Compact for The College of Continuing Education  
FY2003-04  

A. Introduction  

The College of Continuing Education (CCE) was founded in 1913 as the General Extension Division. Academic programs were based on the example of the University of Chicago, cultural programs were influenced by the Chautauqua movement in upper New York State, and direct services were drawn from the example of the University of Wisconsin.  

The mission for CCE in the 21st Century is to provide high quality continuing education and lifelong learning opportunities for professional development, personal enrichment, career transition, and academic growth. Adults who seek education on a part-time basis for career enhancement and personal enrichment are the primary audience. Most already have degrees or some higher education.  

Core values guiding the work are:  
- Focus on the individual learner  
- Diversity among learners  
- Innovative and interdisciplinary programs  
- Partnerships with learners and providers  
- Technology to enhance learning and increase access  

CCE is organized into four core business units:  
- Continuing Professional Education  
- Degree and Credit Programs  
- Personal Enrichment Programs  
- University of Minnesota Career and Lifework Center  

Three professional units integrate processes across the College:  
- Learning Technologies  
- Marketing  
- Student Support Services  

CCE’s organizational structure reflects implementation of the CCE Strategic Plan and the work of strategic goal teams completed in 2001. The College helps fulfill the University of Minnesota’s land-grant mission by providing access to outstanding education for a diverse community of adult learners across Minnesota, and beyond. Overarching goals support themes of quality, agility, and cost-effectiveness.  

The Compact between the Executive Vice President and Provost and the College of Continuing Education for 2003-04 includes the following:  

B. Update Major Long-Term Goals/Priorities from Previous Compacts  

In 1999, the College strategic planning effort identified seven strategic goals, and goal teams for each completed work in 2001. Following a systematic examination of key drivers of success, three advanced strategy initiative teams were appointed in May 2002. These teams were formed to help CCE improve cross-cutting processes, making sure they are learner-focused and integrated across the College. The following are significant outcomes of that work plus other highlights for the past year.  

- The Earle Brown Continuing Education Center was successfully transferred to CCE from Extension in January 2002. Reorganization occurred in early 2002, and a new director hired in August. Renovation was underway at year’s end.  
- Great Conversations is completing a second very successful year. A partnership with the University Foundation expanded the audience to President’s Club members. The February 2003 Great Conversation is part of Inaugural week activities.  
- Great Conversations on the Road is strengthening CCE relationships with the University Alumni Association and Foundation. Events scheduled in Florida, Arizona, and California.  
- The March 2002 Vital Aging Summit attracted an audience of more than 400 participants. Subsequently, the Vital Aging Network and Web site are helping shape a new societal vision for midlife and beyond. CCE is providing pathways to educational opportunity for vital agers and service providers across Minnesota.  
- Workforce development initiatives are expanding. CCE is now represented on the Governor’s Workforce Development Council, Minnesota Job Skills Partnership Board, Employer Services Partnership, Metropolitan Council on Customized Training, and other related groups.  
- The University and MnSCU jointly sponsored a statewide workforce development conference in October 2002.  
- The first Minnesota Jobs Skills Partnership (MJSP) systems engineering grant involving Lockheed Martin was followed by a second MJSP grant with Northwest Airlines targeting IT management best practices.
• Review of Information Technology programs and market changes affecting those programs resulted in consolidation of the unit with the Business Direct group within CPE.
• The Recruitment and Retention Strategic Initiative Team recommended a new customer service model, CCE Web site improvements, focused brand positioning, and other strategies. Results will include reorganization of advising and student services, new marketing approaches, and Web site rearchitecture.
• The Program Development Strategic Initiative Team developed a framework, model, toolkit, resource directory, and set of best practices to improve program development processes across CCE. A new CCE-wide Program Developers Network was organized.
• A Cost Attribution Model was developed to help move CCE toward financial sustainability. New tools for financial analysis are being implemented.
• CCE’s fund development efforts are focused on building relationships with the donor community in support of scholarships and programs across the College.

This compact affirms four core businesses as CCE priorities.

B. Priority # 1. Continuing Professional Education (CPE)

B.1.1. This core business focuses on the CCE strategic goal to provide university-based educational options to help Minnesota employers attract, retain, and develop a quality workforce. The focal audience is working professionals with degrees or some higher education.

