Executive Summary

The Division of Graduate and Continuing Studies 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 was reconstituted during the 2003-2004 academic year under the leadership of the Division.

During the 2003-2004 academic year the Division had growth in both programmatic offerings and enrollment. Class offerings at the GHEC and CCHEC branch campuses expanded. Staffing changes brought new talent to DSU, though transitions in personnel also hampered productivity. Staffing changes include the addition of the executive director for the CCHEC, the reorganization of responsibilities within WIA and non-credit programming, and the additions of full-time administrative assistants in Graduate Studies and WIA/Non-Credit Programming. The beginning of the 2004-2005 year saw the addition of the Retention Management project to the Division. This project will target at risk students with the goal of providing assistance to the student and improving academic success and persistence in enrollment.

The division directly supports the vision of the University to be the best regional university in America as it combines a heritage of academic strength with a robust commitment to serving people and communities, particularly in the Mississippi Delta. As one of the outreach points of contact for the University, the division provides leadership for fulfilling this vision. The division further supports the University’s Quality Enhancement Plan (QEP) by fostering significant student interaction and engagement in all activities of the unit.

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.

➢ Graduate Studies
  • Graduate enrollment rates – Enrollment rose 14% in Spring 04, 33% in Summer I 04 and 65% in Summer II 04.
  • Recruits Visited / Contacted – First year of tracking
  • Applications
  • Campus visits
  • Career Fairs attended

➢ Academic Credit Programming –
  • Course evaluations
• Evaluations are conducted for every course with a first time instructor
• Evaluations are done annually for returning instructors
• Evaluations rate instructors highly for teaching and accessibility
• Lower ratings were given for facilities and instructional resources available at branch campus locations

➢ Executive Programs –
• Course evaluations
  o Instructors are generally rated highly for teaching
  o Lower marks are given for accessibility
• Program evaluations by graduating cohorts
  o The program is rated highly for career preparation
  o Suggestions for improvement focus on alternate course delivery (e.g., Online courses, hybrid courses)
• GHEC coordinator interaction with cohort members

➢ Workforce Investment
• Tracking of required student performance data
  o Data base was developed to track program completion rate
  o Survey of alumni were developed to track placement and earnings
• Tracking of graduate placement success rate
  o Survey of alumni were developed to track placement and earnings

➢ Non-Credit Programming
• Satisfaction survey of participants in workshops
• Exit interviews with conference clients

➢ Continuing Education Units
• Course evaluation required in all workshops

B. Accomplishments and Activities of the Unit

➢ Graduate Studies
• Enrollment rose in Spring and Summer by double digit rates
• Reconstituted the Graduate Council
• Reconstructed the Graduate Office with all applicable policies and procedures
• Attended career fairs in Mississippi and in the Memphis area for the recruitment of graduate students.
• Established a tracking system for processing paperwork and recruitment of graduate students.
• Worked with the Technology Department in the collection of data for potential graduate students.
• Developed literature/brochures for promoting the graduate studies program.
• Assisting in the initial phase of implementation an online criminal justice program, master of education in secondary education, and the educationalist specialist in history, social sciences, and English.

➢ 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.
• Continued RN-BSN cohorts at GHEC
• Implemented initial RN-BSN cohort at CCHEC
• GHEC enrollment rose 36.7% from prior year (02-03 = 425, 03-04 = 581)
• Had 87% of all DSU courses offered at GHEC make (65 out of 75)
• Began renovation of Cutrer House on CCHEC campus and planning for renovation of remainder of the campus
• Implemented on-line graduate program in Criminal Justice in cooperation with faculty in Social Sciences
• Revenue rose 27% from the previous year
• Profit rose 110% from the prior year including Exemption 14 funds for full-time students

➢ 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.
  • All Executive programs are now based at the GHEC
  • 15 EMBA graduates received degrees in the December 2003 commencement exercise.
  • 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 rose 27% from the previous year
  • Profit rose 63% from the previous year

➢ 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 110 new students enrolled in this program during FY 2004
  • 29 students completed course requirements
  • All courses were converted to either e-mail or WebCT delivery
  • Revenue rose 1.2%
  • Profit fell 17.2%

➢ 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.
  • 4 programs approved for funding
  • 158 students enrolled in 2003-2004
  • Addition of WIA staff member to manage process
  • $332,00 in WIA funding received in 2003-2004

➢ 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.
  • Major League Soccer camp enrolled 43 participants in third year of program
  • Professional development certificate workshops enrolled 30 clients for multiple sessions
  • Youth and adult swimming lessons served 137 students
  • Contract for hosting Mississippi Boys State was not renewed
  • Continued relationship with National Seminars presenting a 1-day seminars on stress management and work related topics
  • Personal enrichment workshops were conducted targeting both adult and youth audiences
  • Revenue fell 33%
  • Profit fell 55%

➢ 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.
  • 287 workshops offered
  • There was approximately 10,200 applications completed for CEU credits
  • $75,399.50 generate in revenue for all workshops
  • Part-time CEU administrative staff continues to manage process and improve records-keeping

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.

➢ Graduate Office – The reconstitution of a graduate office within the Division continues to be a major undertaking of the unit in the coming year. This division is 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:

- Continue implementation of results of the study by Team Imagineer (formerly the Driving Team) for recommendation of best practices in
  - Recruiting
  - Graduate Assistants
  - Distance-based graduate programs
  - Admissions
- Continue processing applications for admission and other records pertaining to graduate students
- Increase graduate enrollment by 70 students
- Attend Graduate and Professional School Fairs to recruit graduate students. In this process, a tracking system continues to the refined for attracting these students to enroll at DSU.
- Develop enticing literature/brochures as a way of promoting the graduate studies program

➤ Academic Credit Programming –
- Increase number of intensive and alternate format courses by one each semester
- Increase online course offerings by 15%
- Obtain dedicated space for fitness courses offered through the division
- GHEC
  - Assist College of Education in implementation of Seamless Articulation For Elementary Education (SAFE) 2+2 program
  - Increase DSU enrollment at GHEC by 10%
- CCHEC
  - Begin facility renovation for Brown and Lewis buildings
  - Complete renovation of Stage I of Cutrer House
  - Continue course offerings with level enrollment during renovation process
  - Assist University Advancement in fundraising for programming endowment to support campus

➤ Executive Programs
- Begin new cohort for both EBBA and EMBA
- Review curriculum and delivery methods in conjunction with College of Business
- Review recruitment process

➤ Independent Study
- Increase number of web-based courses by 3
- Make online program information interactive
  - Policies and procedures
  - Course listing
  - Enrollment application

➤ Workforce Investment
- Improve tracking of federally required data
- Maintain number of DSU programs approved for WIA funding
- Improve communication between WIA Coordinator and cooperating units on campus
- Improve communication between WIA Coordinator and regional WIA offices

➤ Non-Credit Programming
- Increase the enrollment of non-credit activities by 5%
- Offer 5 personal enrichment workshops each term
- Provide the local schools, businesses, and organizations with one work-related seminar each term
- Increase by 2 each term the number of workshops for children
- Implement a Kids’ College by Summer 2005
- Create a program for community input
- Publish and distribute a newsletter/marketing piece each term

➤ Continuing Education Units
• Expand marketing of CEU courses
• Develop CEU courses through VESi partnership

➢ Retention Management
• Hire coordinator
• Develop and implement intervention strategies
• Develop and implement student tracking system

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

➢ Staff
• Provide Full-time Recruiter 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 Marketing Assistant in Continuing Studies – 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.

➢ 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.

➢ 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.

Date Reviewed by Academic Council ________________
Introduction

The Division of Graduate and Continuing Studies 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 at the graduate and undergraduate level. 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 continued to grow in 2003-2004 in both offerings and enrollment. Enrollment at branch campuses in Greenville and Clarksdale reached all-time highs. Enrollment in Cleveland-campus fitness courses grew as did the number and variety of courses offered. The introduction of the SAFE program, a non-traditional delivery of the undergraduate Elementary Education curriculum, was done on the GHEC campus. RN-BSN cohorts in both Greenville and Clarksdale completed degree requirements.

The Graduate Office was successfully reorganized in 2003-2004, resulting in increased graduate enrollment in its first year of existence. The Graduate Office will lead efforts to support the University mission and Quality Enhancement Plan to provide opportunities to engage students. The introduction of a Graduate Student Council is one element of this effort.

Graduate and Continuing Studies has administered the University’s executive programs in business since 2001-2002. The final cohort of EMBA students located on the Cleveland campus received their degrees at the 2003 Winter Commencement, leaving all remaining cohorts of executive students at the GHEC. The first cohorts of EBBA and EMBA students to work exclusively at the GHEC campus are nearing completion of their respective programs. New cohorts have been formed for the EMBA program.

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. All independent Study courses are now delivered through either email or WebCT. Management of the Continuing Education Unit (CEU) process for the University is also done through Graduate and Continuing Studies. More than 10,000 enrollments in CEU courses and workshops were processed in that last fiscal year with 4,000 CEU awarded. 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 University’s initial attempts at proactive student retention programs will be administered through the
division. The Retention Management program will attempt to identify at risk students with the goal of intervention and continued enrollment.

The Division experienced significant change during the 2003-2004 academic year. Growth occurred in almost all programs under the Division’s responsibility. With this growth came changes in assignments and responsibilities. The duties of two coordinator positions were consolidated into a single position. Staff support positions were added for WIA and Graduate Studies. The first Executive Director of the CCHEC was hired. 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. Graduate Studies
   - Graduate enrollment rates – Enrollment rose 14% in Spring 04, 33% in Summer I 04 and 65% in Summer II 04.
   - Recruits Visited / Contacted – First year of tracking
   - Applications
   - Campus visits
   - Career Fairs attended
   - Successful development of the Graduate Student Council

B. 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.
   - Course evaluations
     Evaluations are conducted for every course with a first time instructor
     Evaluations are done annually for returning instructors
   - Evaluations rate instructors highly for teaching and accessibility
   - Lower ratings were given for facilities and instructional resources available at branch campus locations

C. Executive Programs –
   - 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.
     o Instructors are generally rated highly for teaching
     o Lower marks are given for accessibility
   - 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.
     o The program is rated highly for career preparation
Suggestions for improvement focus on alternate course delivery (e.g., Online courses, hybrid courses)

- **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.

**D. Workforce Investment**

- **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.
  - Data base was developed to track program completion rate
  - Survey of alumni were developed to track placement and earnings
- **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.
  - Survey of alumni were developed to track placement and earnings

**E. Non-Credit Programming**

- **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.
- **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.

**F. 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.
- **File Completion Time** - The office has a target of 30 days to complete files from the time it is submitted by the course instructor or sponsor. Average completion time in 2003-2004 is 24 days.

**G. Retention Management**

- In order to assess the overall effectiveness of this program, there will be comparisons between the data on the number of students that dropped out in the past five years in the developmental classes, and the data on the number of students that drop out this year in these classes.
- Data will be continuously collected on each individual student pertaining to each service provided. Percentages of the effectiveness of each service including phone calls, mail outs, referrals to appropriate departments, encouragement of tutorial services, encouragement of pre-registration, and any other service provided will be compared to determine the efficiency of each service.
The Division saw an overall growth in programming and enrollment while revenue and profitability were stable 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. Graduate Studies –
   1. Enrollment rose in Spring and Summer by double digit rates. Spring 2004 enrollment was 14% higher than 2003. Summer I and Summer II were 35% and 66% higher, respectively, than the like 2003 term. This is attributed to a central recruiting effort on behalf of the University by the Graduate Office in cooperation with coordinators from the various graduate programs.
   2. Reconstituted the Graduate Council as a subcommittee of Academic Council for policy changes and catalog revisions. The Council has representation from the Colleges and School, The Graduate Office, and graduate students.
   3. Reconstructed the Graduate Office with all applicable policies and procedures.
   4. Attended career fairs in Mississippi and in the Memphis area for the recruitment of graduate students.
   5. Established a tracking system for processing paperwork and recruitment of graduate students.
   6. Worked with the Technology Department in the collection of data for potential graduate students.
   7. Developed literature/brochures for promoting the graduate studies program.
   8. Assisting in the initial phase of implementation an online criminal justice program, master of education in secondary education, and the educationalist specialist in history, social sciences, and English.
   9. Developed a rapport with department graduate coordinators in the implementation of admission requirements, processing of multiple transcripts/documents, and improved the communication process in regards to policies and procedures for Graduate School at DSU.
   10. Developed numerous forms including evaluation form of job performance for graduate assistants.

