campuses and third-party vendors, we focus on providing a "high quality" educational experience that may not be available elsewhere.

OPERATION AND PERFORMANCE

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

The major objective is to offer high quality educational experiences to traditional and non-traditional students both on and off-campus.

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

We are in the process of developing a specific Credit Outreach Course Evaluation form that can be used in lieu of or in addition to the evaluation form of the sponsoring academic department of the course.

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 (See #10)

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.

We anticipate that the new evaluation form will provide useful data for future programming in terms of course formats, schedules, and even the specific topics offered.

13. Please provide a list of services, if any, that your unit provides for constituencies that are external to the university.
- All courses offered by our unit--Credit Outreach, Summer Session and Winterim--are available to students not currently attending UW-Whitewater, provided they meet the minimum university admission requirements. Using our Credit Outreach admission/registration form, students new to the university can be admitted and registered in one easy step. We also provide support to non-traditional students who have questions regarding admission, registration, fee payment, transcript requests, etc.
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14. Please list any partnerships your unit has developed with the community (external to the campus, at the local, national, or global-level).
- Our unit works with a variety of school districts throughout Wisconsin, including Janesville, Kenosha, Racine and Waukesha.
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STUDENT LEARNING (COMPLETE THIS SECTION ONLY IF YOUR UNIT HAS AS PART OF ITS MISSION OR PURPOSES THE DEVELOPMENT OF STUDENTS)

15. If your unit serves students as its primary constituency, does the unit have learning or development-related objectives relevant to its work with students? That is, does your unit expect that students will acquire certain knowledge or skill sets as a direct result of working with your unit or its programming?

Yes X No

If "yes," please list these outcomes/objectives.

- All our courses, whether Credit Outreach, Summer Session or Winterim, are sponsored by an academic department of the university and thus the specific knowledge or skill sets to be acquired from the course would be those set forth by the academic department.
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16. Does the unit use data/information to evaluate the extent to which these learning or development-related objectives are, or are not being met?
Yes X 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.

- As mentioned in #10 above, we currently rely on individual departmental evaluation forms. A new Credit Outreach Course Evaluation form is being developed and will be implemented in Spring 2005 to be used by ad hoc instructors and UW-Whitewater instructors teaching outreach courses who wish to use this form in lieu of their departmental form.
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17. What specific changes to the unit's operation or planning, if any, have resulted from the collection and use of the data/information identified in question #13? Please be specific.
TBD

SELF-EVALUATION

Strengths

18. List and prioritize no more than three primary strengths that have emerged in your unit's efforts to meet its mission, goals, or objectives. To identify these strengths, you may wish to consider: What does your unit do very well? What good things do people say about your unit? How has your unit aided the campus in meeting its mission? In what ways has your unit "gone beyond the call of duty?"

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: Provide High Quality Educational Experience
 - Supporting Evidence: At this point, the supporting evidence is anecdotal and based on comments from students who have taken professional development courses from other campuses and third-party vendors in which, for example, they were granted three graduate credits for watching a few hours of video. Because our courses are sponsored by an academic department of the university, non-traditional students are expected to meet the same rigorous requirements as traditional on-campus students.
2. Specific Strength: Provide Excellent Customer Service
 - Supporting Evidence: Again, anecdotal evidence gathered from students' telephone and e-mail comments suggests a high level of satisfaction with the services provided by our unit. Students with unusual admission or registration problems (even those not in outreach courses) are often transferred to us as a "last resort" and we take extra pains to help them rather than pass them along to yet another office.

3. Specific Strength:

- Supporting Evidence:

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: Program information must be updated and disseminated in a timely fashion.
 - Supporting Evidence: Anecdotal. Students calling regarding outdated web site, requesting information before it is available, etc.
 - Recommended Actions: The recent addition of a Technology Director for web page updates and a Graphic Artist for creating print marketing pieces will help address this concern. Depending on the responsibilities outlined for a new Credit Outreach manager, that person might also be of assistance in this area.
2. Specific Concern: Course offerings must be relevant to the needs of the audience.
 - Supporting Evidence: Enrollment declines in previously popular outreach courses.
 - Recommended Actions: Work more closely with area school districts and educators to determine the type of courses most likely to be needed under PI-34.
3. Specific Concern:
 - Supporting Evidence:
 - Recommended Actions: