Introduction
The compact between the Senior Vice President for Academic Affairs and Provost and the Dean of the College of Continuing Education for 2005-06 includes the following:

A. UNIT MISSION
The College of Continuing Education provides 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 audiences. The CCE Web-site www.cce.umn.edu links to a diversified portfolio of program offerings that comprise an integrated and interdependent whole.

B. PERFORMANCE SCORECARD
1. Enrollment Management Measures
   • Credit based enrollment strategies are aimed at sustaining revenues for CCE and for collegiate partners. Measures reflect credit hours for students attributed to CCE.

<table>
<thead>
<tr>
<th>Degree Program</th>
<th>SCH FY03-04</th>
<th>projected change</th>
<th>projected change</th>
<th>graduation rate w/in 3 years of admission</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inter-College Program</td>
<td>8,466</td>
<td>0%</td>
<td>0%</td>
<td>75%</td>
</tr>
<tr>
<td>Program for Individualized Learning</td>
<td>1,349</td>
<td>-2%</td>
<td>-2%</td>
<td>13%</td>
</tr>
<tr>
<td>Bachelor of Applied Science</td>
<td>4,128</td>
<td>-7%</td>
<td>-2%</td>
<td>31%</td>
</tr>
<tr>
<td>Master of Liberal Studies</td>
<td>1,109</td>
<td>- 1%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Non-Admitted Students</td>
<td>41,669</td>
<td>-7%</td>
<td>-4%</td>
<td></td>
</tr>
</tbody>
</table>

   • Noncredit programming is targeted for selected growth as described in the new goals section. Targets are being developed with measures to chart progress toward goals. Other measures will track progress toward building employer community relationships.

2. Other Performance Measures
CCE is developing a “dashboard” of measures that will transform an abundance of existing data into a process for continually monitoring in accord with the following criteria:
   • Quality (of programs and characteristics of the audience being served)
   • Financial health of CCE (revenue per FTE, ROI of O&M funds, etc.)
   • Revenue generation for the University (tuition and revenues for University services)
   • Efficiency and effectiveness (of the processes and infrastructure that support programs)
   • Satisfaction (of learners, client organizations, University partners)
   • Positive visibility for the University (ad campaigns, public access to programming)

C. UPDATE - STRATEGIC GOALS FROM 2004-05
1.1 Strategic Goal: Extend the knowledge resources of the University (ongoing)
CCE has internal processes/capabilities that provide efficient, effective, and scalable infrastructure to support programs that extend the University’s knowledge resources.

1.2 Impact:
CCE has the expertise to conduct market research, assess opportunities, reach nontraditional audiences, and deliver University-quality programs that span the disciplines, in partnership with University collegiate units. As an example, in FY04, CCE delivered 170 conferences and professional programs, with attendance of 19,900.
1.3. **Initiatives:**  
- Value added partnerships with collegiate and administrative units benefit all partners.  
- Employer Education Services is successfully integrated into the CCE portfolio.  
- College in the Schools Program developed a sustainable budget model, completed an evaluation, formed an external advisory board, and is prepared to expand selectively.  
- Continuing Education and Conference Center (CECC) enhancements position the Center as a quality venue for extending the knowledge resources of the University. Attendance last year was 56,378.

1.4. **Financial Information:** Funding from internal RRC funds, plus $50,000/yr for 3-years to fund CECC enhancements.

2.1. **Strategic Goal: Connect people with the University (ongoing)**  
CCE has long been respected as a premier provider of continuing education for experienced adult learners, allowing them first-hand experience with the excellence of the University.

2.2. **Impact:**  
CCE programs connect the public with outstanding University faculty, campus amenities, teaching and research facilities, and the institution’s land-grant tradition.

2.3. **Initiatives:**  
- Great Conversations, in its fourth season, has expanded audiences due to successful marketing and partnerships with the University Foundation and Alumni Association.  
- The Split Rock Arts Program moved to the Twin Cities from Duluth, increasing enrollments by 56%, and adding evening Soirees for the general public.  
- Curiosity Camps were launched as a new program to showcase University faculty, reach new audiences of adult learners, and bring them to campus during the summer.  
- Programs for older adults are expanding with grant funds. The Advocacy Leadership for Vital Aging program graduated 30 people in 2004, and 40 in 2005. The Osher Lifelong Learning Institute has a membership of nearly 800 active lifelong learners.

2.4. **Financial Information:** Funding from internal RRC funds, grants, and sponsorships.

3.1. **Strategic Goal: Improve access to the University (ongoing)**  
CCE is identifying and reaching nontraditional audiences of adult learners, largely in partnership with other collegiate units.

3.2. **Impact:**  
CCE is improving access and opportunity for adult learners to pursue academic credentials, continuing education for career development, and programs for personal enrichment.

