

**UNIVERSITY OF MARYLAND BALTIMORE COUNTY**

**REPORT OF THE**

**TASK FORCE ON CONTINUING EDUCATION**

**June 1999**



## **TASK FORCE ON CONTINUING EDUCATION**

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## **EXECUTIVE SUMMARY**

Higher education observers agree that today, more than ever before, higher education is a competitive enterprise, and competition among institutions -- for new markets, students, programs, and resources -- continues to increase. A number of external forces are shaping this competitive environment. Among these are changing student demographics, the growing influence of technology on the economy, workforce needs, expectations for higher education to be a significant economic development force, and the emergence of for-profit educational institutions and virtual universities. Continuing education, because of its flexibility, responsiveness to market needs, and orientation toward non-traditional students, offers strategic potential to universities as they respond to these emerging challenges and opportunities.

It is within this context that the Provost Designate, at the request of the President of the University, established the Task Force on Continuing Education. The Task Force was charged with undertaking a comprehensive review of Continuing Education at UMBC and providing recommendations regarding organizational structure, programmatic priorities, and fiscal issues to ensure that Continuing Education at UMBC develops to its fullest potential and best serves the University's needs. The Task Force met throughout the 1998-1999 academic year. This report reflects its considered response to the charge and includes a discussion of trends in higher education, the role of continuing education in higher education, Continuing Education at UMBC, and recommendations for campus consideration. It is the intent of the Task Force that this report be used to stimulate campus discussion and provide the context for the development of a strategic vision and role for Continuing Education at UMBC. The Task Force's recommendations are listed in Appendix A.

The Report of the Task Force on Continuing Education contains 16 recommendations. Together, they provide a framework for continuing education at UMBC and a vision for the future that is characterized by an entrepreneurial spirit, innovation, and flexibility. The recommendations address a number of programmatic, organizational, policy, and financial

matters. Underlying the Task Force's recommendations is the belief that Continuing Education's activities, particularly those in which credit programs are involved, be undertaken in partnership with campus academic leadership, academic departments and colleges, and within the context of the campus' academic planning priorities and programmatic strengths. As a fundamental starting point, the Task Force states that Continuing Education activities must advance and be consistent with the campus mission. Conversely, continuing education should be recognized as playing a significant role in the fulfillment of the campus mission. The Task Force further recommends that Continuing Education be renamed to reflect more accurately its mission, the variety of its activities, and its role within the University.

The Task Force envisions a key role for Continuing Education as a facilitator of applied professional lifelong learning programs targeted to adult students who may be seeking new skills and knowledge or retraining for professional development and advancement. The Task Force also advocates a role for Continuing Education in facilitating the University's response to market demands and workforce trends, assisting in the identification of potential growth areas and in market research, and in continuing to develop programs to meet State workforce training needs. The Task Force also envisions a leadership role for Continuing Education in facilitating the off-campus delivery of courses and programs. Finally, the Task Force recommends that Continuing Education play an important role with other campus units involved with outreach efforts, including the Shriver Center, the Office of Career Development and Placement, Institutional Advancement, the Technology Center, and the Research Park. Again, the Task Force believes that all of these activities must take place within the context of the campus mission and planning process and in concert with existing academic leadership, departments and appropriate administrative units. It is not the intent of the Task Force that Continuing Education create its own degree programs, independent of the academic departments, colleges, or Graduate School.

The Task Force Report identifies a number of issues and areas requiring further review and action. For example, the Task Force strongly encourages the campus leadership to address,

at both the campus and System levels, the important issue of faculty reward and recognition, for participation in continuing education. With regard to Summer/Winter Sessions, the Task Force recommends that responsibility remain in Continuing Education for the next 3-5 years pending a comprehensive review of Summer/Winter organization, policies, and impact on campus policies and operations. In addressing the rapidly changing area of distance learning, the Task Force suggests that the Provost review the campus' capacities and activities and determine appropriate roles and responsibilities for Continuing Education, the Graduate School, the Dean's Offices, the departments, Instructional Technology, and the Provost's Office. Finally, the Task Force recommends that campus leadership pursue enhancements to student support systems in order to accommodate the needs of Continuing Education programs and establish policies to address the allocation of space for Continuing Education activities.

To support its vision of Continuing Education, the Task Force recommends that a new financial model for applied professional lifelong learning programs be developed, allowing Continuing Education the flexibility to enter into revenue-sharing arrangements with departments and administrative units. The Task Force also suggests that Continuing Education's financial relationship with the University be clarified and its budget modified to enhance accountability and evaluation. In addition, the Task Force recommends that revenues remaining after Continuing Education and University expenses have been paid be used to support academic initiatives identified by campus academic leadership. Finally, the Task Force identified some specific organizational changes to the Continuing Education unit.

The Task Force report suggests a more visible and active role for Continuing Education on campus, in partnership with academic leadership and within the context of the University's goals and mission. In order to implement this vision for Continuing Education at UMBC, a strategic plan must be developed to set priorities, guide future decisions, and evaluate outcomes, and barriers and challenges need to be identified and addressed. The Task Force believes that its recommendations will enable UMBC to utilize continuing education in concert with the academic

departments, the Graduate School, Arts and Sciences, and the College of Engineering, to create a very visible means of response to the new competitive environment in higher education that reflects its image of “the new American University”. This report provides a context and starting point for campus discussions and planning toward this end.

## **INTRODUCTION**

### **The Changing Context of Higher Education**

The Task Force reviewed a number of articles and reports discussing the current environment for higher education and the role of continuing education in it. Higher education observers and analysts agree that today, more than ever before, higher education is a competitive enterprise, and that competition -- for new markets, students, programs, and resources -- continues to increase. These experts suggest that there are a number of external forces shaping the context of this competitive environment. Among these are the changing demographics of students, the continuing shift to a technology-driven global economy, emerging opportunities in the labor market requiring new skills and knowledge, greater recognition by state governments of the university as an economic development force, increasing expectations for more of a customer service orientation in education, intense competition among higher education institutions for market share, and the emergence of new competitors such as for-profit educational institutions and virtual universities. The convergence of these forces, and the competitive environment that they have inspired, require a rethinking by higher education institutions of what they do, who they serve, and how they serve them. Continuing education, because of its flexibility, responsiveness to market needs, and orientation toward non-traditional students, offers strategic potential as institutions craft their responses to these emerging challenges and opportunities.

Part-time students are the fastest growing population in higher education and the majority of part-time students enrolled in credit programs are seeking degrees. Currently, at University System of Maryland (USM) institutions statewide, over one-third (37 percent) of total headcount students are part-time. Graduate student enrollments at USM campuses are expected to increase substantially over the ten year period ending in 2006. USM enrollment projections call for a 24.6 percent increase in total graduate/first professional enrollments and a 30.8 percent increase in part-time enrollments. (USM 1997-98 Data Journal). The report of the UMBC Enrollment Management Task Force (January 1999) recommends that the campus focus on

strategies to attract increasing numbers of non-traditional graduate students to reach or exceed the Master Plan enrollment target of 2,000 graduate students by Fall 2007.

During the 1990s, the number of adult students (25 and older) enrolled in postsecondary education has grown significantly. At USM campuses, for example, almost one-third (31%) of all undergraduates are now 25 years old or older. This percentage increases dramatically for part-time undergraduates; today, almost three-quarters (74%) are 25 and older (Maryland Higher Education Commission, Enrollment Information System, 1998). The average age of part-time undergraduates at USM campuses is 30 years old; at UMBC, it is 28. The average age of USM and UMBC part-time graduate students is 32.

Older, part-time students pursue higher education for a variety of reasons -- to acquire new skills and knowledge to keep current in their fields, to upgrade job skills, to foster career advancement, to seek a degree, to facilitate a career change, or to fulfill a desire for personal enrichment. Senior citizens are also participating in postsecondary education in greater numbers. A recent study indicated that 11 percent of seniors are now engaged in some type of educational activity. Today, nearly one-half of the adult American population participates in continuing education each year and the majority of these learners are enrolled in work-related or credentialing courses. As technology-based instruction grows, and higher education institutions explore more flexible educational formats, the number of adult students will continue to increase.

Another factor impacting the demands on higher education is the emergence of a global and increasingly digital economy in which education and continual retraining and retooling is essential. Estimates suggest that individuals in the workforce will need to amass knowledge at the equivalent rate of 30 credit hours of instruction every seven years to remain competitive and current. Job growth has been the fastest in occupations requiring more education. Of the 20 fastest growing occupations requiring a college degree identified by the U.S. Bureau of Labor Statistics, more than half are in the health services and information technology sectors.

Technology has not only altered the economy and the nature of work, but has also influenced people's expectations for education and other services. In 1994, for example, only 3

million people used the Internet; in 1998, that number had grown to 100 million. Some experts have suggested that by 2005, close to 1 billion people around the world will be on-line.

Certainly, this increasing comfort with and reliance on technology will influence how teachers teach, how learners learn, and what kinds of services students will expect. The impact of these changing expectations will most likely be seen in increased demand for alternative modes of program delivery (web-based instruction, cable and satellite based systems), as well as enhanced student services and one-stop shopping.

Analysts suggest that higher education institutions can expect more intense competition among themselves for students as well as challenges from new competitors like for-profit educational institutions, corporate universities, and virtual campuses. One example of this new breed of competitors is the University of Phoenix, which is now operating in Maryland as well as 12 other states. The University of Phoenix, a for-profit institution with 48,000 students enrolled at close to 60 campuses, is characterized by its targeting of the working adult student, offering courses at convenient times and locations, a faculty of practitioners rather than traditional academics, a customer service orientation, and a focus on business and information technology fields. Using this formula, Phoenix has become the largest private university in the nation and a very profitable one -- revenues of its parent company, the Apollo Group, have grown by an average of 30 percent each year since 1994. Fiscal year 1997 revenues totaled over \$283 million.

Projections by for-profit institutions operating in Maryland suggest that the number of students they intend to serve is a minimal share of the total -- less than 1 percent of both total enrollments and the adult market currently served by Maryland institutions. The for-profit institutions operating in Maryland -- Phoenix, Keller Graduate School of Management, and Strayer University -- anticipate enrollments totaling between 1,200 and 1,400 students. Given these small enrollment projections, coupled with the relatively high tuition levels (between \$7,000 and \$10,000) of the institutions, Maryland's traditional higher education institutions, particularly the public campuses, should be in a position to compete effectively, particularly for students in high demand areas such as information technology, business/management,

biotechnology, the life sciences, and engineering. While these new competitors may not pose a serious threat to the viability of traditional institutions, their interest in Maryland suggests that an untapped market exists for flexible, high demand programs oriented to the adult learner.

A number of Maryland institutions are responding to these emerging opportunities and, as a result, local competition is increasing. For example, University of Maryland University College has the largest on-line program in the country, with over 6,000 students served by at least one on-line class. The University of Baltimore is launching an on-line MBA and the University of Maryland College Park is offering its MBA program at the Downtown Baltimore Center. At The Johns Hopkins University School of Professional Studies in Business and Education (formerly the School of Continuing Studies), which now has satellite campuses at Dupont Circle in Washington, D.C. and Shady Grove in Montgomery County, enrollment has tripled in the past six years. In addition, Hopkins has recently partnered with Caliber Learning Network (a subsidiary of Sylvan Learning Systems) to offer programs via distance learning. Notre Dame College of Maryland has developed an extremely successful weekend college and Towson University is experiencing a significant increase in its fall graduate student applications as a result of new degree, certificate, and off-campus programs and contract offerings. Towson has set as a goal a graduate population of 25 percent of its student body.

