Division of Continuing Education
2002-2003 Annual Report

Executive Summary

The Division of Continuing Education is charged to serve as one of the University’s primary outreach units. The Division provides for-credit programming on the main Cleveland campus, at two branch campuses and multiple satellite locations, administers the University’s executive programs in business, provides non-credit training and personal development programs for individuals and businesses across the region, administers the University’s Independent Study program, manages the Continuing Education Unit (CEU) process for the University, and coordinates Workforce Investment Act (WIA) programs for the school. The Graduate Office for the University will be reconstituted during the 2003-2004 academic year under the leadership of the Division.

The Division experienced significant change during the 2002-2003 academic year. The Division had growth in both programmatic offerings and enrollment. The Division saw its first classes offered on a new branch campus and the introduction of a new staff position to manage the WIA process. Staffing changes brought new talent to DSU, though transitions in personnel also hampered productivity. This report provides an overview of the efforts of the Division with regard to 1. Accomplishments & Activities of the Unit, 2. Assessment of Unit Activities, and 3. Goals for Upcoming Year.

A. Assessment – Assessment and planning for programs in the Division are done on a continual basis. Both quantitative and qualitative data are gathered for use in the processes. In general, evaluations are completed by participants at the conclusion of the program, course or workshop. This information is compiled, distributed to the director and staff member responsible for the program and shared with the instructor or partnering unit on campus. These evaluations, along with financial data, provide the basis of planning for future offerings. Feedback from graduation and other surveys, client calls, and other sources is also used. Practices of similar units at other IHL and regional schools are regularly reviewed to determine if improvements can be made in the Division. Assessments unique to the units in the Division are listed below.

1. Academic Credit Programming –
   - Course evaluations
2. Executive Programs –
   - Course evaluations
   - Program evaluations by graduating cohorts
   - CHEC coordinator interaction with cohort members
3. Workforce Investment
   - Tracking of required student performance data
   - Tracking of graduate placement success rate
4. Non-Credit Programming
   - Satisfaction survey of participants in workshops
   - Exit interviews with conference clients
5. Continuing Education Units
   - Course evaluation required in all workshops

B. Accomplishments and Activities of the Unit

1. Academic Credit Programming – The Department offers and oversees Delta State’s for-credit courses which are offered on the campuses in Cleveland, Greenville, and
Clarksdale, and satellite locations across the region. Intensive courses that allow students to earn academic credits for courses meeting over a one-week period or one-weekend period are also under the Department's direction.

- Began offering fitness courses to augment those provided by the Division of Health, Physical Education and Recreation.
- Hired full-time Coordinator for GHEC handling all DSU matters on that campus
- Continued RN-BSN cohorts at GHEC
- GHEC enrollment rose 24.6% from prior year (01-02 – 341, 02-03 – 425)
- Offered first courses at the Coahoma County Higher Education Center
- Intensive course offerings rose from three to five field-based courses
- Revenue rose 80% from the previous year
- Profit rose 96% from the prior year

2. Executive Programs – Both the EMBA and EBBA are programs developed for the working professional. The programs are two- to three-year lock-step programs that meet on weekends to meet the needs of the non-traditional student.

- December 2002 commencement exercise had 5 BBA and 8 MBA recipients
- All Executive programs are now based at the GHEC
- EMBA cohort at GHEC maintained enrollment at or above 20 throughout the year
- EBBA cohort at GHEC maintained enrollment at or above 5 throughout the year
- Revenue dropped 16% from the previous year
- Profit dropped 23% from the previous year

3. Independent Study – These courses, traditionally known as correspondence courses, typically have enrollment of 100-150 students. The office receives approximately 250 requests for information on these courses each year.

- There were are 130 students enrolled in this program
- 33 students completed course requirements
- E-mail delivery of course materials and assignments was implemented
- A database program was implemented to track student enrollment and completion
- Revenue fell 1.3%
- Profit rose 10.4%

4. Workforce Investment – DSU became an Eligible Training provider in the Delta Workforce Investment area in January 2002. Multiple programs, both academic and non-credit, have been approved for potential funding.

- 147 clients enrolled in 2002-2003
- 27 programs approved for funding
- 9 new programs approved for funding
- Addition of WIA Coordinator staff member to manage process
- $387,265 in WIA funding received in 2002-2003

5. Non-Credit Programming – Certificate programs, seminars, youth camps and lessons, personal enrichment programs, and conference hosting are several of the types of programs in this unit.

- Hosted Boys State with 283 delegates
- Major League Soccer camp enrolled 62 participants in second year of program
- Professional development certificate workshops enrolled 49 clients for multiple sessions
- Youth swimming lessons served 95 students
- Continued relationship with National Seminars presenting a 1-day seminar on professionalism
- Revenue rose 120%
- Profit rose 91%

6. Continuing Education Units – This unit, in partnership with the Delta Area Association for the Improvement in Schools (DAAIS), offers CEU for teacher recertification. Revenue for this unit is included in Non-Credit Programming budgets but is tracked separately for purposes of performance management.
• 4394 applications/clients served
• $54,335 in revenue generated
• 248 workshops offered
• Part-time CEU administrative staff added to manage process
• Implementation of tracking system to improve turnaround time for completion of CEU awards

C. Goals for 2003-2004 – Goals for 2003-2004 are based on both a review of the assessment tools employed in current programs and on strategic initiatives identified for the Division. The major initiative for the unit will be the introduction of the Graduate Office.

1. Graduate Office – The reconstitution of a graduate office within the Division will be a major undertaking of the unit in the coming year. This division will be responsible for graduate admission, minor registrar functions for graduate students, administering graduate assistantships, and providing support to the Colleges of Arts & Sciences, Business, Education, and the School of Nursing in their recruitment efforts. Goals for the successful implementation of this office include:
   • Hiring Director of Graduate Studies
   • Conduct study by Team Imagineer (formerly the Driving Team) for recommendation of best practices in
     o Recruiting
     o Graduate Assistants
     o Distance-based graduate programs
     o Admissions
   • Begin processing applications for admission and other records pertaining to graduate students
   • Increase graduate enrollment by 70 students
   • Begin processing applications for admission and other records pertaining to graduate students
   • Attend Graduate and Professional School Fairs to recruit graduate students. In this process, a tracking system will be developed for attracting these students to enroll at DSU.
   • Develop enticing literature/brochures as a way of promoting the graduate studies program

2. Academic Credit Programming –
• Increase number of intensive and alternate format courses by one each semester
• GHEC
  o Assist College of Education in implementation of Seamless Articulation For Elementary Education (SAFE) 2+2 program
  o Increase DSU enrollment at GHEC by 10%
• CCHEC
  o Begin facility planning for renovated campus
  o Hire director for campus
  o Assist University Advancement in fundraising for programming endowment to support campus

3. Executive Programs
• Begin new cohort for both EBBA and EMBA
• Review recruitment process

4. Independent Study
• Increase number of web-based courses by 3
• Make program information available online via Division website
  o Policies and procedures
  o Course listing
  o Enrollment application

5. Workforce Investment
• Improve tracking of federally required data
6. Non-Credit Programming
- Increase the enrollment of non-credit activities
- Offer 5 personal enrichment workshops each term
- Provide the local schools, businesses, and organizations with one work-related seminar each term, including summer
- Increase by 2 each term the number of workshops for children
- Create on-site training for completion of the certificate programs
- Create a program for community input
- Publish and distribute a newsletter/marketing piece each term

7. Continuing Education Units
- Adjust pricing of CEU with partner organizations

D. Recommendations – The following recommendations are made to Academic Council regarding Graduate and Continuing Studies:

1. Staff
- Provide Full-time Clerical Assistant in Graduate Studies – Documentation required in the graduate admissions process is intense. The Division currently provides one part-time assistant and student employees to the Director of Graduate Studies. This assistance is proving inadequate for the workload. One full-time assistant is needed is this unit to allow the Director to focus his efforts on recruitment and outreach rather than records-keeping.
- Provide Part-time Clerical Assistant in Workforce Investment – Again, documentation requirements in this unit are intense. One part-time clerk will allow a more efficient functioning of the coordinator and provide capacity for growth of this revenue generating program.