Expected measurable outcomes
a) Business industry partnerships to provide career-based education and certificate-bearing workforce development programs.
   b) Program Planning and Conference Service relationships with University collegiate units to promote effective and efficient knowledge transfer. New relationships with professional associations to reach new audiences.
   c) Leveraged grant initiatives and relationships with business and public sector partners to expand customized business, technology and workforce development education programs.
   d) Expanded portfolio of non-credit offerings developed from existing credit based programs.

B.1.2. Actions taken

b) New and expanded partnerships with the public sector include work with the MN Department of Health, MN Department of Transportation, Federal Highway Administration, MN Department of Agriculture, and the Metro Minnesota Chapter of the Appraisal Institute.

c) CPE and MnSCU co-sponsored the Workforce Minnesota conference in October 2002. Over 400 attended representing business, education and community organizations. New partners have joined in preliminary planning for follow-up. The University Workforce Advisory Committee drafted a definition of the U’s role in workforce development. A partnership with North Hennepin Community College is engaged in course development as part of the Northwest Airlines project. Enrollments in programs for engineers and government employees have expanded.

d) CCE customized education yielded $100,000 of new business with major defense contractors, such as Lockheed Martin, General Dynamics, and United Defense, as a result of the MJSP systems engineering grant initiative. Other customized efforts include grant writing with MN Project Innovation Inc./Small Business Administration, customer service and diversity training with the Minneapolis Convention Center, project management with BWBR Architects and Wagner Spray Tech, SHRM training, and potential accounts with Seagate and Target.
Partnership activity internal to the University has established CCE’s conference planning capability. Partnering units include the Agricultural Experiment Station, Austrian Studies, Mechanical Engineering, Sponsored Projects Administration, Mathematics, Epidemiology, Public Health, Extension, Chemical Engineering, U Foundation, U Relations, and the President’s Office.

c) CPE realigned its organizational structure to respond to declining InfoTech enrollments. The Edina center will close in May, and the InfoTech department and Business Direct group will consolidate for a net reduction of 5 FTEs and $500,000 savings in direct expenses. Continuing Education Center and Extension conference services unit integrated into CCE. Performance Matrix system developed to generate monthly report of performance measures.

B.  Priority # 2. Degree and Credit Programs (DCP)

B.2.1. This core business reflects planning to expand ways the College can complement other colleges in credit programs, expand access to CCE credit programs, and provide pathways for working adult part-time learners to access offerings of the broader University. Students typically have some higher education.

Expected measurable outcomes
a) Increased access for adult students to credit programs and courses of the University, in collaboration with academic units. Expanded awareness of CCE “value added” expertise.
b) Improved customer service and response time.
c) Appropriate certificate programs that are responsive to market needs and collegiate partnership opportunities.
d) Enhanced statewide outreach, especially Rochester and Crookston.

B.2.2. Actions taken
a) Agreement in place with several colleges to allow CCE to process selected registrations for non-degree seeking students to enroll in classes for graduate credit. Procedures confirmed with CLA, IT, HHH. Implementing and testing the procedures will inform agreements with other selected colleges.
b) Programmatic review of ICP, PIL, and BAS completed, recommending a merger of advising and support functions. Web sites improved. Course evaluation of online courses refined.
c) Role of the Academic Council institutionalized as the review and approval body for credit programs. Three new certificates developed and approved in 2002-03.
d) BAS Manufacturing program delivered to Rochester. Courses delivered online through BAS program. Compact plan under development with Crookston. Brochure developed to highlight opportunities for disadvantaged students.

B.2.3. Actions planned
a) Assess feasibility of offering a liberal arts type Bachelors degree to accommodate working adults. Preliminary discussion with Vice Provost Craig Swan determined the audience would be best served through the Inter-College Program.
b) Implement organizational changes to form a new unit within DCP to improve and streamline advising and student services.
c) Develop and evaluate strategies to serve markets for Independent and Distance Learning.
d) Focus on value-added in partnerships with collegiate units to increase access and tuition revenue to collegiate partners from non-degree seeking students.
e) Evaluate outreach programs to K-12 and other special audiences.

B.2.4. Summary of financial plan

| Costs/Expenditures FY2002-03 * | $ 8,119,282 |
| Revenues | $ 11,237,225 |
| Central Contribution-Manufacturing Tech** | $ 37,000 |

| Costs/Expenditures FY 2003-04 (projected) * | $ 6,122,000 |
| Revenues | $ 11,593,000 |
| Central Contribution-Manufacturing Tech** | $ 37,000 |

** $110,000 over three years, $37,000 in FY03 and FY04; $36,000 in FY05. Funding will support program development.

B. Priority # 3. Personal Enrichment Programs (PEP)

B.3.1. This core business focuses on developing and providing personal enrichment programs that leverage the resources of the University to serve the public good and engage the adult population in lifelong learning.