The challenge for public research institutions like UMBC will be to respond to these external forces in ways consistent with their traditional mission and character. While the landscape of higher education may be changing, it still retains many of its essential features -- traditional undergraduates seeking education in the liberal arts and sciences, graduate students seeking master's and doctoral training, basic research activities, and faculty pursuing traditional scholarly activities. At UMBC, where the median age of students is 22 and full-time students make up 71 percent of enrollments, the traditional learner is still overwhelmingly the largest audience served. Efforts to meet the needs of the growing nontraditional student population must be undertaken with careful attention to their impact on the campus' traditional mission and audience and within the context of the "honors university". This need for balance -- in fulfilling

the University mission, in developing new programs, in addressing the expectations of faculty, and in allocating scarce resources -- must be considered as the University makes its strategic decisions for the future.

### **The Role of Continuing Education at a Research University**

Continuing education has come to play an increasingly important role in higher education's response to these societal and educational trends. Of critical importance in this changing educational context are a greater use of technology-based instruction, the development of strategic alliances and partnerships, flexibility, and rapid response time. These are areas in which continuing education has considerable experience and strength. Moreover, the entrepreneurial nature and revenue-generating potential of continuing education has significant ramifications for campuses. At a time when existing university resources are often constrained and competition for additional public resources is strong, campuses need to identify new means of increasing revenues. Continuing education, with its ability to respond to emerging opportunities that offer revenue potential, can help support and strengthen the academic core of the university by providing funding for academic departments and initiatives central to campus priorities.

It is not only in response to external trends and as a revenue generator that continuing education is a critically important activity. As Dr. Richard Fischer pointed out in his remarks to the UMBC campus (November 20, 1998), making knowledge accessible for the direct benefit of those external to the academy is a vital part of what the university does. Drawing upon Ernest Boyer's "knowledge enterprise" model which suggests that the role of higher education is to generate, transmit, apply, and preserve knowledge, Fischer argued that within this framework, continuing education is an essential part of the academic core of the university and not a separate or lesser function. Continuing education is a form of academic outreach that extends the university's knowledge resources and expertise to the larger society for the direct benefit of external audiences. As such, continuing education is often the vehicle by which knowledge is

transmitted to learners and applied to industry. Whether it is through training employees of high technology companies, offering credit instruction at convenient times and locations, or sponsoring conferences and symposia related to an academic discipline or faculty research, this form of academic outreach extends knowledge to learners. Moreover, as a result of these interactions, new knowledge is often generated and existing knowledge preserved.

Extending knowledge to external audiences is a major function of the university that benefits society as well as individual learners, and it also results in direct benefit back to the university. Continuing education's outreach efforts are an effective way to cultivate support for a campus -- with taxpayers, with potential corporate and government partners, and with decisionmakers like the state legislature and governor. These outreach efforts increase a campus' visibility, particularly in niche areas. Moreover, continuing education activities lay the groundwork for the development of more extensive alliances with external partners, leading to new opportunities for faculty research, student internships and placements, and contributions to the campus endowment. An effective continuing education effort creates a tangible link between the university and the external world upon which it depends for support in a way that other units on campus do not. Dr. William R. Brody, President of The Johns Hopkins University, has maintained that higher education is entering an era in which continuing education "becomes increasingly important to the strength and even the survival" of a university (Brody, 1998).

At a research institution like UMBC, academic outreach in the form of continuing education might serve or contribute to a number of critical functions, including:

- Championing the academic and service needs of part-time and adult students;
- Infusing innovation and entrepreneurship into the academic enterprise;
- Developing key strategy alliances and partnerships by working with other campus units (institutional advancement, placement, and academic departments) to meet the needs of external groups;
- Testing new instructional models and advancing the development of technology-based instructional programs;

- Advancing the creation of new applied interdisciplinary education programs;
- Advancing the economic development of the State and region;
- Creating new revenue streams for the campus;
- Incubating new programs and testing new curricula;
- Implementing new delivery systems, such as on-line instruction and off-campus centers, and developing and testing alternate delivery formats (e.g., weekend programs); and
- Creating valuable employment and research opportunities for faculty and graduate students.

Through these activities, continuing education has the potential to serve a legitimate academic function, as well as play an essential role in the fulfillment of the university's mission.

### **CHARGE TO THE TASK FORCE**

It is within this context and at this particularly critical time that the Task Force on Continuing Education has undertaken its work. As a result of discussions at the annual President's Retreat, President Freeman Hrabowski requested that Dr. Arthur Johnson, Provost Designate, establish a Task Force on Continuing Education to undertake a comprehensive review of Continuing Education at UMBC. In doing so, Dr. Hrabowski acknowledged the increasing demands on Continuing Education to provide training and services to Maryland employers and workers, to identify potential corporate partnerships and enhance existing ones, to explore new methods of program delivery, and to play a role in the development of new academic programs. These growing demands and new opportunities require a clarification of the role of continuing education at UMBC and its relationship to the mission of the University and other academic units, and assessment of its operational efficiency and needs.

Specifically, the Task Force was asked to carry out the following charge:

- 1) Describe the current operation of UMBC's Continuing Education program, focusing on

its current mission, programs being delivered, relationships with UMBC's academic departments, and its overall financial status.

2) Assess the relationship of Continuing Education's mission to that of the University. Discuss its relationship to UMBC's academic program, especially in terms of distance learning, developing new courses and programs, the Summer/Winter program, and the Graduate School.

3) Review UMBC's Continuing Education program for its operational efficiency and effectiveness. Examine University and Continuing Education business practices and processes for their impact on productivity and efficiency. Identify infrastructure needs to support the achievement of programmatic and campus priorities.

4) Given the responses to numbers 1-3, provide recommendations regarding organizational structure, programmatic priorities, and fiscal issues to ensure that Continuing Education at UMBC will develop to its fullest potential and best serve the needs of UMBC in future years. Also, the Task Force was asked to identify the most significant challenges that need to be addressed.

The Task Force employed a number of methods to fulfill its charge. External speakers – or outside experts – were brought in to meet with the Task Force to discuss various models for continuing education, with particular attention to its role at a research university. One open forum, attended by over 40 members of the UMBC campus community, was held to generate discussion. The Task Force met with all of the UMBC Continuing Education directors, the new Vice Provost for Continuing Education, the Dean of the Graduate School, the Vice President for Administrative Affairs, and several members of the faculty and staff. In addition, comments from the campus at large were solicited via email. Finally, reports from each of the Continuing Education divisions as well as enrollment and financial data were reviewed.

## **CURRENT STATUS OF CONTINUING EDUCATION AT UMBC**

Continuing Education at UMBC supports and complements traditional degree-granting programs through both credit and non-credit offerings for students and organizations that require flexible access to learning and/or on-going professional development, technology updates and lifelong learning opportunities. Continuing Education programs at UMBC are developed in partnership with the appropriate academic department(s) and reflect the academic and research strengths of the University. Continuing Education also acts as a key collection point for data on market and demographic trends that impact both traditional and non-traditional UMBC programs. Over the past five fiscal years, gross revenues from Continuing Education programs have increased by approximately 30 percent and now exceed \$5 million per year.

Administratively, the Continuing Education unit reports to the Provost and, effective January, 1999, is supervised by the Executive Assistant to the President and Vice Provost for Continuing Education. The Continuing Education division houses five programmatic and three support units. The five programmatic units are: Credit Programs, the Professional Learning Institute, Diagnostic Medical Sonography Program, English Language Center, and Office of Academic Outreach. These programs together offer a continuum of educational formats from contractual courses to degree programs and a variety of services to the campus and the external community. The support units -- Business, Computer Support, and Marketing -- provide the infrastructure necessary to support and operate these programs, as well as provide key points of linkage with other university organizations and systems.

Physically, Continuing Education is housed in three separate locations on campus. The Professional Learning Institute, Diagnostic Medical Sonography, Business, Computer Support, and Marketing units are located at the South Campus Technology Center. These offices moved to South Campus in 1997 and extensive renovations were undertaken to create appropriate office and classroom space. Academic Outreach, Credit Programs, and the English Language Center are located in Temporary Facility I, scheduled for demolition in the future. The Evening Student

Services Office is located in the Academic Services Building convenient to the Registrar's Office and Undergraduate Advisement Center.

### **Continuing Education Units**

A brief overview of the program and support units within Continuing Education follows.

#### **Credit Programs**

The Credit Programs Division provides flexibility in graduate, undergraduate, and continuing education programs through distance education options and in partnerships with UMBC academic departments and USM institutions. The division is involved in all Continuing Education activity for which academic credit is awarded and provides a number of key services to the campus community, including: program development, project and financial management; market research, marketing/advertising, and recruitment; coordination of enrollment services (i.e., admission, registration, billing, advising, etc.); and distance education expertise and instructional design.

There are three components within the division: Office of Professional Programs; Office of Summer and Winter Programs; and Evening Student Services. The Office of Professional Program's mission is to support the University's enrollment management goals and academic planning priorities by researching, developing, and managing, or in other words, "incubating" academic programs in partnership with academic departments. These academic programs, developed with a keen awareness of the market niche, are credit bearing, take the form of certificates, tracks, and degree programs, and are usually targeted to the needs of non-traditional students. As a result, the programs are offered in a variety of formats (e.g., off campus, technology enhanced learning, evenings, weekends, etc.) to make them most accessible. To the extent possible, programs are expected to be financially self-supporting. Among the programs currently managed by the Office are the Department of Education's master's degree program in ISD-Training Systems, a master's degree in management studies in Emergency Health Services

that can be completed exclusively on-line, and a partnership between the University of Baltimore's Merrick School of Business and the UMBC School of Engineering to offer a postbaccalaureate certificate in Technology Commercialization. A more complete list of programs currently offered and under development is included in Appendix B.

The Office of Summer and Winter Programs develops and manages the Summer and Winter sessions. During these special sessions, over 450 undergraduate and graduate credit courses are offered to about 6,000 students. These programs serve the needs of current students, students from other institutions, and non-traditional students interested in year-round study. Enrollments in the Summer and Winter Sessions have fluctuated over the past five years, a pattern that may be related to aggressive competition from other USM institutions like the University of Maryland, College Park and Towson University (see Table 1 below).

**Table 1**  
**Summer and Winter Enrollments**

	<b>Summer 94</b>	<b>Summer 95</b>	<b>Summer 96</b>	<b>Summer 97</b>	<b>Summer 98</b>
<b>Head Count</b>	3662	3997	3677	3336	3241
<b>Seat Count</b>	5594	6055	5457	5070	5131
<b>Cr. Hr. Count</b>	15858	17364	15713	14775	14924
<b>Specials</b>	686	875	725	558	501
<b># of Courses</b>	258	249	224	247	240
	<b>Winter 95</b>	<b>Winter 96</b>	<b>Winter 97</b>	<b>Winter 98</b>	<b>Winter 99</b>
<b>Head Count</b>	1558	1387	1292	1042	1299
<b>Seat Count</b>	1718	1547	1397	1107	1305
<b>Cr. Hr. Count</b>	4715	4248	3787	2996	3488
<b>Specials</b>	119	148	169	77	72
<b># of Courses</b>	74	72	77	70	65

Summer Session enrollments peaked in 1995 when 3997 students enrolled in 245 courses. The Summer 1998 session had 3241 students enrolled in 240 courses, the lowest headcount enrollment in the past five years. Enrollments in the Winter Session peaked in 1995 with 1558 students in 72 courses, and were at their lowest in 1998 when 1042 students enrolled in 70 courses. Enrollments in Winter 1999 showed a significant increase, with 1299 students enrolled in 65 courses. Approximately 80 percent of students enrolled in the Summer/Winter Sessions are UMBC students seeking additional credits in their major, fulfillment of GDRs and GFRs, or elective credits.