B. 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. Began offering fitness courses to augment those provided by the Division of Health, Physical Education and Recreation.
   1. Continued RN-BSN cohorts at GHEC. Enrollment of associate degree nurses in this program remains steady. Contacts between this office and feeder organizations such as Delta Regional Medical Center have contributed to the continuity in the program enrollment.
   2. Implemented initial RN-BSN cohort at CCHEC. An initial cohort of 7 nurse managers from Northwest Regional Medical Center successfully completed the program.
   3. GHEC enrollment rose 36.7% from prior year (02-03 – 425, 03-04 – 581). These are duplicated enrollment totals.
   4. Other off-campus enrollment, including CCHEC rose 37.1% (02-03 – 340, 03-04 – 466). These are duplicated enrollment totals.
   5. Had 87% of all DSU courses offered at GHEC make (65 out of 75)
6. Began renovation of Cutrer House on CCHEC campus and planning for renovation of remainder of the campus. Duvall-Decker, the architecture firm awarded the contract for the renovation of the remainder of the campus, developed construction documents for the project. The campus will include classroom and technology facility and a conference facility with classrooms/break-out rooms.

7. Implemented on-line graduate program in Criminal Justice in cooperation with faculty in Social Sciences. This program is the only one of its kind in the State of Mississippi.

8. Continued 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, Karate, White Water Rafting, Outdoor Recreation, Pilates, and Scuba Diving. Courses are offered on a credit or non-credit basis.

9. Revenue rose 27% from the previous year

10. Profit rose 110% from the prior year including Exemption 14 funds for full-time students

C. 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. All Executive programs are now based at the GHEC

2. 15 EMBA graduates received degrees in the December 2003 commencement exercise.

3. EMBA cohort at the 600 level courses at GHEC maintained enrollment at or above 20 throughout the year. The Foundation cohort, formed in August 2003, averaged 10 in each class.

4. The EMBA cohort taking 600-level classes and the EBBA cohort will complete degree requirements in Fall 2004 making them the first groups to complete all degree requirements at the GHEC

5. EBBA cohort at GHEC maintained enrollment at or above 5 throughout the year

6. Revenue rose 27% from the previous year

7. Profit rose 63% from the previous year

D. 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. 110 new students enrolled in this program during FY 2004

2. 29 students completed course requirements

3. All courses were converted to either e-mail or WebCT delivery.

4. Two courses were converted from e-mail to WebCT delivery. Faculty developing new courses were compensated for the development

5. 36 courses are now available via Independent Study

6. Revenue rose 1.2%

7. Profit fell 17.2%. The drop in profit is partially attributable to payments made to faculty for development of new and revision of existing courses.

E. 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. 24 DSU programs are currently approved for funding

2. Through FY 2004 DSU was the only university in Mississippi approved as a training provider. USM and the University of Mississippi now have limited programs approved

3. 158 students enrolled in 2003-2004. Almost all are enrolled in for-credit programs. Many are full-time students

4. Addition of WIA staff member to manage process. Ashley Scott joined the staff to provide clerical support in records-keeping for WIA. The WIA Coordinator has the responsibility for assuring client records, invoicing, and maintaining relationships with WIN Job Centers in the region.
5. A meeting was held on December 17, 2003 in Clarksdale with the WIA Coordinator, representative from the regional office and all of the local WIN JC managers to deliver and discuss the newly created DSU's WIA Resource Manual. The managers approved the idea of placing the resource manual in their office lobbies and a additional manuals were requested by the regional office.

6. WIA Coordinator organized a meeting with the Division/Department Chairs and various faculty/staff members. An overview and future plans concerning WIA were presented to the group. A sample WIA program packet was provided to everyone to allow a better understanding of WIA and how they play a key role in the success of the program. The WIA Coordinator facilitated a roundtable session on Workforce Initiatives at the ACHE Conference in Atlanta, Georgia.

7. $336,605.75 in WIA funding received in 2003-2004

F. Non-Credit Programming –Certificate programs, seminars, youth camps, and lessons, personal/professional 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. Our Division offers customized contract training and academic courses as requested by the local industries.