Expected measurable outcomes
a) Expanded portfolio of unique lifelong learning opportunities providing access to the U’s world-class faculty, research, and facilities.
b) Broadened partnerships with collegiate units, Alumni Association, and Foundation to reach expanded audiences of lifelong learners.
c) PEP staff and programs restructured to maximize cost effectiveness, increase enrollments/audience participation, utilize technology in innovative ways, and support University priorities.

B.3.2. Actions taken
a) Great Conversations reached approximately 5,000 people at eight live events, and thousands more through telecasts to the coordinate campuses and subsequent broadcasts on public radio and television. Partnerships with the Alumni Association, Foundation, and five colleges expanded audiences. Programs offered in Florida, Arizona, and California. Other programs supported centennials of the School of Music and College of Natural Resources, plus Founders Week and the Inauguration. Six Great Conversations offered this season.
b) Split Rock Arts Program plans a high-profile 20th anniversary season for Summer 2003. Planning underway to move the program to the Twin Cities campus in cooperation with CLA and CHE. Research completed for an online mentoring service for creative writers, with testing and recruiting planned.
c) Compleat Scholar and Elderhostel programs thoroughly evaluated and restructured to respond to declining enrollments.
d) Public Relations efforts have yielded national publicity for Personal Enrichment Programs.
e) U Reads program launched.
f) Despite the weakened economy, the number of people served by PEP increased for the third year in a row. ElderLearning Institute membership continues to increase.

B.3.3. Actions planned
a) Continue restructuring and staff transition to promote values of efficiency and effectiveness.
b) Continue the course toward a sustainable financial future. Reduce Elderhostel programming, increase Compleat Scholar enrollments, and transition Split Rock programming to the Twin Cities Campus.
c) Strengthen partnerships with the Alumni Association, Foundation, and University Relations.

B.3.4. Summary of financial plan

| Costs/Expenditures FY2002-03 | $ 1,564,179 |
| Revenues | $ 1,042,900 |
| RRC Contribution* | $ 522,279 |
B. Priority # 4. Career and Lifework Center (CLC)

B.4.1. The Career and Lifework Center provides a front door to the University for adults who are in career transition, and seeking professional and personal enrichment. The Center assists individuals in developing realistic career plans and educational pathways, brokering educational options, and capitalizing on informational technologies including MnVU and ISEEK.

Expected measurable outcomes
a) Increased enrollments in CCE and University Programs.
b) System established to improve knowledge of CCE markets.
c) Vital Aging Network (VAN) Web site functioning as a statewide resource for older adults seeking continuing education.
d) Virtual career center developed to expand reach and increase enrollments.
e) Increased visibility for the University, CCE, and CLC products and services through internal and external outreach.

B.4.2. Actions taken
a) Individual consultations doubled since August 2002. Three new transitions workshops have been developed.
b) An Atlantic Philanthropies $35,000 challenge grant will support the Vital Aging Network and expand statewide reach.
c) An online version of the Returning To Learning workshop has been developed with launch anticipated in spring 2003.
d) The CLC created a Partnership Group that meets monthly to explore CLC partnership opportunities. The group includes representatives from MnSCU, the MN Department of Economic Security, Dislocated Worker Program, and private business.
e) New Transitions Workshops are offered at the Continuing Education Center.

B.4.3. Actions planned
a) Determine CLC impact on enrollments and revenues for CCE and other collegiate units.
b) Increase CLC offerings to serve the needs of adults in transition, and generate revenues.
c) Secure additional funding to support and expand statewide reach of the Vital Aging Network.
d) Assist with developing new partnerships that expand the reach of the University, CCE, and CLC in workforce development and lifelong learning.
e) Offer Returning to Learning workshops online.

B.4.4. Summary of financial plan

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<thead>
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<th>Costs/Expenditures FY2002-03</th>
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<tr>
<td>Revenues</td>
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<tr>
<td>RRC Contribution* **</td>
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<td>Central Contribution for VAN***</td>
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| Costs/Expenditures FY 2003-04 (projected) **** | $165,000 |
| Revenues                                    | $13,000  |
| RRC Contribution*                           | $152,000 |

**In FY03, a $40,000 per year Vital Aging budget allocation to support the VAN Web site and network of information was made recurring (reflected under RRC Contribution).
***$20,000 of nonrecurring funds allocated for one year (FY03) to support coordination effort to strengthen and expand the Vital Aging Network, especially linkages statewide.
****Vital Aging Network activities transfer from CLC budget to Affiliated Programs budget in FY04.