The Evening Student Services (ESS) Office is dedicated to students attending classes on campus in the evening. The ESS Office serves as a single point of contact for evening students, providing assistance with admission, registration, advisement, financial aid, billing concerns, and parking. The ESS Counselor serves as liaison between students and faculty and staff for these functions. In addition, ESS currently serves as the point of contact for students on-line.

### **Professional Learning Institute**

The Professional Learning Institute (PLI) is a strategic business unit established in September 1997. PLI absorbed three existing Continuing Education units: Business and Industry Training, Continuing Professional Education, and Conferences and Institutes. PLI offers targeted workforce development and lifelong learning programs that strive to meet the professional development needs of business, government agencies, industries, organizations, and the general community in those key disciplines that reflect the academic and research strengths of UMBC. In 1997-98, PLI served over 4,000 participants and 20 client organizations; its gross revenues have grown by more than 80 percent since Fiscal Year 1994. PLI works with a variety of businesses, non-profit organizations, government agencies, and professional associations. A partial list of these partners is included in Appendix C.

PLI's goals and objectives include: closely aligning with UMBC's mission and priorities;

proactively meeting the continuing professional education and training needs of the region and beyond; and being self-supporting and building a revenue stream that supports the development of new programs and services for adult learners. PLI is a principal connection between UMBC and the domestic and international communities for the purpose of creating competitive advantage for its adult learners and clients, and contributing to the economic and workforce development for the state, region and beyond. Integral to PLI's organization is an Advisory Group with representation from industry and UMBC faculty and administration. Input from the Advisory Group is key to establishing strategic priorities and direction for PLI.

PLI works to accomplish the ongoing development of adult learners and professionals by extending UMBC's academic and research strengths to the community. Working primarily through and with UMBC's academic departments, PLI's activities include and support: customized, contracted programs for specific organizations; seminars, workshops and certificates in continuing professional education topics; and networking forums, institutes and conferences focused on specific industries or disciplines. The key services offered by PLI focus on: identifying and developing new, or expanded, continuing professional education programs through market-based research and methodologies; providing expertise in project management, program administration, and marketing of continuing professional education programs; providing UMBC faculty with a single point of contact for entrepreneurial programming ideas; and establishing a program development model to incubate new programs and services. Over the past five years, total enrollments in the non-credit areas of contracted training, continuing professional education, and conferences have ranged from 5174 in Fiscal Year 1994 to 4138 in Fiscal Year 1998, with a high of 7779 in Fiscal Year 1996 (see Table 2). Between Fiscal Years 1997 and 1998, overall PLI enrollments declined by 533, but contracted training increased by 248.

**Table 2**  
**Professional Learning Institute Enrollments**

	<b>FY 1994</b>	<b>FY 1995</b>	<b>FY 1996</b>	<b>FY 1997</b>	<b>FY 1998</b>
<b>Conferences</b>	2240	2145	3774	1679	1449
<b>CPE*</b>	1340	2218	2066	1792	1241
<b>Contracts</b>	1594	1830	1939	1200	1448
<b>Total</b>	5174	6193	7779	4671	4138

\*CPE: Continuing Professional Education

**Total Number of Programs Run**

<u><b>FY94</b></u>	<u><b>FY95</b></u>	<u><b>FY96</b></u>	<u><b>FY97</b></u>	<u><b>FY98</b></u>
236	268	285	215	211

Note: The definition of a “program” varies from a half-day technology briefing to an 8-month, intensive, 5 day per week information technology training program. Therefore, the number of programs is not necessarily indicative of productivity or revenue generated. Some of the programs run already offer a credit/non-credit option.

**Diagnostic Medical Sonography Program**

The Diagnostic Medical Sonography (DMS) program (ultrasound technology) trains individuals to perform diagnostic examinations through the acquisition of necessary medical knowledge and clinical and didactic sonographic knowledge and techniques. The program offers a certificate in diagnostic sonography; students may also pursue a bachelor’s degree in Interdisciplinary Studies with a concentration in diagnostic sonography. The program is designed for medical professionals or individuals with prerequisite experience in allied health, or a

minimum of 60 college credits that includes specific science and math courses.

The main goal of the DMS program is to continue to provide quality education and training of individuals in the field of diagnostic medical sonography and to fill the increasing needs in the market place. DMS is a two-track program. One track covers abdominal, obstetrical, gynecological, small parts, neurosonology, vascular and ultrasound physics. The other covers adult and pediatric cardiology, vascular and ultrasound physics. Both tracks run 14 consecutive months, 40 hours per week. The Commission on Accreditation of Allied Health Education Programs accredits the program. Upon successful completion of the program, the graduates are eligible to take the certification exams offered by the American Registry of Diagnostic Medical Sonographers, an internationally recognized credential.

The DMS program admits between twenty and thirty students each July. During the current academic year, 30 students were admitted to the program and 26 are expected to graduate. Clinical training is conducted initially in the program's scan lab using four ultrasound machines. The remaining clinical experience is through rotations at several of the thirty plus hospitals and imaging centers located in Maryland. Temporary sites have been utilized in Pennsylvania, Virginia and Ohio to accommodate students at a distance. In addition, evening and weekend seminars are conducted to provide continuing education for sonographers at various sites.

### **English Language Center**

The English Language Center (ELC) offers a variety of academic and professional English language learning programs in a cross-cultural setting. A typical semester includes students from 15-20 different countries, with over 50 countries having been represented over the years. The ELC at UMBC was started as a function of Continuing Education in 1991 with a limited mission to serve the needs of non-native speakers of English already on the UMBC campus. The Center was established as a distinct division within Continuing Education (CE) in the summer of 1994 with the development of the Intensive English Program (IEP).

The ELC runs two major programs: the Institutional Credit Program (ICP) and the

Intensive English Program (IEP). The first ELC Institutional Credit classes were designed to support students who were unable to pass the English placement test for freshmen English or who were admitted conditionally to the university with TOEFL scores below 550. The Institutional Credit Program (ICP) continues to offer institutional credit for visa purposes, scholarships and financial aid. The credits do not, however, count towards graduation. The IEP offers 20 hours per week (two, seven week sessions each semester) of non-credit language development courses. Most IEP students intend to continue undergraduate or graduate study in the U.S.; because of the university's conditional admission opportunity, many IEP students go on to apply for UMBC admission. During the summer sessions, the IEP includes groups from Takushoku University in Japan (a partnership begun in 1993) and Inje University in Korea (begun in 1995).

The ELC also offers additional professional and academic non-credit English programs, such as the Teachers of English as a Foreign Language (TEFL) program working with the Egyptian Ministry of Education, and a number of new, non-credit specialty courses to meet specific academic and professional needs.

Enrollments in the ELC have fluctuated over the past few years (see Table 3). During the current academic year, 100 students enrolled in the ICP, 81 enrolled in the IEP (including 28 in the Summer), and over 200 Egyptian teachers participated in the TEFL/ESP programs. During the prior year, 64 students were enrolled in the ICP, 93 in the IEP (including 48 during the Summer), and 36 Egyptian teachers participated in the TEFL program.

**Table 3**  
**English Language Center of UMBC: Numbers of Students\* 1993-1999**

<b>Semester and Year</b>	<b><i>Credit:</i> Institutional Credit (ICP)</b> ELC 041, 042, 043, 051, 052, 053, 061, 063	<b>Non-Credit: Intensive English Program (IEP)</b>	<b><i>Non-Credit:</i> Egyptians: TEFL/ESP</b>
Spring 1999	47	31: 28/3	34/72
Fall 1998 **	53	27: 25/2	35/72
Summer 1998	--	28	
Spring 1998	18	17	36
Fall 1997	46	28	
Summer 1997	--	48	
Spring 1997	36	25	36/72
Fall 1996	54	29	36
Summer 1996	--	61	
Spring 1996	20	22	36
Fall 1995	38	25	36
Summer 1995	--	42	
Spring 1995	Not available	41	36
Fall 1994	Not available	48	36
Summer 1994	--	31	
Spring 1994	No IC classes	Not available	
Fall 1993	Not available	Not available	
Summer 1993	--	Not available	

\* Figures are total number of students, not enrollments.

\*\* Previous semesters did not consistently distinguish between FT and PT students in the IEP

**Other courses not included above:**

- UMAB ESP for medical graduate students. Began Fall 1995. (Fall 1998: 22 students)
- Chinese Business ESP. Spring 99: 20 students
- Mini courses: TOEFL courses began Fall 1994; Pronouncing American English begun Fall 1998; Business Communication begins Spring 1999
- EPP courses for area professionals (Spring and Summer 1998)

## **Office of Academic Outreach**

Academic Outreach, in support of UMBC's mission, builds bridges and establishes dialogues between the University and local schools (public & private, students & faculty, K-12), local community colleges, local educational agencies (e.g., Baltimore County Public Schools), and other educationally oriented or interested agencies and organizations. The goals of Academic Outreach include: enhancing recruitment of the best students from high schools and community colleges; facilitating discussion of educational issues such as student preparedness, course articulation, teacher preparation, minority pipelines and student success and retention within the K-16 community; and offering programs to position area students for academic success.

Academic Outreach participates in a number of key activities, including:

- Academic Department Advisory/Articulation Panels that provide ongoing discussion between a campus academic department's faculty and teachers from local high schools and/or community colleges;
- The College Preparedness Program - *Preparing for the SAT I*, which was offered for its ninth successful year in 1998-99; and
- Chess Activities, such as the Summer Chess Camp, and the Maryland Scholastic Tournament.

Academic Outreach's activities bring large numbers of K-12 students and teachers to the UMBC campus each year. For example, last year, 215 high school students enrolled in SAT I and PSAT Preparation courses and 50 students attended the Summer Chess Camp.

Approximately 250 regional teacher contacts were made through departmental Advisory and Articulation Panels. Finally, the Colloquium teacher training programs, cosponsored with the Maryland State Department of Education among others, involved participation by over 200 science teachers.

## **Computer Support Group**

The mission of the Computer Support Group is to provide timely, accurate, and reliable

technical assistance on computer-related issues to the employees of Continuing Education, as well as those educational programs offered by, or in conjunction with, Continuing Education. CSG works very closely with UCS to resolve technical issues that are beyond its CGS scope.

Currently, CSG oversees the maintenance of three computer laboratories (containing a total of 65 computers), five file servers, one fax server, one backup server, one hub, eight networked printers, eight peer-to-peer printers, one communication router (and its associated T1 line), approximately 60 active desktop computers, three laptop computers, and an estimated 20 different software applications used by Continuing Education programs. The computers in the South Campus Laboratory support five different operating systems for training purposes. In addition, CSG provides website management for Continuing Education, along with Cyber Group, a private company.

## **Marketing**

The marketing division promotes and supports all Continuing Education programs and endeavors through market research and analysis, targeted marketing plans, publications, advertisements, the Continuing Education home page, regional showcase events and internal and external outreach to new and existing audiences. Primary activities include conducting market research to determine the viability of existing and new degree and non-degree programs using the Internet, library searches, focus groups, interviews, questionnaires, and surveys. Once a program is determined viable, a marketing and promotions plan is written that includes strategies such as writing and designing a promotional publication, direct mail list selection and distribution, print and electronic advertising options, web promotion, press releases, articles, media involvement, and a communication tracking analysis. The Marketing Division also plans, markets and coordinates events for external audiences such as the Maryland Technology Showcase, the GBC Tech Night, the Graduate and Professional Programs Open Houses, and events sponsored by the President's Advisory Council on Business Outreach.