1. Youth and adult swimming lessons served 137 clients – This program is conducted in collaboration with the swimming program at DSU. Multiple sessions are held with training based on Red Cross approved curricula. Each participant received a certificate of completion.

2. Major League Soccer Camp had 43 participants ranging in age from 2 – 14. Groups were divided by age and skills. Each group competed in games and skill challenges throughout the week.

3. Lifeguard Certification Training – Based on Red Cross certification standards and led by Head Swimming & Diving Coach Ronnie Mayers. This training is offered during the spring semester to certify teenagers looking for summer work in this field of concentration.

4. National Seminars presented a 1-day Stress Management Seminar. Several local businesses allowed their employees to attend this workshop including some of DSU’s support staff.

5. Professional piano player David Haynes offered an Instant Piano Class to 15 participants – This beginner’s class focuses on chords and chord progression.

6. Professional development certificate workshops enrolled 30 clients for multiple sessions. Certification workshops offered were as follows:
   - FastTrac – First Step
   - Supervisory Skills
   - Office Skills
   - Computer Software Skills

7. Holiday Art Workshop for children – This workshop was divided into age groups. A total of 9 participants were instructed by Terry Baird on how to make Christmas ornaments.

8. Norman Winter Workshop – A workshop offered to the community and local garden clubs. The workshop included presentation and tips for spring gardening.

9. Offered 16 workshops at GHEC in the Supervisory Management Certificate Program

10. Had 5 people complete the Supervisory Management Certificate Program at GHEC

11. Revenue fell 33% and profit fell 55%. A significant portion of the declines in both revenue and profit is due to end of the Boys State contract. Changing responsibilities of staff members in this area also attributed to the decline.

G. 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. 287 workshops offered. These workshops included CEU for conferences and parallel CEU for academic courses. 8 courses cancelled and 7 were incomplete at the end of the fiscal year.
2. There were approximately 10,200 applications completed for CEU credits. This is the total number of participants in the CEU courses. Individuals may have been enrolled in multiple courses. In that instance there are duplications in the count.
3. $75,399.50 generate in revenue for all workshops and courses.
4. Part-time CEU administrative staff continues to manage process and improve records-keeping.
5. The University implemented a partnership with Virtual Educational Software Incorporated (VESi) and the College of Education to provide on-demand CEU courses delivered via CD-rom.
Goals

Goals for 2003-2004 – Goals for 2004-2005 are based on both a review of the assessment tools employed in current programs and on strategic initiatives identified for the Division. These goals are also intended to be aligned with the vision of the University to become the best regional university in the country. The ultimate goal of student engagement stated in the University’s QEP is also incorporated into the unit’s goals.

A. Graduate Office – The reconstitution of a graduate office within the Division continues to be a major undertaking of the unit in the coming year. This division is now 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 had been no centralized graduate office at the University since 1999 until the reorganization of the office in FY 2004. Since that time all admissions, recruitment, and retention efforts have been the responsibility of the respective graduate programs. The transition to a centralized point of contact for current and potential graduate students has begun, but is a work in progress.

Goals for the continued successful implementation of this office include:

- Implement other policies/procedures recommended by Team Imagineer as well as establish new policies/procedures.
- Create a separate budget for the Graduate Office to aid in tracking efficient use of resources.
- Hire a graduate assistant to assist in recruitment/marketing the graduate studies program.
- Start a Graduate Student Organization to act as an advisory body for Graduate School. This will be a significant step to providing graduate students a voice in governance. This organization is intended to allow graduate students opportunities to have significant interactions with the administration and faculty of the University. The GSO will also foster student-to-student interaction and provide student a voice in the improvement of programs and support structures of the University. A draft charter for the organization will be reviewed in Fall 2004 with submission to the Division of Student Affairs by the end of the term.
- Continue to evaluate the tracking system for prospective graduate student from point of inquiry to enrollment.
- Continue to evaluate services provided by the Graduate Studies Office in an effort to provide the most effective and efficient services for prospective and current graduate students.
- Increase graduate enrollment by 70 students. This increase will occur by aggressively recruiting students throughout the region. The Graduate Office has made initial contacts with feeder schools throughout the past year. Strengthening these contacts will lead to the increased number of recruits.
- 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.
- Refine literature/brochures and other marketing tools as a way of promoting the graduate studies program.
B. Academic Credit Programming
- Provide students involved in non-traditional courses and delivery modes increased opportunities to interact with faculty and other students
- Bring BSIS, MED in Secondary Ed and Ed. Specialist in Secondary Ed programs online. These programs, approved by the IHL Board in the last fiscal year, will be activated in the coming academic year.
- Increase online course offerings by 15%
- Obtain dedicated space for fitness courses offered through the division
- GHEC
  - Assist College of Education in implementation of Seamless Articulation For Elementary Education (SAFE) 2+2 program
  - Increase DSU enrollment at GHEC by 10%
- CCHEC
  - Begin facility renovation for Brown and Lewis buildings
  - Complete renovation of Stage I of Cutrer House
  - Continue course offerings with level enrollment during renovation process
  - 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 curriculum and delivery methods in conjunction with College of Business. Evaluations from current and previous executive student indicates a desire for more flexible learning methods. The Division, in cooperation with the College of Business, will undertake a curriculum and program review with the goal of increasing the flexibility of the learning systems employed.
- 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:
  - Policies and procedures
  - Course listings
  - 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 about regulations and rules between Graduate & Continuing Studies and WIN Job Centers.
- Establish a reporting system that would inform advisors the total number of approved WIA participants for each semester.
- Create and distribute standard guidelines to follow once a participant is approved through WIA.
- 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 by 5%.
• Create communications with local broadcasting stations, newspapers, web enhanced publications, and mass emailing to announce upcoming events each semester.
• Establish a Kids College by Summer 2005. There have been multiple requests from the public for increased numbers of academic and cultural activities for children during the summer. Reviews of best practices of other schools indicate a day camp type delivery method is effective. In partnership with the faculty and staff of the University the Division will lead the implementation of a pilot program.
• Partner with E-Learning to offer additional certificate programs.
• Publish and distribute a newsletter/marketing piece each semester.
• Apply for grants to help offset administrative and advertising cost.
• Offer an after school arts program for grades K-12. 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 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
• Identify new partners through whom CEU units may be offered

H. Retention Management
The development of a student retention program within the Division will be another addition for the unit in the coming year. This program will be responsible for identifying at-risk students who have the potential to drop out, tracking the students, and aiding in maintaining the success of the student in completing their education. The coordinator will also assist in directing the student to any available help on campus to suit the students’ needs.

The Retention Management office is a direct response to the University’s QEP and specifically attempts to maintain and enhance student-to-faculty and student-to-student contacts. Goals for the successful implementation of this program include:
• Research data on students that have dropped out in the past five years
• Maintain contact with students in the developmental classes
• Become known as a resource person for the freshmen class
• Identify other at-risk students
• Track these students’ grades through Banner
• Assist students in finding answers to any problems/questions they may have by referring them to the academic support lab, counseling services, the writing center, or any other department they may need help with such as financial aid, registrar’s office, etc.
• Work with the academic support lab to determine which students seek services
• Help ensure pre-registration for the identified at-risk students as well as other students who have not pre-registered
• Attend seminars on retention to gather information from other programs
• Hire a graduate assistant with a background in psychology or counseling to help assist students
• Keep the students in touch with important events and information through mail outs and calling
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Recommendations

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

A. Staff

- **Provide Full-time Recruiter 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 Marketing Assistant in Continuing Studies** – 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.

- **Increase Graduate Assistant budget** – The current budget graduate assistantships allows only for a stipend of $2250 per semester. This budget should be expanded to allow for a tuition waiver along with a modest stipend for the assistant. This will enhance recruiting efforts for the most capable candidates

D. Reorganize the Graduate Office

- **Provide a Separate Budget Organization** – In order to effectively evaluate the efforts of the Graduate Office one must be able to determine if resources are used effectively. A separate budget ORG should be created with adequate resources allocated. The Director of Graduate Studies is an effective administrator and is quite capable of oversight of these funds. The Dean of Graduate and Continuing Studies will continue to monitor the effectiveness of the unit.

- **Additional Recruiter** – As stated above, the addition of a full time recruiter to this office will greatly enhance the enrollment management efforts of the unit.