Continuing Education & Community Engagement provides unique pathways to and through higher education and inspires a love of learning through innovative, educational experiences for all ages and people.
PART A: CECE’S STRATEGIC PLAN FOR FY2018

Going into Year 2, we will continue to build an organization that reflects our values, that enables us to nimbly serve unique student populations through a student-centric model, and with a talented staff who are inspired and committed to our vision. We will focus our work to create greater opportunities to partner on campus and off and look for ways to better communicate the great work we do and its impact on campus and on the community.

STATEMENT OF CARING AND PURPOSE:
We will always strive to be sustainable, but our primary purpose is to contribute to the campus and the community, both economically and socially, and to shape a vibrant and inquisitive culture in Utah and beyond. We provide a fair and supportive working environment built on relationships of trust and caring.

3-YEAR VISION:
To create a professional space that is reflective of the quality of our programs and to create a business model that scales to serve a myriad of unique student audiences, demonstrates impact, and allows us to be innovative and give back to campus.

10-YEAR VISION:
To have earned complete trust of campus where departments proactively engage with CECE to create and deliver noncredit, credit, and full-degree programs through a variety of delivery modes to a variety of niche audiences.

CAMPUS PURPOSE:
To help the University reach its goals by supporting colleges and expanding their reach through innovative programs and modes. (See Appendix A)

COMMUNITY PURPOSE:
Provide unique pathways to and through higher education and inspire a love of learning through innovative, educational experiences for all ages and people. (See Appendix B)

FY2018 MAJOR GOALS BY VERTICAL
CECE will frame its impact through two lenses–Social and Economic Impact–as it relates to the Campus and to the Community.

<table>
<thead>
<tr>
<th>FY 2018 GOALS: ECONOMIC IMPACT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNIVERSITY PATHWAYS</strong></td>
</tr>
<tr>
<td><strong>CAMPUS IMPACT</strong></td>
</tr>
<tr>
<td><strong>Goal</strong></td>
</tr>
</tbody>
</table>
| **Measure**                   | - Increase the number of intensives courses by at least 4 courses and continue to provide financial incentive to department  
                                | - Collaborate with Math to finalize Math 1010 agreement, which will transfer administration of 17 sections to CECE in 3 year phases  
                                | - Continue to work with departments to offer alternative times and locations for GenEd and high demand classes to reduce student time to graduation  
                                | - Establish, outline the role, and recruit for the Academic Credit Advisory Committee  
                                | - Collaborate with UIT to streamline early college processes to better serve campus outreach initiatives |
| **UNIVERSITY PATHWAYS**       |
| **COMMUNITY IMPACT**          |
| **Goal**                      | Increase access through scholarships and low-cost tuition provided by fundraising, grants, and departmental support. |
| **Measure**                   | - Increase Youth Ed Parent’s Club donation to increase camp scholarships and reach 25 additional students  
                                | - Partner with departments to increase Test Prep scholarship funding from $10k to $15k  
                                | - Leverage Test’s Prep’s and the Business School’s success to expand campus partnerships  
                                | - Develop a comprehensive learning outcomes tool to measure scholarship recipient success |
| **PROFESSIONAL DEVELOPMENT**  |
| **CAMPUS IMPACT**             |
| **Goal**                      | Increase revenues for Academic Partnerships and Degree Plus programs. |
| **Measure**                   | - Grow revenue to the U for Professional Certificate programs by $100k  
<pre><code>                            | - Launch and grow the Degree Plus program to earn revenues of $50k |
</code></pre>
<table>
<thead>
<tr>
<th>PROFESSIONAL DEVELOPMENT COMMUNITY IMPACT</th>
<th>Goal</th>
<th>Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Expand reach to broader audiences through military, information technology, and corporate university programs and grow revenue to the U.</td>
<td>Build and offer Aerospace Sustainment Certificate program in partnership with Mechanical Engineering department for first HAFB cohort generating more than $75k in revenue to the U. Establish 2 intensive coding programs to support President Pershing's technology initiative and enroll more than 250 students to generate $250k in net revenue. Grow CECE net revenue of military programs: COOL, VA, and MyCAA to $200k.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PERSONAL ENRICHMENT CAMPUS IMPACT</th>
<th>Goal</th>
<th>Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create Planned Giving program in partnership with U Advancement to target Osher Institute members and top Lifelong Learning students.</td>
<td>Creation and distribution of planned giving literature and mailer. Collaborate with Advancement to measure number of leads that came from program.</td>
<td></td>
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</tbody>
</table>