### **Business/General Support Staff**

The Business unit and general support staff, totaling four employees, supply administrative support to all divisions of Continuing Education.

### **The President's Advisory Council on Business Outreach**

The President's Advisory Council on Business Outreach is comprised of 30 members of the business community representing a number of UMBC's key partners. The Council is dedicated to extending the resources of UMBC to the greater Baltimore region and the State of Maryland by fostering connections between the University and the business community. The Council has advised the Continuing Education staff on programs and activities, has served as a sounding board on various campus initiatives, and has assisted with market research. Moreover, the Council has taken on initiatives of its own, including the development of a mentoring program involving UMBC students and Advisory Council companies and a reception for representatives of businesses identified as potential partners for UMBC.

### **Budget Overview**

UMBC's Continuing Education division generated projected revenues of \$5.9 million in Fiscal Year 1999, not including tuition revenues associated with professional credit programs estimated at close to \$650,000, and received \$500,000 in State support. While projected direct and indirect expenses for Fiscal Year 1999 total \$5.5 million, it is important to note that for every one of these dollars spent by Continuing Education 63 cents remain on the UMBC campus. In addition, Continuing Education contributed a projected \$560,000 toward non-continuing education activities at UMBC and campus needs. A statement of income and expenses for Continuing Education for Fiscal Years 1995-2000 is provided in Table 4. Budget figures for Fiscal Year 1999 are projected as of June 30, 1999. A discussion of the Continuing Education budget follows.

Table 4

**CONTINUING EDUCATION  
STATEMENT OF INCOME AND EXPENSES  
FY 1995 – FY 2000**

	<u>1995</u>	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999 (1)</u>	<u>2000 (2)</u>
<b>NON CREDIT DEPARTMENT (3)</b>						
GROSS REVENUE						
Operating	\$ 1,225,894	\$ 1,725,136	\$ 1,636,699	\$ 1,466,665	\$ 1,500,000	\$ 2,122,740
Grants/Contracts	\$ 295,060	\$ 394,167	\$ 711,456	\$ 488,964	\$ 907,857	\$ 431,260
<b>TOTAL GROSS REVENUE</b>	<b>\$ 1,520,954</b>	<b>\$ 2,119,303</b>	<b>\$ 2,348,155</b>	<b>\$ 1,955,629</b>	<b>\$ 2,407,857</b>	<b>\$ 2,554,000</b>
DIRECT EXPENSES						
Salary and Operating	\$ 1,042,165	\$ 1,717,727	\$ 1,457,510	\$ 1,749,787	\$ 1,600,000	\$ 1,919,120
Overhead	\$ 41,496	\$ 41,496	\$ 41,496	\$ (13,832)	\$ -	\$ -
Grants/Contracts	\$ 271,582	\$ 403,046	\$ 457,847	\$ 148,360	\$ 550,000	\$ 398,148
Grants/Contracts Overhead	\$ 21,727	\$ 21,020	\$ 25,110	\$ 18,202	\$ 44,000	\$ 31,852
<b>TOTAL DIRECT EXPENSES</b>	<b>\$ 1,376,970</b>	<b>\$ 2,183,289</b>	<b>\$ 1,981,963</b>	<b>\$ 1,902,517</b>	<b>\$ 2,194,000</b>	<b>\$ 2,349,120</b>
<b>NON CREDIT NET INCOME</b>	<b>\$ 143,984</b>	<b>\$ (63,986)</b>	<b>\$ 366,192</b>	<b>\$ 53,112</b>	<b>\$ 213,857</b>	<b>\$ 204,880</b>
<b>CREDIT DEPARTMENT (4)</b>						
<b>TOTAL GROSS REVENUE</b>	<b>\$ 3,188,110</b>	<b>\$ 3,307,211</b>	<b>\$ 3,687,906</b>	<b>\$ 3,386,839</b>	<b>\$ 3,500,000</b>	<b>\$ 3,682,000</b>
DIRECT EXPENSES						
Salary and Operating	\$ 1,515,447	\$ 1,602,360	\$ 1,735,815	\$ 1,422,921	\$ 1,550,000	\$ 1,825,390
Overhead (5)	\$ 447,924	\$ 268,535	\$ 531,705	\$ 504,474	\$ 515,000	\$ 585,700
Acad. Dept. Incentive	\$ 216,270	\$ 227,319	\$ 208,017	\$ -	\$ 218,887	\$ 220,000
Utilities	\$ 54,672	\$ 54,672	\$ 54,672	\$ 54,672	\$ 54,672	\$ 54,672
<b>TOTAL DIRECT EXPENSES</b>	<b>\$ 2,234,313</b>	<b>\$ 2,152,886</b>	<b>\$ 2,530,209</b>	<b>\$ 1,982,067</b>	<b>\$ 2,338,559</b>	<b>\$ 2,685,762</b>
<b>CREDIT NET INCOME</b>	<b>\$ 953,797</b>	<b>\$ 1,154,325</b>	<b>\$ 1,157,697</b>	<b>\$ 1,404,772</b>	<b>\$ 1,161,441</b>	<b>\$ 996,238</b>
INDIRECT EXPENSES						
General Expenses	\$ 449,540	\$ 728,001	\$ 508,902	\$ 802,670	\$ 800,366	\$ 778,978
Rent	\$ -	\$ -	\$ 70,784	\$ 212,352	\$ 212,352	\$ 228,720
<b>TOTAL INDIRECT EXPENSES</b>	<b>\$ 449,540</b>	<b>\$ 728,001</b>	<b>\$ 579,686</b>	<b>\$ 1,015,022</b>	<b>\$ 1,012,718</b>	<b>\$ 1,007,698</b>
<b>CONTINUING EDUCATION NET INCOME</b>	<b>\$ 648,241</b>	<b>\$ 362,338</b>	<b>\$ 944,203</b>	<b>\$ 442,862</b>	<b>\$ 362,580</b>	<b>\$ 193,420</b>
<b>NON CONT. ED. ACTIVITIES</b>						
Freshman Experience/Acad. Outreach	\$ 199,488	\$ 251,009	\$ 310,373	\$ 307,960	\$ 350,000	\$ 395,486
Campus Deficit	\$ -	\$ -	\$ 531,705	\$ 192,549	\$ -	\$ -
UMBC Marketing	\$ 120,855	\$ 1,175	\$ 965	\$ 17,226	\$ 15,000	\$ 15,000
Non-Continuing Education General Exp.	\$ 20,000	\$ 183,524	\$ 392,890	\$ 289,007	\$ 199,634	\$ 355,792
Technology Center Renovations (6)	\$ -	\$ -	\$ 403,000	\$ -	\$ -	\$ -
<b>TOTAL NON CONT. ED. ACTIVITIES</b>	<b>\$ 340,343</b>	<b>\$ 435,708</b>	<b>\$ 1,638,933</b>	<b>\$ 806,742</b>	<b>\$ 564,634</b>	<b>\$ 766,278</b>
<b>MARGIN</b>	<b>\$ 307,898</b>	<b>\$ (73,370)</b>	<b>\$ (694,730)</b>	<b>\$ (363,880)</b>	<b>\$ (202,054)</b>	<b>\$ (572,858)</b>
1 - Projected as of June 30, 1999						
2 - Projected						
3 - Non Credit Department includes the Ultrasound Technology Program, the Professional Learning Institute and the English Language Center						
4 - Credit Department includes Summer Session and Winter Session						

5 - Overhead rates: Summer - 16%, Winter - 11%					
6 - One time charge to General Ledger Account					

Gross revenue for non-credit Continuing Education activities totaled \$2.4 million in Fiscal Year 1999, an increase over the prior two years. This includes non-credit tuition revenue for the Diagnostic Medical Sonography Program and the English Language Center and revenues from PLI activities (contracts, conferences and institutes, continuing professional education), and grants and contracts such as the Egyptian teacher training program. Direct expenses, including salaries, operating expenses, grants and contracts expenditures and overhead, totaled \$2.2 million, leaving a net income of \$213,857. In prior years, Continuing Education paid \$41,496 in overhead to the University for non-credit activities to cover facilities use and administrative services, but this was eliminated in Fiscal Year 1998 when the division began paying rent for South Campus space.

It is important to note that, in the past, non-credit activities only generated a small net largely due to costs associated with conferences and institutes. This was particularly true in Fiscal Year 1998, when the unit managed the International Health Congress in cooperation with the World Health Organization and the Department of Health and Mental Hygiene. Continuing Education's experience has been that conferences are costly and offer limited fee revenue. However, while conferences and institutes offer limited revenue potential, they do provide a valuable service to the UMBC community, promote good will, and contribute to increased visibility for the campus.

As indicated in Table 4, gross revenues associated with Summer/Winter Sessions totaled \$3.5 million in Fiscal Year 1999, an increase of \$113,000 over the prior year. Direct expenses for credit programs, including salaries and operating expenses, overhead to the University (16 percent for Summer and 11 percent for Winter), and a flat fee to the University for utilities, totaled \$2.3 million. Academic department incentive funds (8 percent of tuition income from Summer/Winter courses) totaled \$218,887 in Fiscal Year 1999. Incentive funds to the departments for the 1997-98 academic year were not paid in Fiscal Year 1998.

Continuing Education's indirect expenses consist of salaries and South Campus rent as

well as support for the Bell Atlantic Interactive Video classroom, the University Center, athletics, and scholarships. In addition, Continuing Education has supported other campus initiatives. In Fiscal Year 1999, this included administrative support for the Freshman Experience, UMBC marketing activities, and other non-Continuing Education generated expenses, including salaries for campus personnel.. Finally, Continuing Education receives State support to offset expenses associated with Professional Credit Programs, since Continuing Education pays program expenses but does not receive the corresponding tuition revenue. This amount was increased in Fiscal Year 1998 (\$408,159) and again in Fiscal Year 1999 (\$575,000) to more accurately reflect expenses associated with the professional programs. The amount is not, however, equal to tuition revenues for the programs, estimated at over \$640,000 in Fiscally Year 1999, which are retained by the University.

Continuing Education operates three basic programming budget units: Special Sessions (summer and winter); Non-credit Programs (English Language Center, Ultrasound Technology, Professional Learning Institute); and Professional Programs (ISD Training Systems, EHS, etc.). The first two units are self-funded, and, as noted above, the third program is funded through State allocations. Historically, the first two Continuing Education units have shown significant net income, with net balances ranging from \$362,338 in 1996 to \$944,203 in 1997. These net incomes have contributed support to many campus initiatives, and up until the mid-1990s allowed the Continuing Education unit to carry a positive cash balance of over \$1 million.

However, for a number of reasons, Continuing Education's million dollar positive cash balance has been reduced to a negative balance of over \$450,000 in Fiscal Year 1999:

- Continuing Education was assessed \$531,705 in Fiscal Year 1997, and \$192,549 in Fiscal Year 1998 to help cover the campus' deficits;

- Continuing Education increased payments to the non-Continuing Education campus units, Freshmen Experience and Academic Outreach, from \$251,009 in Fiscal Year 1996 to \$395,486 projected for Fiscal Year FY2000;
- Continuing Education began paying rent for space in South Campus in Fiscal Year 1997 (\$228,720 projected for Fiscal Year 2000), including a one time assessment of \$403,000 for renovations;
- Continuing Education continues to cover personnel expenses for other non-Continuing Education offices on campus; and
- Continuing Education provides significant in-kind and fiscal support for many campus-wide initiatives (e.g., Institutional Advancement—marketing \$15,000, Athletic Department \$22,500, Computer Services \$20,000, 8% academic department incentive, \$220,000 revenue sharing with academic departments, etc.).