3.3. **Initiatives:**  
- The Student Services and Advising unit has been redesigned to better serve students and track their progress toward completion of degrees or certificates.  
- The Information Center provides a centralized source of information about CCE programs. In 2004, it handled 40,800 registrations and responded to 39,200 inquiries.  
- The noncredit registration system has been transformed from a transaction oriented system to a highly integrated customer relationship management system.  
- Improved processes and a new learning technology platform have helped position CCE to grow in the area of developing and delivering distance learning courses.  
- Selected programs are serving the learning interests of non-degree seeking students.  
- The Inter-College Program helps adults who wish to complete a degree.

3.4. **Financial Information:** Funding from internal RRC funds.

D. **NEW STRATEGIC GOALS**
CCE continues to frame the priorities of the College to 1) extend the knowledge resources of the University, 2) connect people with the University, and 3) improve access to the University. These priorities frame CCE’s aspirational goal of moving forward with the University to become the best continuing education unit among the top three public research universities, and helping the University of Minnesota optimize its impact on its constituents and the broader society.

1.1. Goal: Build enduring reciprocal relationships with employer communities in selected fields that connect with the University and support economic development in the state and region. This goal focuses on a “business-to-business” model, rather than a transactional model. Success will be measured by the number of new relationships and registrations.

1.2. Impact:
Building enduring reciprocal relationships with employer communities will continue the upward trend in continuing professional education registrations, up 18% last year. Efforts to control expenses help to ensure financial health. Enduring partnerships mean long-term opportunity to apply the knowledge resources of the University in ways that serve a greater institutional purpose as the University seeks to drive economic development across Minnesota. In turn, these partnerships stimulate new program development and revenue generation activity.

1.3. Initiatives: (Contact Person: Tom Norman)
- Develop strategy and pursue expansion in relationships with employer communities
- Increase capability for on-site delivery of programs tailored for client organizations
- Increase registrations and revenues for public programs
- Increase conference programming activity with other University colleges and centers

Building relationships with the Twin Cities employer community is the number one priority for the Continuing Professional Education unit. Recent attention to CCE infrastructure has strengthened capacity, especially the customer relationship management system and CECC enhancements. The goal will be measured using the framework outlined in section B.

1.4. Financial Information: The initiatives will be funded internally and supported by revenues.

2.1. Goal: Expand high-visibility public program offerings that strengthen the University’s role in meeting the lifelong learning needs of Minnesota’s citizens. Success will be reflected by growth in total registrations.

2.2. Impact:
CCE opens doors to the University, providing multiple venues to showcase University excellence. Compleat Scholar short courses, Great Conversations lectures, and Split Rock Arts Program workshops have built a reputation of excellence. The Osher Lifelong Learning Institute and Vital Aging Network add opportunities focused on the interests of older adults. Partnerships with the University Foundation and Alumni Association have expanded audiences. Programs generate revenues for CCE, other collegiate partners, and University services.

2.3. Initiatives: (Contact Person: Margy Ligon)
- Increase registrations and revenues for high visibility programs
- Expand selected program offerings to increase visibility
- Develop new programs to showcase faculty achievement

The Personal Enrichment Programs unit is diversifying and expanding programs. The portfolio is purposefully diversified to appeal to diverse interests, which contributes to long-term sustainability. Unmatched commitment to quality is documented by a record of drawing on the very best University faculty to identify, develop, and deliver programs. CCE supports the University’s public engagement agenda by bringing together University faculty and community
leaders from differing disciplines and perspectives to work cooperatively to address issues facing society. The framework outlined in section B will be used to measure this goal.

2.4. Financial Information: Initiatives will be funded internally and supported by revenues, sponsorships, and gifts.

3.1. Goal: **Strengthen and improve core capabilities (processes and infrastructure) to more efficiently and effectively extend the knowledge resources of the University. Measures are integrated into program performance measures.**

3.2. Impact:
Recent investments have focused on developing internal strategic capabilities to integrate processes for program development, student recruitment and retention, and information management across the College. The CCE program portfolio is an integrated whole, and the processes and infrastructure to support program development and delivery are likewise integrated. Impact is tied to targets to expand programs and increase registrations and revenues.

3.3. Initiatives: **(Contact Persons: Stephanie Platteter and Gareth DeGolier)**
- Continue to develop the CCE customer relationship management system
- Continue collaboration within the University related to noncredit registration
- Expand value-added partnership opportunities with collegiate units

CCE’s noncredit registration system has transitioned from handling ad hoc registration transactions to a fully integrated customer relationship management system. Concurrently, CCE has developed capacity in marketing, instructional design, and technology that positions CCE as an excellent collegiate partner. As a result, CCE is poised for growth in selected strategic areas. Further internal investment will fully develop the CCE customer relationship management system. The goal will be measured using the measures framework outlined in section B.