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<thead>
<tr>
<th>PERSONAL ENRICHMENT COMMUNITY IMPACT</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Engage Salt Lake County businesses in teambuilding personal enrichment programs. Develop custom courses that promote team building.</td>
<td>Increase number of offerings from 2 to 5 in FY2017-18.</td>
<td></td>
</tr>
</tbody>
</table>

**FY 2018 GOALS: SOCIAL IMPACT**

<table>
<thead>
<tr>
<th>UNIVERSITY PATHWAYS CAMPUS IMPACT</th>
<th>Goal</th>
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</tr>
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<tbody>
<tr>
<td>Develop a sense of engagement at the sites through strategic focus and student support (Graduate Center/Graduate degrees; Sandy/Degree pathways and completers; Kearns/Westside/Bridge programs).</td>
<td>Collaborate with community partners to establish a U presence in under-represented areas to offer 4-year degree completion programs for SLCC graduates and Return to the U students who have some college and no degree. Establish degree completion and pathway programs at the site to provide flexible entry points and opportunities for students returning to the U with some college but no degree. Host 3 events in Washington County to engage alumni and promote the U Dixie Graduate Center.</td>
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<th>Measure</th>
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<tbody>
<tr>
<td>Evaluate PATHS program, implement sophomore year cohort, and develop a sustainable funding model through fundraising.</td>
<td>Evaluate success of year one cohort by measuring student retention, project participation, and school year success. Based on lessons learned, continuously improve program for incoming and 2nd year cohorts. Increase sense of community on campus with a 1st year retention rate of 90% or higher.</td>
<td></td>
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<table>
<thead>
<tr>
<th>PROFESSIONAL DEVELOPMENT CAMPUS IMPACT</th>
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<th>Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Launch new Academic Partnership programs to help departments broaden their reach to alternative student audience.</td>
<td>Launch 7 new micro-credential, badging programs. Help 30 graduating students attain discipline-specific skills through the Degree Plus program. Move badging pilot to full deployment to serve campus departments.</td>
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</table>

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<tbody>
<tr>
<td>Meet professional development needs of a diverse community.</td>
<td>Raise $20k to expand the Academy of Hope to 30 students from at-risk populations. Complete one full year of operations for coding program to provide career change opportunities for professional students and provide 4 scholarships to at-risk populations.</td>
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</thead>
<tbody>
<tr>
<td>Partner with Alumni Association and departments to leverage Personal Enrichment expertise to create stewarding programs.</td>
<td>Double the number of PE stewarding events from 4 to 8.</td>
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<table>
<thead>
<tr>
<th>PERSONAL ENRICHMENT COMMUNITY IMPACT</th>
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<th>Measure</th>
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</thead>
<tbody>
<tr>
<td>Foster and grow a healthy and engaged community with an affinity to the U including under-represented populations.</td>
<td>Create a tool to measure impact of targeted Personal Enrichment programs on quality of life of participating community members. Track scholarships given to in need and fixed income PE community members.</td>
<td></td>
</tr>
</tbody>
</table>
# PART B: HIGH-IMPACT ACCOMPLISHMENT SUMMARY

## ACCOMPLISHMENTS: ECONOMIC IMPACT

<table>
<thead>
<tr>
<th>UNIVERSITY PATHWAYS CAMPUS IMPACT</th>
<th>Goal</th>
<th>Outcome</th>
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</table>
|                                   | Increase intensive offerings as part of the Plan to Finish. | • Offered 13 intensives from F16-U17, which is 4 more than the previous year  
• Most classes fill to capacity with a waitlist  
• These classes served 412 students  
• Intensives have brought in approximately $345,000* in gross tuition to the U. Using an average cost of tuition per credit hour (9-18 for resident undergrad) which applies to the majority of participating students. (*numbers are for F14-U16) |

<table>
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<th>Outcome</th>
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</table>
|                                     | Increase pathway potentials for students through departmental partnerships. | **Developed and expanded 5 partnerships:**  
• Entertainment Arts and Engineering (Youth)  
• Lassonde Institute (Youth)  
• Architecture (Youth)  
• David Eccles School of Business (Test Prep - GMAT and GRE special workshops and scholarships)  
• Math Department Math 980 and 1010 bootcamps (Academic Programs)  |