In total, over 63% of the Continuing Education gross revenues remain on the campus; of the remaining gross revenues, 14% support Continuing Education salaries and 23% goes to external vendors and instructors.

As a result, despite showing net income for continuing education programs every year, the overall Continuing Education budget reflects significant negative balances for the last four years: \$73,370 (Fiscal Year 1996), \$694,730 (Fiscal Year 1997), \$363,880 (Fiscal Year 1998), and \$202,054 (projected Fiscal Year 1999). The cumulative negative balances since 1996 have totaled \$1,334,034. Consequently, the positive cash balance of over \$1 million is now totally depleted. As of June 1999, Continuing Education has a cash deficit of over \$400,000 in its

general ledger account, and faces a Fiscal Year 2000 budget which includes a projected negative cash balance of over \$572,000 at the end of that fiscal year. As this analysis suggests, without significant changes, Continuing Education will continue to experience annual deficits that will increase the size of the general ledger account deficit.

## **DISCUSSION AND RECOMMENDATIONS**

As the Task Force engaged in its review, it became increasingly clear that it was necessary to clarify the mission and role of UMBC's Continuing Education division and whether, and in what manner, it should be linked to that of the University. The Task Force considered such questions as: What is and should Continuing Education be? In what way should Continuing Education be guided by the campus mission? What role should Continuing Education play in the incubation of new degree programs? To what extent should CE's activities be motivated by profits? Why and in what way should faculty participation in continuing education be rewarded and encouraged? The discussion and recommendations that follow reflect the Task Force's considered response to these and other questions. While this report generally represents the consensus of the Task Force, some items were the subject of intense discussion and there was not unanimity on every point. It is the intent of the Task Force that this report be used to stimulate campus discussion and provide the context for the development of a strategic vision and role for Continuing Education at UMBC.

***Recommendation #1: The Continuing Education division's activities and strategic decisions should serve and be consistent with the University's mission and priorities.***

A number of Task Force discussions focused on the nature of the mission of Continuing Education at UMBC and its relationship to that of the campus. The Task Force concluded that Continuing Education should (and generally does) serve and be consistent with UMBC's mission and priorities. The Task Force was provided with two mission statements for Continuing

Education -- one prepared in 1995 and the other in 1998. The former states that Continuing Education's purpose is to extend the resources of the University to external constituencies -- local, regional, national and international, to promote lifelong learning and to enhance economic, social, and cultural life. The statement clarifies that Continuing Education's programs, in addition to benefiting the individual learner, should promote UMBC and the economic development of the State and region. In addition, the 1995 statement indicates that Continuing Education is committed to the development of strategic alliances on campus -- with academic departments and administrative units -- as well as off-campus with government agencies, businesses, and non-profit organizations. The 1998 mission statement that was shared with the Task Force, in addition to identifying Continuing Education's audience, units and program formats, states that the division is "dedicated to facilitating the advancement and exchange of knowledge and expertise between the University and communities and organizations worldwide." (Continuing Education Mission Statement, 1998) .

It is important to note that, while the 1995 and 1998 Continuing Education missions did not specifically articulate the division's key role in supporting the campus mission, in practice, Continuing Education directly supported the core academic mission of the campus. In fact, almost every program offered through Continuing Education was in partnership with a UMBC academic department, thus showcasing and supporting the University's mission and academic strengths.

However, neither of these mission statements for Continuing Education speaks directly to the relationship between Continuing Education and the University mission. If that relationship was more clearly delineated, then Continuing Education's role on campus, its goals and objectives, and the development of its new program initiatives, would be better defined and the division's success more easily assessed. For example, the campus mission clarifies that the University's academic program emphasis at the graduate level is within selected areas of the sciences and engineering, information technology, human services, and public policy. According

to its mission statement, UMBC aspires to be “one of the finest of the new American research universities that effectively blends quality teaching, advanced research, and social responsibility.” The campus seeks to continue to strengthen and selectively expand its programmatic base, especially at the graduate level, meet identified workforce needs; and contribute to Maryland’s economic future in biotechnology, health care, engineering, public policy, education, telecommunications, and information technology. (UMBC Mission Statement, 1999)

Continuing education can and should play an important role in advancing the University’s mission, particularly in these areas.

Continuing Education’s contribution to the fulfillment of the campus mission has been particularly valuable because of the division’s generation of “seed money” to support new program initiatives as well as its flexibility to offer the programs at times and locations convenient to working students and to provide the services to support them. In addition, many if not most of Continuing Education’s programs, both non-credit and credit, are tied to the programmatic emphases and research priorities outlined in the campus mission, particularly information technology, computer science, health care, and biotechnology. And through its alliances with business and industry, particularly, Continuing Education provides opportunities to identify and enhance these programmatic and research areas. Finally, by addressing the continuing education needs of the various UMBC constituencies, a concrete connection is forged with the larger community upon which the campus depends for many forms of support.

The Task Force believes that at UMBC, serving the institutional mission should be the driving force behind Continuing Education activities. Continuing Education programs and initiatives should be linked to faculty research priorities, student needs, and to existing or new programmatic areas. Moreover, Continuing Education can play a key role in expanding UMBC’s academic program portfolio and service area by piloting new courses, certificates, and programs, and exploring international opportunities, so activities need not be limited to existing program areas. In addition, Continuing Education can and should support the University’s significant

commitment to economic development. Sharpening of the division's mission will enhance its ability to plan strategically for the future and to serve the campus, as well as the external community, more effectively. A more clearly defined mission for Continuing Education will also permit a more effective assessment of the division's outcomes and success.

***Recommendation #2. Continuing education should be recognized as playing a significant role in advancing the University's mission.***

As evidenced by the discussion at the beginning of this report, there is a need for the academic enterprise to adapt to the knowledge needs of our rapidly changing society. Traditionally, continuing education units, operating on the campus margin, have provided leadership in advancing that segment of an institution's mission that addresses the education needs of external constituencies. However, continuing education activities should be recognized more broadly as cutting across the teaching, research, and service mission of an institution by generating, transmitting, applying, and preserving knowledge to support the needs of the external community and adult learner. Generally, continuing education delivers educational offerings to meet the lifelong learning needs of adult learners. Courses and programs are made available at times and locations convenient to the adult student, often using distance technologies. Continuing education also provides open enrollment and customized training programs to meet workforce needs. These initiatives are consistent with the fundamental mission of higher education. Through continuing education, students for whom the traditional academic experience is not appropriate are able to pursue their academic and career goals. The university is connected to the external world through these efforts and from them new opportunities -- for collaborative research, the development of new curricula, and student internship and job placements -- may arise. Moreover, because of the need for those in the workforce to continually acquire new skills and knowledge, continuing education is becoming a necessary connection between higher education and society.

At many higher education institutions, particularly public research universities like UMBC, the institutional mission is not limited to providing high quality instruction to well-prepared traditional, recent high school graduates, but includes meeting the ongoing educational needs of adult students, both in the pursuit of advanced degrees and specific training. The mission also includes serving the economic development needs of the State and region. Today, for example, higher education is often referred to as the “engine” for economic development. Moreover, continuing education activities have the potential to generate significant revenue for a campus providing much needed support for new academic initiatives. In these ways as well as others, continuing education plays a central role in advancing the mission of the University.

Continuing Education is able to extend UMBC’s academic capital to students regardless of distance, time, place, format, or approach. Particularly through its Credit Programs division, Continuing Education has played a significant role in the development and enhancement of new and existing graduate programs aimed at working adults (such as the master’s degrees in ISD- Training Systems and Emergency Health Services – Management Track as well as the new certificates in Biochemical Regulatory Engineering and Technology Commercialization). Moreover, Continuing Education directly serves economic development through business and industry training programs, degree and credit programs offered to employees on site, and the development of certificate programs in advanced technology areas.

In its role as a revenue generator, Continuing Education supports its own educational functions as well as the mission of UMBC. Rather than draw on scarce campus resources, Continuing Education provides seed money from its revenues to support new initiatives and enhance existing ones, both within Continuing Education and for the University. Moreover, these resources can be used to support program growth in areas new to the campus, thereby expanding UMBC’s mission.

The Task Force believes that the campus should recognize the important role of

continuing education in advancing the mission of the University and extending University resources to the external community. This increased recognition could be manifested through greater on-campus visibility of continuing education activities, additional incentives and rewards for faculty participation in continuing education efforts, and a role for continuing education in such areas as supporting enrollment management goals, program development, and corporate outreach.

***Recommendation #3: The Continuing Education unit should be renamed and the UMBC administration should consider establishing a new non-degree school or other organizational entity to house all continuing education programs.***

As this report suggests, continuing education efforts are increasingly being recognized for their contributions to the core of the academic enterprise. As a reflection of this changing status, many continuing education units across the country are being renamed: For example, the Johns Hopkins University recently renamed its School of Continuing Studies the School of Professional Studies in Business and Education. Such actions suggest that the nomenclature of continuing education is becoming outdated and is no longer truly reflective of its role or activities.

The Task Force envisions UMBC's continuing education efforts to be entrepreneurial, innovative, and of critical importance to successful campus outreach. As the Task Force's recommendations suggest, Continuing Education can play an increasingly significant role in supporting the campus mission. If this vision is achieved, the Task Force believes a new and more appropriate name for the unit should be developed. The new name should accurately reflect the unit's mission, the many activities in which it is engaged, and its place and status at the University. A new name will also serve as a "kickoff" to this new vision for continuing education and will provide an opportunity to increase its visibility. The new name should result

from an appropriate campus review and approval process to ensure wide campus discussion and input.

The Task Force further suggests that the campus consider establishing a new non-degree granting school or other organizational entity to house all continuing education programs. Most institutions of higher education have colleges or schools that house their continuing education programs. Such a designation offers certain advantages. First, it establishes and reinforces the expanded role and importance of continuing education on campus and it promotes the mainstreaming of continuing education programs. Second, it provides an appropriate name to house the diverse Continuing Education units and reflect its varied activities and functions. Third, it provides a promotional and marketing opportunity to increase the visibility for new and innovative programs at UMBC. And, finally, it distinguishes programs offered through Continuing Education from more traditional programs.

The decision to designate Continuing Education as either a school or other entity should be considered within the larger context of UMBC's organizational structure. The Task Force acknowledges that there have been discussions on campus in the past in which other academic areas have expressed interest in reorganizing. Such decisions involve a number of factors and usually come at some cost as the result of new bureaucratic structures. They must be made, therefore, within the context of the campus planning process and resource capacities. In addition, campus leadership must consider how such a "school" would fit into the campus' larger structure, and what that would imply, organizationally and substantively, about continuing education at UMBC.

The establishment of a school is a significant decision and careful consideration of its potential impacts must be assessed. The Task Force acknowledges these broader issues, but suggests that Continuing Education offers an opportunity to experiment with such an organizational change and explore these complexities. Moreover, the establishment of a new entity will not incur additional administrative expenses or require the creation of new bureaucratic structures because there will be no need to change the current administrative structure or operational processes, to hire additional personnel, or alter current reporting lines.

Therefore, the Task Force recommends the campus explore establishing a new school or other entity to house Continuing Education by pursuing one of two options: either consider the changes within the context of and planning process for larger campus organizational changes or proceed with the creation of a new entity and learn from that process. Regardless, the issue requires widespread campus discussion. The Task Force recommends that either option entail an inclusive campus process, involving the Faculty Senate and department chairs as well as campus academic and administrative officers.