2. Technology / Program Development
- Encourage the Development of On-Line Graduate Programs – An area of great potential growth in graduate enrollment is in programs available via web-based delivery. This was a recommendation of Team Imagineer and is endorsed by Dr. Larry Lambert, Director of the Technology Learning Center.
- Provide Technology Tools to Staff – The Division identified technology needs in Spring 2003 at the request of the Chief Information and Planning Officer. A response to these needs has not been forthcoming. These tools would allow a much more efficient operation of the unit.

3. Recruiting
- Expand Recruiting for Graduate and Non-Traditional Programs – Graduate and non-traditional programs offer a source of enrollment growth that has not been adequately developed. A concerted effort, supported with adequate resources, can substantially improve enrollment of graduate students and census at branch campuses.
Introduction

The Division of Continuing Education is charged to serve as one of the University's primary outreach units. The mission of this unit is to provide high quality educational opportunities at the point of need for our constituents. As such, flexibility in programming is a primary goal of this unit. Working with other academic and administrative units at DSU, we provide educational and training programs to meet the needs of our constituents. These offerings include both credit and non-credit courses. While many existing courses are available, offerings can be tailored to the criteria of the client.

The Division provides for-credit programming on the main Cleveland campus, at two branch campuses and multiple satellite locations. For-credit programming grew dramatically in 2002-2003 in both offerings and enrollment. The Division saw its first classes offered on a new branch campus, introduced fitness courses to augment those offered through the Division of Health, Physical Education and Recreation, and began planning for non-traditional delivery of Elementary Education programs on two branch campuses.

Continuing Education has administered the University's executive programs in business since 2001-2002. At that time the decision was made to locate this program at the Greenville Higher Education Center. The final cohort of EMBA students located on the Cleveland campus completed degree requirements in the summer of 2003, leaving all remaining cohorts of executive students at the GHEC.

One of the major concerns of organizations today is being able to remain competitive in the global marketplace. Employers are searching for better ways to increase productivity and strive for continuous improvement. In response to the needs of employers and potential employees of the region the Division provides non-credit training and personal development programs for individuals and businesses across the Delta. Technological advances are changing the very fabric of our society and the Division has responded by developing and delivering technology-related training to the public and to individual employers. This training, in the form of non-credit certificate programs and customized modules, is delivered throughout the year.

The Division administers the University's Independent Study program. More than 30 courses are available for student enrollment. Management of the Continuing Education Unit (CEU) process for the University is also done through Continuing Education. More than 4000 enrollments in CEU courses and workshops were processed in that last fiscal year. The office also coordinates Workforce Investment Act (WIA) programs for the school resulting in additional non-traditional student enrollments in both credit and non-credit courses of study. Plans for additional activity in the coming year include the expansion of the programs above. The Graduate Office for the University will also be reconstituted during the 2003-2004 academic year under the leadership of the Division.

The Division experienced significant change during the 2002-2003 academic year. Growth occurred in almost all programs under the Division's responsibility. With this growth came growing pains. Additional recordkeeping is required for Federal programs such as WIA. Expansion of this program led to the introduction of a new staff position to manage the WIA process. Staffing changes brought new talent to DSU, though transitions in personnel also
hampered productivity. As staff become accustomed to their primary responsibilities and familiarize themselves with secondary assignments productivity is expected to rise.

This report provides an overview of the efforts of the Division with regard to:

1. Accomplishments & Activities of the Unit,
2. Assessment of Unit Activities, and
3. Goals for Upcoming Year.
Assessment and planning for programs in the Division are done on a continual basis. Both quantitative and qualitative data are gathered for use in the processes. In general, evaluations are completed by participants at the conclusion of the program, course or workshop. This information is compiled, distributed to the director and staff member responsible for the program and shared with the instructor or partnering unit on campus. These evaluations, along with financial data, provide the basis of planning for future offerings. Feedback from graduation and other surveys, client calls, and other sources is also used. Practices of similar units at other IHL and regional schools are regularly reviewed to determine if improvements can be made in the Division.