Progress has been made on four additional goals identified in the 2002-03 compact.

B. Priority # 5. “Timely Connections” – Full Development of Internal Strategic Capabilities
B.5.1. For CCE to move to the next level in its pursuit of excellence as well as efficiency, it must continue to integrate the four core business units and the three professional groups so the “whole is greater than the sum of the parts.” The effort began in spring 2002 as an initiative termed “Timely Connections,” which has evolved into new structures and processes that cut across the College.

Expected measurable outcomes
a) More effective and efficient cross cutting processes for recruitment and retention of learners and clients.
b) More effective and efficient cross cutting processes for program development.
c) Integrated information tools for planning and managing programs and measuring results.

B.5.2. Actions taken
b) Recommendations regarding recruitment and retention resulted in a plan to redesign and streamline functions performed by Student Support Services and Degree and Credit Programs.
c) Program Developers from across CCE have organized a network to foster collaboration and put into practice a new framework for program development.
d) Work on developing integrated information systems is proceeding by defining user needs, existing capabilities, and new system requirements.

B.5.3. Actions planned
a) Carry out organizational changes consistent with Strategic Initiative Team recommendations.
b) Realign student support services and increase their effectiveness in providing information and recruitment services.
c) Develop information tools to support new recruitment and retention processes.
d) Develop a college-wide service philosophy and standards to guide service to internal and external constituencies.

B.5.4. Summary of financial plan

Timely connections is funded within the RRC.

B. Priority # 6. Expanded Partnerships

B.6.1. Partnerships across the University continue to be an integral component of the CCE strategic plan implementation. CCE will expand and deepen partnerships with other University academic units when there exists mutual benefit for purposes of outreach or access. CCE will continue to provide an administrative home for the Science CentrUM program.

Expected measurable outcomes
a) Documented examples of expanded and deepened partnerships across the University.
b) Increased enrollments and tuition from non-degree seeking students, which meet projections set by individual business units.
c) Increased outreach through credit and non-credit programs, and improved efficiency for University partners by leveraging CCE infrastructure.
d) Long-range plan for Science CentrUM. A plan will be submitted to the EVPP by spring 2004.

B.6.2. Selected Actions taken
a) Discussion with CLA resulted in collaboration with the Dept. of Spanish to offer a course in Medical Spanish aimed at working professionals. CCE taking the lead for Program in Translation and Interpreting to train certified foreign language interpreters. Collaborative partnership with CLA and the MN Photography Center will expand photography offerings. World Choral Symposium offered collaboratively as a summer special program.
b) Collaboration with CNR resulted in development of a Paper Science and Engineering certificate for distance delivery via online courses.
c) Humphrey Institute collaboration resulted in a course related to the Givens lectures.
d) Work with IT is boosting enrollment in the zero credit engineering refresher course.
e) Collaboration with CHE has helped support the development of certificate programs, online courses, specialized degree programs,
graduate credit courses for non-degree seeking students, and non-credit continuing education offerings.
f) Discussions with the Academic Health Center have progressed related to potential offerings in nursing, public health and other AHC units. Preliminary discussion also underway with CBS.
g) CCE’s value-added has been documented as a resource for discussion with other prospective partners.
h) Leadership provided for Science CentrUM.
i) Preliminary report with Crookston completed. Collaboration discussion ongoing related to delivery of UMC programs in business and health management, and coordination of manufacturing programs. Advising services also being discussed.

B.6.3. Actions planned
   a) Explore program collaboration opportunities with selected other collegiate units.
   b) Improve ways to document the value CCE adds for prospective partners.
   c) Organize internally (through Timely Connections initiative) to deliver services in seamless ways for partners, and optimize goals of quality, agility, and cost effectiveness.
   d) Expand Continuing Education Center partnership opportunities.
   e) Provide leadership for consortium in development of long-range plan for Science CentrUM.
   f) Continue to foster working partnerships with Crookston, Duluth, Morris, and Rochester.