***Recommendation #4: Under the leadership of the Provost, and in cooperation with the Graduate School, academic colleges, and departments, Continuing Education should as appropriate facilitate the development of applied professional lifelong learning programs, including those leading to certificates and degrees, that have been strategically identified for growth and development.***

As a result of the extremely competitive nature of continuing education and the growth opportunities presented at this time, UMBC needs to be more entrepreneurial in its response to the growing adult, lifelong learning market. Program opportunities targeted to this audience need to be quickly identified, developed, implemented, and evaluated. UMBC's Continuing Education

division has demonstrated its capacity to work with academic departments to develop and manage programs geared to the adult, part-time student. Staff in the division have the expertise to market programs, administer them, and provide customized student services. And, because of its self-support status, Continuing Education is motivated to pursue opportunities that have revenue-generating potential for the campus. Therefore, the Task Force recommends that Continuing Education, working under the leadership of the Provost and in cooperation with the Graduate School, the academic colleges, and departments, as appropriate facilitate and manage the development of applied professional lifelong learning programs.

These certificate and degree programs will be strategically identified for their revenue and growth potential by the Provost in partnership with the Vice Provost for Continuing Education and Deans. Programs should be consistent with the expertise, interest, and values of the individual academic departments, and with the priorities of the campus, particularly the Graduate School. In addition, the Task Force recommends that they should also support the goals and recommendations of the Enrollment Management Task Force. Specifically, the Enrollment Management Task Force recommended that new graduate programs be primarily at the master's and certificate level, applied in nature, and designed to serve specific markets. In addition, the Enrollment Management Task Force identified five high demand program areas for potential growth – computer science, education, information systems, policy sciences, and psychology. The Enrollment Management Task Force further recommends the development of innovative and flexible program models.

Programs would be sponsored by academic departments with a lead full-time faculty member responsible for curriculum oversight and final approval of any adjunct faculty and instructors. Academic control over the programs would remain in the “home” departments and academic colleges. It is not the intent of the Task Force that Continuing Education create its own degree programs, independent of the academic departments, colleges, or Graduate School.

Continuing Education could serve as a project manager, “incubating” the new programs, piloting new administrative services (e.g., user-friendly online registration processes), policies

(e.g. admissions, faculty pay schedules, adjunct appointments), and delivery systems (e.g. on-line instruction). Continuing Education could also be responsible for identifying needs, performing market research, developing business plans, and marketing. In addition, Continuing Education could have the flexibility to develop revenue-sharing models to provide incentives and rewards to participating departments and colleges. After a period of 3-5 years, programs should be reviewed by the Provost, Deans, Continuing Education, and the appropriate departments to determine if they should remain managed by Continuing Education.

Market-driven certificate programs targeted to workforce needs have particular revenue and growth potential. They are cost-effective, often involving a repackaging of existing courses, and can serve to recruit additional students into existing degree programs. It is particularly appropriate that these types of certificates be managed by Continuing Education, since they are tied so closely to workforce and market needs, often involve working with external partners within the public and private sectors, and can be offered for credit or non-credit. Continuing Education is currently launching two such certificate programs -- Biochemical Regulatory Engineering and Technology Commercialization, the latter a joint program with the University of Baltimore.

In addition to these two certificate programs, Continuing Education is currently responsible for managing the ISD, Engineering Management, Emergency Health Services - Management programs as well as managing on-site delivery of Computer Science courses at companies such as Lockheed Martin. The Task Force recognizes this important role and through this recommendation seeks to formalize current practice and provide Continuing Education with the flexibility and support to develop this role more fully. The Task Force further recognizes that this recommendation does not preclude other academic units from developing new programs.

***Recommendation #5: Continuing Education, in partnership with the Graduate School, the academic colleges, the departments, and Institutional Advancement, should facilitate the University's response to market demands and workforce trends through the identification of potential growth areas, consistent with the campus' mission and academic strengths, and the***

*performance of market research to support new programs and initiatives.*

Because of the nature of the continuing education enterprise, existing resources, and expectations, the division is in a unique position to facilitate the campus' response to workforce needs and changing market demands. Continuing Education has clearly played a significant role in this area, particularly through contracted training, other non-credit offerings, and in facilitating the development of the recently approved certificate programs. Moreover, Continuing Education has many of the systems in place and the capacity to facilitate the identification of market demand for workforce training. The Continuing Education Marketing office currently conducts market research and analysis to determine the viability of existing and new Continuing Education programs. It also hosts focus groups and undertakes surveys to assess market needs. The office's responsibility in this area should be extended to include assisting in market research for the University as appropriate as academic departments consider developing new programs and enhancing existing ones, particularly those oriented to the adult learner.

In addition, the President's Advisory Council on Business Outreach provides a direct link between the Continuing Education staff and the business community through which information about market trends and employer needs can be communicated. This information should be shared with the broader campus community. Finally, the Continuing Education staff has access to numerous publications and events that provide information on market trends and workforce needs.

Continuing Education's role in fostering the campus' response to workforce needs, economic development trends, and market demands does not need to be limited to traditional Continuing Education programs alone. Continuing Education, working in conjunction with the academic departments, the Graduate School, and the Deans, should help provide campus leadership in responding to emerging markets and opportunities. In addition, Continuing Education should work with Institutional Advancement, in the context of its marketing plan for the University, and with Institutional Research. Performing this function will make clear that

continuing education is an important partner supporting the academic core of the University.

The Task Force believes it is critical that Continuing Education work in partnership with the academic departments, the Deans, the Provost, the Graduate School, and the Office of Institutional Advancement to ensure that responses to market demands are consistent with campus academic strengths and campus and departmental priorities and capacities. The Task Force also recognizes that Continuing Education's role in this area does not preclude or diminish the essential role played by the departments and the Graduate School.

***Recommendation # 6: In partnership with the Provost, the Graduate School, the Deans, and departments, Continuing Education should continue to develop non-credit programs and facilitate the development of credit programs to meet critical State work force training and to support key industrial sectors through contract and open enrollment programs.***

Currently, work force training programs in Continuing Education are housed within the Professional Learning Institute. In conjunction with the key academic departments and, where appropriate, the Graduate School, Continuing Education should maintain the responsibility for the important role of developing continuing education programs to meet critical work force needs and support key industrial sectors. The PLI should focus on the following initiatives:

- Building strategic partnerships with key external organizations and government through work force development programs;
- Researching and reaching new markets and audiences and addressing critical State work force training needs;
- Supporting the efforts of academic departments to develop and incubate new credit and non-credit programs and services;

- Providing specific administrative support including instructional design, project management, financial modeling and management, market research, and direct and online student services;
- Generating revenue and resources for the campus, particularly to support innovative ventures; and
- Supporting the work of other campus outreach units, like the Shriver Center and the Office of Career Development and Placement.

***Recommendation #7: Continuing Education should facilitate the University's efforts to offer courses and credit programs at off-campus centers.***

Increasingly, students are seeking access to educational programs in close proximity to their homes or places of employment. As a result, over the past five or ten years, a number of off-campus centers have been established. These include the Harford Education and Applied Technology Center, the Shady Grove Center in Montgomery County, the Downtown Baltimore Center, the Southern Maryland Higher Education Center, the Hunt Valley Center, and the Owings Mills Center. Several USM campuses offer programs at the centers, including UMCP, Towson University, University of Baltimore, University of Maryland, Baltimore, and UMUC. Most of the USM activity has involved professionally-oriented programs in business, education, engineering, information technology, and nursing.

Constrained by cost and existing demands on faculty, UMBC's recent involvement at off-campus sites has been limited to offering non-credit courses in Biochemical Regulatory Engineering at Shady Grove. There have been requests from Southern Maryland, Montgomery County, and Harford County for UMBC to offer courses and programs, particularly in the areas of engineering, computer science, and information systems. While activity at off-campus sites

must be balanced against other institutional priorities, the demands of the on-campus program, and the limits of capacity and interest, an off-campus presence can offer the University increased visibility, enrollments, and partnership opportunities. Participation at off-campus centers does offer some revenue potential, as a result of new policies permitting differential (higher) tuition for off-campus enrollments, although off-campus programs carry additional costs for the development and delivery of programs. As a result, delivery of programs at off-campus sites are business arrangements that need to be made strategically by the University, since institutional commitments are made and resources are expended and generated. However, the Task Force believes that UMBC's participation at selected off-campus centers should be explored.

The Task Force recommends that Continuing Education facilitate the University's efforts to offer courses and programs at off-campus centers. Working with the Deans and academic departments, Continuing Education should take the lead in exploring the feasibility of UMBC offering courses and/or programs at off-campus sites. If opportunities for off-campus offerings are identified, Continuing Education should coordinate and support the efforts, recognizing the limits of faculty resources and institutional capacity. Continuing Education's role in managing all off-campus programs is intended to ensure efficiencies and benefit from economies of scale through coordination of marketing initiatives, consolidation of rental costs, and maximization of student service systems. Without centralized coordination, the campus would experience significant inefficiencies and costs when systems and services are duplicated within the departments or added on to other administrative units. However, this does not preclude individual departments from pursuing certain off-campus activities on their own. For example, departments can and do easily organize and offer relatively limited and focused off-campus courses and activities, such as training sessions or courses for secondary school teachers as part of in-service training. In such instances, there may be no need for Continuing Education management.

***Recommendation #8: With regard to distance learning, the Provost should review the University's capacities and activities to determine the appropriate roles and responsibilities of the participating units, including Continuing Education, the Graduate School, the Dean's Offices, academic departments, Instructional Technology, and the Provost's Office. In addition, one or two pilot distance learning initiatives, consistent with campus programmatic and resource priorities should be identified and pursued.***

Distance learning takes place when students are not in the immediate or physical presence of the faculty teaching them. Distance learning encompasses a number of technologies and delivery modes -- interactive video conferencing, CD-ROMS, on-line instruction, and cable television broadcasts -- which might be used separately, in combination with each other, or to supplement traditional classroom, face-to-face instruction. While a number of faculty utilize technology-based instruction in their classes and UMBC has the technology and infrastructure available, the University overall has not been very active in the distance learning arena. UMBC has distance learning classrooms for both the USM Interactive Video Network (IVN) and the Maryland Distance Learning Network. Both offer two-way interactive video/audio. UMBC offers approximately 20 credit courses each year via interactive video, the majority of which are at the graduate level.

According to a 1999 Maryland Higher Education Commission report on Distance Education, UMBC ranks fourth among USM institutions in the level of distance education credit offerings, behind University of Maryland University College (UMUC), University of Maryland, College Park, and Bowie State University. These three institutions were also the only USM campuses to offer degree programs primarily or entirely by distance education in 1997. (Maryland Higher Education Commission, 1999) UMBC will be joining this group, however, as a result of the recent launching of the Master's program in Emergency Health Services - Management Track entirely on-line, developed in partnership with Continuing Education. The MHEC report also noted that four USM institutions have offices dedicated to distance learning and many offer support services to students and faculty involved in distance education activities.

(MHEC, 1999) UMBC was not among them. However, the newly approved Faculty Development Center will serve as the locus of faculty development in technology-based education.