3.4. Financial Information: The initiatives will be funded internally and supported by revenues.

4.1. Goal: **Strengthen independent and distance learning (IDL) capacity and expand offerings that enhance access and help establish the University’s position in distance education. The goal will be measured by the number of offerings and registrations.**

4.2. Impact:
CCE currently offers more than 150 IDL courses (60 on-line) in cooperation with colleges and departments across the University. Investments in infrastructure ensure a positive interactive learning experience for students, and collaboration with faculty ensures a level of academic rigor that reflects, or exceeds, University standards. IDL courses provide University quality options for students and faculty at a time when technology is rapidly expanding educational options in the marketplace. CCE is helping to establish the University’s position in this marketplace.

4.3. Initiatives: **(Contact Person: Eric Schnell)**
- Strengthen IDL capability
- Expand IDL offerings and increase IDL registrations

IDL represents a significant growth opportunity for CCE on behalf of the University. IDL courses use electronic technologies and/or mail to meet the learning needs and preferences of students who cannot or choose not to take courses in traditional settings. Expansion of these offerings will increase access without adding to the demand on facilities. CCE is an ideal partner within the University to draw on the intellectual resources of colleges and departments.

4.4. Financial Information: CCE will grow IDL programs only as internal program revenues support it. Seed money for development will allow more aggressive growth if desired.
5.1. Goal: Foster linkages with K-12 education, on behalf of the University, that contribute to the public good, measured by the number of schools, offerings, and registrations.

5.2. Impact: Through its College in the Schools (CIS) program, CCE delivers 28 University courses to over 3,600 high school students in 65 schools in the Twin Cities area and beyond. These programs build relationships with high school faculty who, under the supervision of University faculty, provide a rigorous curriculum option for the top 20-30% of students in the participating schools. Teacher professional development is a central value in these relationships, many of which grow to be long-term. Students, the K-12 community, and the University mutually benefit.

5.3. Initiatives: (Contact Person: Bill Van Essendelft)
   - Expand CIS programming in collaboration with others to foster University K-12 linkages
   - Identify and implement, if possible, a sustainable model for Science CentrUM
   - Explore other ways for CCE to foster K-12 linkages

The Citizens League Report on Higher Education in Minnesota draws attention to the relationship higher education has with the K-12 community. Among the recommendations is the challenge to raise expectations in high school and higher education; specifically to expand higher education opportunities in high schools and reform the senior year into a seamless transition for students to higher education and the workforce. This challenge provides a context and inspiration for CCE to foster linkages with K-12 education on behalf of the University. CCE is reviewing its appropriate role related to Science CentrUM.

5.4. Financial Information: Exploration of models for aggressively expanding CIS is currently being led by the President’s Office. Funding needs for possible strategies are unknown at this time. Other selected growth in K-12 programs will be funded internally.

E. DIVERSITY ASSESSMENT AND PLANNING

1. Plans to increase the presence of underrepresented groups – examples
   - The CCE portfolio is purposefully diversified to attract diverse learners.
   - CCE marketing and Web site are designed to improve access and increase diversity.
   - The Program for Translation and Interpreting prepares native speakers whose first language is not English to serve as interpreters.
   - Approximately 23 percent of the students enrolled in the Inter-College Program are persons of color, supported by student services and advising.
   - CCE serves older than average students. The mean age for students in CCE degree programs is 29.4 years as compared to 21.5 years for the Twin Cities Campus.
   - Eighteen percent of the Split Rock Arts Program summer workshops will be taught by renowned artists and writers from diverse backgrounds.
   - Increasing diversity among the CCE staff is an ongoing commitment. All searches are conducted within the guidelines established by the University.

2. Actions to assess and improve the climate for diversity - examples
   - The CCE conference services unit played a major role in the “Keeping our Faculties of Color Symposium,” which brought 344 higher education leaders from 33 states to the University to focus attention on recruiting, retaining and advancing faculty of color.
   - Almost half of Great Conversations presenters have been women, 19% people of color.
   - Supervisors receive training to foster a respectful work culture. One of the principles is the assertion that all CCE employees will be valued, respected, and supported.
   - One of CCE’s overarching priorities is to improve access to the University.
F. OUTREACH AND PUBLIC ENGAGEMENT

CCE embraces and integrates outreach and public engagement as an overarching framework for developing and delivering continuing education programs, consistent with the CIC/NASULGC definition approved by the University in 2004. Primary activities include:

- The value statement for the College affirms a commitment to extend the knowledge resources and academic excellence of the University of Minnesota to a diverse community of adult learners and organizations. CCE embraces public values and pursues public purposes.
- Scores of advisory and planning committees bring a business and community perspective to planning, delivering, and evaluating programs.
- Thousands of people have participated in Great Conversations, now in its fourth season.
- Coordinate campuses participate in the Great Conversations using distance technology. Great Conversations on the Road brings University experts to gatherings in other states.
- Split Rock Arts programs added soirees to expand access and showcase artistic achievement.
- Curiosity Camps are reaching new audiences of adult learners during the summer.
- The Vital Aging Network and Osher Lifelong Learning Institute reach thousands of older adults with meaningful programs to enrich their lives and benefit their communities.
- The Continuing Education and Conference Center annually hosts 50,000-60,000 people.