B.6.4. Summary of financial plan for Science CentrUM funding

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<tr>
<th>Costs/Expenditures FY2002-03</th>
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<td>Other contributions</td>
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<td>RRC Contribution*</td>
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<td>Central Contribution</td>
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<td>Carried Forward Funds Expended</td>
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| Costs/Expenditures FY 2003-04 (preliminary) | $129,000 |
| Other Contributions            | $30,000 |
| RRC Contribution*              | $10,000 |
| Central Contribution           | $25,000 |
| Carried Forward Funds Expended | $54,000 |


B. Priority # 7. Evaluation of Market Opportunities Opened up by Vital Aging Initiative

B.7.1. The Vital Aging Initiative, a two year project supported by the EVPP and CCE, 2000-02, established the Vital Aging Network (VAN) and VAN Web site www.van.umn.edu. Coordination was integrated into the work of the Career and Lifework Center during 2002-03. VAN aims to promote self-determination, community involvement, and personal enrichment for and with older adults. CCE is well positioned to take advantage of new vital aging market opportunities with businesses, organizations, and community service providers.

Expected measurable outcomes
   a) New market opportunities (audiences) identified and evaluated for self-sustainable programming.
   b) Bridging strategy to integrate Vital Aging market opportunities into the work and business of CCE.
   c) University faculty forum established to support cross-disciplinary Vital Aging programming.

B.7.2. Actions taken
   a) VAN has met monthly and developed a 3-year plan to promote vital aging, improve access to vital aging learning opportunities, and build relationships to sustain VAN.
   b) Content administrator for the VAN Web site and coordinator of the Network hired for the current year, reporting to the CLC Director.
   c) Progress made toward sustainability. $40,000 recurring funds committed from the EVPP, $20,000 nonrecurring funds providing match for $35,000 grant from Atlantic Philanthropies. Strategy underway for remaining $15,000 match and additional support.
   d) Two University faculty forums have been convened to explore cross-disciplinary program opportunities. Strategy under development for a forum in spring 2003.

B.7.3. Actions planned
   a) Implement goals established by VAN:
1. Actively promote vital aging—the self-determination, community involvement, and personal enrichment of older adults.
2. Improve access to learning opportunities that foster vital aging.
3. Build relationships that sustain VAN.

c) Secure matching funds for challenge grant and additional funds to achieve sustainability.
d) Convene U Vital Aging faculty forums to explore cross-disciplinary program opportunities.

B.7.4. Summary of financial plan (see financial plan B.4.4. for the Career and Lifework Center)
- Recurring $40,000 per year for CLC support of VAN Web site and network of information collectors.

B. Priority # 8. Continuing Education Center

B.8.1. Collaboration with the Extension Service resulted in the successful transition to CCE of the Earle Brown Continuing Education Center (CEC) and related conference services in 2002. Upgrading and renovation of the CEC is being guided by the goal of providing a professional learning environment with the “look and feel” of the U.

Expected measurable outcomes
a) A clear strategy for development of the facility and programming.
b) Improved, integrated conference services for the University community and outside clients.
c) Increased facility utilization.
d) Expanded program offerings involving University partners.

B.8.2. Actions taken
a) Facility Policy Committee (FPC) organized in April 2002 to develop policy and set goals consistent with the mission of CCE and the University.
b) First stage renovation completed in February 2003 to improve the facility and enhance business opportunity. Technology infrastructure upgraded to allow the Center to take advantage of new fiber optic based technologies. Computer labs upgraded to maximize information technology education opportunity.
c) Planning underway for integrated conference services.

B.8.3. Actions planned
a) Implement new marketing strategy to increase revenues by improving room utilization rates, audio-visual services, computer labs, and food service.
b) Implement a plan for integrated conference services.
c) Explore partnerships with academic units to increase outreach programming delivered at the Center.
d) Work with other University units to develop displays and other visual enhancements that promote the University.
e) Change the name of the facility.

B.8.4. Summary of financial plan
The financial plan for the Continuing Education Center, submitted to the Executive Vice President and Provost, was approved. $50,000 non-recurring funding will be provided by the EVPP to support facility improvements to the Earle Brown Continuing Education Center for each of three years beginning with FY03.

The EVPP is pleased to see a significant increase in revenues generated in the Earle Brown Center, and looks forward to updates on the balance of revenues and expenditures in this facility.

Outreach/Engagement

CCE embraces the tenets of the University’s outreach/engagement agenda, and a majority of the work of the College is aligned with broader University outreach/engagement initiatives. CCE core values reflect commitment to extend the resources of the University to the community, and at the same time, to learn from those served by CCE.