Some institutions, attempting to meet the demand for distance learning programs while maintaining a competitive advantage and minimizing risk, are partnering with other institutions or corporations to pursue distance education opportunities. Several universities, such as British Open University and UMUC, with significant experience in the distance learning arena, are offering their expertise and infrastructure support to others. These institutions offer such services as existing courses, logistical/technical support, faculty and student support, marketing, and evaluation and assessment. In addition, companies such as Caliber Learning Network and Maryland Public Television, provide distance education technical infrastructure to colleges and universities that cannot support the necessary technology on their own. Virtual universities and electronic campuses like the Southern Regional Electronic Campus and Western Governors University, broker courses for other institutions. Finally, courseware products providing on-line educational delivery applications are available to facilitate on-line instruction

UMBC representatives have recently been exploring a number of such opportunities to partner with other entities to deliver programs via distance learning. One promising campus initiative is the Information Systems flexible master's program which offers competency-based learning, cutting edge curriculum, and innovative delivery options. However, the campus must make a decision whether to pursue a larger role in distance learning and if so, the Provost should designate roles and responsibilities among the various campus units involved. These include Continuing Education, the Graduate School, the Dean's offices, the academic departments, the Office of Instructional Technology, University Computing Services, and the Provost's Office. Continuing Education can play a significant role in identifying opportunities, providing technical and administrative support, and offering assistance in program development. Continuing Education's role in exploring distance learning opportunities and technology-based instruction is

consistent with its mission to extend the University's resources to the external community and non-traditional students.

The Task Force recommends that responsibility for coordinating the campus' distance learning efforts and managing distance learning technologies be identified. One option would be to house responsibility in the Provost's Office, allowing the Provost to delegate authority for distance learning initiatives when appropriate. This would ensure coordination, consistency with campus priorities, and an emphasis on academic quality and content over technology. Working in partnership and under the leadership of the Provost, Continuing Education, the Deans, and the appropriate academic departments should explore alternative modes of program delivery, while recognizing the limits of distance learning technologies, particularly on-line instruction, and reservations that have been expressed, both on campus and nationally, about issues of accessibility and quality. One or two pilot initiatives, consistent with campus programmatic and resource priorities, should be identified and pursued. In addition, increased opportunities for faculty development in technology-based instruction should be created.

***Recommendation #9: The UMBC campus leadership should seek creative ways to reward and recognize faculty for their participation in continuing education activities and should request revisions to USM policies and regulations governing faculty to accommodate participation in continuing education.***

The Task Force identified as a fundamental issue the need to account for and reward faculty involvement in continuing education. The Task Force acknowledged an apparent disconnect between the University's interest in a vital continuing education program tied to the academic core of the University and the individual faculty member's need to fulfill current teaching, research, and service obligations. From the faculty member's point of view, the incentive to participate in continuing education is not always clear and often such participation

directly conflicts with demands for promotion, tenure, and workload. As a result, many faculty are discouraged from participating in continuing education activities no matter how great their own or the University's interest is in the particular activity. The Task Force concluded that if continuing education is indeed an important campus effort directly connected to the mission and academic core of the University, then this issue must be addressed.

This issue is not unique to UMBC and has been raised both at the campus and System levels. While the issue has been identified in the past, little has been done to resolve it. At both the campus and System levels, there has been rhetoric, but little or no action. However, having said that, there are complexities to this issue that make it difficult to resolve quickly.

The Task Force acknowledges that rewarding faculty for continuing education participation is extremely complex, involving such matters as promotion and tenure, periodic review, annual reports, teaching loads, USM overload policies, and departmental workload policies and reports. It encompasses essential expectations of and for faculty, definitions of teaching and service, campus culture, and bureaucratic constraints. Moreover, it is a longstanding issue, tied not only to continuing education but to other activities that faculty are engaged in that might not meet traditional definitions of teaching, research, and service.

The Task Force affirms that outreach to nontraditional learners is part of the public mission of the campus having the potential to increase the visibility of the campus, aid recruitment, build partnerships, and contribute to the economic development of the region and State. But this responsibility must also be balanced against the need to serve the traditional student body and academic mission of the University. The main responsibilities of UMBC faculty, according to the Faculty Handbook and appointment, rank, and tenure policies, are

teaching, scholarship, and service. Furthermore, in order to achieve the University's goal of becoming a Research II institution, faculty must be engaged in productive research and scholarship. The Task Force does not envision continuing education activity replacing research and scholarship; however, in some instances, a faculty member might be rewarded for such activity under the teaching and service obligations. For example, faculty engaged in developing programs oriented to adult learners might receive credit under the obligation for service or departments could tie merit increases to outreach efforts.

In light of the fundamental importance and inherent complexities of this issue, the Task Force recommends that the UMBC administration seek changes to USM policies and regulations impacting faculty participation in continuing education and, in the meantime, seek creative ways on campus to support, encourage, and reward faculty for these efforts.. Moreover, the Task Force calls for campus discussion of the issue, which should include the Faculty Affairs Committee of the Faculty Senate and faculty with experience on the University Faculty Review Committee.

***Recommendation # 10      Continuing Education should play an important role with other units involved in outreach, including the Shriver Center, Office of Career Development and Placement, Institutional Advancement, the Technology Center, and the Research Park.***

At UMBC, there are many units as well as individuals engaged in outreach with external parties. These include, among others, faculty, the Deans, the Shriver Center, the Office of Career Development and Placement, Institutional Advancement, the Technology Center, and the Research Park. The vision of many leading universities, including UMBC, is to develop an overall strategy and effective model of engagement with the communities it serves, as well as the

larger society. This is accomplished through many activities, including outreach, extended education, and strategic alliances and partnerships. UMBC as a campus has been particularly active and successful in building connections with the external community through faculty research, student internships and placements, and corporate training.

The Kellogg Commission on the Future of State and Land-Grant Universities has published a report entitled, “Returning to Our Roots: The Engaged Institution” that recommends universities like UMBC develop an “engagement plan.” Such a plan would enable the University to clearly articulate its role in outreach and to develop a structural model to facilitate the interface between external organizations and the campus. The Task Force encourages the campus leadership to develop such an engagement plan, particularly in light of the recommendations of this Task Force regarding continuing education.

Continuing Education should continue to play an important role in outreach along with the other involved units. As a key driver for UMBC’s engagement with the external community, CE can help other campus units provide leadership in the development and implementation of an engagement plan that will address outreach, extended education and strategic alliances and partnerships. This should be done in concert and partnership with other key outreach units at the University as well as faculty members. This might include representatives from Senate committees, department chairs, or other faculty members who are particularly involved in outreach to the external community.

***Recommendation #11: With regard to Summer/Winter Sessions, responsibility for Special Sessions should remain in Continuing Education for the next 3-5 years, upon which there should be a further review. In addition, a general review of Summer/Winter Sessions***

*organization, policy, and impact on other UMBC policies and operations should also be undertaken.*

The Task Force spent a considerable amount of time discussing the Summer and Winter Sessions and a host of conceptual, substantive, and structural issues were raised. Among the issues discussed were: the appropriateness of Continuing Education having responsibility for Special Sessions; the impact of Summer/Winter course offerings on faculty workload, and departmental course offerings; implications for departmental budgets; and the uses of Summer/Winter revenues. While the discussion raised more questions than it answered, it demonstrated the need for a focused review of the Summer/Winter Sessions to address organizational, conceptual, and policy issues.

The Task Force questioned the appropriateness of responsibility for Special Sessions being the purview of Continuing Education. Regular UMBC students make up the overwhelming majority (approximately 80 percent) of Summer and Winter enrollments. More and more, UMBC students perceive the Special Sessions, particularly the Summer, as part of the academic year, providing the same opportunity to take courses in their majors, meet requirements, and make progress toward graduation. In addition, courses offered during the Summer and Winter are largely the same courses offered during the traditional academic year, although some are created especially for the Special Sessions. In terms of students and curriculum, the Summer and Winter Sessions seem more a part of the traditional academic program than Continuing Education.

However, in terms of course selection, faculty participation and compensation, revenue distribution, and administrative structures and student services, Summer and Winter Sessions are treated quite differently. Courses are submitted by departments and approved by the Special Sessions Committee. Approximately 50 percent of courses are taught by full-time UMBC faculty, but there has been an increasing reliance on part-time instructors to offer courses in demand. Faculty are compensated for courses they teach during Special Sessions, but these courses generally are not counted toward meeting faculty workload requirements. The exception

is those courses taught during the Winter Session for which a faculty member does not receive additional compensation. Tuition revenues for Special Sessions courses go directly to Continuing Education, from which expenses, like faculty salaries and advertising, are paid. In addition, 8 percent of tuition income is “rebated” to either those departments whose courses showed a profit or to the Deans or Provost. In Fiscal Year 1999, academic departments received \$202,722 in rebated tuition income and the Deans and Provost received \$23,108. Departments are assessed a \$1600 fee per course against the rebated tuition to cover administrative costs, whether or not the course attracts the necessary minimum enrollment. Net revenues, after administrative expenses are paid, are retained by Continuing Education.

The Task Force acknowledged that, theoretically, responsibility for Summer/Winter Sessions could be housed elsewhere on campus and that, conceptually, the fit with Continuing Education appears tenuous. However, institutionally, it seems reasonable for Summer/Winter Session to remain under the purview of Continuing Education at least for the next 3-5 years. To shift responsibility to another area of the University would require a duplication of effort with regard to administrative and student services/systems that seems, at least for now, unjustified.

There were many other issues raised about Special Sessions and their implications for the campus that could not be resolved within the context of the Task Force’s purview. For example, if departments see Summer and Winter Sessions as a means of augmenting their budgets, there might be a temptation to put required and popular courses in Special Sessions in order to attract high enrollments and increase revenue. If so, this could adversely affect regular semester offerings. In addition, while targeting courses for Summer/Winter can have beneficial implications for departmental budgets, it can have harmful effects on FTE accounting, which is increasingly used as a means of justifying campus funding. The inclusion of more popular and required courses in the Summer/Winter sessions could reduce enrollments in the Fall and Spring, potentially leading to lower FTE counts since Summer/Winter enrollments are not counted in FTEs, due to USM policy. However, a previous Continuing Education report on summer/winter

enrollment compared to fall/spring did not indicate a negative effect.

Faculty participation in Summer/Winter sessions is another important issue that has implications for the campus. While faculty get paid for teaching Summer/Winter courses, the departments get no course unit credit in the annual workload reports. This could have a negative impact on departments in terms of meeting faculty workload requirements. In addition, under the current structure, faculty receive neither pay nor course unit credit for non-classroom courses such as independent study and research supervision during the summer. As these points suggest, Summer/Winter sessions need to be viewed in the context of FTE accounting and faculty workload reports, as well as promotion and tenure, merit pay increments, and comprehensive (post-tenure) review.

In light of the complexity of these conceptual, structural, and policy issues and their important implications for academic departments and the campus as a whole, the Task Force recommends that a separate review of the Summer/Winter sessions be undertaken by some other campus body.

***Recommendation #12: The English Language Center and the Diagnostic Medical Sonography Program should remain under the purview of Continuing Education for the near future. However, the UMBC administration should consider moving the Office of Academic Outreach and Evening Student Services to more appropriate reporting lines within the University's organizational structure.***

The Task Force gave careful consideration to the current composition of the Continuing Education division and questioned the appropriateness of including certain units under its umbrella. The Task Force concluded that of the units they considered, sufficient rationale existed to support the Diagnostic Medical Sonography program and the English Language Center remaining under Continuing Education for the time being. However, the Provost, in conjunction with the relevant parties, should identify more appropriate areas within the University's organizational and reporting structure for Evening Student Services and the Office of Academic

Outreach.