Improved use of data in decisions is a goal for the unit. While assessments are routinely completed, the use of the outcomes in making future decisions is less consistent. Periodic reviews of decisions for the use of assessment data is planned for the next fiscal year.

Assessments unique to the units in the Division are listed below.

A. Academic Credit Programming –
   Course evaluations – Evaluations adopted by the home academic department are administered in courses managed by the department. Upon student completion, forms are sent directly to the sponsoring academic department.

B. Executive Programs –
   1. Course evaluations – Course evaluations unique to the Executive programs are administered at the conclusion of each course. The evaluations are tabulated and comments captured in the Continuing Education office. Evaluations are then forwarded to the Dean of the College of Business for distribution to the appropriate chair and, ultimately, to the faculty member. Course evaluations indicating dissatisfaction with a faculty member are discussed with the Dean of the College of Business.
   2. Program evaluations by graduating cohorts – As each cohort nears completion of the program of study they are asked to complete a program evaluation. These are tabulated by the Division of Continuing Education.
   3. GHEC coordinator interaction with cohort members – The Division has a full-time faculty member located at the GHEC. This staff member is the first point of contact for EMBA and EBBA students. He makes himself available during registration periods and orientation sessions to become acquainted with students. Students often provide anecdotal feedback in this fashion.

C. Workforce Investment
   1. Tracking of required student performance data – The Division is implementing a tracking system for the first completers of WIA programs. Student progress in course work is logged into their files and aggregated for reports to the Mississippi Development Authority, the administrator of WIA funds in the state.
   2. Tracking of graduate placement success rate – The Division is implementing a tracking system for the first completers of WIA programs. Student success in job placement and earnings is logged into their files and aggregated for reports to the Mississippi
Development Authority, the administrator of WIA funds in the state. This data is being gathered in cooperation with the local WIN Job Centers.

D. Non-Credit Programming

1. Satisfaction survey of participants in workshops – Satisfaction surveys are completed by participants at the conclusion of all workshops involving instructors new to the Division. Instructors with low approval ratings are given feedback on potential improvement strategies. If improvement is not found in subsequent sessions alternate instruction is found.

2. Exit interviews with conference clients – Surveys and exit interviews are conducted at the conclusion of events hosted by the Division. The results of this information are shared in the post-event de-briefing. Such information is used in planning future events and in professional presentations.

E. Continuing Education Units

- Course evaluation required in all workshops – A standard evaluation form is provided or workshop organizers and presenters may use their own. Tabulated results must be submitted with post-workshop documentation for CEU to be awarded.
Accomplishments & Activities

The Division saw an overall growth in programming, enrollment, revenue, and profitability for the fiscal year. Staffing issues were resolved creating what is hoped to be a stable team of professionals. Potential growth sites and programs have been identified for action in the coming year. Specific points of interest by program are provided below.

A. Academic Credit Programming – The Department offers and oversees Delta State’s for-credit courses which are offered on the campuses in Cleveland, Greenville, and Clarksdale, and satellite locations across the region. Satellite locations include Greenwood, Grenada, Yazoo City, and Indianola. Intensive courses that allow students to earn academic credits for courses meeting over a one-week period or one-weekend period are also under the Department’s direction.

1. Began offering fitness courses to augment those provided by the Division of Health, Physical Education and Recreation. The Division, under the academic supervision of the Division of Health, Physical Education and Recreation, now offers several sections of activity courses such as Fitness for Senior Citizens, Water Aerobics, Kickboxing and Aerobics, and Karate. Courses are offered on a credit or non-credit basis.

2. Hired full-time Coordinator for GHEC handling all DSU matters on that campus – Mr. Paul Boulou joined the staff in a full-time capacity at the beginning of the fiscal year. While Mr. Boulou has worked with the Division for quite some time as an adjunct professor and part-time administrator at the GHEC, his full-time appointment provides the resources to appropriately address DSU student needs at this center.