1) Priority outreach/engagement efforts for CCE include the Vital Aging Initiative, which brought more than 400 people to the Continuing Education Center for the Vital Aging Summit. Since then, thousands of people have accessed the Vital Aging Network Web site, and more than 400 are actively involved with the Vital Aging Network. Several other programs reflect CCE commitment to reach out and engage, most notably the Career and Lifework Center, ElderLearning Institute, Great Conversations, Compleat Scholar programs, and workforce development initiatives.
2) Outreach/engagement is an integral part of CCE, and each of the core businesses strives to enhance the reach of programs beyond the campus. CCE encourages staff from across the College to strive for excellence in customer service and agility in meeting the changing needs of clients and potential clients.

3) Outreach/engagement in CCE is measured by careful analysis of extensive data from CCE students and clients. The Timely Connections strategy is leading to development of new tools to collect and integrate information that will help assess value and cost effectiveness.

4) Involving external constituents is core to program development in CCE. Scores of advisory and planning committees are involved in planning, delivering, and evaluating programs across the four core businesses.

Diversity

1) Increasing the diversity of CCE staff and students is an ongoing CCE commitment. All searches are conducted within the guidelines established by the University, and special efforts are made to recruit and retain staff from underrepresented groups. Several initiatives respond to the challenge of diversity of learners and clients served by the College. A few examples:
   • The Continuing Professional Education core business is collaborating with the Office of Multicultural Affairs to offer educational outreach programs to underrepresented populations. SEAM2 is designed for part-time adult students who are underserved by higher education. The Career and Lifework Center will provide career counseling.
   • CCE Neighborhood Programs extends educational opportunities to people who have encountered barriers to higher education. CCE is reviewing the program and engaging in discussion with General College and the Center for Multicultural Affairs to identify ways to better serve this audience. Credit courses are offered through CCE Neighborhood Programs at a reduced tuition to residents of north and near-south Minneapolis and St. Paul’s Selby-University, Thomas-Dale, and East Side neighborhoods. Beginning in 2002-03, participation has been extended based on newly established criteria.

• The Great Conversations event, May 7, 2002, featured discussion between author Cornel West and U professor John Wright on black intellectual history. February 25, 2003 event featured a discussion between VP Robert Jones and Archbishop Desmond Tutu on their important work providing education for black South African students during apartheid.
• The Split Rock Arts Program continues to offer scholarship support to artists of color and artists with disabilities.
• The Vital Aging Network has taken an assertive approach to reaching diverse audiences across the State.
• Minnesota Translation Laboratory and Program for Translation and Interpreting have transferred to CCE from CLA.

2) The diversity climate in CCE is reflected by the principles of performance management identified by the College to develop and retain a diverse and capable workforce. Among the principles are:
   • Each CCE employee shall have the opportunity to apply the unique skills and knowledge he/she brings to the job.
   • All CCE employees will be valued, respected, and supported in their pursuit of excellence.

The CCE performance management system addresses core competencies that are important for the success of the College and in job performance. A respectful workplace is one of the expectations calling for all staff to demonstrate respect for others’ race, religion, nationality, gender, sexual orientation, or personal characteristics.

C. New Long-Term Goals/Priorities Update

This goal responds to the immediate budget situation.

C. Priority # 1. Sustainable Financial Model

C.1.1. The current budget situation facing the State and the University presents an immediate and long-term challenge. CCE has been on a path of decreasing central support with a reduction in O&M of $500,000 in FY00 and FY01, and $800,000 in FY02 and FY03. This represents a 34% decline in central support since 1999. In addition, CCE is managing the $385,000
reduction for the current year FY03. CCE is engaged in aggressive planning to address current and future budget realities.

Expected measurable outcomes
a) Planning strategies to achieve a sustainable CCE financial model by 2006. A report will be submitted to the EVPP by March 1, 2004.
b) Cost Attribution Model utilized by all business units.

C.1.2. Actions planned
a) Improve market analysis.
b) Refine forecasting tools for more effective long-term financial planning.
c) Implement Cost Attribution Model.
d) Focus resources on financially sustainable, mission-driven programs.

D. Enrollment Management

CCE’s strategy is to maintain a diverse portfolio of credit and non-credit programs to sustain and selectively grow enrollments.