G. SPACE AND FACILITIES ISSUES

1. Compact Initiative Impacts and Space Management

CCE staff currently work at St. Paul, East Bank, and West Bank facilities, which is a distinctive advantage for CCE to network with colleges, departments, and services across the University.

- Wesbrook Hall is in need of renovation. Air quality is undesirable, and mold abatement is ongoing. CCE supports moving third floor offices to the St. Paul Campus, and advises that the space not be utilized until mold problems are solved.
- Rarig space is currently being reviewed to determine if there are opportunities to foster alignment of offices and functions related to IDL and instructional design.
- The Continuing Education and Conference Center does not meet key ADA requirements. While substantial improvements have been made, access issues remain a problem.
- Coffey Hall provides space for marketing and personal enrichment program staff. As program activity grows, these units will require more space.

H. SIGNIFICANT FINANCIAL ISSUES

- CCE has absorbed a 77% net reduction (state funds allocation less institutional assessments) in central support over the past five years, coupled with one-time expenditures that have reduced carry-forward funds to roughly $4 million at the end of FY04 (approximately 20% of annual expenditures). Further cuts would be detrimental.
- While tuition rates have increased significantly, CCE tuition income has not seen comparable increases. Non-degree-seeking students are particularly sensitive to price increases, and this group represents significant tuition income to CCE and other collegiate units.
- CCE’s noncredit registration system (C-Smart) is also a business solution for related functions in the programming, recruiting, marketing, and financial management areas. An enterprise-wide solution would have potential impact either if it required CCE to change multiple, complex, business processes; or if the CCE system, which is scalable, were more broadly used as an asset for the broader University community.

I. FACULTY AND STAFF CONSULTATION
This compact reflects ongoing planning in CCE. The Leadership Team, including the directors of the business and professional units, meets bi-weekly to bring together interests from across the College. The compact has been on the agenda as a major item several times. In turn, unit directors have engaged dialogue within their units. A small advisors group has met with the Dean to help focus the compact initiatives. Current compacts and other planning documents are posted to the CCE intranet Web site.

**J. REPORT SUMMARY AND ALLOCATION SUMMARY**

1. **Tuition** – The agreed-upon FY 2005-06 tuition revenue estimate for the College of Continuing Education is $11,219,503.

2. **ICR** – The agreed-upon FY 2005-06 ICR revenue estimate for the College of Continuing Education is $17,782 (49.5% of $35,923).

**Reports Summary**

- None required

**Historical Allocation Summary**

**FY 2003 through 2005 Compact Investments**

<table>
<thead>
<tr>
<th></th>
<th>FY 2003</th>
<th>FY 2004</th>
<th>FY 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuing Education &amp; Conference Center *</td>
<td>$50,000 N</td>
<td>$50,000 N</td>
<td>$50,000 N</td>
</tr>
<tr>
<td>Productive Aging Initiative – with TEXT</td>
<td>$20,000 N</td>
<td>$ 0</td>
<td>$ 0</td>
</tr>
<tr>
<td>Manufacturing Technology major in Rochester **</td>
<td>$37,000 N</td>
<td>$37,000 N</td>
<td>$36,000 N</td>
</tr>
<tr>
<td>Science CentrUM</td>
<td>$60,000 N</td>
<td>$25,000 N</td>
<td>$ 0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$167,000 N</td>
<td>$112,000 N</td>
<td>$86,000 N</td>
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* 3-yr commitment – FY03-FY05
** $110,000 to be received over 3 years – FY03-FY05

**Central Allocation Summary – FY 2005-06**

<table>
<thead>
<tr>
<th></th>
<th>FY 2006 Amount</th>
</tr>
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<tbody>
<tr>
<td><strong>Recurring</strong></td>
<td></td>
</tr>
<tr>
<td>TA/RA Salary Increase Support</td>
<td>$ 197</td>
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<tr>
<td>Written Graduation Plan</td>
<td>0</td>
</tr>
<tr>
<td><strong>Nonrecurring</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>$ 2,400</td>
</tr>
</tbody>
</table>

Totals: **$197 $ 2,400**