3. Continued RN-BSN cohorts at GHEC -

4. GHEC enrollment rose 24.6% from prior year (01-02 – 341, 02-03 – 425) – This enrollment growth can be largely attributed to the placement of the Executive programs at the GHEC.

5. Offered first courses at the Coahoma County Higher Education Center. The CCHEC is on the grounds of the former St. Elizabeth School in Clarksdale, MS. DSU and Coahoma Community College jointly operate the Center and offer programming.

6. Intensive course offerings rose from three to five field-based courses.

7. Revenue rose 80% from the previous year. Revenue growth is attributed to increased enrollments. Pricing of programs was stable compared to the previous year.

8. Profit rose 96% from the prior year. Profit gains can be attributed to increased cash flow and to increased efficiencies in the programs.

B. Executive Programs – Both the EMBA and EBBA are programs developed for the working professional. The programs are two- to three-year lock-step programs that meet on weekends to meet the needs of the non-traditional student.

1. December 2002 commencement exercise had 5 BBA and 8 MBA recipients

2. All Executive programs are now based at the GHEC

3. EMBA cohort at GHEC maintained enrollment at or above 20 throughout the year. This cohort has had less than a 30% drop-out/stop-out rate since the initial group began the Foundation courses, a rate significantly lower than previous norms. While no causal relationships have been identified, this cohort is being examined to determine if the retention rate can be replicated in future cohorts.
4. EBBA cohort at GHEC maintained enrollment at or above 5 throughout the year
5. Revenue dropped 16% from the previous year
6. Profit dropped 23% from the previous year - The EBBA cohort is quite a bit smaller than those in the past. The lower revenue and profit numbers are attributed to this.

C. Independent Study — These courses, traditionally known as correspondence courses, typically have enrollment of 100-150 students. The office receives approximately 250 requests for information on these courses each year.
1. There were 130 students enrolled in this program
2. 33 students completed course requirements
3. E-mail delivery of course materials and assignments was implemented. This program has shifted to on-line and e-mail delivery of lessons to increase the efficiency of delivery. Speed of delivery from student to Continuing Education to instructor was reduced from several days to practically instantaneous. Students now attach assignments to e-mail messages that are sent to both the Division office and the instructor.
4. A database program was implemented to track student enrollment and completion
5. Revenue fell 1.3%
6. Profit rose 10.4% - The rise in profit is partially attributable to the transition to electronic delivery. This reduced the postage cost involved in hard-copy delivery. The transition also speeds the completion period and prompted increased enrollment.

D. Workforce Investment – DSU became an Eligible Training Provider in the Delta Workforce Investment area in January 2002. Multiple programs, both academic and non-credit, have been approved for potential funding. This program, by law, focuses on providing education and employment skills to non-traditional students. The goal of the program is to improve the long-term economic status of the client by enhancing employment and career skills.
1. 147 clients enrolled in 2002-2003
2. 27 programs approved for funding – Most programs approved are academic in nature. These include degree programs (both undergraduate and graduate) and certificates. Several non-credit programs are available to address specific work-place skills needed by local employers.
3. 9 new programs approved for funding – All new programs are academic in nature.
4. Addition of WIA Coordinator staff member to manage process – This program is administratively intensive with a unique set of compliance issues. The DSU Cabinet approved the mid-year addition of a staff member to address these requirements. The position was filled in January 2003. The WIA Coordinator has the responsibility for assuring client records documentation, invoicing, and maintaining relationships with WIN Job Centers in the region.
5. $387,265 in WIA funding received in 2002-2003

E. Non-Credit Programming – Certificate programs, seminars, youth camps and lessons, personal enrichment programs, and conference hosting are several of the types of programs in this unit. Many of these traditional programs are considered service efforts for the community rather than profit-oriented projects for the Division. Customized contract training for local industry is a growth market for this unit.
1. Hosted Boys State with 283 delegates – This was the final year of a three year contract to host Boys State. Efforts are underway to negotiate an extension of this contract.
2. Major League Soccer camp enrolled 62 participants in second year of program – Participants ranged in age from 4 to 17. Age and skill group-specific instruction was provided by the contractor.
3. Professional development certificate workshops enrolled 49 clients for multiple sessions – Certificate programs in which workshops were are as follows:
   • FastTrac – Entrepreneurship training
   • Supervisory Skills
   • Office Skills
   • Computer Software Skills – Microsoft Office suite software
4. Youth swimming lessons served 95 students – This program is conducted in collaboration with the swimming program at DSU. Multiple sessions are held with training based on Red Cross approved curricula.