For non-credit programs (professional development and personal enrichment), the following strategies are followed:
- Offer programs that are consistent with CCE’s mission and University planning criteria.
- Strive for self-supporting programs on a full-cost basis.
- Aim for high quality, priced at market or at a premium.
- Target growth areas, including customized education.
- Focus on continuing education for adults who already have degrees or some higher education.

For credit programs, the following strategies are followed:
- Work with colleges that share mutual interest in programs and increased revenues, consistent with the CCE mission. Expand access by increasing enrollments in individual courses and offering certificate programs, where appropriate.
- Focus BAS majors on niche areas or growing markets, such as health care, and that present partnership opportunities with MnSCU. The emphasis is on expanding enrollment in existing majors and online opportunities, including exploration of cooperative arrangements with coordinate campuses.

The CCE enrollment management planning process has begun to:
- Target new and existing programs for expansion.
- Recruit new students and retain current students.
- Assure access to courses that students want.
- Improve quality and delivery of student services.
- Grow, maintain, reduce, or eliminate programs as appropriate.

The enrollment management plan provides:
- A statement of basic operating principles.
- A summary of national enrollment trends that affect continuing education and an analysis of CCE’s current enrollment situation.
- Identification of key enrollment and programmatic goals.
- An outline of the principal strategies for achieving the goals.

E. Facilities Issues

Refer to Section B. Priority #8 in this compact for a discussion of the Continuing Education Center.

F. Financial Issues

Preparation of the 2003-04 budget addresses the need for the College of Continuing Education to further align resources with strategic priorities. This challenge is being met within the context of an overall planned O&M reduction of $500,000 in FY00 and FY01, and $800,000 in FY02 and FY03. This is a permanent total reduction of $2.6 million. In addition, CCE is managing the $385,000 reduction in the current budget year FY03.

Aligning program development investments with mission-driven programs continues to stretch and leverage resources. Internal budget decisions continue to support the integration of functions across the College and productive collaboration with other colleges and units across the University.

1. Tuition – The agreed-upon tuition revenue estimate for CCE is $10,659,253 for FY2003-04.
2. ICR estimates – The agreed-upon FY2003-04 ICR revenue estimate for CCE is $15,770 and is based upon the current sponsored projects.

G. Compact Development

This Compact reflects the ongoing planning effort in CCE, and the implementation of goals identified in the CCE Strategic Plan. The CCE leadership group, including the directors of the core businesses and the professional units, has met regularly to share progress and support cross-functional activity to support the planning effort.

A Culture Scanning group continues to meet regularly to ensure input on an ongoing basis from across the College. Additionally, all four core businesses draw heavily on external advisory groups to ensure that plans are relevant to changing markets.

The overall internal goal for the Compact development process is to position CCE as a key leader in building a 21\textsuperscript{st} century outreach/engagement agenda for the University of Minnesota. Demographic trends, new technologies, collaborative partnerships, and engagement in the complex economic and social issues have been framing concepts for the Compact.

H. Data Profile

For a display of planning data related to the College of Continuing Education, refer to a link off the University Web site managed by the Office of Institutional Research and Reporting at http://www.irr.umn.edu. This site contains standard financial, staffing and student information.

I. Report Summary and Allocation Summary

- Long-range plan for Science CentrUM due spring 2004
- Planning strategies to achieve a sustainable CCE financial model due March 1, 2004

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<th>Historical Allocation Summary</th>
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<tr>
<td>Earle Brown Center *</td>
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<tr>
<td>Productive Aging Initiative – with TEXT</td>
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<tr>
<td>Manufacturing Technology **</td>
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<tr>
<td>Science CentrUM ***</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

* Year 1 of 3-yr commitment - FY03-FY05
** $110,000 to be received over three years - $37,000 in FY03 & FY04; $36,000 in FY05
*** Matched by 6 colleges providing $12,000 each – total $132,000; 3-yr commitment, FY01-FY03

<table>
<thead>
<tr>
<th>Allocation Summary</th>
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<tr>
<td>FY2003-04 Compact Investments</td>
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<tr>
<td></td>
</tr>
<tr>
<td>Continuing Education and Conference Center*</td>
</tr>
<tr>
<td>Manufacturing Technology major in Rochester **</td>
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<td>Science CentrUM</td>
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</tbody>
</table>

* 2\textsuperscript{nd} year of 3 year commitment - FY03-FY05
** $110,000 to be received over three years - $37,000 in FY03 & FY04; $36,000 in FY05