The Task Force concluded that the Diagnostic Medical Sonography program is appropriately located within the Continuing Education division. Enrollments are overwhelmingly non-credit, adult students and the program is self-supporting. If in the future, credit enrollments were to grow significantly, this might be an issue for review. At the current time, the English Language Center seems to be an appropriate fit within Continuing Education. Its enrollments are largely non-credit. However the ELC does include a credit program, the Institutional Credit Program, and it continues to serve greater numbers of UMBC students. While the ELC's budget supports expenses associated with this program, the ELC does not receive the tuition it generates. The Task Force recommends that the ELC be reviewed in 3-5 years and, depending on the degree to which it continues to serve UMBC students, a more appropriate organizational location be found. In addition, since the Learning Resource Center also works with many of the same students, the Task Force encourages cooperation between the two centers.

Because it represents a fundamental campus obligation to students, the Task Force concluded that Evening Student Services did not belong under the umbrella of Continuing Education, but should be shifted to Enrollment Management, the Provost's Office, or Student Affairs. The Task Force also recommends that the University enhance and expand its services to evening students in recognition of the growing number of UMBC students who take courses after 5 p.m.. This is particularly true for graduate students who are increasingly enrolled in evening courses but experience difficulty in accessing University services, such as the bookstore. In acknowledgment of the growing role of graduate students on campus, the University needs to address the adequacy of services and the friendliness of the campus environment for this sector of students. Relocating Evening Student Services to one of the divisions mentioned above, which have campus-wide responsibility, would reflect the Task Force's contention that providing services to evening students is a responsibility not limited to Continuing Education.

Academic Outreach's primary mission involves building relationships with the K-12 sector to enhance recruitment of students and foster greater communication between UMBC faculty and K-12 teachers. If the continuing education audience is defined as the adult learner, then the Office seems to be misplaced. Shifting Academic Outreach to a more appropriate reporting structure within the University would provide greater opportunity for integration with other units engaged in outreach to the K-12 sector and for increased campus visibility and support. Therefore, the Task Force recommends that the University Administration, working with the Office of Academic Outreach and other relevant units, find a location within the University's organizational structure that is more consistent with the Office's goals and mission.

***Recommendation #13: The campus administration should pursue enhancements to student support systems that will accommodate the needs of continuing education programs, including credit and non-credit, and distance education.***

The Task Force identified a need to update and enhance campus student support systems to accommodate continuing education students who are enrolled in programs and courses offered outside of the traditional times and/or off-campus. Flexible and responsive systems for admissions, registration and student records, and billing are essential to support a vital and growing continuing education enterprise as well as the changing face of traditional academic programs. The Task Force recommends that systems infrastructure and support should address the campus needs holistically rather than through separate and duplicative systems.

Continuing Education has served as an incubator for more flexible student support systems and student services oriented to the non-traditional student. However, these systems have not been integrated into the larger campus infrastructure or automated to the extent possible. The Task Force recommends that the campus administration pursue enhancements to student

support systems that will accommodate the needs of Continuing Education as well as the campus as a whole.

***Recommendation #14      The UMBC administration should establish policies to address the allocation of space for continuing education activities.***

The Task Force identified the lack of adequate campus space to accommodate continuing education activities as a critical issue impacting the growth and success of UMBC's continuing education efforts. As noted earlier, Continuing Education offices are currently located in three separate locations – South Campus, Temporary Facility I, and the Academic Services Building. Continuing Education activities are held at South Campus as well as in on-campus rooms and on-site at various corporations and government agencies. However, scheduling of on-campus activities is often difficult as a result of limited available classroom and meeting space and timing issues. Both credit and non-credit programs managed by Continuing Education are often offered at times that are inconsistent with semester-based academic offerings. Currently, scheduling of these activities in academic classroom space is deferred until after the second week of the semester, making planning difficult. The Task Force recommends that a thorough assessment of space needs be performed and policies and procedures which address the different scheduling patterns of Continuing Education and other academic activities be developed.

This issue links to the larger issues of inadequate space on campus for academic-related activities and events. As the campus continues to enhance its outreach efforts, this situation will need to be addressed. A campus discussion of this larger issue of space on campus is encouraged.

With regard to additional space for Continuing Education, the Task Force identifies three options for consideration. These are: 1) the purchase of an additional temporary facility; 2) the

rental of additional space off-campus; and 3) the construction of a new building to house all Continuing Education activities. A temporary facility is expensive, costing approximately \$1 million per 30,000 square feet. Continuing Education currently spends close to \$250,000 per year on rent for South Campus space that, while attractive, drains resources away from other activities. Finally, Continuing Education had begun to save funds for construction of its own building, but financial exigencies forced the University to utilize a significant portion of those sums to cover budget deficits. The Task Force recommends that campus leadership identify a plan to resolve the growing space needs of Continuing Education.

***Recommendation # 15: Continuing Education's financial relationship with the University should be clarified and its budget should be reviewed and modified accordingly.***

The Task Force reviewed a number of issues related to the Continuing Education budget. These include State support, contributions to non-continuing education activities, professional credit program tuition income, and accountability. As noted earlier, the campus created a State budget account out of which Continuing Education pays expenses associated with Professional Credit programs. The State account resulted from the fact that, while Continuing Education was responsible for program expenses, it did not receive tuition revenues. In the past, Continuing Education has had to pay expenses greater than the funds provided by the State account and has had to absorb that loss within its own budget. Historically, Continuing Education has contributed to a variety of non-Continuing Education activities and needs for the University. While many of these are expected of a self-support unit (for example, overhead, utilities), others seemed to be discretionary expenses (Freshman Experience, UMBC marketing,

salaries for non-Continuing Education staff). In addition, as were other auxiliary accounts, Continuing Education was asked to subsidize the campus budget when financial exigencies occurred. As noted earlier, the Task Force found that the current accounting system does not permit tuition revenues associated with Professional Credit Programs to be directed to Continuing Education, although no State regulation appears to prohibit it. Finally, the current budget structure and financial relationship between Continuing Education and the University makes it difficult to determine actual profitability of Continuing Education programs and to evaluate the division's success as a revenue generating operation.

After reviewing Continuing Education's operating budget in detail, the Task Force concluded that the financial relationship between the division and the University was unnecessarily complex. Shifts of funds between Continuing Education and the University budget make for it difficult to understand and evaluate Continuing Education's financial status, and Continuing Education's "bottom line" net profit is difficult to determine. In addition, the rationale for Continuing Education's responsibility for some of the payments to the University for non-Continuing Education activities did not appear to be justified.

This complex financial relationship has both budgetary and policy implications. The Task Force believes that clarifying this relationship and modifying Continuing Education's budget accordingly should allow for a rational evaluation of Continuing Education's profitability. Specifically, the Task Force recommends that the Provost, working with the Vice Provost for Continuing Education and the Vice President for Administrative Affairs, explore means to add clarity and simplicity to the financial relationship between Continuing Education and the University. Moreover, University activities supported by Continuing Education should be reviewed and, when feasible, moved to the State-supported University budget. For example, responsibility for funding administrative support for the Freshman Experience might be shifted in

such a manner.

***Recommendation # 16a: Tuition revenues associated with selected applied professional lifelong learning programs managed by Continuing Education should be credited to the division's budget. Support provided to Continuing Education for Professional Programs through the campus budget should be adjusted accordingly.***

Currently, Continuing Education pays the expenses associated with the professional credit programs it manages, such as ISD and Engineering Management, but does not receive the corresponding tuition revenue. While Continuing Education receives a given amount of State support (\$591,067 in Fiscal Year 1999) through the campus budget process to offset expenses incurred by the Professional Programs unit, the amount does not reflect total tuition revenues nor has it in the past covered all related program expenses. In order to create a truly entrepreneurial model for these programs, the Task Force recommends that Continuing Education be credited with tuition revenues associated with selected applied professional lifelong learning programs it manages and that campus budget support for Professional Programs be reevaluated and adjusted accordingly.

At UMBC, tuition revenues for all credit programs offered during the regular academic year (Fall/Spring) are credited to the State budget. However, at other USM campuses, tuition revenues for similarly managed programs are credited to their Continuing Education division. The Task Force recommends that the campus budget office work with Continuing Education to establish a means of crediting Continuing Education with the tuition revenues from the appropriate credit programs.

The Task Force believes that this change will allow for the creation of a revenue-driven model for applied professional lifelong learning programs, providing the flexibility to respond quickly to market demands and opportunities as they emerge. Under this scenario, Continuing Education would have the financial flexibility to enter into revenue sharing arrangements with departments sponsoring the programs and to reward other units impacted by the activity (e.g.

admissions, registrar). It is anticipated that under such an entrepreneurial model, revenues will expand and generate additional resources for campus initiatives. The Task Force anticipates that if, upon the recommended 3-5 year review, a program is returned to its home department for administration and management, then revenues and expenses associated with the program would be transferred to the department as well.

While this is the primary model envisioned by the Task Force, it may not be the only model appropriate for applied professional lifelong learning programs. The Task Force recognizes that there may be exceptions to this model and some instances where, in the best interests of the program, department, or University, alternate models should be developed. Such models would result from negotiations between Continuing Education, the involved departments, and campus academic leadership. Therefore the Task Force seeks to ensure that adequate flexibility is available to develop alternate structural and financial models when programmatic or university circumstances warrant.

***Recommendation #16b: Continuing Education revenues remaining after Continuing Education and University expenses have been paid should be used to support academic initiatives as identified by the Provost after appropriate consultation with academic leaders.***

Traditionally, Continuing Education's net revenues have been used to support a variety of University and Continuing Education initiatives and to supplement the University's budget in times of deficit. However, decisions on the use of the revenues have been not always been made as a result of strategic planning or have they been revisited frequently. A more rational and targeted use of excess revenues would better serve the University and Continuing Education. In keeping with the proposed entrepreneurial model for managing and supporting professional credit programs, the Task Force recommends that a new means of directing excess Continuing Education revenues be established. That is, that revenue remaining, after Continuing Education's expenses have been paid and policy decisions have been made regarding the appropriate level of support for University activities, should be used to support academic initiatives as identified by

the Provost after appropriate consultation with other academic leaders. It is intended that a portion of these remaining revenues would be retained by Continuing Education to be used as seed funds for its own initiatives. Such a process will permit the University to invest and reinvest in growth areas that have revenue potential as well as advance the campus mission.

In effect, the Task Force recommends that there be, in theory, three pots of money resulting from Continuing Education net revenues. First, a pot would fund University administrative and operational expenses or items identified by the campus administration. Second, a pot would fund Continuing Education initiatives, and a third would fund campus academic initiatives as identified by the Provost. The amounts in each would be negotiated by the Provost each year.

## CONCLUSION

The Task Force on Continuing Education completed its work in May, 1999. The Task Force spent the preceding months meeting with UMBC faculty and staff interested in continuing education, the staff of Continuing Education, and outside experts, reading journal articles dealing with the structure and substance of continuing education, gathering data, and discussing issues relating to its charge. The Task Force addressed matters of mission, programmatic scope, relationship to other units on campus, organization and structure, infrastructure, and finance and operations. Sixteen recommendations resulted from Task Force deliberations (see Appendix A). The Task Force believes that the sum of its recommendations and a new name for Continuing Education reflect a new vision for continuing education at UMBC.

After thoughtful consideration and extensive debate, the Task Force arrived at a vision for continuing education that is defined by a number of key qualities. Under this model, continuing education is:

- Entrepreneurial and innovative, serving as an incubator for services, programs, and administrative processes;
- Flexible in its systems and services and responsive to faculty interest, campus priorities, and market demand;
- A key partner in campus outreach efforts, extending UMBC's academic resources to the external community and helping to build strategic alliances with government, non-profit organizations, and industry;
- An important contributor to the enhancement and fulfillment of the core campus mission;
- A source of revenues that support other campus initiatives and provide seed money to finance additional continuing education activities;