5. Lifeguard Certification Training – Based on Red Cross certification standards and led by Head Swimming & Diving Coach Ronnie Mayers, this staple continues to be one of the more popular programs for teenagers.

6. Continued relationship with National Seminars presenting a 1-day seminar on professionalism – This professional development program attracts participants from local businesses and DSU staff.

7. Revenue rose 120%

8. Profit rose 91% - Revenue and profit growth are attributed to the increased number of programs offered.

F. Continuing Education Units – This unit, in partnership with the Delta Area Association for the Improvement in Schools (DAAIS), offers CEU for teacher recertification. CEU are also offered outside the DAAIS partnership for organizations meeting the guidelines for CEU awards. Other organizations for whom CEU were awarded included law enforcement training agencies, individual school districts, and conferences.

Revenue for this unit is included in Non-Credit Programming budgets but is tracked separately for purposes of performance management.

1. 4394 applications/clients served – The number of CEU applications processed exceeds the total number of for-credit students enrolled at the University.

2. $54,335 in revenue generated

3. 248 workshops offered

4. Part-time CEU administrative staff added to manage process – This position is revenue funded by this program.

5. Implementation of tracking system to improve turnaround time for completion of CEU awards.
Goals for 2003-2004 – Goals for 2003-2004 are based on both a review of the assessment tools employed in current programs and on strategic initiatives identified for the Division.

While the Division seeks to comply with the University’s strategic plan, there have been no formal modifications made to the University plan since 1999. Strategic direction for the Division is provided by the Provost and Vice President for Academic Affairs.

The major initiative for the unit will be the introduction of the Graduate Office. Existing units in the Division will continue to seek growth in existing programs.

A. Graduate Office – The reconstitution of a graduate office within the Division will be a major undertaking of the unit in the coming year. This division will be responsible for graduate admission, minor registrar functions for graduate students, administering graduate assistantships, and providing support to the Colleges of Arts & Sciences, Business, Education, and the School of Nursing in their recruitment efforts.

There has been no centralized graduate office at the University since 1999. Since that time all admissions, recruitment, and retention efforts have been the responsibility of the respective graduate programs. Efforts in this regard have become disjointed and uncoordinated. It is hoped that a central graduate office will provide a single point of contact for all current and potential graduate students.

Goals for the successful implementation of this office include:

- Hiring Director of Graduate Studies – The Director of Graduate Studies will be a full-time staff position. Major responsibilities will include recruitment and admission of new graduate students. The Director will also be responsible for administering graduate assistantship funds for the University.
- Conduct study by Team Imagineer (formerly the Driving Team for Performance Enhancement) for recommendation of best practices in several areas. The Driving Team will be used to ensure that a diversity of ideas is heard and that the needs of the entire University are addressed. Target areas for the Driving Team to address include the following:
  - Recruiting
  - Graduate Assistants
  - Distance-based graduate programs
  - Admissions
- Begin processing applications for admission and other records pertaining to graduate students. Admissions applications are currently done by Enrollment Services which has little contact with graduate program coordinators. The shift to the Graduate Office should speed the admissions process and ensure that potential students are provided accurate information regarding their admission status.
- Increase graduate enrollment by 70 students. This increase will occur by aggressively recruiting students throughout the region. There has been little DSU presence at schools and career fairs in the past several years. Providing that presence will be the first step in increased enrollment in the next academic year.
• Attend Graduate and Professional School Fairs to recruit graduate students. In this process, a tracking system will be developed for attracting these students to enroll at DSU.
• Develop enticing literature/brochures as a way of promoting the graduate studies program