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<thead>
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<th>PROFESSIONAL DEVELOPMENT CAMPUS IMPACT</th>
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<th>Outcome</th>
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</thead>
</table>
|                                        | Partner with U departments to build micro-credentials and badging. (See Appendix C) | Launched new badging platform to support  
• 3 professional certificate programs with academic departments  
• 2 College of Nursing micro-certificate programs  
• 9 Professional Education certificates  
Results:  
• 2 new programs have already generated $70k to the U  
• 22 new students enrolled in the TESOL program; extending MOU to a 5-year term. |

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<th>Outcome</th>
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</thead>
</table>
|                                          | Elevate professionalism in community with targeted programs. | Partnered with Mechanical Engineering to create the MEP center to provide consulting and training for 20 local manufacturers.  
Results:  
• $40k in new revenue to CECE with a goal of $100k by end of the year  
• Manufacturing industry will save millions of dollars due to consulting and training impact |

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<th>Outcome</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Develop a U donor stewarding program with a campus partner.</td>
<td>Partnered with KUER on 3 Lifelong classes and stewarded 54 donors who have contributed $2.1M to the U</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PERSONAL ENRICHMENT COMMUNITY IMPACT</th>
<th>Goal</th>
<th>Outcome</th>
</tr>
</thead>
</table>
|                                     | Create opportunities to help local small businesses grow and contribute to a thriving community. | • Lifelong offers courses in entrepreneurial management to help small businesses start and thrive  
• Small business owners, many of whom are U alumni, share knowledge through PE classes, which helps build communities, support cottage industries, and improve the local economy  
• 261 enrollments in these courses  
Impact story:  
“I can’t express enough how thankful I am to the Lifelong team for supporting my small business and my personal growth as an instructor. The exposure of offering a variety of classes through Lifelong Learning has been key to making my small business a success.” - Amy Schmidt, Instructor/Owner, The Silverschmidt |
<table>
<thead>
<tr>
<th>Goal</th>
<th>Create Youth Protection Office to leverage Youth Education expertise for campus.</th>
</tr>
</thead>
</table>
| Outcome | • Offered 41 prevention training sessions to 1200+ individuals from 125 campus departments  
• Held March networking event to increase collaboration of 100 K-12 campus program directors  
• Improving reporting through creation of centralized K-12 database to support campus programs |
| Impact feedback: | “I truly appreciate the YPPS because they are educating us how to protect all our children in all of our programs. The changes we have implemented because of them have helped improve our overall quality of the program.” - Tatiana Mixco, Tanner Dance Company |

<table>
<thead>
<tr>
<th>Goal</th>
<th>Provide pathway opportunities for under-represented populations.</th>
</tr>
</thead>
</table>
| Outcome | • For the past 13 years, the ELI/Zion Bank Scholarship program has served 478 students from 29 cohorts.  
• 75 students have continued into higher education  
• Serve students from a variety of countries including Peru, Mexico, Argentina, El Salvador, Spain, Guatemala, Thailand, Burma, Brazil, and Columbia in the last cohort. |
| Impact Story: | “My name is Paneh Laloe. I came from Burma but I’m not Burmese, my nationality is Karen. When I was 3 years old me and my family we moved to a refugee camp. I lived in the refugee camp for 15 years. It hurts to be a refugee, we don’t have free will, opportunities for us to get ourselves an education. Learning English here has helped me to improve myself, and after I took this class I can communicate with people and I can help my kids with homework. It also helped me to prepare my English to go to college.” Paneh is currently attending ELI regular program classes as an ELI scholarship recipient. |

<table>
<thead>
<tr>
<th>Goal</th>
<th>Create new opportunities for campus departments to reach broader alternative audiences.</th>
</tr>
</thead>
</table>
| Outcome | • Launched Professional Certificate in Financial Planning - 12 students; $44k new revenue to the U  
• Launched Professional TESOL Certificate - 22 students; $70k new revenue to the U.  
• Pharmacy Technician Certificate - expect 80 registrants by end of FY; collaboration with U Health Sciences on externships  
• Developing 7 new academic department partnerships to create pathways into the U and generate new revenue |

<table>
<thead>
<tr>
<th>Goal</th>
<th>Expand professional development programs to underrepresented communities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome</td>
<td>• Raised $15k to launch the Academy of Hope in Fall 2016. By end of FY, will have provided free professional training for 20 students from refugee and at-risk mother populations. Will provide scholarships to underrepresented populations for coding programs starting in May of this FY.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal</th>
<th>Build community connections to campus.</th>
</tr>
</thead>
</table>
| Outcome | • Osher partnered with campus departments in FY 2017 in the following ways:  
• Created 60 teaching opportunities for professors/emeritus.  
• Promoted 100 campus events to Osher members.  
• Brought 540 community members to open lectures. |

<table>
<thead>
<tr>
<th>Goal</th>
<th>Offer Personal Enrichment classes to under-represented communities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome</td>
<td>• Created pilot Personal Enrichment program for Beacon Scholar alumni to keep them engaged with the U. In FY17 offered 4 classes to this group.</td>
</tr>
</tbody>
</table>
CONTINUING EDUCATION CAMPUS SERVICES MODEL
Helping colleges reach alternative student audiences through broader modes.

ALTERNATIVE AUDIENCES reach new & existing target audiences

- YOUTH/K-12
- COMMUNITY (including donors and alumni)
- INTERNATIONAL STUDENTS
- POST TRADITIONAL (25+ who stopped, working with family, didn’t start and want to, degree non completers)
- TRADITIONAL (Students needing a unique learning experience: smaller classes, intensives, half term, online, flexible options)
- UNIQUE COHORTS
- UNDER REPRESENTED STUDENTS
- PROFESSIONALS
- FUTURE GRAD STUDENTS
- MILITARY

UNIVERSITY PATHWAYS
PERSONAL ENRICHMENT
PROFESSIONAL DEVELOPMENT

COLLABORATION how we work with you to reach these audiences

- needs analysis research success metrics
- marketing & communication enrollment services
- badging stackable certificates assessments transcribing

CECE INCUBATE VALIDATE IMPLEMENT OUTREACH FULFILL CREDENTIAL

College/Department: Content Expertise

UPING EDUCATION & COMMUNITY ENGAGEMENT
THE UNIVERSITY OF UTAH
APPENDIX C: UNIVERSITY OF UTAH CECE MICRO-CREDENTIALS

The term “Micro-Credential” is sometimes used loosely to represent certificate or micro-certificate programs that lead to the enhancement of professional skills and resumes. CECE’s definition for “Micro-Credential,” based on industry best practices, is a certificate or micro-certificate that leads to a professionally recognized credential. Proed has almost tripled the number of Micro-credential programs offered during the past year. The goal is to ensure that our certificate programs are truly “Micro-Credential” programs that lead to professionally-accepted credentials or certifications.

Professional Education currently offers certificates and micro-certificates in multiple business, project management, healthcare, information technology, nonprofit and legal professions. Top performing “Micro-Credential” programs include:

<table>
<thead>
<tr>
<th>Certificate Program</th>
<th>Associated Professional Credentials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Management Fundamentals Certificate</td>
<td>Certified Associate of Project Management (CAPM)</td>
</tr>
<tr>
<td>Advanced Project Management Certificate</td>
<td>Project Management Professional (PMP)</td>
</tr>
<tr>
<td>Advanced Human Resources Management Certificate</td>
<td>SHRM Certified Professional (SHRM-CP)</td>
</tr>
<tr>
<td>Agile Project Management Certificate</td>
<td>Certified ScrumMaster (CSM)</td>
</tr>
<tr>
<td>Pharmacy Technician Certificate</td>
<td>Pharmacy Technician Board Certification</td>
</tr>
<tr>
<td>Medical Coding and Billing Certificate</td>
<td>Certified Coding Associate (CCA)</td>
</tr>
<tr>
<td>Medical Transcription Editing Certificate</td>
<td>Association for Healthcare Document Integrity (AHDI)</td>
</tr>
<tr>
<td>Microsoft All Access Certification</td>
<td>Microsoft Certified Associate/Expert (MCSA/MCSE)</td>
</tr>
<tr>
<td>Cisco All Access Certification</td>
<td>Cisco Certified Network Associate/Prof (CCNA/CCNP)</td>
</tr>
<tr>
<td>Cyber Security All Access Certification</td>
<td>Certified Ethical Hacker; Cyber Security First Responder</td>
</tr>
<tr>
<td>CompTIA All Access Certification</td>
<td>A+, Network+, and Security+ Certifications</td>
</tr>
<tr>
<td>Advanced Paralegal Certificate</td>
<td>Certified Paralegal</td>
</tr>
</tbody>
</table>