B. Academic Credit Programming –
• Increase number of intensive and alternate format courses by one each semester. These courses are very popular with educators returning to school for additional hours in content areas of instruction. The delivery format has proven to be the most convenient for students working full-time and for those who are not within a convenient commuting distance of the Cleveland campus.
• GHEC
  o Assist College of Education in implementation of Seamless Articulation For Elementary Education (SAFE) 2+2 program. The SAFE program will be wholly located at the GHEC. It targets non-traditional students by providing intensive format and accelerated courses in alternative scheduling formats.
  o Increase DSU enrollment at GHEC by 10%
• CCHEC
  o Begin facility planning for renovated campus
  o Hire director for campus. The director for the campus will be selected through a screening committee composed of representatives from Coahoma Community College, the Coahoma County Board of Supervisors, the community, and Delta State. The recommendation of the screening committee will be reviewed by the presidents of the two sponsoring schools.
  o Assist University Advancement in fundraising for programming endowment to support campus

C. Executive Programs
• Begin new cohort for both EBBA and EMBA. Targeted enrollment in each program is 10 or more.
• Review recruitment process. Recruitment has relied on personal contact with regional employers and newspaper advertising. The effectiveness of these means is in question with two of three previous attempt to form cohorts at the GHEC failing to meet minimum enrollment requirements.

D. Independent Study
• Increase number of web-based courses by 3
• Make program information available online via Division website. The information to be made available includes the following:
  o Policies and procedures
  o Course listings
  o Enrollment application

E. Workforce Investment
• Improve tracking of federally required data. This will be done in collaboration with coordinators of WIA approved programs and the staff of the regional WIN Job Centers.
• Create database to assure appropriate student account management. Accounts will include program progress, financial information and post-completion data for reporting federally required data.
• Improve communication between WIA Coordinator and cooperating units on campus. The WIA coordinator will meet regularly with coordinators of approved programs to provide information regarding WIA requirements.
• Improve communication between WIA Coordinator and regional WIA offices. The WIA coordinator will provide regional WIN Job Centers with information regarding all approved programs at the University. It is hoped that this information will lead to increased numbers of referrals to DSU programs.

F. Non-Credit Programming
• Increase the enrollment of non-credit activities.
• Offer 5 personal enrichment workshops each term
• Provide the local schools, businesses, and organizations with one work-related seminar each term, including summer
• Increase by 2 each term the number of workshops for children
• Create on-site training for completion in the certificate programs
• Create a program for community input
• Publish and distribute a newsletter/marketing piece each term

G. Continuing Education Units
• Adjust pricing of CEU with partner organizations
Recommendations

The following recommendations are made to Academic Council regarding Graduate and Continuing Studies:

A. Staff
   • **Provide Full-time Clerical Assistant in Graduate Studies** – Documentation required in the graduate admissions process is intense. The Division currently provides one part-time assistant and student employees to the Director of Graduate Studies. This assistance is proving inadequate for the workload. One full-time assistant is needed in this unit to allow the Director to focus his efforts on recruitment and outreach rather than records-keeping.
   • **Provide Part-time Clerical Assistant in Workforce Investment** – Again, documentation requirements in this unit are intense. One part-time clerk will allow a more efficient functioning of the coordinator and provide capacity for growth of this revenue generating program.

B. Technology / Program Development
   • **Encourage the Development of On-Line Graduate Programs** – An area of great potential growth in graduate enrollment is in programs available via web-based delivery. This was a recommendation of Team Imagineer and is endorsed by Dr. Larry Lambert, Director of the Technology Learning Center.
   • **Provide Technology Tools to Staff** – The Division identified technology needs in Spring 2003 at the request of the Chief Information and Planning Officer. A response to these needs has not been forthcoming. These tools would allow a much more efficient operation of the unit.

C. Recruiting
   • **Expand Recruiting for Graduate and Non-Traditional Programs** – Graduate and non-traditional programs offer a source of enrollment growth that has not been adequately developed. A concerted effort, supported with adequate resources, can substantially improve enrollment of graduate students and census at branch campuses.